

INSIGHT INTO HABITS AND ACADEMIC ACHIEVEMENT OF POTENTIAL TEACHERS

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Abstract

This study investigates the correlation between the behaviors and academic performance of prospective educators. The research seeks to find crucial elements that either promote or impede academic success in teacher education programs by analyzing different personal, academic, and lifestyle habits. The data was gathered by conducting surveys and analyzing the academic records of pre-service teachers. The study specifically examined their study habits, time management skills, health and wellness routines, and involvement in extracurricular activities. The results emphasize the need of employing efficient study techniques, maintaining a disciplined schedule, and leading a well-rounded lifestyle in order to attain exceptional academic achievements. Furthermore, the research offers valuable knowledge on how teacher training programs can facilitate the cultivation of advantageous behaviors, therefore enhancing the readiness of proficient and triumphant future educators.

Keywords: Academic Achievement, Performance, Teacher, Training Program, Education.

Introduction

Education is a transformative journey that empowers individuals to attain a superior and enhanced standard of living. An efficient and impactful education system leads to the development of students' abilities, enhancement of their skills, and the transformation of their interests, attitudes, and values. Given the significant benefits of education, progressive societies have made a commitment to ensuring that elementary education is available to all and that secondary education is expanding to reach near-universal levels. Efforts are also being made to improve the quality of secondary education in order to empower as many learners as possible and achieve progress in various aspects of life, such as socio-economic development. Higher education, although generally accessible to all members of society at present, holds great potential in this regard. Therefore, its efficacy and quality are particularly important within the broader context of personal, social, and national development.

Review of Literature

Evans (2015) Research on the relationship between academic accomplishment and other variables has made it possible to manipulate and regulate linked variables to improve student performance in the classroom. Despite the fact that all kids receive the same classroom instructions from their institutions, there are significant differences in the academic performance of these students. The goal of the study was to ascertain how students' study habits and academic success related to one another. This

This study of descriptive correlation used a survey design. Spicer Higher Secondary School ninth-grade pupils were among the target group. The study habits assessment by N.M. Palsane and the school test records served as the primary instruments for data collection, while stratified random sampling was utilized to choose the respondents. The field data that was gathered was analyzed using a quantitative approach. The results were interpreted and suggestions were made in accordance with the calculated Pearson's product moment coefficient of correlation. The study's findings showed a positive correlation of 0.66 between good study habits and academic success. The findings suggested that if we want to increase performance, we need to pay close attention to our study habits. It was found unequivocally that neither teachers nor students appear to be making an attempt to cultivate effective study habits.

Sauer (2012) The first question posed by this study topic was whether and how student performance was affected by instructor effectiveness and student interest. A study involving two middle school pupils was carried out. Through the distribution of questionnaires, the collection of student work, and the recording of observations, the data was acquired. The results showed that relationships between students and instructors as well as their level of interest were important components of effective academic performance. Thus, the findings suggested that in order to support students' development and performance, teachers must take into account their interests and build relationships with them.

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Analysis

1. An Investigation on the Impact of Different Types of Teacher Training Institutes, Gender, and Their Combined Effect on Social Adjustment

The second purpose was to examine the impact of various kinds of teachers training institutes, gender, and their interaction on the social adjustment of potential teachers. The two distinct levels of kinds of teachers training institutes were the aided and self-financed categories. Gender was divided into two categories: males and females. Therefore, the data were analyzed using a 2x2 Factorial Design ANOVA. The outcomes are presented in table 1.

Source of Variance	Df	SS	MS	F-value
Types of Institutes	1	708.51	08.51	7.42**
Gender	1	121.5	21.5	1.27
Gender & Types of Institutes	1	168.54	68.54	1.77
Error	596	56884.79	95.44	

** Significant at 0.01 level

2. The Impact of Different Types of Teacher Training Institutes on Social Adaptation

The data in table-1 clearly shows that the f-value for types of Teachers Training Institutes is 7.42, which is statistically significant at the 0.01 level with degrees of freedom (df) equal to 1/596. The data suggests a considerable difference in the average scores of social adjustment between aided and self-financed Teachers Training Institutes. The statement implies that the various types of teacher training institutes have a notable impact on the social adjustment of students. Based on this, the null hypothesis, which suggests that the types of teachers Training Institute have no substantial influence on Social Adjustment, is rejected. The mean score of the self-financed Teachers Training Institute is 70.72, which is notably higher than the

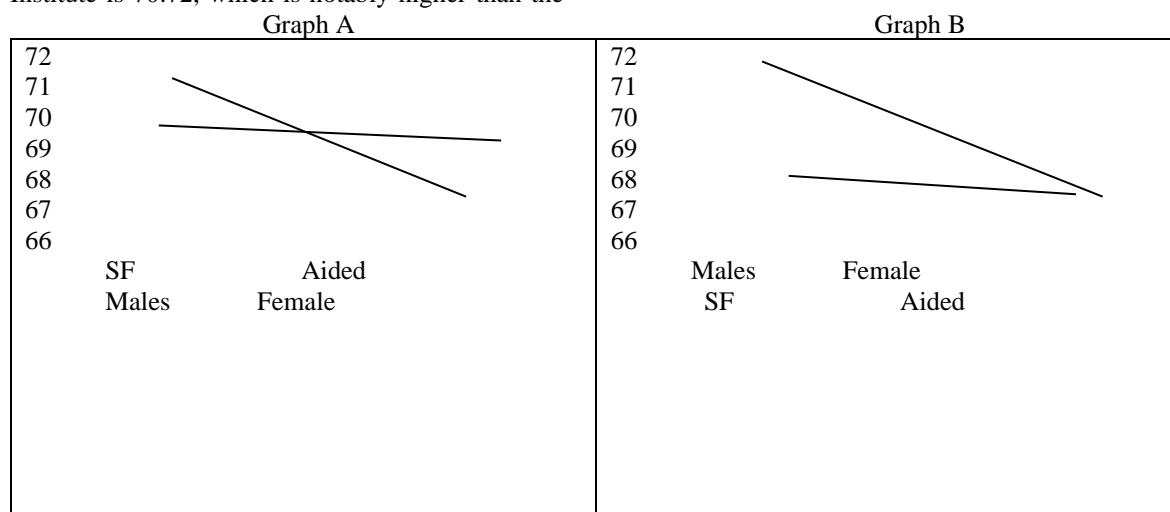
mean score of 68.55 for Social Adjustment in the Aided Teachers Training Institute. Thus, it can be concluded that the Social Adjustment of potential teachers in Self-financed Teachers Training Institute is considerably superior to that of prospective teachers in Aided Teachers Training Institute.

3. Impact of Gender on Social Adaptation

Table 1 shows that the f-value for Gender is 1.27, indicating that there is no significant difference. The data suggests that there is no significant difference in the average scores of Social Adjustment between males and females. There is no discernible impact of gender for the social adjustment of the subjects. Based on this, the null hypothesis stating that gender has no influence on Social Adjustment is not rejected. Thus, it may be concluded that the social adjustment between males and females was found to be identical.

4. The Impact of the Interaction Between the Types of Teacher Training Institute & Gender on Social Adjustment

The f-value for the interaction involving types of teachers training institute & gender is 1.77, as shown in table 1. However, this value is not statistically significant. The data suggests that there is no significant difference in the average scores of social adjustment between boys and females in both types of Teachers Training Institutes. Therefore, the interaction involving types of Teachers Training Institute and gender did not have a significant affect on social adjustment. Therefore, the null hypothesis stating that there is no significant influence of interaction types on Teachers Training Institute and Gender in Social Adjustment is not rejected. Thus, it may be concluded that the social adjustment of males and females was determined to be unrelated to the types of teachers training institute. Graph 1 was produced to determine the impact of interaction between kinds of Teachers Training Institute & Gender on Social Adjustment trends.



In graph A, the male and female lines connect at the origin (0,0). Therefore, the graphical representation corroborates the findings, with Graph B showing that the two lines representing self financed & aided institutes do not intersect. There is no correlation between these parameters and the criteria variable, which is Social Adjustment. The study indicates that the type of institute has an impact on social adjustment, whereas gender does not have any effect.

Implication

After analyzing the results, the investigator determined that students from both aided and self-financed institutes exhibit similar levels of adjustment, study habits, and academic accomplishment. None of them may be deemed superior or inferior to one another. Self-financed students excel in certain areas, while aided institute students excel in others.

Conclusion

This study emphasizes the essential connection between the behaviors of prospective educators and their scholastic performance with social adjustment. The results indicate that the adoption of efficient study techniques, disciplined time allocation, and a well-rounded lifestyle play a crucial role in enhancing the academic achievement of pre-service teachers. Moreover, the research highlights the significance of teacher education programs in promoting these advantageous practices. By incorporating support structures and resources that encourage beneficial behaviors, such programs can improve the academic achievement and professional preparedness of aspiring educators with social adoption. Ultimately, developing positive habits is crucial not only for the scholastic success of aspiring educators but also for equipping

them to become proficient and accomplished practitioners in the realm of education.

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