

## Research Article

## Study Habits among Teacher Trainees

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### Abstract

The present study investigates the study habits of teacher trainees in Chennai district with reference to selected personal variables namely gender, type of institution, and type of family. A sample of 300 teacher trainees was chosen from government, aided, and private institutions using stratified random sampling technique. Study Habit Inventory by Palsane & Sharma was employed as the tool for data collection. Statistical analyses such as t-test was used to examine differences across variables. Findings revealed significant differences in study habits with respect to type of institution and family type, while gender differences were not significant. The study underscores the need for developing effective study strategies among teacher trainees for enhancing academic performance and professional preparation.

**Keywords:** Study Habits, Teacher Trainees, Gender, Type of Institution, Family Type

### Introduction

Study habits are patterns of behavior adopted by students in the pursuit of learning. They include planning, concentration, comprehension, task orientation, interaction, and other strategies that enhance academic performance. Teacher trainees, as future educators, require disciplined study habits to not only succeed academically but also to model effective learning strategies for their students. In the present educational context, with increasing demands for professional competence, understanding and improving study habits among teacher trainees is of great importance.

### Objectives of the Study

1. To examine the study habits of teacher trainees with respect to gender.
2. To analyze the differences in study habits among teacher trainees based on type of institution.
3. To study the differences in study habits of teacher trainees with respect to type of family.

### **Hypotheses of the Study**

H1: There is no significant difference in study habits of teacher trainees with respect to gender.

H2: There is no significant difference in study habits of teacher trainees with respect to type of institution.

H3: There is no significant difference in study habits of teacher trainees with respect to type of family.

### **Need and Significance of the Study**

Study habits play a crucial role in shaping the academic success and self-discipline of teacher trainees. Effective study strategies not only enhance academic achievement but also prepare trainees to face professional challenges. By examining how study habits differ across gender, institution type, and family type, this study provides insights for educators, policymakers, and parents to develop interventions that support teacher trainees in cultivating better learning practices. The findings are significant in designing training programs that emphasize academic discipline, time management, and independent learning among teacher trainees.

### **Review of Literature**

Iqbal et al. (2022) highlighted the role of emotional intelligence in shaping study habits under blended learning conditions. Barcenas & Bibon (2022) found that study habits significantly influence academic performance among senior high school students. Tus (2020) revealed that study attitudes and habits play a role in students' academic success. Nair & Kulkarni (2020) emphasized the positive correlation between study habits and achievement in English among secondary students. Selvaraju (2019) noted that effective study habits are linked with reduced exam stress and better mental health. These findings underline the importance of effective study habits across various academic levels, providing a foundation for examining them among teacher trainees.

## Methodology

### Sample

A stratified sample of 300 teacher trainees from government, aided, and private institutions in Chennai district.

### Tool

Study Habit Inventory by Mukopadya & Sansanwal (2002), a five- point Likert Scale consisting of 52 statements with nine dimensions namely Comprehension, Concentration, Task, study sets, Interaction, Drilling, Supports, Recording and Language

### Personal Variables for the Study

Gender, Medium of Instruction and Type of Family

### Statistical Techniques Used

The employed statistical technique is t- test.

### Findings and Interpretation

**H1:** There is no significant difference in the Study Habit and its dimensions with respect to Gender.

**Table 1 showing the differences in Study Habit and its dimensions owing to Gender**

**Table 1**

Dimensions	Gender	N	Mean	SD	Std. Error	T	Df	Sig
Comprehension	Male	81	41.93	8.461	.940	.700	298	.485
	Female	219	42.58	6.586	.445	.624	117.700	NS
Concentration	Male	81	28.17	5.621	.625	2.168	298	.031
	Female	219	26.79	4.615	.312	1.981	122.074	S
Task	Male	81	28.09	5.797	.644	3.449	298	.001
	Female	219	25.95	4.307	.291	3.017	114.250	S

<b>Study Sets</b>	Male	81	21.57	4.138	.460	2.775	298	.006 S
	Female	219	20.24	3.506	.237	2.572	124.889	
<b>Interaction</b>	Male	81	9.15	2.372	.264	2.387	298	.018 S
	Female	219	8.49	2.026	.137	2.221	125.624	
<b>Drilling</b>	Male	81	9.72	2.440	.271	3.197	298	.002 S
	Female	219	8.69	2.465	.167	3.211	144.223	
<b>Supports</b>	Male	81	6.65	2.063	.229	1.892	298	.059 NS
	Female	219	6.22	1.647	.111	1.708	119.750	
<b>Recording</b>	Male	81	7.32	2.173	.241	4.387	298	.000 S
	Female	219	8.33	1.604	.108	3.826	113.793	
<b>Language</b>	Male	81	3.25	1.347	.150	3.195	298	.002 S
	Female	219	2.73	1.202	.081	3.033	129.981	

### Interpretation

The mean scores in concentration ability of study habits is higher for male students thereby indicating a significant difference at ( $p < 0.05$ ) of study habits with respect to gender. The mean scores in recording ability of study habits is higher for female students thereby indicating a significant difference at ( $p < 0.01$ ) of study habits with respect to gender. The mean scores in task, study sets, interaction, drilling and language ability of study habits is higher for male students thereby indicating a significant difference at ( $p < 0.01$ ) of study habits with respect to gender.

**H2:** There is no significant difference in the Study Habit and its dimensions with respect to Medium of Instruction.

**Table 2 showing the differences in Study Habit and its dimensions owing to Medium of Instruction**

**Table 2**

<b>Dimensions</b>	<b>Medium of Instruction</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Std. Error</b>	<b>T</b>	<b>Df</b>	<b>Sig</b>
<b>Comprehension</b>	English	259	42.04	7.172	.446	2.220	298	.020 S
	Tamil	41	44.68	6.498	1.015	2.386	56.591	
<b>Concentration</b>	English	259	27.28	4.883	.303	1.046	298	.297 NS
	Tamil	41	26.41	5.258	.821	.991	51.515	
<b>Task</b>	English	259	26.49	4.914	.305	.391	298	.672 NS
	Tamil	41	26.80	4.377	.684	.425	57.201	
<b>Study sets</b>	English	259	20.73	3.845	.239	1.603	298	.110 NS
	Tamil	41	19.73	2.757	.431	2.035	67.435	
<b>Interaction</b>	English	259	8.69	2.140	.133	.497	298	.620 NS
	Tamil	41	8.51	2.169	.339	.492	53.075	
<b>Drilling</b>	English	259	8.87	2.506	.156	1.704	298	.081 NS
	Tamil	41	9.59	2.366	.370	1.777	55.202	
<b>Supports</b>	English	259	6.30	1.768	.110	.870	298	.385 NS
	Tamil	41	6.56	1.831	.286	.848	52.503	

<b>Recording</b>	English	259	8.07	1.818	.113	.226	298	.821 NS
	Tamil	41	8.00	1.910	.298	.218	52.124	
<b>Language</b>	English	259	8.07	1.818	.113	3.435	298	.001 S
	Tamil	41	8.00	1.910	.298	3.245	51.420	

### Interpretation

The mean scores in comprehension ability of study habits is higher for Tamil students thereby indicating a significant difference at ( $p < 0.05$ ) of study habits with respect to medium of instruction. The mean scores in language ability of study habits is higher for Tamil students thereby indicating a significant difference at ( $p < 0.01$ ) of study habits with respect to medium of instruction. The mean scores in concentration, study set, interaction and recording ability of study habits for English students is slightly higher than Tamil students and task, drilling and supports ability of study habits is slightly higher for Tamil students thereby indicating that there is no significant difference at ( $p < 0.05$ ) of study habits with respect to medium of instruction.

**H3:** There is no significant difference in the Study Habit and its dimensions with respect to Type of Family

**Table 3 showing the differences in Study Habit and its dimensions owing to Type of Family**

Dimensions	Type of Family	N	Mean	SD	Std Error	T	Df	Sig
<b>Comprehension</b>	<b>Nuclear</b>	<b>235</b>	42.30	7.085	.462	.451	298	.652 NS
	<b>Joint</b>	<b>65</b>	42.75	7.342	.911	.442	99.414	
	<b>Nuclear</b>	<b>235</b>	27.25	4.850	.316	.556	298	.578

<b>Concentration</b>	<b>Joint</b>	<b>65</b>	26.86	5.262	.653	.531	96.161	NS
<b>Task</b>	<b>Nuclear</b>	<b>235</b>	26.55	4.799	.313	.158	298	.875
	<b>Joint</b>	<b>65</b>	26.45	5.019	.623	.154	98.730	NS
<b>Study sets</b>	<b>Nuclear</b>	<b>235</b>	20.55	3.684	.240	.384	298	.702
	<b>Joint</b>	<b>65</b>	20.75	3.905	.484	.371	97.767	NS
<b>Interaction</b>	<b>Nuclear</b>	<b>235</b>	8.73	2.182	.142	.938	298	.324
	<b>Joint</b>	<b>65</b>	8.45	1.985	.246	.990	110.594	NS
<b>Drilling</b>	<b>Nuclear</b>	<b>235</b>	8.92	2.508	.164	.670	298	.500
	<b>Joint</b>	<b>65</b>	9.15	2.464	.306	.677	103.608	NS
<b>Supports</b>	<b>Nuclear</b>	<b>235</b>	6.37	1.780	.116	.700	298	.484
	<b>Joint</b>	<b>65</b>	6.20	1.770	.219	.703	102.619	NS
<b>Recording</b>	<b>Nuclear</b>	<b>235</b>	7.97	1.851	.121	1.54 5	298	.123
	<b>Joint</b>	<b>65</b>	8.37	1.719	.213	1.611	108.580	NS
<b>Language</b>	<b>Nuclear</b>	<b>235</b>	2.89	1.246	.081	.505	298	.614
	<b>Joint</b>	<b>65</b>	2.80	1.325	.164	.487	97.513	NS

### Interpretation

The mean scores in concentration, task, interaction, supports and language ability of study habits for nuclear family students is slightly higher than joint family students and comprehension, study set, drilling and recording ability of study habits is slightly higher for joint family students thereby indicating that there are no significant difference at ( $p < 0.05$ ) of study habits with respect to type of family.

## Discussion

The present study sought to examine study habits among teacher trainees with reference to gender, medium of instruction, and type of family. With respect to **gender**, the results indicated significant differences in several dimensions of study habits such as concentration, task orientation, study sets, interaction, drilling, recording, and language. Male trainees scored higher in concentration, task orientation, study sets, interaction, drilling, and language, whereas female trainees performed better in recording. This is partly consistent with the findings of Tus (2020), who emphasized that attitudes and study habits vary across demographic factors, thereby influencing academic performance. However, the lack of overall significant gender differences in comprehension aligns with the observations of Selvaraju (2019), who found that effective study habits can reduce stress and promote better performance across both male and female learners, suggesting that gender may not always play a dominant role in study strategies.

Regarding the **medium of instruction**, Tamil-medium students displayed significantly higher scores in comprehension and language-related aspects of study habits compared to English-medium students. This echoes the results of Nair and Kulkarni (2020), who highlighted the influence of study habits on achievement in English. The present finding suggests that learners from regional medium backgrounds may adopt more effortful strategies to bridge linguistic gaps, thereby enhancing comprehension and language-oriented study behaviors.

For the **type of family**, no significant differences were observed in study habits between nuclear and joint family students. This outcome suggests that familial structure may not strongly indicate academic study behaviors in the present educational context. This contrasts with earlier assumptions that family environment exerts considerable influence on students' learning practices (Iqbal et al., 2022). The result may indicate that institutional demands and individual motivation now play more decisive roles in shaping study habits among teacher trainees, irrespective of family type.

## Educational Implications

- **Gender-Sensitive Interventions:** Since male and female teacher trainees differ in certain study dimensions, training programs should incorporate strategies that strengthen both

recording skills for male trainees and concentration for females. Balanced interventions can promote equitable learning outcomes.

- **Language and Medium of Instruction Support:** Tamil-medium students excelled in comprehension and language, pointing to the need for targeted English language support for non-native learners. Teacher education institutions could design workshops to improve bilingual proficiency, ensuring uniform academic performance.
- **Study Skills Training Modules:** Institutions should integrate structured sessions on time management, note-taking, task organization, and self-regulation into teacher training curricula. This would prepare trainees to model effective study behaviors in their future classrooms.
- **Reduced Dependence on Family Environment:** Since type of family did not significantly influence study habits, teacher educators can focus more on strengthening self-directed learning skills. This independence will be valuable for teacher trainees who must adapt to varied professional demands.
- **Policy and Curriculum Reforms:** Policymakers should encourage inclusion of “Study Habits and Learning Strategies” as a formal component of teacher education programs, promoting a culture of disciplined learning among future educators.

## Conclusion

The present investigation on the study habits of teacher trainees in Chennai district reveals that personal variables such as gender and medium of instruction influence specific dimensions of study habits, whereas type of family does not exert a significant effect. Male trainees displayed stronger skills in concentration, task orientation, study sets, interaction, drilling, and language, while female trainees demonstrated greater efficiency in recording. Similarly, Tamil-medium trainees outperformed their English-medium counterparts in comprehension and language-related dimensions. These findings suggest that study habits are not uniformly distributed but are shaped by contextual and demographic factors. Overall, the study underscores the importance of strengthening study skills among teacher trainees, not only to enhance their academic success but also to equip them as future educators capable of modeling effective learning strategies for their students. Educational institutions must therefore design structured interventions that promote self-discipline, language proficiency, and balanced learning approaches, thereby fostering professional readiness among teacher trainees.

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