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A Study on B.Ed Trainees Study Habits Based on Their Demographic Profiles

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Abstract:

Present study attempts to understand the study habits of Bachelor in Education (B.Ed) students. Being students of a professional course, they must study regularly to understand teaching theories and practice them during internship to acquire the basic skills required of a teacher. The study employed quantitative approach to understand the differences among B.Ed students study habits based on their demographic variables. Researchers surveyed 598 B.Ed students through convenient sampling technique. The present study aimed to investigate the variation in B.Ed students' study habits based on their demographic characteristics such as gender, locality, marital status, subject streams, and type of college. The study administered study habit survey questionnaire along with the participants' demographic proforma. The findings revealed that their study habit did not significantly differed in any of the demographic characteristics such as gender, locality, marital status, subject streams, and type of college. Study recommends qualitative inquiry to understand the variation in study habits among B.Ed students with varied demographic characteristics.

Keywords: *Study Habits, Study Routines, Study Anxiety, Perceived Study Habit.*

1. Introduction:

University students face many challenges in their academic lives, and not all are equipped to handle such complex situations (Dunlosky et al., 2013; Dunlosky & Rawson, 2015) and adding to this, their busy lifestyle can result in spending less time in their studies (Nonis & Hudson, 2006). Hence, engaging in some strategies or study habits to ensure good utilisation of time is needed. Study habits can be understood as the methods of studying, and they can be either systematic, inefficient or efficient (Ayodele & Adebiyi, 2013).Study habits are a well-organised manner of study that students utilise to understand academic subjects and pass their examinations (Bashir & Mattoo, 2012). Even though research has shown the

significance of study habits, universities are still slow to implement these practices (Goffe & Kauper, 2014; Wieman & Gilbert, 2015). Since students beginning a course with an effective learning strategy may continue using it throughout the course (Larson et al., 2019) it is important for universities to instil the importance of good study habits. Extensive research has already been conducted earlier on study habits and attitudes impact on the academic performance of students (Bar-On, 2001; Bar-On et al., 2000; Ciarrochi et al., 2001). It was also stated that students require this study habit to improve their academic performance(Ebele & Olofu, 2017).According to (Arieta et al., 2017), study habits are a good indicator of academic performance, (Fouché, 2017) states that good study habits include completing homework on time, time management, and working hard, which correlated to better academic performance

A good study habit is an indicator of good academic performance, according to (Fielden, 2005),but when studies tend to investigate the relationship between study time and academic performance(Krohn & O'Connor, 2005; Lahmers & Zulauf, 2000), we are also neglecting other factors. There is a perception that students who spend more time on their studies tend to score better in their academics, which can be poorly correlated (Gurung, 2005). Rather, how they utilise their time studying matters (Dunlosky & Rawson, 2015). Some of the learning strategies or study habits were categorised into high, moderate, and low utility groups. Some of these strategies include practice testing, elaborative interrogation, self-explanation and others (Dunlosky et al., 2013), and reading every day improves one's studying habits according to (Issa et al., 2012) but there is also an issue that students may be incorrect with their perceptions of effective ways to study and evaluate their own ways of learning (Bjork et al., 2013; Smith, 2015). Also, giving instruction to students on these effective strategies is considered ineffective by (W R Balch, 2001), and better ways to instruct this were explored through some experiments to show students the advantage of the learning strategy (William R Balch, 2006; Cathey et al., 2016; Fleming, 2002). But these study habits may also be accompanied by factors such as self-efficacy that mediate one's performance according to (Svartdal et al., 2022).

A study on Pakistani-British and UK British study habits showed a significant difference in the interactive study habits between students of different origins but no significant difference between their grades(Rana, 2011).Some studies were conducted in India on study habits, such as a study showing how emotional maturity and study habits correlate to academic achievement (Rafaqi & Musheer, 2019). A correlation was also observed between emotional maturity and study habits among B.Ed. students(Rabia et al., 2017). There is also a significant difference between emotional maturity and study habits between the two states, Haryana and Punjab, which was observed by (Dalal, 2017). Meanwhile,(P. A. Singh, 2017) observed a correlation between emotional maturity and study habits. There were also studies conducted to explore social maturity among students and its relationship with study habits (Manju 2016; Vinoth and Barathi n.d.). Social maturity is defined here as the ability to enact oneself in a responsible manner by (Kumar, 2015). A study was conducted by (Pachaiyappan, 2019; Y. G. Singh, 2011), which observed a significant difference between student teachers from urban and rural regions but no difference between male and female students from B.Ed. colleges in Tamil Nadu, where as a study by (Bhan & Gupta, 2010; Dhanalakshmi & Murthy, 2019) contradicts the same. A study by(Ayisha Thanseera. MK et al., 2021) also pointed out is no significant relationship between academic stress and study habits among student teachers. There were also issues related to balancing work and life while pursuing education, suggesting a case study for further understanding (Thendral & CarterPremraj, 2021)

2. Research Questions:

The study frames following research question, whether there exist a significant difference in study habit of B.Ed students across their demographic variables such as gender, locality, marital status, subject streams, and type of college.

3. Method:

The present study employed descriptive survey research design to address the research questions raised.

4. Participants of the Study:

The study included 598 students who are pursuing their bachelor in education degree in Bengaluru, India through convenient sampling technique. Table 1 below shows the demographic details of study participants.

Table 1: ***Showing the participants demographic details***

Gender		B.Ed subject stream		Locality		Type of college		Marital status	
Male	Female	Science	Arts	Rural	Urban	Private	Govt.& Aided	Single	Married
116	482	296	302	224	374	313	285	293	305

5. Validity and Reliability of Study Habit Inventory:

Present study adopted study habit inventory developed by M NPalsane and Anuradha Sharma in the year 2005and the demographic proforma collected the other details of the participants (Bibi et al., 2020). Study habit inventory consisted of 45 items with a 5-point Likert type rating scale. The rating varied from strongly-disagree to strongly-agree. The demographic proforma included gender, subject stream, locality, type of college, and marital status of the B.Ed students. Researchers revalidated the study habit inventory (Palsane&Anuradha, 2005) with the help of a panel of experts and further subjected the scale to pilot study on a small sample (N=50) to establish reliability. The researcher obtained Cronbach's alpha internal consistency value of 0.70, which is reliable.

6. Data Collection Procedure:

The researcher created a tool booklet consisting of items on demographic details and study habit inventory items. Researcher visited around 24 B.Ed colleges of Bengaluru and obtained permission for data collection from the head of the institution. Researcher then administered the tool booklet in face-to-face mode to more than 650 B.Ed students pursuing their B.Ed across the selected demographics. However, researcher obtained only 598 successful response out of 650. Researcher tabulated the data obtained in an excel sheet and imported the data sheet SPSS version 24 for statistical analysis of the data.

7. Ethical Consideration:

The study obtained institutional-review-board ethics committee approval to carry out the present research. Researcher obtained permission from the Principals of each B.Ed college before collecting the desired data. The survey booklet had informed consent form at the beginning, seeking participant's willingness to participate in the study. The administered the booklet only to the participants who have expressed their willingness to participate in the study. Participants had the privilege to withdraw themselves from the study if they find themselves uncomfortable. Researchers stored the collected data in a password-encrypted file. It is accessible only to the researcher to ensure data confidentiality and anonymity.

8. Results:

To address the research questions of the study, researchers present the results of the present study in 2 sections. Section 1 presents the normal distribution of the data using histogram and Shapiro-wilk normality test (see figure 1 and table 2). Section 2 presents the inferential statistics results.

Section 1:

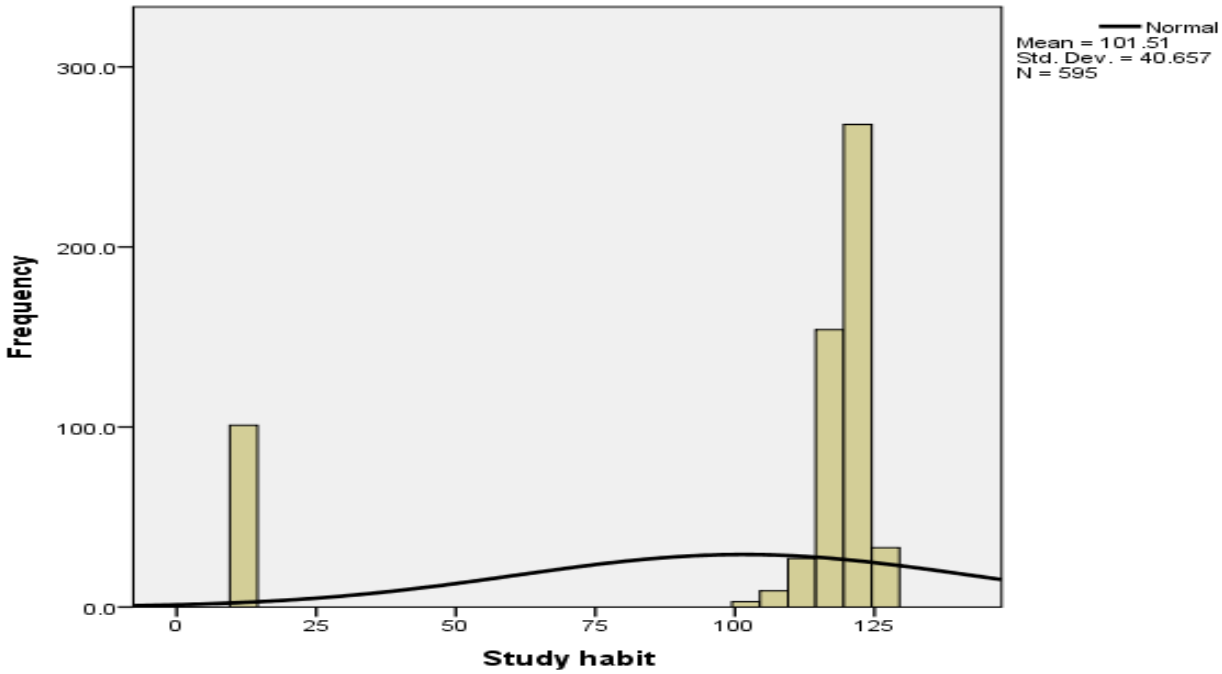

Figure 1. Showing the histogram with normal curve on academic anxiety scores

Table 2: ***Showing the Pearson correlation test results across demographics***

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Study habit	.399	595	.000	.526	595	.000
a. Lilliefors Significance Correction						

From figure 1 and Table 2 it is clear that the study habit scores are not normally distributed despite 598 responses to the survey. The Shapiro-Wilk normality statistics was found to be 0.526 ($p < 0.000$) indicating that the data is not normally distributed.

Section 2:

As the study habit data is not normally distributed, researchers resorted to conduct non-parametric analysis. The inferential statistical test used to find the differences in study habits across various demographic characteristics of the participants are Mann-whitney U-test. The results of which are presented in table 3 below.

Table 3: ***Showing the results of Mann-whitney U-test for independent samples***

Sl. No.	Null hypothesis	Non parametric Test	Sig.	Decision
1	The distribution of study habits is same across the categories of Gender	Independent samples Mann-whitney U-test	0.851	Retain Null hypothesis
2	The distribution of study habits is same across the categories of Locality	Independent samples Mann-whitney U-test	0.005*	Reject Null hypothesis
3	The distribution of study habits is same across the categories of Marital status	Independent samples Mann-whitney U-test	0.395	Retain Null hypothesis
4	The distribution of study habits is same across the categories of College type	Independent samples Mann-whitney U-test	0.656	Retain Null hypothesis
5	The distribution of study habits is same across the categories of subject streams	Independent samples Mann-whitney U-test	0.352	Retain Null hypothesis

*Significannce at 0.05 level

From the table 3 above it is clear that, the study habit did not differ significantly among B.Ed students demographic characteristics such as gender ($U = 0.851$, $p > 0.05$), marital status ($U = 0.395$, $p > 0.05$), college type ($U = 0.656$, $p > 0.05$), and subject stream ($U = 0.851$, $p > 0.352$) opted by them. However, a statistically significant difference was observed in study habit between rural and urban students ($U = 0.005$, $p < 0.05$). Rural students had better study habits than urban students did. The study habit mean score of rural students is 103.98 and that of urban B.Ed students is 100.05.

9. Discussion:

The present study found its results as intended to the research question raised in the present study. Accordingly, study was intending to find the differences in study habit of B.Ed students across their demographic characteristics such as gender, locality, marital status, subject streams, and type of college. The study clearly demonstrated the existence of significant difference between urban and rural B.Ed college students study habit. Rural students had better study habit than their urban counter part. A recent study is also in agreement with this result (Mochahary&Sarmah, 2022). This could be due to their aspiration to obtain government employment. Usually in India, rural students pursuing B.Ed work hard to get government-teaching post, which helps them, settle down economically in life. Therefore, the competition makes them work hard and thus they had improved study habits than urban students.

On the other hand, students pursuing B.Ed in urban government colleges and private colleges differ in their approach towards the programme. Urban student usually can settle down in a private school and are not really aspiring for government jobs in rural area. Thus, mindset of urban students towards their employment influences their study habit. Thus, teacher education stakeholders must work towards enhancing B.Ed students' study habit in B.Ed colleges. A recent study revealed a negative correlation between teacher

trainees' anxiety and their teaching practice achievement scores (Kamonjo & Nyambura, 2023). Further, learner autonomy and objective assessment methods are to replace the intimidating learning atmosphere. The study further found that, the differences in study habitof B.Ed students across their demographic characteristics such as gender, locality, marital status, subject streams, and type of colleges did not show any significant difference. A recent study is also in agreement with this result (Mochahary&Sarmah, 2022).

Overall, the study habit of B.Ed students over their regular academic routine did not differ among various demographic characteristics, however rural students fared better than urban students did. In India, more girl students join for B.Ed programme than boys do and more rural colleges exist than urban colleges. Additionally, more married girls join B.Ed programme than married boys do. Therefore, enhancing study habit and encouraging free and fair atmosphere has to replace unhealthy competition experiences.

10. Conclusion:

The present study explored a unique area of measuring academic study habit of B.Ed college students during their daily routine. Accordingly, study found the intended result that, there is no any major differences in their study habit among various demographic characteristics B.Ed students. However, the study habit of rural student was better than the urban B.Ed students did. There is a need for deeper understanding of this study habit and specific causes accounting for this result. The present study could have been exploratory in nature finding the causes unlike finding the variation in study habit of B.Ed students based on few selected demographic characteristics. Every study has its limitations. Similarly, the present study included only 598 B.Ed college students and demographic characteristics are limited to gender, locality, marital status, subject streams, and type of college. The study limits itself to analyse the study habit of B.Ed college students. The study further limits itself to measure the differences in the level of study habit of B.Ed students in the selected demographic characteristics. Study recommends future researchers to explore the opportunities for increased study habit among B.Ed college students. Further, researchers must also explore the rate of successful completion of B.Ed programme and objective analysis of their result affecting the quality of B.Ed programme in the country.

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12. Conflict of interest:

Authors have no competing interest. This manuscript emerged out of a PhD work. Supervisors supported the research scholar in bringing out this manuscript.

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