# Study Habits of Prospective Teachers

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**Abstract:** *Study habits are very important to learners as well as teacher educators. An individual's success is determined by his or her study habits. It refers to the continuous inclinations and practices that one exhibits while acquiring knowledge through studying. Nowadays the importance of study habits is vitally recognized not only for students but also for teachers. The present study aims to assess the study habits among prospective teachers with reference to gender. In the study, the descriptive survey method was used and data was collected from a sample of 204 prospective teachers of Gaya district through a judgmental sampling technique. The study habits inventory by Saroj Sahu and Dr. Partha Sarathi Mallik, 2023 has been employed in the study. For analyzing the data chi-square (?2) test was used. The present study revealed that there is a significant association between gender and study habits of prospective teachers with respect to duration of study, exam preparation mechanism, and classroom note taking but there is no significant association between gender and study habits of prospective teachers with respect to absenteeism, routine study, study time, study hours, study preference, study material, purpose of study, revision after study, self-testing after study and use of library for study.*

**Keywords**:Study Habits, Prospective Teachers, Gender

## INTRODUCTION

Education is indeed widely regarded as a crucial factor in the development of any nation. The success of any system is de-pendent on the personnel who are involved in the particular system. On this line, the education system is based on the teachers and learners. Teachers are regarded the cornerstone of the educational system as the quality of education is profoundly influenced by their quality. Hence, well-planned and innovative teacher education programs are essential in addressing the evolving needs of education today. The National Education Policy (NEP) 2020 tackles several issues and concerns about teachers and teacher education in India, including maintaining competent teachers at all levels of schooling, enhancing ser-vice conditions, career management, professional development, and so on. The quality of Teacher education is determined by the expertise of teacher educators. The quality of pedagogical inputs in teacher education programs is indeed crucial for preparing prospective-teachers effectively. Teachers should know effective study skills or habits which are especially needed in the field of teacher education. It refers to the consistent patterns of study behaviors, skills, and approaches that individuals employ to learn effectively. It also encompasses a personalized approach to learning that focuses more on the quality rather than the quantity of study. It involves various decisions such as how to learn (e.g., listening, hands-on activities), what to learn (e.g., specific topics, concepts, skills), where to learn (e.g., library, quiet room, group study sessions), and what strategies to employ (e.g., note-taking, summarizing, mnemonic devices) (Sahu et al.,2023).

Therefore, a study habit is an action, such as reading, taking notes, and convening study groups that students execute on a regular and habitual basis to complete the learning task which helps them to manage their time and space to foster systematic study activity. Especially, it is exceedingly important for educational advancement and accomplishment (Rana & Deepika, 2020). By adopting effective study habits, students may attain their full learning potential and achieve good scores in their examinations and they vigorously engage their minds with the tasks and manage their time. Hence, it is very imperative for maximizing learning outcomes and retaining concepts over the long term.

## REVIEW OF LITERATURE

When students adopt such habits, they not merely improve their capacity to grasp new information but also improve their overall efficiency (Kumar,2015). These habits can differ widely within people and can be categorized as systematic, efficient, or inefficient based on their effectiveness. Therefore, efficient study habits are essential to attaining great academic achievement while inefficient study habits can indeed lead to academic failure (khan,2016). A number of attempts has been made to examine the relationship of study the same direction.

habits with other variables such as the studies conducted by Chaudhari (2013), Ogoemeka& Helen (2013) and Sherafat& Murthy (2016) have revealed a positive and significant relationship between study habits and academic achievement or academic performance. Hence, high academic achievement is often closely linked to the study habits. A few of the studies explored the study habits of students with reference to demographic variables suchlike gender, locality, type of school. Razia (2015) explored that study habits of male and female students have significantly different but the studies conducted by Biswas et al. (2021) and Pachaiyappan (2019) reported that study habit is not affected by gender (male and female). An association is found between study habits and locality of students and types of school (Biswas et al., 2021; Goud, 2018 &Pachaiyappan 2019). Along with this study habits are found to be correlated with socio-economic status (Biswas et al., 2021). Sutradhar & Sen (2022) identified that strong and significant correlation between emotional maturity and study habits. It was further point out that there is significant correlation between emotional maturity and study habits among female trainees belonging to rural areas, but this correlation is not significant among male trainees belonging to urban areas. Ergo, based on the previous studies, it has been revealed that utmost of the studies have been done to find out the study habits with reference to certain variables nevertheless very few studies have been exploring the study habits of prospective teachers with reference to gender as well. Therefore, the present study is an attempt in the same direction.

## SIGNIFICANCE

Study habits serve as the foundation for learning and intellectual development, shaping individuals' abilities to acquire knowledge, and sharpen perceptual capacities. Teachers who possess effective study skills play a vital role in fostering students' potential. Many teachers and parents indeed believe that students will naturally acquire effective study skills on their own. But, this assumption often overlooks the fact that effective study skills are not innate abilities; they are acquired behaviors.

Achieving this behavior requires explicit instruction, guidance, and practice. Teachers have a foremost impact on the all-round development and progress of their students. Albert Bandura (1977) stated that children learn by observation either directly by interacting with them or indirectly by observing the behavior through media. Hence, their behavior and study habits also affect the students directly or indirectly. Student teachers who will be the subsequent teachers are required to build effective study habits as their study habits can serve for the holistic development of the students to whom they are going to cater. In this direction, the present study intends to investigate the study habits of prospective teachers.

### Objectives

• To find out the study habits of prospective teachers.

• To find out the association between the study habits of prospective teachers with reference to gender (male and female).

### Hypothesis

**Ho:** There is no significant association in the study habits of prospective teachers with reference to gender.

## METHODOLOGY

Method and Design: Descriptive Survey Method has been used in the present study. Research Design is quantitative in na-ture.

**Population and Sample:** The students studying in B.Sc. B.Ed., B.A. B.Ed. and M.Ed. programmes (odd semesters) in Central University of South Bihar were the target population of the present study. For selecting a representative sample from the population, a judgmental sampling technique has been used. Firstly, last two semesters of B.A. B.Ed. and B.Sc. B.Ed. (VI & VIII) and M.Ed. (II & IV) were chosen then all the students (204) present on the day of data collection constituted the sample of the study.

**Tool:** A Study Habits Inventory prepared by Saroj Sahu and Dr. Partha Sarathi Mallik (2023).The Inventory was developed to understand the study habits of prospective teachers. It consisted of 13 items which are based on eight dimensions. Each item has some face alternatives. Students are to put a tick mark on an appropriate option.

## RESULTS

This segment deals with the statistical analysis and interpretation of obtained data. The following table followed by subse-quent interpretation present the analysis done item wise by applying chi-square test.

**Table1: Absenteeism of Prospective Teachers**

| Number of days, I was absent in last semester. | | Nill | Less than 15 days | More than one month | Total | df | Value of chi-square | P value |
|---|---|---|---|---|---|---|---|---|
| Male | Observed | 13 | 85 | 10 | 108 | 2 | 0.861 | 0.65 |
| | Expected | 11.1 | 87.4 | 9.5 | 108 | | | |
| Female | Observed | 8 | 80 | 8 | 96 | | | |
| | Expected | 9.9 | 77.6 | 8.5 | 96 | | | |
| Total | Observed | 21 | 165 | 18 | 204 | | | |
| | Expected | 21 | 165 | 18 | 204 | | | |

** Not significant at 0.05 level

The above table shows that the chi- square value is 0.65 ($p>0.05$) which is not significant at 0.05 level of significance. It indicates that there is no significant association between gender of prospective teachers and number of days in which they remain absent. Hence, it can be said the gender of prospective teachers and absenteeism has been shown to be independent of each other. The overhead table also point out that 13 (12%) male prospective teachers, 8 (8.3 %) female prospective teachers and as a whole 21 (10.3%)prospective teachers were not absent on a single day, 85 (78.7%) male prospective teachers, 80 (83.3%) female prospective teachers and total 165 (80.9%) prospective teachers were remain absent for less than 15 days, and 10 (9.3%) male prospective teachers, 8 (8.3%) female prospective teachers and overall, 18(8.8%) prospective teachers were absent for more than one month in a semester.

**Table 2: Routine study of Prospective Teachers**

| I have the habit to study | | In fixed routine | No fixed routine | Total | df | Value of Chi - square | P value |
|---|---|---|---|---|---|---|---|
| Male | Observed | 32 | 76 | 108 | 1 | 3.251 | .071 |
| | Expected | 26.5 | 81.5 | 108 | | | |
| Female | Observed | 18 | 78 | 96 | | | |
| | Expected | 23.5 | 72.5 | 96 | | | |
| Total | Observed | 50 | 154 | 204 | | | |
| | Expected | 50 | 154 | 204 | | | |

** Not significant at 0.05 level

The above table indicates that the chi- square value is 0.07 (p>0.05) which is not significant at 0.05 level of significance. It indicates that there is no significant association between gender and routing study of prospective teachers. Hence, it can be said the gender of prospective teachers and routine study were found to be independent of each other. The above table also revealed that 32 (29.6%) male and 18(49%) female prospective teachers and as a whole 50 (24.0%) prospective teachers were not follow a study schedule or routine, 76(70.4%) male and 78(81.3%) female prospective teachers and total154 (75.5%) of prospective teachers were followed study routine.

**Table 3: Study Time of Prospective Teachers**

| I mostly prefer to study particularly at | | Morning | Evening | Late night | Total | df | Value of Chi-square | P value |
|---|---|---|---|---|---|---|---|---|
| Male | Observed | 42 | 10 | 56 | 108 | 2 | 2.537 | 0.281 |
| | Expected | 38.1 | 13.2 | 56.6 | 108 | | | |
| Female | Observed | 30 | 15 | 51 | 96 | | | |
| | Expected | 33.9 | 11.8 | 50.4 | 96 | | | |
| Total | Observed | 72 | 25 | 107 | 204 | | | |
| | Expected | 72 | 25 | 107 | 204 | | | |

** Not significant at 0.05 level

The above table shows that the chi- square value is 0.28 (p>0.05) which is not significant at 0.05 level of significance. It indicates that there is no significant association between gender and study time of prospective teachers. Hence, it can be said that, gender and study time were found to be independent of each other. The above table also exhibits that 30 (31.3%) of female and 42(38.9%) of male prospective teachers and as a whole 72(35.3%)prospective teachers prefer to study in the morning, 15(15.6%) of female and 10(9.3%) of male prospective teachers and as a whole 25(12.3%) prospective teachers prefer to study in the evening, and 51(53.1%) of female and 56 (51.9%) of male prospective teachers and totally, 107 (52.5%) prospective teachers prefer to study late at night.

**Table 4: Study Hours of prospective teachers**

| I prefer to study | | Long hours | Study break | Total | df | Value of Chi -square | P value |
|---|---|---|---|---|---|---|---|
| Male | Observed | 36 | 72 | 108 | 1 | 2.173 | 0.140 |
| | Expected | 31.2 | 76.8 | 18 | | | |
| Female | Observed | 23 | 73 | 96 | | | |
| | Expected | 27.8 | 68.2 | 96 | | | |
| Total | Observed | 59 | 145 | 204 | | | |
| | Expected | 59 | 145 | 204 | | | |

** Not significant at 0.05 level

It can be seen from the above table that the chi- square value is 0.14 (p>0.05) which is not significant at 0.05 level with df 1. It indicates that no significant association between gender and study hours of prospective teachers. Hence, it may be said that, the study hours and gender were found to be independent of each other. The aforementioned table also shows that 23(24.0%) of females and 36 (33.3%) of male prospective teachers and as a whole 59(28.9%) prospective teachers prefer to study for long hours with breaks whereas 73 (76.0%) of female and 72(66.7%) of male prospective teachers and as a whole 145 (70.6%) prospective teachers prefer to study long hours at a stretch.

**Table 5: Study Preference of Prospective Teachers**

| I mostly prefer to study | | Alone | With group | Total | df | Value of Chi-square | P value |
|---|---|---|---|---|---|---|---|
| Male | Observed | 96 | 12 | 108 | 1 | 0.551 | 0.458 |
| | Expected | 94.2 | 13.8 | 108 | | | |
| Female | Observed | 82 | 14 | 96 | | | |
| | Expected | 83.8 | 12.2 | 96 | | | |
| Total | Observed | 178 | 26 | 204 | | | |
| | Expected | 178 | 26 | 204 | | | |

** Not significant at 0.05 level

From the above table, it is explicit that the chi-square value is 0.55 (p>0.05) which is not significant at 0.05 level with df 1. It indicates that no significant association between gender and study preference of prospective teachers. Hence, it may, therefore, be said the study preference and gender were found to be independent of each other. The above table besides lighted that 82(85.4%) of female and 96 (88.9%) of male prospective teachers and as a whole 178 (87.3%) prospective teachers prefer studying alone whereas 14 (14.6 %) of females and 12 (11.1%) of male prospective teachers and as a whole 26 (12.7%) prospective teachers prefer group study.

**Table 6: Study Material of Prospective Teachers**

| I mostly prefer to study form | | Text book | Internet or e-material | Note prepared by me | Total | df | Value of Chi-square | P value |
|---|---|---|---|---|---|---|---|---|
| Male | Observed | 47 | 28 | 33 | 108 | 2 | 3.23 | 0.199 |
| | Expected | 41.3 | 32.8 | 33.9 | 108 | | | |
| Female | Observed | 31 | 34 | 31 | 96 | | | |
| | Expected | 36.7 | 29.2 | 30.1 | 96 | | | |
| Total | Observed | 78 | 62 | 64 | 204 | | | |
| | Expected | 78 | 62 | 64 | 204 | | | |

** Not significant at 0.05 level

The above table reveals that the chi- square value is 3.23 (p>0.05) which is not significant at 0.05 level with df 2. It indicates that no significant association between gender and study material of prospective teachers. Hence, it may be said that, the gender and study material were found to be independent of each other. The above mentioned table also indicate that 31(32.3%) of female and 47(43.5%) of male prospective teachers and as a whole 78(38.2%) prefer to study from textbooks, 34(35.4%) of female and 28 (25.9%) of male prospective teachers and as a whole 62(34.4%) prospective teachers prefer to study from the internet, and 31(32.3%) of female and 33(30.6%) of male prospective teachers and entirely, 64 (31.4%) prospective teachers prefer to study from self-note

**Table 7: Purpose of Study of Prospective Teachers**

| While studying, my target is | | To underst and the subject matter | To prepare myself for examination | To memorize, what is written | Total | df | Value of Chi-square | P value |
|---|---|---|---|---|---|---|---|---|
| Male | Observed | 83 | 16 | 9 | 108 | 2 | 4.19 | 0.123 |
| | Expected | 84.2 | 18 | 5.8 | 108 | | | |
| Female | Observed | 76 | 18 | 2 | 96 | | | |
| | Expected | 74.8 | 16 | 5.2 | 96 | | | |
| Total | Observed | 159 | 34 | 11 | 204 | | | |
| | Expected | 159 | 34 | 11 | 204 | | | |

** Not significant at 0.05 level

From the above table, it is apparent that the chi- square value is 4.18 (p>0.05) which is not significant at 0.05 level with df 2. It indicates that no significant association between gender and purpose of study of prospective teachers. Hence, it may be said that, the gender and purpose of study were found to be independent of each other. The aforementioned table more figured that 76(79.2%) of female and 83(76.9%) of male prospective teachers and as a whole 159 (77.9%) prospective teachers preferred for deep approach,18.8 % of female and 14.8 % of male prospective teachers and as a whole 34(16.7%) prospective teachers for strategic approach, and 2.1% of female and 8.3% of male prospective teachers and totally, 11(5.4%) prospective teachers preferred for surface approach.

**Table 8: Duration of Study of Prospective Teachers**

| Exam centric study | | From veery beginning of academic year | Just after the notificatio n of exam date | Total | df | Value of Chi square | P value |
|---|---|---|---|---|---|---|---|
| Male | Observed | 75 | 33 | 108 | 1 | 4.406 | 0.036 |
| | Expected | 67.8 | 40.0 | 108 | | | |
| Female | Observed | 53 | 43 | 96 | | | |
| | Expected | 60.2 | 35.8 | 96 | | | |
| Total | Observed | 128 | 76 | 204 | | | |
| | Expected | 128 | 76 | 204 | | | |

** Significant at 0.05 level

It is evident from the above-mentioned table that the chi-square value is 4.40 (p< 0.05) which is significant at 0.05 level with df 1. It indicates that significant association between gender and duration of study of prospective teachers. Thus, the null hypothesis is rejected. The above table also shows that 53(55.2%) of female and 75(69.4%) of male prospective teacher and as a whole 128 (36.76%) prospective teachers start study from the very beginning of the academic year whereas 43(30.6%) of male and 33(44.8%) of female prospective teachers and as a whole 76 (62.74%) prospective teachers start studying just after the notification of exam dates.

**Table 9: Exam Preparation Mechanism of Prospective Teachers**

| Exam preparation mechanism | | By self-prepared notes | Notes prepared by friends | Some text material from internet | Total | df | Value of chi-square | P value |
|---|---|---|---|---|---|---|---|---|
| Male | Observed | 83 | 14 | 11 | 108 | 2 | 7.677 | 0.022 |
| | Expected | 79.9 | 10.6 | 17.5 | 108 | | | |
| Female | Observed | 68 | 6 | 22 | 96 | | | |
| | Expected | 71.1 | 9.4 | 15.5 | 96 | | | |
| Total | Observed | 151 | 20 | 33 | 204 | | | |
| | Expected | 151 | 20 | 33 | 204 | | | |

** Significant at 0.05 level

The above table presents that the chi- square value is 7.67 (p< 0.05) which is significant at 0.05 level with df 2. It indicates that significant association between gender and exam preparation mechanism of prospective teachers. Thus, the null hypothesis is rejected. The above table besides revealed that 83 (76.9%) of male and 68(70.8%) of female prospective teachers and as a whole 151(74.01%) study their own notes. 14 (13%) of male and 6(6.3%) female prospective teachers and as a whole 20 (9.8%) prospective teachers notes prepared by friends and 11(10.2%) of male and 22 (22.9 %) of female and as a whole 33 (16.2%) prospective teachers study online material for their exam.

**Table 10: Classroom Note Taking of Prospective Teachers**

| Classroom note taking | | Yes | No | Total | df | Value of chi-square | P value |
|---|---|---|---|---|---|---|---|
| Male | Observed | 77 | 31 | 108 | 1 | 6.907 | 0.009 |
| | Expected | 84.7 | 23.3 | 108 | | | |
| Female | Observed | 83 | 13 | 96 | | | |
| | Expected | 75.3 | 20.7 | 96 | | | |
| Total | Observed | 160 | 44 | 204 | | | |
| | Expected | 160 | 44 | 204 | | | |

** Significant at 0.05 level

The above-mentioned table exhibits that the chi- square value is 6.90 (p< 0.05) which is significant at 0.05 level with df 1. It indicates that significant association between gender and classroom note taking of prospective teachers. Therefore, the null hypothesis is rejected. The above table also indicate that 77(71.3%) of male and 83 (86.5%) of female prospective teachers and as a whole, 160(78.4%) prospective teachers took notes while classroom lectures whereas 31(28.7 %) of male and 13(13.5 %) of female prospective teachers and overall, 44(21.6%) do not.

**Table 11: Revision after Study of Prospective Teachers**

| Revision after study | | Yes | No | Total | df | Value of chi-square | P value |
|---|---|---|---|---|---|---|---|
| Male | Observed | 90 | 18 | 108 | 1 | 0.582 | 0.445 |
| | Expected | 87.9 | 20.1 | 108 | | | |
| Female | Observed | 76 | 20 | 96 | | | |
| | Expected | 78.1 | 17.9 | 96 | | | |
| Total | Observed | 166 | 38 | 204 | | | |
| | Expected | 166 | 38 | 204 | | | |

** Not significant at 0.05 level

From the above table lighted that the chi- square value is 0.58 (p>0.05) which is significant at 0.05 level with df 1. It indi-cates that no significant association between gender and classroom note taking of prospective teachers. The above table also displays that 90(83.7%) of males and 76(79.2%) of female prospective teachers and as a whole 166 (81.4%) prospective teachers revise study material after study whereas 18(16.7%) of male and 20 (20.2 %) of female prospective teachers and as a whole 38 (18.6 %) prospective teachers does not revise the study material after study.

**Table12: Self-Testing After Study of Prospective Teachers**

| Self-testing after study | | Yes | No | Total | df | Value of chi-square | P value |
|---|---|---|---|---|---|---|---|
| Male | Observed | 76 | 32 | 108 | 1 | 0.324 | 0.569 |
| | Expected | 74.1 | 33.9 | 108 | | | |
| Female | Observed | 64 | 32 | 96 | | | |
| | Expected | 65.9 | 30.1 | 96 | | | |
| Total | Observed | 140 | 64 | 204 | | | |
| | Expected | 140 | 64 | 204 | | | |

** Not significant at 0.05 level

The above table shows that the chi- square value is 0.32 (p>0.05) which is significant at 0.05 level with df 1. It indicates that no significant association between gender and classroom note taking of prospective teachers. The above table also revealed that 76(70.4%) of males and 64(66.7%) of female prospective teachers and as a whole 140 (68.6%) prospective teachers self- test after study whereas 32(29.6 %) of males and 32 (33.3%) of female prospective teachers and as a whole 64(31.4%) prospective teachers do not self-test after study.

**Table 13: Use of library for Study of Prospective Teachers**

| Use of library for study | | Yes | No | Total | df | Value of chi-square | P value |
|---|---|---|---|---|---|---|---|
| Male | Observed | 60 | 48 | 108 | 1 | 1.343 | 0.246 |
| | Expected | 64.1 | 43.9 | 108 | | | |
| Female | Observed | 61 | 35 | 96 | | | |
| | Expected | 56.9 | 39.1 | 96 | | | |
| Total | Observed | 121 | 83 | 204 | | | |
| | Expected | 121 | 83 | 204 | | | |

** Not significant at 0.05 level

The above table shows that the chi- square value is 0.32 (p>0.05) which is significant at 0.05 level with df 1. It indicates that no significant association between gender and use of library for study of prospective teachers. The above table also revealed that 60(55.6%) of males and 61(63.5%) of female prospective teachers and as a whole 121 (59.3%) prospective teachers use a library for study whereas 48(44.4 %) of males and 35 (36.5 %) of female prospective teachers and as a whole 83(40.7 %) prospective teachers never used a library for study.

## DISCUSSION

The results of this study highlight the influence of gender on specific study habits among prospective teachers, including study duration, exam preparation, and note-taking. However, the study also reveals that gender does not have a significant influence on other aspects such as absenteeism, regular study routines, overall study time, preferred study methods, choice of study materials, reasons for studying, revision practices, self-testing after studying, and library usage for studying. These findings can help teachers, educators, and policy-makers to formulate more individualized approaches for assisting prospective teachers in their academic endeavors.

## CONCLUSION

This study discusses study habits of prospective teachers. Study habit or skills such as note taking, reading skill, test taking, concentration and exam preparation etc. These are indispensable for academic success across various subjects. Incorporating these study habits into teacher education programs can undeniably have profound benefits for both prospective teachers and their future students. If a prospective teacher will have good study habits, then his or her teaching skills resemble the same. Study habits assist prospective teachers in developing effective knowledge, pedagogical abilities and lifelong learning, which become the foundation of their teaching approaches, strategies and classroom management. At present, the education is of multidisciplinary nature, which demands multi-tasking within the stipulated timeframe. Along with this, stress, anxiety and undue competition are also posing major challenges before students. At this time, study habits can play a conclusive role in helping students achieve success and overcome challenges in the academic and professional contexts.

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