



A Study of Academic Achievement of B.Ed. Students with Reference To Their Study Habits, Learning Styles and Involvement

Dr. Yatender Pal^{1*}, Bablu Singh²

^{1*}Asso. Professor, M.U. Aligarh

²research Scholar, M.U. Aligarh

***Corresponding Author:** Dr. Yatender Pal

^{*}Asso. Professor, M.U. Aligarh

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ARTICLE INFO ABSTRACT

Study habits show the high and low affective and directional methods of studying. the study habit of individual student cover all the studying behaviour and academic achievement. In this shows he reading method, note taking style, styles of examination preparation. What type write in the examinations. in the study researcher make a self-made tool for analysis. population of 512 B.Ed. students were select through simple random sampling technique. And data find that the significance of correlation between the study habit and academic achievement of male bed students is 0.50 and female bed. Students 0.47. it may be concluded that study habits of bed. Students were positively related to academic achievement. Overall it may be concluded that male and female B. ed. students had significant relationship.

INTRODUCTION

Education is an important part of human life. Education can make a child better citizen and achieve his overall developments. Students should have good study habits. Students must engage in learning through visual aids, hearing aids, and direct experience. This will help you learn the content easily and remember. It for a long time, students should collect notes on the subject in the classroom, opportunities should utilized time management must be done. This will help the students to better academic achievement.

Academic achievement influence the students concept by telling him how other judges him and how rates himself in relation to others. They also affect the amount of time and energy he can spend on social activities and this will how sociable he becomes. Symonas (1960) indicated many ways in which Academic Achievement influenced. He reports that marks earned in the examination make a tremendous difference to a student. Marks influence his estimate of himself, serve as a sign to him that he was liked or disliked, and determined whether he has to remain with classmates or instead to become (what he considers) an outcast and forced to join a group of strange students in another class marks indicate success or failure and they determine promotion, indicate the probability of future success and influence his parent's attitude toward him. Marks help to determine whether a student thought of himself as successful, smart or as a failure, an outcast, stupid or a nitwit.

It has been commonly experienced by teachers that good and healthy relationship amongst the students of a class are conducive to efficient learning, only when teacher is well acquainted with the personality traits of the students. It is due to these facts that now days educators are more concerned not only with the student's class achievement but also with the factors related to the personality development. On the basis of the studies conducted by Stead (1925), Oats (1929), Lindgren and Gueds (1963), and Madan (1967) it is possible to postulate that the self-concept as a personality trait is also an important determinant of academic achievement. Lipsett (1958), Shaw and Alen (1973), Comb (1964), Mc Clon Earleche (1965), Vanlooy (1966) and many others have worked in the area of Academic Achievement.

Many researchers have found a positive correlation between Academic Achievement and satisfaction attitudes. Most educators and researchers concede that the relation-ship between the satisfaction, Attitude and Academic

Achievement is partially reciprocal. Bhatnagar (1996), Aggarwal (1967), Mehta (1968), Deo & Sharma (1970), Bhatnagar (1969), Tandon (1969), Shivappa (1969), Vasantha (1971), and many others have worked in this area. These authors were of the opinion that considerable initial time and effort should be spent in trying to increase the satisfaction of children in education system.

THE CONCEPT OF ACADEMIC ACHIEVEMENT

Allport has been described the concept as the concept is something of which we are immediately aware. we think of it as the warm, central private region of our life. as such it plays a crucial part in our consciousness in our personality and in our organism. Thus it is some kind of core in our being. primarily it is justifiable to specify the term academic and achievement before discussing the academic achievement so it is essential to define first. academic then achievement and in last academic achievement as follows. Academic Encyclopedia of webster (1970) explained that academic is an adjective which means heaving to do with school or college, theoretical rather than practical.

Educational Measurement of Achievement has two main functions:

1. Prognosis function: how much students have acquired components of concept?
2. Diagnosis function: what are the causes of not acquiring components of concept?

Academic Achievement "high" or "low" takes into consideration mainly socio and economic status of the family. in most democratic societies it has been observed that families differ from one another not only in terms of culture but also in life style, dwelling materialistic possession, occupation and education. Different families thus belong to different strata-from high to low. Individuals belonging to high socio-economic status are known as "high" Academic Achievement.

THE CONCEPT OF STUDY HABITS

The term 'habit' has been defined variously, according to the Encyclopedia of Psychology vol.1(A-K) edited by Eyesneck et al. (1975) the term 'Habit' comes from Latin noun "Habitus" from 16 verb "Hebere" to nave. In technical language in psychology the use of the word 'Habit' refers to an individual's tendency to act or automatic ways, especially when these are acquired by practice or experience.

According to Oxford Advanced Learner Dictionary, habits mean's thing that a person does often and almost without thinking, especially that is hard to stop doing.

Long Back William James (1890) defined habit in terms of dependable and stable ways of behaving jones (1952) defined 'habit' as a customary pattern of behaviour either cognitive or emotional response predictable according to the condition that operates at the time of learning or underlying acquired set or tendency of that pattern of responses. In this respect habit is often associated with learning.

Habits are extended over considerable period of time. it is a gradual process. According to James (1890) that gradual nature of learning habit is than accounted for by the fact that elementary habits are not acquired at the same rate and that acquisition takes a considerable length of time.

Kimble and Gamezy (1968) maintain that although performance based on habit may disappear under various circumstances due to forgetfulness or deliberate habit breaking, the issue of complete destruction of the underlying habit is of itself still unresolved, They draw a case of regression in which a person reverts to an earlier mode of behaviour explaining that old habits remain even after they have been replaced by new ones. Under normal circumstances. new habits are stronger but stress may cause a regression to the earlier habit. However it largely remains an individual issue as to whether habits breaking procedures destroy old habits or merely suppress them.

Concept of study habit play an important role in student's life. Heaving good habits will lead very effective life while bad ones may lead to failure. Habits make a disciplined life, habits are extremely useful and it would be impossible to run on his lives without them. Habits make a routine activities in a student life and make a free up minds to capable of concentrating on higher level activities. Even from educational point of view, study habits play's an important role for students to achieve better and higher goal.

THE CONCEPT OF LEARNING STYLE

Now, colleges and universities are found at that time very low meaning full for student as there seems no good relations between class room learning and out of classroom life activities.

The style is most pervasive phenomenon of the contemporary society. different writers have used this term in a variety of contexts, viz. in high street fashions, the 'sports arena', the arts, the media, and many academic disciplines including educational psychology, this term may be observed to described the grace of a gymnast, or the game of a football team, the manner and cut of new fashion 19 on the modelling ,catwalk, the approach used by a commercial company to organize itself, or even the way a person may think, learn ,talk or teach (Rayner and Riding, 1977). However, in the field of psychology, it has been developed in a number of different areas for example, personality, it has been developed in a number of different areas for example, personality, cognition, communication, motivation, perception, learning, teaching, behaviour, leadership, management and decision making etc.

OBJECTIVES OF THE STUDY

The following objectives were formulated to pursue in the present study:

1. To access & compare various types of Academic Achievement of B.Ed. students.
2. To measure & compare the various types of Academic Achievement of B.Ed. students in relation to high & low study Habits, Learning Styles & Involvement.
3. To investigate & compare the various type Academic Achievement of B.Ed. students in relation to Male & Female, science & Art, Rural & Urban, govt. aided & Self Finance Institutions.

5.0 HYPOTHESIS OF THE STUDY

The Hypothesis are formulated according to the above objectives of the study as follows,

1. There is no significant difference among the mean score of various type of Academic Achievement of B.Ed. Students.
2. There is no significant difference between the various types of Academic Achievement of B.Ed. Students in relation to high and low study Habits, learning Syles, & Involvement.
3. There is no significant difference between the various types of Academic Achievement of B.Ed. Students in relation to male and female, Science and Art, Rural and Urban, and govt. and self-Finance Institutions.

6.0 DELIMITATIONS OF THE STUDY

The present study was delimited in terms of the following:

1. It is very difficult for Ph.D. Scholar to complete the study within prescribed period if the researcher constructs all research tools. Hence the researcher will use 4 tools all is self-constructed viz. Academic Achievement, Study habits, Learning Styles, and Study involvement.
2. This study is limited to independent variables namely, Study Habits, Study Involvement, and learning Styles, and some selected socials variables viz. Sex, Stream, Area and Institution.
3. This study is limited to sample size of 512 B.Ed. Students of CCS University Hapur.
4. Due to human limitation of resources the investigator has narrowed down the field of study to the teacher education leave only.
5. The present study is covered the students of B.Ed. class only.
6. The subjects are drawn from science and arts streams only.
7. The research hypotheses are restricted to non-directional type.

SIGNIFICANCE OF THE STUDY

The present research will be significant for B. ed. Students or teacher educators for help them their students and guide them to achieve good study habits. This type of study habits motivate to teachers to plan their students to encourage students to develop regularity in their study habits. This study also motivate (assist) parents in analyzing the worth and importance of good study habits. So that they can develop good study habits among their children. Since most of the B.Ed. students are very sensitive for their academic performance (success) and they want to know the way. They can improve their school performance and result. Present study will motivate B.Ed. students to assist the value of good study habits, academic achievement and for their learning style and parent's involvement.

REVIEW OF THE RELATED LITERATURE

A summary of the recognized authorities and of previous research provides evidence that the researcher is acquainted with what is already known and what is still unknown and untested. Some selected review are as; Pandey Laxmi and Pal B.K. (2023) The aim of the study relationship between various learning styles and study habits and their impact on academic success. Objective of the study to compare the study habits of male and female and learning styles of adolescent students. 200 students selected randomly from govt and private schools. study habit inventory by Mukhopadhyay and D.N. sansanwal method was used. the mean of boys 18.94 s d 3.61 and female mean 21.04 s d 4.24 and d f of both 198 t value=2.08 respectively so that there is no significant differences in study habit of boys and girls. This is show boys have good study habit then the girls students.

Siahi E.A. and Julius k. Maiyo (2015) investigator aimed of this study to determine the relationship between the study habit and academiic achievement of students. The objective of the study to found the relationship between academic achievement of class 9th and 8th class. In this study descriptive correlation survey research design used for choose population 104 students used after stratified random sampling technique. Study habit inventory by pelsane m.n. for academic achievement and calculate the data. From the findings the positive relationship of 0.66 between study habit and academic achievement. from the finding this is clear both students and teachers do hard study work and found good result.

Rebeck Lalrinpuii et. al. (2023) aim of this study, to find the learning styles of college students. with an objective to find out the learning styles of bed students of institute of advanced studies in education. (IASE). Descriptive survey method was used to select for data collection and simple percentage method use for data analyzing. Population used regular bed student of IASE Aizawl Mizoram. 110 B.Ed. students select as the population (50 male and 60 female) investigator used o'brien learning channel of learning style. Finding from data interpretation show the kinesthetic learning style most common for bed students of IASE. this result show the bed students have good experiential and they learn best by direct involvement.

Shivani and Chandan Yogesh (2023) researcher study on to empty on AR application on the academic achievement of senior school students on the base augmented reality application has a significant positive effect with academic success of science students of class 9 and X groups used the equality and randomly divide in control and experimental group of 48 students and apply self 42 constructed science based achievement test apply on both groups and find academic achievement experimental group data as. $N=14$ mean=.728 and $Sd=2.16$ and control group data as. $N= 14$ mean 2.00 and $Sd=2.48$ and positive value=2.16 and find the significant levels is 0.005levels. after conclusion of result justified augmented reality application helps students increase academic achievement.

L. Nonglait Welbirthstone and B. Latthima Gareet explore a study with the purpose was to check the study habit of student- teachers in relation to his academic achievement. The main objective of this study to find out the significant relation in the male and female student-teacher academic achievement. Descriptive research design methodology used in study and population 300 student teachers drawn for this study. As Tool study habit inventory made by Mukhopadhyay and sansanwal used. the study habit mean=165.91 sd=22.12 academic achievement mean=829.19 sd=78.16 and $df=134$ r value -0.283 data show no relationship between study habit and academic achievement of male and female student teachers.

Jhoselle Tus Francis Rayo et. Al. (2020) investigated the relationship between senior high school students study habits and academic success and the level of performance of class 11students and significant relationship between study habit and academic performance. Researcher used the descriptive corelation method and used palasame and sharma inventory for data colletion. total 216 students used for analysis. And data find that the mean between 0.73 to 1.49 respectively. This is average level and academic performance mean between .91 to 1.26 this is a average and result showed the study habits and performance is average and success to the students improve the study habits.

HYPOTHESIS EVALUATION FOR SOCIAL VARIABLES

for the verification of hypothesis 3 against objective 3 of the study of the parametric statistical procedure has adopted by the researcher. One of this objective 3 of the present study was to investigate various academic achievement of B.Ed. students in relation to their social variables viz. Sex, Stream, and institution. In pursuance of this. Data on above-mentioned variables were analysed by 't' test. This section provides analysis and interpretation of data in a systematic manner. The obtained statics pertaining to overall academic achievement and various specific academic achievement have been provided in the table 5.7 to table 5.10 given below.

5.4 Effect of sex on academic achievement

The third objective of the study is to find out existence of any difference between the Male and Female B.Ed. Students on overall Academic Achievement along with its 5 areas viz. Educational Psychology, Technology of Teaching, Teaching Methodology, Theory of Education, and Problem of Education aspects of Academic achievement. For the verification of objective 3 of the study the following procedure has adopted by the researcher.

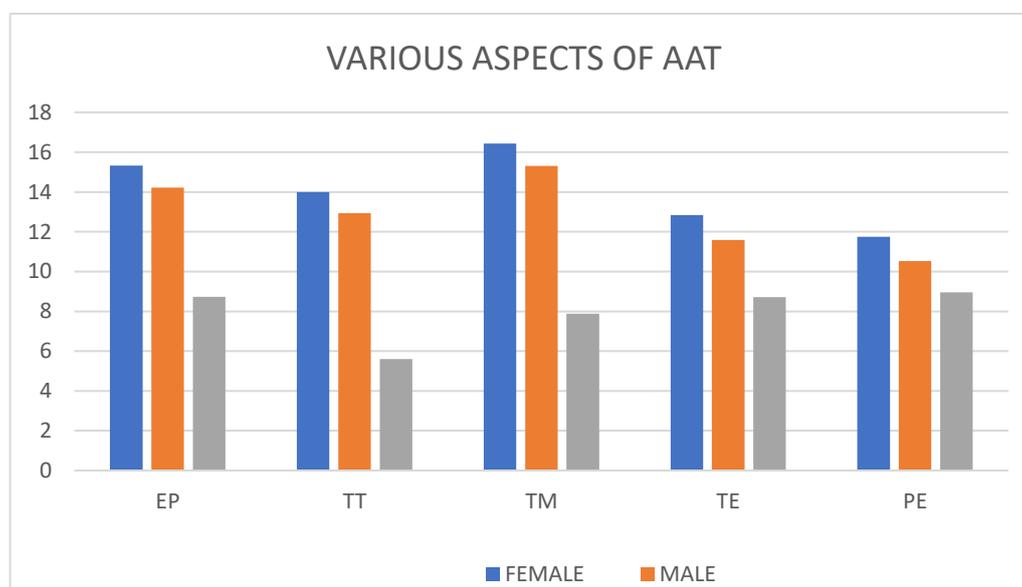
As is evident from below tables 5.7 that the T-VALUE for all five dimensions and overall Academic Achievement test is found to be significant for the level of confidence $P=.05$ with D.F. = 510 du to having more value in comparison to concerned table value. It could be inferred that Null Hypothesis is rejected. It means, both groups of students of Teacher's Education institute/college (1) Male Students and (20 Female Students have significant difference to each other on all five dimensions of Academic achievement test and overall test. Thus, it is concluded that all five dimensions of academic achievement and overall are significantly related to sex of student. Hence, Sex of Students Variable is an influencing and significant contributing factor in differentiating the Academic Achievement of Students of teacher's education institute/College regarding all five dimensions and overall test.

TABLE 5.7 SHOWING THE SIGNIFICANCE OF MEAN DIFFERENCE (T-TEST) BETWEEN FEMALE AND MALE B.ED. STUDENTS, ON ACADEMIC ACHIEVEMENT TEST

S.N.	dimensions	N	Female B.Ed. Students		Male B.Ed. Students		t-value	Result
			M	SD	M	SD		
1.	Educational Psychology	256	15.33	1.43	14.21	1.47	8.73	Sig
2.	Technology of Teaching	256	13.99	2.14	12.93	2.12	5.60	Sig
3.	Teaching Methodology	256	16.43	1.64	15.30	1.60	7.88	Sig
4.	Theory of Education	256	12.84	1.61	11.59	1.63	8.71	Sig
5.	Problem of Education	256	11.74	1.59	10.52	1.48	8.95	Sig
	overall	256	70.32	4.97	64.56	4.79	13.36	sig

Above table further shown the mean score both groups of students on all five dimensions of Academic achievement test and overall test. On the basis of these result it could be inferred that female students with mean score of 70.32 have more academic achievement than male students whose mean score 64.56. similarly, problem of education variable with the highest T-VALUE of 8.95 is found more influenced by sex of B.Ed. students as compared to Technology of teaching variable who has lowest T-VALUE of 5.60.

Researches from review of related literature are not found by the researcher to knowing the impact of sex variable on academic achievement. Hence, presentations of such type researches are not possible to support the above finding.



CONCLUSIONS

The present researcher reached certain conclusions related to already framed hypothesis against each objective of the study in the perceiving chapter. We may be expected our conclusions or main finding in the form of objectives and hypothesis of this study are given below;

1. Study revealed that dimension of academic achievement test were differing to each other and all dimensions influenced the academic achievement test.
2. Study revealed that high and low study habit students were differing to each other on all five dimensions of academic achievement test which exposes that these dimensions of the test are influenced by study habit variable of students of teacher's education institutes/college. study also covered by overall mean score that academic achievement of high and study habits students was observed highly favourable as compared to their counterparts low study habits student's.
3. Study revealed that high and low learning styles students were differing to each other on all five dimensions of academic achievement test which expose that these dimensions of the test are influenced by learning style variable of students of teacher's education institute/college. Study also discovered on the basis of overall mean score that academic achievement of high learning styles students was observed highly favourable as compared to their counterpart low learning styles students.

GENERALIZATIONS

The present study with its multidimensional variables, as discussed in previous chapters has revealed that the academic achievement of students of teacher education school/institutions, as an important component of educational inputs for programmes and practices are influenced by variable like (1) study habits (2) Learning Styles, (3) Study Involvement (4) sex, (5) Stream, (6) Locality, And (7) Nature of school/institutions. A classified and categorized discussions regarding the impact of these seven independent variables on the one dependent variable i.e. Academic Achievement is founded by the present study as follows.

1. Academic achievement of all five fields namely- (1) Educational Psychology (2) teaching of technology (3) Teaching Methodology (4) Theory of education (5) Problem of Education and influenced by (1) Study Habits, (2) Learning styles, (3) Study Involvement (4) sex (5) Stream, variables of students of teacher education school/institutions.
2. Academic achievement of only four fields namely- (1) Technology of Teaching (2) Teaching Methodology (3) Theory of Education, and (4) problem of Education are influenced by Locality variable of students of teacher education colleges/institutions.
3. Academic achievement of only four fields namely – (1) Educational Psychology, (2) Technology of Teaching (3) Teaching Methodology, and (4) Theory of
4. Education are influenced by Nature of College/institutions variable of students of teacher education school/institutions.
5. Academic achievement of educational psychology and problem of education are not influence only by locality and nature of school/institution variable of students of teacher education school/institutions respectively.
6. B.Ed. Students of high level group of study habits were found due to the contribution of 4 dimensions out of seven dimensions viz. (1) reading and note taking, (2) planning of subject, (3) habit of concentration, and (4) general habits and attitudes study habits. These dimensions play a significant and effective role in improving the level of students.

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