

# Influence of Study Skills and Academic Achievement of B.Ed. Teacher Trainees

V.Sasikala

Professor, Faculty of Education, Chennai, India

**Abstract-** Teaching is a profession, which lays foundation for preparing the individuals for all other profession. Effective study skills through teaching create an effective interaction between teachers and learners. It also creates the sets of values and beliefs which in turn enrich the views of reality. Learners can have multi-dimensional personalities. The instructional design aimed to produce specific change in the behavior and it can be used to shape the curriculum in the study skills and other settings.

The teacher is a social agent. He should make the favorable study skills though the process of teaching in the class room and to develop the skills for a single learning situation at a time like problem solving ability, intellectual inquiry, memory, retention and concept formation in a logical way. The present study helps the teacher to promote the interaction of learning by improving the study skills and academic achievement. The results revealed that the respondents developed a favorable study skills and academic achievement towards the teaching profession after the completion of the programme.

## I. INTRODUCTION

It is the teacher who a pivotal role in the educational system and catalytic agent of change in the society. Teacher training programme helps a teacher to feel how a teacher thinks, feels about the ways in which a teacher tends to act as a teacher.

This present paper is presents critical analysis of the influence of personal and demographic variables on teacher educators' study skills and academic achievement towards the existing teacher education. The sample of the study comprised of 100 teacher trainees. the results of the study revealed that the teacher educators have expressed their concern over standards in teacher education.

The most popular meaning of the term education identifies with the process of instruction and training that take place in an educational institution. Funk and Wagnall's college standard Dictionary defines education as "The systematic development cultivation of the natural powers, by inculcation. Thus a research study was designed to establish the relationship between study skills and academic achievement of B.Ed. teacher trainees.

## II. SCOPE OF THE STUDY

This study will be useful to educators, teachers, students, education department, research scholars and social scientists. It will be useful for framing curriculum and construction methods that will promote the development of academic achievement of B.Ed. teacher trainees.

### Academic Achievement:

Achievement means an accomplishment or proficiency of performance in a given skills or body or knowledge. According to dictionary of education Carter (1959) academic achievement means the knowledge attained or skills developed. Academic achievements of teacher trainees are influenced by a number of factors which are classified by Gupta1973 in three categories.

- Abilities (intelligence, scholastic, attitude).
- Effort (drive, achievement, motivation, aspiration)
- Environment (social, economic condition in home and school).

Academic achievement is more important for learning and personality development of a teacher trainees assessing trainees progress by means of identifying what he has achieved acquiring skills in academic matters is important as a means of attaining complete realization and it is unique responsibility of school.

### Study Skills:

"How habits are developed in us and how finally our whole personality is influenced by our habits and concludes that everything we are the result of habit"- Swamy Vivekananda. Study skills are really best understood as learning skills. People skilled as learning get more out of them lives because they look for opportunities to grow and gain more knowledge. If we have learning skills, we will not only get more out of our experiences in school, well be better equipped to meet our other goals in life.

Learning or study skills carry over into other areas of life beyond school. Good listening skills help us in our relationship with peers, colleagues, friend and family. We need learning skills for everything we do in life. We have probably heard the phrase "Knowledge is power" there are stages towards gaining knowledge that might see difficult along the school, from high school to college, or from the work force back to college or a training program. But there is nothing fear except, perhaps, that our life will be progressively more interesting in building or our knowledge is a gradual process.

### Study skills focus on:

- Goal setting
- Internalization or positive attitude towards academics
- Self-awareness and decision making.

### Learning styles:

The three main learning styles are:

- Visual (seeing)
- Auditory (listening/learning)
- Kinesthetic (moving, doing, touching).

### Steps to improve study skills:

- Behavior modification can work for you.

- Do not study more than an hour at a time without taking a break.
- Separate the study of subjects that are like/dislike.
- Do not study when you are tired.
- Prepare for you class at the best time.
- Use the best note – taking system.
- Memorize actively, not passively.
- Read and study at the same time.
- Make up a color and sign system for text and notes.
- Do not buy underlined text book.

Study skill is defined as a learning skill to carry over into other areas of life beyond school composing of good listening skills, computation, expression, memory, time management, problem solving and systematic analysis effectively.

### III. SIGNIFICANCE OF THE PROBLEM

There is a plethora of research on study skills generalizing information on the B.Ed. teacher trainees in all content area. However, limited research specifically analyzed the effect of study skills on B.Ed. teacher trainees. A major component of study skills is the integration of critical thinking activities. Attention is being directed at finding methods that will increase attention in studies. Study skills provide excellent revenue for such integration of new strategies.

### IV. OBJECTIVES OF THE STUDY

- To find out influence of study skills and academic achievement of B.Ed. teacher trainees.
- To find out the influence of study skills and academic achievement of male B.Ed. teacher trainees.
- To find out the influence of study skills and academic achievement of female B.Ed. teacher trainees.
- To find out the influence of educational qualification in relation to academic achievement of B.Ed. teacher trainees

### V. HYPOTHESIS OF THE STUDY

- There is no significant relationship between study skills and academic achievement of B.Ed. teacher trainees.

- There is no significant relationship between study skills and academic achievement of male B.Ed. teacher trainees.
- There is no significant relationship between study skills and academic achievement of female B.Ed. teacher trainees.
- There is no significant relationship between educational qualification and academic achievement of B.Ed. teacher trainees

### VI. SAMPLE

The present investigation is essentially a survey type of research aimed at evaluating the study skills and academic achievement of B.Ed. teacher trainees. The sample for the present study constitutes 100 B.Ed. trainees of private, government and government - aided colleges in Chennai.

#### Variables used:

In the present study ex post facto design has been used as the most suitable variable for analysis. The sample of 100 B.Ed. trainees was taken. The dependent variable is academic achievement. The independent variable is study skills.

#### Tools used:

The researcher has two different tools for the study.

- Study skill scale constructed by M.Kanchana (1986).
- Achievement test questionnaire constructed by the researcher with the help of guide.

Study skills questionnaire has 60 questions for the measuring the achievement of B.Ed. trainees. One mark is given for each correct answer and zero mark is given for each wrong answer. Achievement test consists of 20 questions, one mark is given for each correct answer.

### VII. THE INFLUENCE OF PERSONAL AND DEMOGRAPHIC VARIABLES ON B.ED. TEACHER TRAINEES STUDY SKILLS AND ACADEMIC ACHIEVEMENT

#### SEX:

The influence of sex on the study skills of the B.Ed. teacher trainees is tested by the 't' test and the results are presented below in the table:

S.No	Variables	Sex	N	Mean	SD	't'
1.	Study skills	Male	25	111.01	17.37	1.15@
2.		Female	75	115.96	20.47	

The above table reveals that the study skills scores obtained by the male and female teacher trainees reveal that the female teacher trainees have scored a better mean when compared to men teacher trainees and the 't' value obtained to the test the significance of difference is found to be not significant at 0.05 level. Hence, the null hypothesis that the male and female

teacher trainees do not differ significantly with regard to their study skills towards their academic achievement is accepted.

#### EDUCATIONAL QUALIFICATION:

In the present study the mean and standard deviations of academic achievement of teacher trainees possessing varied qualifications are compared with the 't' test and the results are presented in the table No:2.

**The influence of educational qualifications on academic achievement of B.Ed. teacher trainees**

S.No	Variables	Qualification	N	Mean	SD	't'
1.	Academic Achievement	P.G	25	110.74	18.03	1.39@
2.		U.G	75	116.63	20.12	

The teacher trainees who have UG level of educational qualifications have secured a better mean score than those with minimum level of educational qualifications prescribed for B.Ed. teacher trainees ( 116.63>110.7). However, the calculated 't' value of 1.39 is found to be statistically not significant at 0.05 level. Hence, the null hypothesis that the educational qualification of teacher trainees does not significantly influence their academic achievement is accepted.

**VIII. CONCLUSION**

It is concluded from the present study that the teacher education programme - B.Ed. helps to develop favourable academic achievement of teacher trainees. Therefore, all the teachers irrespective of level i.e. Schools, Colleges and University should undergo some sort of teacher education.

Teacher education programmes should be modernized by providing latest infrastructure facilities in the present day context. There should be interaction with the teacher education institutions of other universities in the state so as to have more exposure.

It is high time to strengthen the academic achievement component in teacher education which can serve two purposes. first it is to orient teachers on humanism , moral and spiritual values , and second is to empower them for development and implementation of standardized education curriculum at school level.

Thus during the teacher education programme, the B.Ed. teacher trainees have various types of experiences which are responsible for shaping the behavior and academic achievement.

**REFERENCES**

[1] Global trends in Teacher education - Dr.N.Ramnath Krishan.  
[2] Educational technology - Dr (Mrs) - Nasrin.  
[3] Impact of Media and Technology in education - Prof.Ramesh Chandra.

[4] ANWESHIKA Indian Journal of Teacher Education. NCTE National Council for Teacher Education - New Delhi Volume-2; Nov-2, Dec 2005.  
[5] Psycho-Lingua Journal Vol-34 N0 (2) July 2004. Editor - Mahesh Bhargava.  
[6] Sshay Sushama, "Women and Empowerment" DiscoveringhouseNewDelhi,1998;  
[7] Sumanthy.M and Nagendran. K., "Women Empowerment : Ethics and logics, southern economist ,July 15 2007. vol. 46 Page no.5-6.  
[8] Janaki.D ., "Empowerment of women through education :150 years of university education in India" University News ,vol44(480,Nov27-Dec032006, page no 82  
[9] DasSuranjan."TheHigherEducation in India and thechallenges of Globalization",  
[10] Social Science vol.35,No 3-4 ,March-april 2007.  
[11] Wixard Kausar and Arya vrat Vijay,Women in Higher Education in the work force :Need to Bridge the Gender Gap, University News Vol 45(3)Dec 2007 .  
[12] UNDP (2000), "Human Development Report 2000",UnitedNationsDevelopment Programme.  
[13] World Conference on Education for All (1990), Meeting Basic Learning Needs Justine, Thailand, 1990.  
[14] Educational Thought- Pradeep kumara Johri  
[15] Philosophical Foundation of Education- Dr.Y.K.Singh  
[16] The Aims of education- Promila Sharma  
[17] Education and Social thought - S.R.Sharma  
[18] The social context and Education - S.R.Sharma  
[19] Quality Education - V.K.Rao.  
[20] Cuban, L. (1986), Teachers and Machines: The Classroom Use of Technology since1920 New York: Teachers College Press.  
[21] IIIT Hyderabad Programme Brochure, 2005 and URL: 22.  
[22] Source: Census of India  
[23] Kesav V Nori, AMSSOI Foundation Day Lecture on "Grand Challenges in Computing, Sep, 2005.

**AUTHORS**

**First Author** – Mrs.V.Sasikala, M.Sc, M.Ed, M.Phil,(Ph.D), Professor, Faculty of Education, Chennai .India