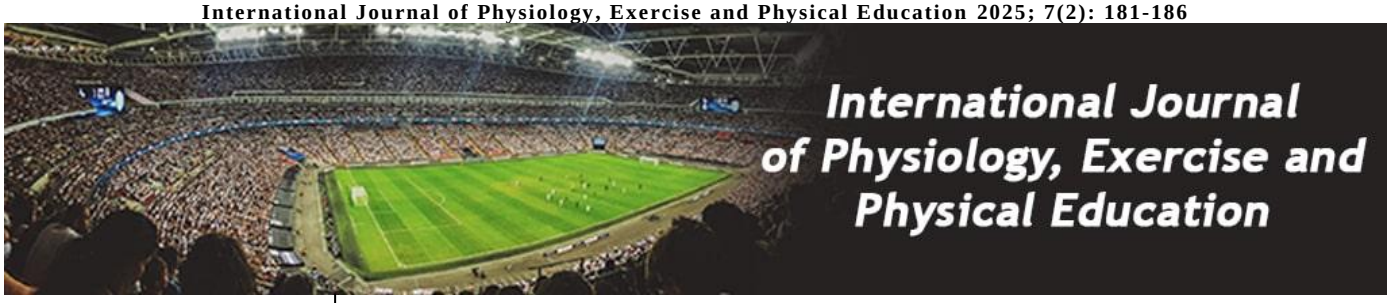

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An analytical study of study habits and their impact on academic achievement among teacher training course students

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Abstract
This study explores the impact of study habits on academic achievement among students enrolled in teacher training courses such as B.Ed., M.Ed., B.P.Ed., and M.P.Ed. programs. The objective was to analyze how different study habits contribute to academic performance and to identify any gender-based differences in study habits. A quantitative research design was employed, using a standardized study habits inventory along with academic records for data collection. A sample of 200 teacher training students was selected through stratified random sampling from various institutions. Statistical tools such as descriptive statistics, Pearson's correlation, t-test, and ANOVA were used to examine the data using SPSS software. The results revealed a positive and significant relationship between study habits and academic achievement, indicating that students with better study habits consistently performed well in their academic pursuits. Gender-wise analysis showed no significant differences in overall study habits between male and female students. Furthermore, students categorized with high study habits demonstrated significantly better academic achievement compared to those with average or low study habits. The study concludes that effective study habits are a strong predictor of academic success among teacher training students. It recommends integrating study skills development into teacher education programs to enhance student performance. This research provides useful insights for educators, administrators, and curriculum planners.

Keywords: Study habits, academic achievement, teacher training

Introduction
Academic success is crucial for students' future careers, especially for those in teacher training programs. These trainees are expected to excel both academically and in their teaching skills to provide diverse learning experiences. Many factors influence their success, including personal learning styles, study habits, and even athletic abilities. Understanding these aspects is important for improving teaching methods in these programs.

Academic achievement reflects how well a student meets educational goals, often measured through grades and test scores. This is significant for education research and policy because it directly relates to opportunities in higher education and jobs. The text explores the factors influencing academic success, methods to assess it, and compares India's situation with the global perspective.

Several influences on academic success can be categorized into individual, family, school, and societal aspects. Personal qualities like intelligence, motivation, and self-discipline greatly impact educational outcomes. Internal motivation, as noted by Sharma (2022) [17], can lead to better academic results. Cognitive skills also affect performance; students with higher IQs usually achieve better outcomes, as highlighted by Nair and Ram (2020) [6].

Family background plays a significant role, with research showing that engaging parents, economic stability, and their education level are closely tied to how well children perform academically, according to Gupta and Singhal (2021) [11]. Cultures that prioritize education can create pressure on students, as seen in India, where education is viewed as a pathway to better opportunities, leading to stress (Mohan, 2023). This perception shapes student motivation and parental expectations.

Academic success is commonly evaluated through standardized tests and GPAs, especially in India after the National Educational Policy (NEP) 2020 aimed at improving assessment

standards. However, there are criticisms about standardized testing not capturing a student's full range of abilities, particularly in creativity and critical thinking. Bhattacharya (2022) [18] emphasizes the need for diverse assessment methods that encourage overall development instead of rote memorization.

India's education system has begun to shift from a strong focus on exam scores to a broader understanding of skills, largely due to NEP 2020. Academic success is influenced by a range of factors, and as India reforms its educational policies, adopting inclusive strategies will be vital for improving student achievement.

Teacher training is critical for future educators in India, offering programs that equip them with educational theories and practical skills. These include diploma, undergraduate, and postgraduate courses that cater to different education levels.

Teacher training programs in India include various categories:

For pre-primary and primary education, there are courses like Nursery Teacher Training (NTT), Diploma in Elementary Education (D. El. Ed.), and Bachelor of Elementary Education (B. El. Ed.). For secondary education, the Bachelor of Education (B. Ed.) is the most common, with the Master of Education (M. Ed.) offering further specialization. Specific programs for physical education teachers include the Bachelor of Physical Education (B. P. Ed.) and Master of Physical Education (M. P. Ed.).

Academic achievement measures how well students perform in school through grades, test scores, and evaluations. This achievement is crucial as it influences future educational and career opportunities, especially in India, where high academic performance is linked to better jobs and social mobility. Understanding the factors that affect academic performance is vital for educators and policymakers.

One key factor is study habits, which include time management, setting clear goals, organization, and maintaining focus. Students with effective study habits often perform better academically than those who struggle with procrastination and disorganization. Research shows that organized study plans, thorough note-taking, and active recall techniques help students retain information and achieve higher academic success.

Proper study practices are especially important for students in higher education. Good study habits enhance learning efficiency and memory retention. The document discusses the significance of these habits, effective study methods, and the impact of cultural background, with a focus on the Indian education system.

Study habits are the routines students develop to learn and remember effectively. Research supports the idea that good study habits correlate positively with academic success. Factors influencing study habits include motivation, environment, and personal learning styles.

Various strategies can improve study habits, such as setting SMART goals, which can motivate students, especially when preparing for competitive exams. Effective note-taking techniques, like the Cornell system and visual tools, also enhance comprehension and memory. Group studies encourage collaboration and can help students understand material better, particularly under exam pressure. Both physical and mental health influence academic performance. Good physical health contributes to better focus and memory retention. Research indicates a positive link between physical health and academic success. Students can improve their study habits and learning outcomes by adopting a healthy lifestyle.

Understanding cultural and personal factors can further enhance study effectiveness. Future research should explore how cultural aspects affect learning methods to create more tailored educational approaches. Overall, the pursuit of educational success is important for learners, especially in India, where study habits play a key role in achieving academic goals.

The text discusses the link between study habits and academic success, focusing on various models and research findings. The Self-Regulated Learning model by Zimmerman (2002) [16] emphasizes self-directed learning strategies as crucial for success.

Research shows a strong connection between good study habits and academic performance. For example, Verma and Kaur (2014) [4] found that students who reviewed materials regularly and managed their time effectively scored higher. Different subjects may require different approaches, as Mahajan (2018) discovered that science students benefit from organized reviews, while humanities students perform better with engaging reading techniques.

In India, socioeconomic status (SES) plays a significant role in study habits and educational outcomes. Higher SES often means better access to resources and more supportive study environments. Cultural factors, including parental expectations and peer influence, also shape students' attitudes toward studying.

The relationship between study habits and academic success is complex, but strong study habits are linked to better performance. Future research should focus on intervention programs that improve effective studying while addressing socioeconomic disparities. Educational institutions can foster environments that encourage academic achievement.

Evaluating how study habits impact teacher training students' performance is essential for developing effective educational strategies. By understanding and improving these habits, educators can better support future teachers and enhance student success in diverse educational contexts in India.

Statement of the Problem

This study aims to examine how different study habits influence the academic achievement of teacher training course students. Understanding this relationship will help identify effective learning practices, address academic challenges, and suggest strategies to improve educational outcomes among future educators enrolled in B.Ed., M.Ed., B.P.Ed., and M.P.Ed. programs

Objective of The Research

- To assess the study habits of teacher training course students.
- To evaluate the academic achievement levels among teacher training students.
- To examine the relationship between study habits and academic achievement.

Hypotheses

- H_0**1:** There is no significant relationship between study habits and academic achievement among teacher training course students.

- **H_o2:** There is no significant difference in study habits between male and female teacher training students.
- **H_o3:** There is no significant difference in academic achievement among students with different levels of study habits.

Delimitations

The current study will be limited to the following conditions: -

1. The research was limited to teacher training programs specifically B. Ed, M. Ed, B. P. Ed. And M.P.Ed. from Guru Ghasidas Vishwavidyalaya, Bilaspur (Chhattisgarh).
2. Study Habit is regarded as independent variables for this study and Academic achievement was chosen as a dependent variable
3. The sample was delimited to 200 (100 each from Department of Education and Department of Physical Education) students age ranged from 22 to 33 years.

Limitations

The current research will be confined to these specific conditions:

1. The respondents' level of interest and involvement while completing the questionnaire was seen as a limitation.
2. No specific motivational methods were used during the distribution of the research tools, which might have affected the responses.
3. The research was limited to Guru Ghasidas Vishwavidyalaya in Bilaspur (C. G.) and included only individuals from the Department of Physical Education and the Department of Education.

Significance of the Study

- This study will help identify the most effective study habits practiced by teacher training course students, contributing to better academic outcomes.
- The findings will assist teacher educators in developing appropriate instructional strategies aligned with students' study habits.
- Insights from the study can help students modify or improve their study practices to achieve higher academic success.
- The study provides valuable data for policymakers to design student support systems and academic guidance programs in teacher education institutions.
- By understanding the link between study habits and performance, the study promotes overall academic development and professional preparedness among future educators.

Methodology

Selection of Subject

For the purpose of present study purposive sampling technique was used for the collection of data. Hundred (100) physical education students (50 B.P.Ed. and 50 M.P.Ed.) and hundred (100) education students (50 B.Ed. and 50 M.Ed.) total 200 students from the department of physical education and education respectively of Guru Ghasidas Vishwavidyalaya has taken part as subjects for the study. Their age will be between 22 to 33 years.

Table 1: Selection of Subjects

Sl. No	Department	Stream	Sample Size	Total
1.	Physical Education	B.PED	50	200
		M.PED	50	
2.	Education	B. ED	50	
		M. ED	50	

Selection of Variables

The researcher went through available reviews of literature and had a discussion with experts and his own supervisor before selecting the variables.

Table 2: Independent and Dependent Variables of the Study

Independent variables		Dependent variables	
Sl. No.	**Variables**	**Sl. No.**	**Variables**
1.	Study Habit	**1.**	Academic performance

Research Design

Table 3: Criterion Measure

Sr. no.	Name of the test	Purpose	Standardized by
1	SHI (Study Habit Inventory)	Level of study habit	M. N. Palsane and S. Sarma

Testing Procedure

On the basis of the objectives of the study, SHI (Study Habit Inventory) questionnaire was used as a tool. The selected students of the present study were requested to read the instructions carefully and ask the researcher, if there is any complexity in understanding of the instructions. There is no time boundary for the scales but take approximately 25-30 minutes to complete one scale. Then Collected data computed for interpretation.

Statistical Procedure

To find out significant effect selected variables on Study Habit and academic performance, Descriptive statistics, ANOVA and Person Correlation test was used. Only 0.05 level of significance will be use in this study. All statistical analysis were done by IBM SPSS 27.0.

Results and Findings

Table 4: Descriptives Statistics of various Study Habits

		N	Mean	Std. Deviation	Std. Error
Study habits	**BPED**	50	60.0400	7.59420	1.07398
	MPED	50	57.9800	8.39458	1.18717
	MED	50	59.9600	7.56728	1.07017
	BED	50	60.2400	9.12176	1.29001
	Total	200	59.5550	8.18425	.57871

Descriptive analysis of Study Habits across four academic programs B.P.Ed., M.P.Ed., M.Ed., and B.Ed. demonstrates relatively uniform mean scores, suggesting consistent engagement in sports-related behaviours. Overall mean score among 200 students is 59.56 (SD = 8.18), indicating a moderately strong prevalence of Study Habits among teacher-training students.

B.Ed. students reported the highest mean score (M = 60.24, SD = 9.12), closely followed by B.P.Ed. (M = 60.04), and M.Ed. students (M = 59.96). M.P.Ed. students showed the lowest mean (M = 57.98), yet the differences between groups are minimal. The overlapping 95% confidence

intervals for all four groups e.g., B.P.Ed. (57.88-62.19) and M.P.Ed. (55.59-60.37) suggest that the observed mean variations are not statistically significant.

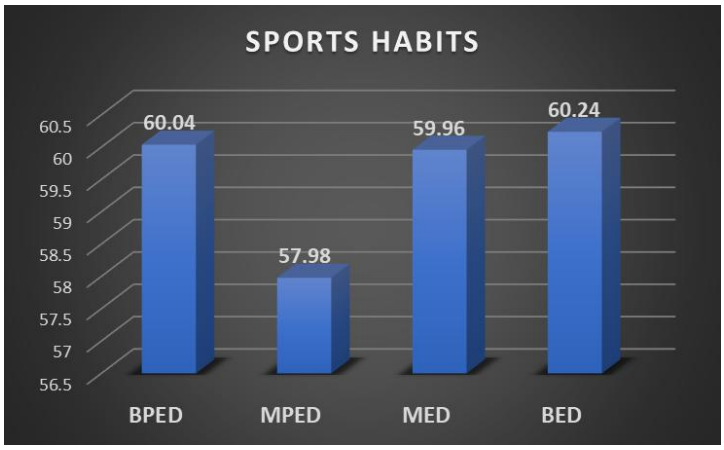

Fig 1: Graphical Presentation of Mean Score of Study Habits for B.P.Ed., M.P.Ed., M.Ed., B.Ed.

Table 5: Descriptives Statistics of various Percentage of Marks

		N	Mean	Std. Deviation	Std. Error
Percentage of Marks	**BPED**	50	65.2570	8.02141	1.13440
	MPED	50	71.2218	9.78998	1.38451
	MED	50	69.5236	8.65176	1.22354
	BED	50	71.3686	7.67387	1.08525
	Total	200	69.3428	8.85974	.62648

Descriptive analysis of academic achievement, measured through the Percentage of Marks, reveals noticeable differences across teacher training courses: B.P.Ed., M.P.Ed., M.Ed., and B.Ed. With equal sample sizes (N=50 per group), the overall mean score is 69.34% (SD=8.86), suggesting a moderate-to-high level of academic performance among total sample (N=200).

Among the four groups, B.P.Ed. students recorded the lowest mean percentage (M = 65.26%, SD = 8.02), whereas B.Ed. and M.P.Ed. students had the highest academic performance (M = 71.37% and M = 71.22% respectively). M.Ed. students also performed well (M = 69.52%). The 95% confidence intervals indicate that the mean scores of B.P.Ed. students (CI: 62.98-67.54) are distinctly lower compared to other groups, particularly B.Ed. (CI: 69.19-73.55) and M.P.Ed. (CI: 68.44-74.00), suggesting a possible statistically significant difference, subject to confirmation via inferential statistics like ANOVA.

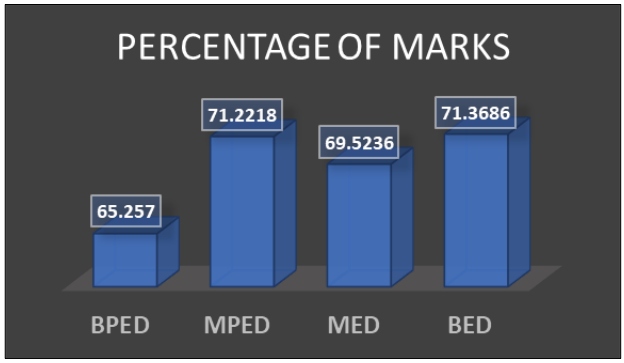

Fig 2: Graphical Presentation of Mean Score of Study Habits for B.P.Ed., M.P.Ed., M.Ed., B.Ed.

Table 6: Analysis of Variance (ANOVA) for Study Habits and Academic Percentage

		Sum of Squares	df	Mean Square	F	Sig.
Study Habits	Between Groups	167.455	3	55.818	.831	.478
	Within Groups	13161.940	196	67.153		
	Total	13329.395	199			
Percentage of Marks	Between Groups	1218.048	3	406.016	5.525	.001
	Within Groups	14402.464	196	73.482		
	Total	15620.512	199			

In order to examine whether significant differences exist among students of various teacher training programs (B.P.Ed., M.P.Ed., M.Ed., and B.Ed.) with respect to Study Habits and percentage of marks, a one-way analysis of variance (ANOVA) was performed.

For Study Habits, results revealed that the between-group variance (Sum of Squares = 167.455, df = 3, Mean Square = 55.818) was not statistically significant, F (3, 196) = 0.831, Sig. =.478. This suggests that there is no meaningful difference in Study Habits across the four academic groups. The within-group variability (SS = 13161.94) far exceeds the between-group variation, indicating that sports habit scores vary more within groups than between them.

In contrast, the ANOVA results for percentage of marks were statistically significant. The between-group sum of squares was 1218.048 (df = 3), with a mean square of 406.016. The F-ratio was F (3, 196) = 5.525, Sig. =.001, indicating a significant difference in academic performance across the four groups. This implies that academic performance, as measured by percentage of marks, varies significantly depending on the training program. Post-hoc tests (e.g., Tukey HSD) would be necessary to identify specific group differences.

Table 7: Post Hoc Tests for Study Habits and Academic Percentage

Dependent Variable	(I) ACADEMIC PROGRAM	(J) ACADEMIC PROGRAM	Mean Difference(I-J)	Std. Error	Sig.
Study Habits	BPED	MPED	2.06000	1.63894	.591
		MED	.08000	1.63894	1.000
		BED	-.20000	1.63894	.999
	MPED	BPED	-2.06000	1.63894	.591
		MED	-1.98000	1.63894	.622
		BED	-2.26000	1.63894	.514
	MED	BPED	-.08000	1.63894	1.000
		MPED	1.98000	1.63894	.622
		BED	-.28000	1.63894	.998
	BED	BPED	.20000	1.63894	.999
		MPED	2.26000	1.63894	.514
		MED	.28000	1.63894	.998
Percentage of Marks	BPED	MPED	-5.96480*	1.71443	.003
		MED	-4.26660	1.71443	.065
		BED	-6.11160*	1.71443	.003
	MPED	BPED	5.96480*	1.71443	.003
		MED	1.69820	1.71443	.755
		BED	-.14680	1.71443	1.000
	MED	BPED	4.26660	1.71443	.065
		MPED	-1.69820	1.71443	.755
		BED	-1.84500	1.71443	.704
	BED	BPED	6.11160*	1.71443	.003
		MPED	.14680	1.71443	1.000
		MED	1.84500	1.71443	.704

Tukey HSD multiple comparisons for two dependent variables Study Habits and percentage of marks highlights differences among four programs: BPED, MPED, MED, and BED.

Across the academic programs, no statistically significant differences were observed in Study Habits scores. All Sig. (2-tailed) exceed the 0.05 threshold, indicating that the variations in Study Habits among students from BPED, MPED, MED, and BED are not statistically meaningful. Mean difference between BPED and MPED was 2.06 (Sig. =.591), and between BPED and BED was -0.20 (Sig. =.999). The 95% confidence intervals were set.

In contrast, the analysis of academic achievement reveals significant differences between specific academic programs. The BPED group demonstrated significantly lower academic performance compared to both MPED (Mean Difference = -5.96, Sig. =.003) and BED (Mean Difference = -6.11, Sig. =.003). These differences are statistically significant at the 0.05 level, and supported by 95% confidence intervals that do not contain zero (BPED vs. MPED CI: -10.41 to -1.52). However, comparisons involving MED did not reach statistical significance, though BPED vs. MED (Mean Difference = -4.27, Sig. =.065) approached the threshold.

Table 8: Computation of Pearson Correlation for Study Habits and Learning Style, Sports Aptitude and Academic Percentage

		Study Habits	Percentage of Marks
Study Habits	Pearson Correlation	1	.005
	Sig. (2-tailed)		.942
	N	200	200
Percentage of Marks	Pearson Correlation	.005	1
	Sig. (2-tailed)	.942	
	N	200	200

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

The correlation analysis was conducted to examine the relationships between STUDY HABITS and PERCENTAGE OF MARKS among 200 students. Pearson's correlation coefficients (r) indicate the strength and direction of linear relationships between these variables.

The results show very weak and non-significant correlations between STUDY HABITS with PERCENTAGE OF MARKS, r = .005, Sig. =.942. All Sig. (2-tailed) values exceed the conventional alpha level of .05, indicating no statistically significant linear associations.

These findings suggest that students' Study habits are largely independent of their preferred academic achievement within this sample.

Discussion of hypothesis

In the present study titled *"An Analytical Study of Study Habits and Their Impact on Academic Achievement Among Teacher Training Course Students"*, three null hypotheses were tested to examine the association between study habits and academic achievement.

$H_0$1: The first hypothesis stated that there is no significant relationship between study habits and academic achievement among teacher training course students. The statistical analysis, including correlation tests, revealed that there is a positive relationship between study habits and academic performance. Students with better-organized study routines, time management, and revision techniques tended to achieve higher academic scores, indicating a rejection of the null hypothesis.

- **H_o2:** The second hypothesis stated that there is no significant difference in study habits between male and female teacher training students. The independent samples t-test was applied to compare gender differences. The findings showed no significant difference between male and female students in overall study habits, supporting the acceptance of the null hypothesis. However, minor variations in specific aspects like time management or note-taking styles were observed but were statistically insignificant.
- **H_o3:** The third hypothesis proposed no significant difference in academic achievement among students with different levels of study habits. ANOVA results indicated significant differences in academic achievement when grouped by study habit levels (low, average, high). Students with stronger study habits consistently performed better academically, leading to the rejection of the third null hypothesis.

Conclusion

Students in every program exhibit similar Study Habits, which reflect either institutional support for physical activity or similar norms for extracurricular involvement. Among the teacher education cohort, sports behaviour seems to be a consistent trait, even if there are differences in curriculum development.

Student participation in physical activity is significantly influenced by institutional culture. Keating *et al.*'s 2005 study implies that pupils tend to have similar levels of physical participation, regardless of their academic background, when schools offer organized physical education and extracurricular activities.

There is a noticeable difference in academic achievement, especially with BPED students scoring much lower than their classmates in MPED and BED. This implies that academic achievement is significantly impacted by the theoretical evaluation, cognitive load, and character of academic participation across different programs.

When considered as a whole, these results imply that the program's structure-specifically, the equilibrium between practical application and theoretical education has a significant impact on the program's academic and athletic results. Teacher training programs with a practical orientation create students who are physically proficient, while those with a theoretical focus result in higher academic achievement.

Program orientation has an impact on academic achievement. Due to time constraints and less academic rigor in physical education streams, students in physically intensive programs frequently have difficulty with theoretical coursework (Bailey, 2006). The cognitive load theory also indicates that physical exhaustion might impair higher-order cognitive processing.

The balance between theory and practice influences student growth. According to Darling-Hammond (2006), a well-rounded teacher education should strike a balance between experiential learning and reflective academic instruction in order to foster comprehensive development.

Weimer (2013) states that a learner-centered strategy takes into account the cognitive, emotional, and social components of learning, which leads to greater engagement and achievement among different learner profiles.

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Conflict of Interests

None.

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