



# **STUDY HABIT IN RELATION TO ACADEMIC ACHIEVEMENT OF THE STUDENT-TEACHERS IN KHASI HILLS DISTRICTS**

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## **Abstract**

*The purpose of the study is to examine the study habit of student-teachers in relation to their academic achievement. The study was delimited to the pre-service teachers' training institutions in Khasi Hills and Ri Bhoi Districts, included of the four institutes, ie., D.I.E.T- Nongpoh, Sohra, Nongstoin and Cherra Teachers' Training Centre (CTTC), Sohra. The Descriptive research design was employed for the study. The population consisted of 300 student-teachers which the sample of 136 student-teachers was drawn from the population using simple random technique. The procedure of data collection was conducted by using (i) Study Habit Inventory (SHI-ms) (Mukhopadhyay, M. and Sansanwal, D. N., 1971), (ii) Academic Achievement (Base on the final result sheet examination, 2019). The major findings of the study are: (i) The study habits among the student-teachers were found to be poor study habit, (ii) The academic achievement of the student-teachers was satisfactory and it was towards the high end of academic achievement, (iii) There was no significant difference in the study habits between male and female student-teachers, (iv) There was no significant difference in the academic achievement between male and female student-teachers (v) There was negative relationship between study habit and academic achievement of the student-teachers. The study revealed the significance of Study Habit and its impacts on Academic Achievement of the Student-Teachers. However, the study did not deny the fact that the amount of study habit differs from individual to individual based on their interest and capacity.*

**Keywords:** Study Habit, Academic Achievement, Student-Teachers, Institutes of Education and Training

## Introduction

Study habit is a process of exercising and approaching towards regularity of study based on individual attitudes and interest. It is one of the greatest learning factors that hugely influence students' academic achievements. The key to becoming an effective learner is learning how to study smarter, not harder. Good study habits can help the student-teachers study well and improve their academic performances. In order to be successful, each learner required a good attitude towards the purpose of acquiring knowledge. Attitude is a mental and natural state of readiness, organized through experiences, exerting a direct influence on the individual's response to all objects and situations with which is related. Attitude towards study has great contribution on academic achievement, and good study pattern. Successful learners adopt positive habit towards study, and do not waste time or energy over what they have to do. If the learning experience is pleasant, the learner's attitude, habit and motivation is usually positive, and if the learning experience is not pleasant he/she tends to avoid it. Nneji (2002) stated that study habits are learning tendencies that enable students work in private. Hence, it is important for the student-teachers to inculcate good study habits and in order to learn effectively.

## Review of related literature

Study habit refers to a regular behaviour of a learner spending in study. Goud (2018) revealed that students have positive attitude towards study habits, which Mashayekhi, Rafati, Mashayekhi, M, Rafati, F, Mohamadisardoo, and Yahaghi, (2014) in their study showed that 89% of students have relatively desirable study habits, where (35.8%) of the students spent a maximum of 40 minutes to study, while (17.9%) could study up to 6 hours. One of the probable reasons for positive study habit is the interest in teachers' teaching behaviour. In this regards it was reflected that 72.40 % of D.El.Ed., students satisfied with their teachers and 27.60% of students were not satisfied with their teachers. In spite of the best efforts among students, findings revealed that most of the students fall under the category of satisfactory and poor study habits and attitudes (Fanai, & Lalrinngneti, 2016) which means that most of them are in average level of study habit (Silverrajoo, & Hassan, 2018). Study habit differs from person to person. Generally groups such as male and female may affect differently in their habits towards study. Hassanbeigi, Askari, Nakhjavani, Shirkhoda, Barzegar, Mozayyan and Fallahzadeh (2011) in their study found that males scored slightly better in study habits and all components of study skills compared to their female counterparts. However, the finding made by Ali and Faaz (2017) showed that female students possessed slightly good study habits than that of male students. This showed that there was no association between boys and girls on study habits. In this regards, Dhanalakshmi and Murthy (2019) also showed that there was a significant difference between the study habits of male and female student-teachers.

Academic achievement is the amount of which students and teachers achieved their short or long-term educational goals. Academic achievement of a student is greatly influenced by several psychological and sociological correlates such as attitude, teacher effectiveness, adjusting ability, socio-economic status, home and school environment (Franky, & Chamundeswari, 2014). It was found that the academic achievement was influenced by the socio-economic status and those who belonged to high socio-economic status showed better

performance (Badige & Aiholli, 2017). It was also inferred from the finding that a moderate level of anxiety was desired in order to excel in the academics, and when anxiety crossed the limit academic achievement decreased significantly (Azeem, 2018). Thus, students with low academic achievement had more adjustment problems. It can be concluded therefore that level of adjustment and academic achievements are positively correlated (Pathak, Tiwari, & Patel, 2016). The reviews of various literatures revealed diverse results with respect to academic achievement of male and female students. The finding showed that no significant differences were obtained in the male and female students in the level of academic achievement (Pawar, 2017; Upadhyay, 2017). This means that there was a significant relationship between male and female secondary school students' academic achievement (Singh, & Mahipal, 2015) which refers that sex did not exert any influence on gender based on their academic performances (Rugendo, 2014). However, several other studies revealed that differences in academic achievement with respect to gender were found significant (Nandini, 2013; Siddiqui & Ali, 2018).

Study habit and academic achievement show close relationship between each others. Studies indicated that study habits facilitate higher academic achievement (Sherafat & Murthy, 2016). Rabia, Mubarak, Tallat, and Nasir, (2017) and Jafari, Aghaei and Khatony (2019) in their studies found that there was a direct and significant relationship between study habits and academic achievement. Similarly, it was found that there was no significant difference between study habits and academic achievement of higher secondary school students (Lawrence, 2014). Siahi and Maiyo in their study (2015) revealed that the relationship between study habits and academic achievement was positive. This means that study habits has strong correlation (Mashayekhi, Rafati, Mashayekhi, Rafati, Mohamadisardoo, & Yahaghi, 2014) and a moderately, high and positive influence on academic achievement of students (Ali & Faaz, 2017). Thus, the results implied that the study habits need a significant attention if ones are to improve academic achievement (Siahi, & Maiyo, 2015).

### Rationale of the study

Study habit plays an essential role in the development of the learner. It is the process of acquiring knowledge, skills, values, beliefs and habits. Studying is a skill and one must first learn this skill, practice them and develop effective study habits in order to be successful. Study habits refers to learning which leads to the achievements of a learner's goal. In order to improve academic achievement learner must develop the study habit which will enhance their educational standards. As one goes on studying, one finds more techniques and methods that offer new information leading one on an interesting and successful direction. So, learning how to study or to develop good study habits to improve academic performance is a lifelong process, and one should be ready to modify one's method of studying according to the need. Effective study habits are all about keeping to a daily routine and giving all subjects equal time. Study habits among students cover a very important place and remain as an important key to improve effective outcomes in learning. Therefore, an investigation on the relation of study habit and academic achievement among student-teachers would help in moulding their behaviour and provides opportunity for encouraging more successful learning.

## Operational Definition of the Terms Used

**(i) Study Habit:** Study habit is a pattern of behaviour adopted by student-teachers in their pursuit of their studies that serve as a way and manner of learning. It includes of various traits such as, student-teachers' comprehension, concentration, task orientation, interaction, drilling, supports, recording and language.

**(ii) Academic Achievement:** Academic Achievement refers to the educational performances of the student-teachers related to their levels of academic achievement based on the course of study. This achievement generally reflected in the scores obtained in the board examination.

**(iii) Student-Teachers:** Student-Teachers refers to the pre-service student-teachers studying in the Diploma of Elementary Education courses in various Institutes of Education and Training.

**(iv) Institutes of Education and Training:** It refers to the Teacher Training Institutions which served in providing education to the pre-service teachers through the course viz., Diploma in Elementary Education (D.El.ED.). These institutes consisted of District Institute of Education and Training (D.I.E.T.) and Cherra Teacher Training Centre (CTTC).

**(v) Khasi Hills District:** It refers to the region located mainly by the Khasi people. The Khasi Hills District included of four districts ie., East Khasi Hills District, West Khasi Hills District, South-West Khasi Hills District and Ri Bhoi District.

## Objectives

1. To study the Study Habit and Academic Achievement of the student-teachers.
2. To find out the significant difference of Study Habit between male and female student-teachers
3. To find out the significant difference of Academic Achievement between male and female student-teachers
4. To examine the relationship between Study Habit and Academic Achievement of the student-teachers

## Hypotheses

1. There is no significant difference in the study habit between male and female student-teachers
2. There is no significant difference in the Academic Achievement between male and female student-teachers

3. There is no relationship between Study Habit and Academic Achievement of the student-teachers

## Methodology

**(i) Design:** Descriptive method design was employed in the study. The study has been delimited only to Institutes of Education and Training which included of three D.I.E.Ts, and one Teacher Training Centre in Khasi Hills District.

**(ii) Population:** The population of 300 student-teachers was drawn from four Institutes of Education and Training of Khasi Hills District. This is represented in the Table No.1.1

Table No.1.1

*Showing the population of the study*

Institute	Male	Female	Total
D.I.E.T., Sohra	29	71	100
D. I.E.T., Nonstoin	14	36	50
CCTC, Sohra	32	68	100
D.I.E.T., Nongpoh	11	39	50
Total	86	214	300

### (iii) Sample and sampling technique

The sample of 136 student-teachers was drawn from the four Institutes of Education and Training using simple random technique. This is represented in the Table No.1.2.

Table No.1.2

*Showing the sample of the study*

Institute	Male	Female	Total
D.I.E.T., Sohra	7	40	47
D. I.E.T., Nonstoin	4	22	26
CCTC, Sohra	6	34	40
D.I.E.T., Nongpoh	5	18	23
Total	22	114	136

### (iv) Tool used

The following tools were used in collecting the factual information from the student-teachers:

1. Study Habit Inventory (SHI-ms) (Mukhopadhyay, M. and Sansanwal, D. N., 1971)
2. Academic Achievement (Base on the final result sheet examination, 2018)

## Analysis of data

The data collected on the Study Habit and Academic Achievement of the student-teachers was analyzed and interpreted based on the following objectives:

## **Objective 1: To study the Study Habit and Academic Achievement of the student-teachers.**

### **(i) To study the Study Habit of student-teachers**

In order to study the Study Habit of student-teachers the data collected was analyzed using percentage. This is presented in Table No, 1.3.

Table No. 1.3

*Showing the percentage of Study Habit of the student-teachers*

Raw Scores	z-Score	Frequency (f)	Percentage (%)	Study Habits Status
269 and above	+2.01 and above	0	0%	Excellent Study Habits
247 - 268	+1.26 to +2.00	0	0%	High Study Habits
225 - 246	+0.51 to 1.25	0	0%	Above Average Study Habits
196 - 224	-0.50 to + 0.50	22	16.18%	Moderate Study Habits
174 - 195	+0.51 to -1.25	26	19.18%	Below Average Study Habits
152 - 173	-1.26 to -2.00	52	38.24%	Poor Study Habits
151 and below	-2.01 and below	36	26.47%	Very Poor Study Habits
		136	100%	

The table No.1.3 revealed that 16.18% of the student-teachers having moderate study habits, 19.12% below average study habits, 38.24% poor study habits, 26.47% very poor study habits, where no student-teachers obtained above average, high and excellent study habits. This means that majority (38.24%) of the student-teachers having poor study habit.

### **(ii) To study the Academic Achievement of student-teachers**

In order to study the Academic Achievement of student-teachers the result sheet of final examination, 2019 was used. This is presented in Table No. 1.4.

Table No.1.4

*Academic achievement of student-teachers*

Division	Scoring	N	Percentage
1st division	60-100	116	85%
2nd division	45-59	20	15%
3rd division	40-44	0	0
Fail	1-39	0	0
Total		136	100%

The table No.1.4 revealed that 85% of the student-teachers passed in first division and 15% passed in second division. The result indicated that there was no student-teacher placed in third division or either fail in the examination. This means that majority (85%) of the student-teachers possessed good academic achievement.

## **Objective 2: To find out the significant difference of Study Habit between male and female student-teachers**

In order to find out the difference of Study Habit between male and female student-teachers, the data collected was analyzed using mean, standard deviation and t-test.

### **H<sub>01</sub> There is no significant difference in the study habit between male and female student-teachers.**

To test the stated null hypothesis the level of significance was set at 0.05 level with df 134 is 1.98 and at 0.01 level with df 134 is 2.62. The Table No.1.5 represents the tested hypothesis.

Table No.1.5

*Showing the difference of Study Habit between male and female student-teachers*

Gender	N	Mean	SD	df	t-value	Remarks
Male	22	165.76	22.24			
Female	114	165.91	22.12	134	1.59	Not significant

Table No.1.5 shows that the mean score of male is 165.76 with SD of 22.24; the mean score of female is 165.95 with SD of 22.12. It also indicated that ‘t-value’ 1.59 with df 134 is not significant. Hence, the stated hypothesis, “**There is no significant difference in the Study Habit between male and female student-teachers**” is retained. This indicates that male and female student-teachers do not differ in their Study Habits which means that gender does not play any role in determining their habit of the student-teachers.

### **Objective 3: To find out the significant difference of Academic Achievement between male and female student-teachers**

In order to find out the difference of Academic Achievement between male and female student-teachers, the data collected was analyzed using mean, standard deviation and t-test.

### **H<sub>02</sub> There is no significant difference in the Academic Achievement between male and female student-teachers.**

To test the stated null hypothesis the level of significance was set at 0.05 level with df 134 is 1.98 and at 0.01 level with df 134 is 2.62. The Table No.1.6 represents the tested hypothesis.

Table No.1.6

*Showing the difference of Academic Achievement between male and female student-teachers*

Gender	N	Mean	SD	df	t-value	Remarks
Male	22	829.19	78.96			
Female	114	829.19	78.16	134	0.88	Not significant

Table No.1.6 shows that the mean score of male student-teachers is 829.19 with SD of 78.96; the mean score of female student-teachers is 829 with SD of 78.16. It also indicated that ‘t-value’ 0.88 with df 134 is not significant. Hence, the stated hypothesis, “**There is no significant difference in the Academic Achievement between male and female student-teachers**” is retained. This indicates that male and female student-teachers do not differ in their Academic Achievement which means that gender does not affect the Academic Achievement of the student-teachers.

#### **Objective 4: To examine the relationship between Study Habit and Academic Achievement.**

In order to find out the relationship between Study Habit and Academic Achievement, of the student-teachers, the data collected was analyzed using mean, standard deviation and Pearson Product Moment Coefficient of Correlation (r).

#### **H0<sub>3</sub> There is no relationship between Study Habit and Academic Achievement of the student-teachers.**

To test the stated null hypothesis the level of relationship was set at 0.5 level with df 134 is .174 and at 0.01 level with df 134 is .228. The table No.1.7 shows the tested hypothesis.

Table No.1.7

*Showing the relationship between Study Habit and Academic Achievement of the student-teachers*

Category	Mean	SD	df	r	Remark
Study Habit	165.91	22.12			
Academic Achievement	829.19	78.16	134	-0.283	Negative relationship

Table No.1.7 shows that the mean score of student-teachers in Study Habit is 165.91 with SD of 22.12 and the mean of Academic Achievement is 829.19 with SD 78.16. This indicated that ‘r-value’ -0.283 with df 134 is negatively correlated. Hence, the stated hypothesis, “**There is no relationship between Study Habit and Academic Achievement of the student-teachers**” is retained. This indicates Study Habit affect negatively in determining the level of Academic Achievement and vice versa.

### **FINDINGS AND DISCUSSION**

The study revealed that 16.18% of student-teachers possessed Moderate Study Habits, 19.18%, 38.24%, and 26.47% were Below Average Study Habits, Poor Study Habits, Very Poor Study Habits respectively. It was also indicated that none of the student-teachers were of Excellent, High or Above Average Study Habits. This implies that the study habit among the student-teachers were towards poor study habit. This finding is in tune with the finding made by Fanai and Lalrinngethi (2016) and Silverrajoo and Hassan (2018) which revealed that most of the students fall under the category of satisfactory, average and poor study habits. Further, the finding pointed out that 85% of the student-teachers secured first division and 15% second division, where none of them were of third division nor detained. This shows that the performances of the student-teachers were satisfactory and it was towards the high end of academic achievement. With regards to study habit, it was revealed that there was no significant difference between male and female student-teachers. This finding refutes to the finding made by Hassanbeigi, Askari, Nakhjavani, Shirkhoda, Barzegar, Mozayyan and Fallahzadeh (2011) in their study which indicated that males scored slightly better in study habits and all components of study skills compared to their female counterparts, which also reversed the finding made by Ali and Faaz (2017) that showed female students possessed slightly good study habits than that of male students. This showed that there was no association between boys and girls on study habits. Further, the present finding which showed that academic achievement of the student-teachers was not significantly difference based on gender was in tune with the finding made by Pawar (2017) and Upadhyay (2017) which showed that no significant differences were obtained between male and

female students in the level of academic achievement. On the other hand, the finding indicated that there was negative relationship between study habit and academic achievement of the student-teachers. This means that when the student-teachers were high in academic achievement they were actually performed less in study habit. The reason could be because when the student-teachers were more capable in performing their job they tend to study less than the weaker students-teachers. The present finding refutes the result made in various studies which stated that study habit and academic achievement have positive relationship (Mashayekhi, Rafati, Mashayekhi, Rafati, Mohamadisardoo, & Yahaghi (2014); Siasi & Maiyo (2015); Ali & Faaz, 2017) Rabia, Mubarak, Tallat & Nasir (2017) and Jafari, Aghaei & Khatony (2019).

## IMPLICATION

The findings from the present study confirmed the importance of study habit and academic achievement for the student-teachers. The following educational implications can be derived on the basis of the finding of the present study.

The finding revealed that the study habit among the student-teachers was towards poor study habit (16.18%, 19.18%, 38.24%, and 26.47%, Moderate Study Habits, Below Average Study Habits, Poor Study Habits, Very Poor Study Habits respectively). It was also found that no student-teachers were of above average study habit. Therefore, it is needed that the student-teachers be encouraged to improve to study habit. It is a responsibility on the part of the teaching community to guide and hint ways, improve teaching strategies and methods that students could adapt a better study habit. This also would increase the academic achievement which even though 85% of the student-teachers were in first division, however many as 15% were in second division and even those who are in first division also were not that high in academic achievement. Therefore, it is a felt need that administrations such as government concerned take initiative to improve the condition of the pre-service teachers for their best performance.

## CONCLUSION

In the process of learning, each learner requires to develop their own study habits. Though, the arts and style of studying differs from person to person depending upon the ability, interest, opportunity and other factors, however maintenance of study habit is indispensable for knowledge acquisition. This was not only help one to learn more but it also helps for their improvement in the academic performances. With regards to the student-teachers who are aspirants for teaching profession, it is suggestive that study habit should be well maintained continuously. This will help them to be resourceful learners as well as it will promote them in the field of their academic performances. As the findings showed the importance of study habit in relation to academic achievement each student-teacher need to retrospect themselves and find out ways and means to improve their habit of learning according to their capacity.

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