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Study Habits of Pre-Service Teachers in Manipur: An Analytical Study

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Abstract

This study examined the study habits of 120 participants across nine components: Comprehension, Concentration, Task Orientation, Study Set, Interaction, Drilling, Supports, Recording, and Language. Descriptive statistics revealed that Comprehension had the highest mean score (M = 28.65, SD = 4.73), indicating it as the strongest area. Conversely, Language scored the lowest (M = 2.12, SD = 0.85), suggesting it as a key area of concern. The global mean score for study habits was 116.87 (SD = 29.02). Notably, Supports demonstrated the highest variability (SD = 7.10), pointing to inconsistent access to academic resources. The findings underscore the need for targeted interventions, particularly in language-related skills, and call for institutional efforts to provide equitable access to support systems.

Keywords: study habits, academic performance, intervention, descriptive statistics, and language skills.

INTRODUCTION

The ward "Study may be interpreted as consciously deliberately, systematically and scientifically planned activity of learning or gaining knowledge from books and from any sources, or examining something in detail. In this context, Crow and Crow (2008, p. 260) defined study as:

"Study implies investigation for the mastery of facts, ideas or procedure that as yet is unknown or only partially known to the individual. Any application of energy directed towards the learning of new material, the solution of a problem, the discovering of new relationships, or similar purposely activity can be considered to be study..........."

Crow and Crow (2008, p. 260) gave the purpose of study in following

- "to acquire knowledge and habits which will be useful in meeting new situations interpreting ideas, making judgements, and creating new ideas, and in the general environment of life;
- to perfect skills.
- to develop attitudes. The term practice refers to the repetition of an activity in order to perfect performance....."

Study habits, defined as the methods and techniques adopted by a learner, in which the learner may or may not study a particular subject matter with a planned programme. Researchers in the field of study



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habits interpreted that study habits are well planned and deliberate pattern of study which has attained a form of consistency on the part of the students towards understanding academic subjects and passing the examination (Bashir & Mattoo, 2012). In a similar interpretation, Ayodele and Abebiyi (2013) stated that study habits are student's way of studying whether systematic, efficient or inefficient, implying that efficient study habits produce positive learning outcome, while inefficient negative. As interpreted by Adeyeme (2005), study habit is a pattern in activity that goes beyond merely reading for pleasure. It is well planned and deliberate form of consistency on the part of the student toward the understanding of academic subjects. Crow and Crow (2008) also asserted that study habits is a well consistent planned strategy. Sorenson (1991) stated that in the good basic study habits, one must study with the primary intention of understanding, which requires one not to hurry in getting through, instead sustained concentration and interest.

In the current study, an attempt has been made to find out the global study habits for each nine components of the study habits, such as comprehension concentration, task orientation, study sets, interaction, drilling, supports, recording and language. By examining these components, the study aims to identify areas of strength and weakness, providing valuable insights for teacher education programme labor-and policymakers. Ultimately, fostering formation of strong study habits among pre-service teachers in Manipur can contribute to improve educational outcomes and a more equitable learning environment for students.

IMPORTANCE OF THE STUDY:

It is evident from several studies that the study habit is an important aspect of learning because student academic achievement depends greatly on their study habits. The students cannot be expected to learn and know everything needed about any subject from their teachers in classroom alone, it is the combination of both the classroom and out of classroom learning that make up students study habits. The good study habits play a very important role in the academic performance of pre-service teachers.

The study was perhaps the first of its kind in the Manipur context, as evident from the literature review. The findings emerging from it could be, more or less, generalized to the Pre-Service teacher population who studied (or being studies) in the similar educational environment to that of the present ones in terms of, independent manipulation and organismic variable. It was expected that the results of the study may also be one of the eye-openers to the novice teacher in particular and senior teachers, educational authorities, parents and any stakeholder in general in taking up the necessary remedial measures in time. All these things become highly imperative because of the invaluable value of good (positive) study habits. It was in this direction that one all needs to move.

REVIEW OF LITERATURE:

Global Study Habits: Atsiayasiahi and Maiyo (2015) studies the correlation of academic achievement with study habits among higher secondary school students in Pune, India. They found that the students having good habits achieved higher than the students having poor study habits. Majority of students (48.2%) had study habits, 25.9 percent unsatisfactory study habits, 16.5 percent good study habits, and 9.4 percent very unsatisfactory, with a class mean of 55.33 in study habits.

Jafari et al. (2019) investigated the differences in the study habits among 380 medical sciences students at Kermanshah University of Medical Sciences, Iran. The results of the study revealed moderate level of



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study habits and academic performance among most of the medical students and pointed out that this level of study habits and academic performance was not satisfactory, based on the nature and importance of the area medical sciences.

To sum up, most studies found with moderate level of study habits, with very few of them were having high level of study habits. Nonglait and Laitthma (2020) investigated study habits of 300 students-teaches in the Khasi Hills Districts and they found the study habits in the following way—

N= 22. Z- score -0.05 to +0.50. 16.18 percent (Moderate); N=26. Z-score +0.51 to -1.25. 19.18 percent (Below Average); N=52. Z-score -1.26 to -2.00. 38.24 percent (poor study habits) and N=36. Z-score -2.01 and below. 26.47 percent (very poor). It revealed that no student - teachers obtained above average, high, and excellent study habits.

Sasi and Anju (2020) conducted study on the study habits of 180 high school students in a district in Kerala, India, and the result indicated that 29.5 percent students had good study habits, 61.7 percent satisfactory, and 8.8 percent bad study habits.

Nine (9) Areas of Study Habits:

Comprehension: Logan and Johnson (2009) studied gender differences in Comprehension they found that girls were better in reading comprehension than boys, girls read frequently than boys do and girls have more positive attitude towards reading.

Sturm (2003) conducted a study among Carolina children and the study found girls enjoyed reading greater than boys, and boys tended to have more negative attitude towards reading comprehension than girls.

Anantasa & Kemuning (2016) found that girls were strong in the skills of determining meaning unfamiliar words while boys strong in skills of finding of particular information from the text. Asgarabadi et al., (2015) found no significant difference in reading comprehension between males and females.

Concentration

Riley et al. (2016) studied gender differences in sustained attentional control relate to gender inequality across countries. The respondents were 21,781 unpaid volunteers between the ages of 10 and 70 years from 41 countries during the year 2014 and 2015. They found significant gender differences in sustained attentional control, in which the overall sustained attentional control performance was lower in countries with less equality, on the other hand, men and women from countries with high gender equality had better overall performance (the ability to maintain selective attention). Firouznia et al. (2009) investigated on factors affecting concentration; the study found "drowsiness in the classroom" was found to be an important factory of low concentration. The same finding was also found by Ng et al. (2009) in a study in Hong Kong secondary school children, Hershner and Chervin (2014) found dowsiness among the college students to be factor affecting concentration. Rahiminia et al. (2020) investigated the factors affecting concentration among 300 students in a medical University in Tehran, Iran. The study also found some positive and negative factors for concentration such as student's factor, professors' factors, environment factors, sitting in the front row and motivation factors.

Task Orientation:

This component is a student's orientation and behaviour towards accomplishment of tasks in a predecided time frame. If a student who has to study a series of subjects and has to develop different levels



of cognition, the task orientation is an important component of the study habits. Student's orientations and behaviours towards accomplishment of the tasks in a pre-decided time frame is task orientation.

Study Sets:

By study sets here we mean the physical and situational characteristics which a student adopts for study. Ogbodo (2011, p. 237) suggested certain guidelines for private-time-table. Among other things the timetable includes (i) Each student should have a private timetable, (ii) If one's ability to study and concentrated effectively lasts one hour or less, the time has to be plotted within these time arrange, (iii) One day must be left open as a free day from studying, (iv) Rest periods must be included at their appropriate spaces, (v) Time for social activities, physical education, and evening time for watching television has to be indicated as a controller and regulator of each student's behaviour towards achieving the set goal. The time table has to be reviewed and adjusted at the end of each term.

Interaction:

Becker (1981) conducted study on the interactions between students and teachers in high school mathematics classes and found that the interaction of male students was much higher than that of female students and male students were given more opportunities for responding, questioning, being encouraged or criticized, received more individual help, and even had greater social connections with their teacher than did female students.

According to Moore (1989), there are three types of interaction such as Learner – Content- Interaction, Learner- Instructor Interaction, and Learner- Learner Interaction.

Drilling:

King (2013), studied on drilling and the study pointed out that the more one practices new ways of doing things, the more naturally they will come.

Supports:

Hill (2015), suggested that it is necessary to reinforce parental support and encourage the collaboration of school and family if the academic performance of children is to be improved; wilder (2014) pointed out that regardless of the gender, age and ethnic groups of school children, parental involvement is considered to be positive. Wentzel (1991) found that the children's perceived support from their parents has a powerful effect on the student's overall emotional well-being at school.

Recording:

Nuthana & Yenagi (2009) found note taking and recording were found to have a significant correlation with academic performance.

Johnstone & Su (1994) found that the more the student record, the more they remember and the better they perform on exams. Unfortunately, student's note are also often inaccurate, that inaccuracies in student notes occur frequently when students are copying diagrams, numerical figures, equations and items on transparencies much of which is essential material. Beecher (1988) found that note-taking allows better retention being a self-made aid as compared to non-note-taking.

Language:

Bornstein et al. (2004) they found that American girls scored higher than American boys on a multitude of language measures, including spontaneous speech caregiver reports, and formal testing from 2 to 5 years.

Eriksson et al. (2012) examined the difference in language skills among 13,783 children from ten (10) European language communities. The result found that girls were generally ahead of boys in emerging language skills and that this difference increased with age upto 2.06 years.



Sabbah (2016) investigation on the effect of study habits on English language achievement, the study found no significant correlation between study habits and student's language achievement.

To Sum up, most studies found having moderate level of study habits, with very few of them having high level of study habits.

OBJECTIVES OF THE STUDY:

This study investigated:

- 1. The study habits among pre-service teachers in two teacher education institutes with reference to nine (9) areas.
- 2. The co-relationship between the nine (9) areas of study habits.
- 3. Differences in study habits scores among the pre-service teachers of the two teachers education institutions.

Methodology:

Population and Sample:

This study employed a quantitative research design to analyze data collected from 120 pre-service teachers (50 males and 70 females), selected through simple random sampling from two teacher education institutes having population of 400 pre-service teachers located in the valley areas of Manipur. The two institutions were Department of Teacher Education, Manipur University and Ibotombi Institute of Education, Canchipur.

Tool Used:

The study habits of the sampled pre-service teachers was measure using the Study Habits Inventory (SHI) developed by Mukhopadhyay and Sansawal (2005). The inventory consists of 52 items pertaing to 9 (nine) sub-components, such as Comprehension (12 items), Concentration (10 items), Task Orientation (9 items), Study sets (7 items), Interaction (3 items), Drilling (4 items), Supports, Recording and Language (1 items).

Out of the 52 items, 34 items are positive (+) and 18 items negative (-). The inventory is a 5- point Likert type scale as Always, Frequently, Sometimes, Rarely and Never with a scale value of 4,3,2,1,0 for positive item response and the reverse 0,1,2,3,4 for negative. The maximum total score is 208 and minimum total score 0. Participants were given clear instructions on how to complete the survey, including explanations of the rating scale and the purpose of the study. The SHI was administered to participants in a group setting within the classroom environment and no time limit was given but asked them to complete it as soon as possible.

Statistical Analysis:

The present study used descriptive and inferential statistics. Certain descriptive statistics were computed in order to describe the nature of distribution of the scores. These were mean and standard deviation because mean as a measure of the central tendency of the distribution and to study the variation in the scores and to do other various computations. The independent t-test was used to compare the means of two independent groups (e.g. males vs. female) on a continuous variable (e.g. study habits scores) and to examine whether there are statistically significant differences in study habits across the nine areas. Pearson's coefficient of correlation (r) was used to study the relationship between the variables. E-ISSN: 2582-2160 • Website: <u>www.ijfmr.com</u> • Email: editor@ijfmr.com

1. 1.

Table 1: Descriptive Statistics						
Areas	Mean	SD	Ν			
Comprehension	28.65	4.73	120			
Concentration	19.26	4.37	120			
Task Orientation	20.65	3.47	120			
Study Set	16.01	2.99	120			
Interaction	6.49	2.05	120	120		
Drilling	8.73	1.98	120			
Supports	8.67	7.10	120			
Recording	6.31	1.48	120			
Language	2.12	0.85	120			
Total	116.87	29.02				

Results and Discussion

The result revealed that the highest mean score was observed comprehension (M=28.65, SD = 4.73) indicating that participants generally demonstrated strong comprehension skills in their study habits. The lowest mean was observed in the area of language (M=2.12, SD= 0.85) which suggest that language related study habits were the weakest among the participants. It was also observed that supports (SD=7.10) showed the greatest variability, implying diverse experiences or access to academic support systems among participants. On the other hand, recording (SD=1.48) had the least variability, indicating consistent behaviour across participants regarding recording information during study sessions. The total mean score for all study habits areas was observed to be at 116.87 (SD=29.02), providing an overall measure of study habits among the participants.

Areas	Comprehens ion	Concentrat ion	Task Orientati on	Stud y Set	Interacti on	Drilli ng	Suppo rt	Recordi ng	Langua ge
Comprehens .	1								
1011									
Concentrati	0.45	1							
on	0.15	1							
Task	0.220	0.247	1						
Orientation	0.320	0.347							
Study Sets	0.198	-0.16	-0.04	1					
Interaction	0.349	-0.282	0.099	-0.060	1				
Drilling	0.216	0.234	0.112	0.06 4	0.353	1			
Supports	0.441	0.275	0.317	0.15 8	0.226	0.267	1		
Recording	0.426	0.297	0.233	0.09 3	0.170	0.220	0.226	1	

Table 2: Inter Correlation among nine areas of study habits



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Language	0.103	0.017	-0.026	-0.098	0.263	0.188	0.313	0.358	1

The results indicated that the strength, direction, and significance of the interrelationship to understand how different aspects of study habits are connected. The results suggest that students who demonstrate better comprehension also tend to be more focused, task oriented, have access to academic support, and record information effectively. Thus, comprehension is not isolated skill but closely linked to other cognitive and behavioural strategies during study (Cohen, 1988).

The result further revealed that comprehension and study sets, Comprehension and Language, Comprehension and Language, Task Orientation and interaction, Task orientation and Drilling, Study set and Drilling, Study set and Recording, Interaction and support, Study set and Supports, Interaction and Recording, Drilling and Language were observed to have positive but negligible relationship. Concentration and Study set, Task Orientation and Study sets, Task Orientation and Language, Study sets and Interaction, Study sets and Language were observed to have negative and negligible moderate relationship.

Comprehension and Task Orientation, Comprehension and Interaction, Comprehension and Drilling, Concentration and Drilling, Concentration and support, Concentration and Recording, Task Orientation and Recording, Interaction and Drilling, Interaction and Support, Interaction and Language, Drilling and Recording, Support and Recording, and Support and Language, and Recording and Language were observed to have positive but moderate correlation.

Comprehension and Concentration, Comprehension and Support, Comprehension and Recording were observed to have positive with a mark relationship. The from results the following is observed:

- 1. Strong positive correlation with comprehension
- Concentration (r = 0.45)
- Task orientation (r = 0.32)
- Supports (r = 0.44)
- Recording (r = 0.43)
- 2. Moderate Relationships between support and other Components:
- Supports Correlate moderately with:
- Comprehension (r = 0.44)
- Concentration (r = 0.275)
- Task orientation (r = 0.317)
- Recording (r = 0.317)
- Language (r = 0.313)

Academic supports such as peer discursion, teacher guidance, or reference materials play a central role in shaping multiple dimensions of effective study habits (Hyde, 2005)

- 3. Positive Link between recording and Language. This suggests that students who actively record (r = 0.358) information during study sessions also tend to perform better in language related tasks. Note taking on summarizing may reinforce vocabulary and expression, which are essential in language learning (Voyer & Voyer, 2014).
- 4. Interaction shows mixed correlations
- Positive with comprehension (r = 0.349) and Drilling (r = 0.353)
- Negative with concentration (r = 0.282)



The interaction (e.g. group discursion) helps with understanding and practice, it may also reduce individual concentration, highlighting the need for balance in instructional methods.

5. Weak or negative correlation involving study set:

- Study Set shows:
- Weak positive with comprehension (r = 0.198)
- Negative correlation with concentration (r = 0.16) and Interaction (r = 0.06)

Interpretation: Study set – likely referring to environmental set up or routine – does not strongly influence other study habit components and may even conflict with deep concentration.

Major Findings

- 1. The mean scores of total study habits of the pre-service teachers was found at 116.87 (SD = 29.02) which showed moderate variability in overall study habits among the 120 participants.
- 2. The study habits of the pre-service teachers in two (2) teacher Education institution was high.
- The study habits of the pre-service teachers of Ibotombi Institute of Education (Mean = 117.76, SD=11.51) was found to be higher than that of the Department of Teacher Education, Manipur University (Mean=115.87, SD=17.29)
- 4. Inter-Correlation among each of the nine (9) areas of study habits is more or less interrelated and interdependent.
- 5. Comprehension had the highest mean score (28.65, SD = 4.73) indicating it is the strongest areas of study habits among participants
- 6. Among the nine areas of study habits of the pre-service teachers, language had the lowest mean score (2.12, SD = 0.85), implying this is the weakest area.

Major Recommendations:

- 1. For developing and forming new study habits there is need for a verity of intervention as for teacher education programmes as study habits are multidimensional, not uniformly linked.
- 2. We should prioritize integrated training for cognitive linked habits (comprehension/concentration).
- 3. The negative correlations highlight need for balance in collaborative vs. independent study.

OVERALL CONCLUSION

The results offered valuable insights into the baseline characteristics of study habits among pre service teachers. It reveals that comprehension and task orientation are relatively strong, which language and interaction – based study habits are areas needing improvement.

Correlations revealed study habits are multi-dimensional, not uniformly linked. These should be prioritized training for cognitively linked habits (Comprehension/Concentration). Negative correlation should need for a balanced in collaborative vs. independents study.

The correlation matrix reveals that most study habit components are inter connected, particularly those related to comprehension is associated with better concentration, task orientation, and drilling but may distract from concentration. Language skills are most closely tied to recording and support use. While some variables like study set show weaker or conflicting relationships, this may indicate that structured environments do not universally enhance all aspects of studying. Educators should consider these interdependencies when designing interventions aimed at improving study habits, focusing especially on reinforcing comprehension through recording practices, interactive drills, and academic support system.



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