EVALUATION OF STUDY SKILLS AMONG PROSPECTIVE TEACHERS

By

Pachaiyappan P

Associate Professor, GRT College of Education, Tiruttani, Tamil Nadu, India.

Abstract

The purpose of the study is to find out the study skills among prospective teachers with respect to Gender, Locality, Medium of Instruction and Type of Management. Survey method was adopted to collect the relevant data for the present study. Study skills of student-teachers were evaluated by using the Study Skills Scale developed by the investigator. 320 B.Ed. student-teachers were randomly selected in Government, Government Aided and Private Colleges of Education in Chennai and Thiruvallur District of Tamil Nadu. For analyzing the data mean, standard deviation, ‘t’-test and F-test are used. The major findings of the study are: (i) there is no significant difference between male and female B.Ed. Student teachers in their Study Skills, (ii) there is a significant difference between the rural and urban B.Ed. Student teachers in their Study Skills, (iii) there is no significant difference between Tamil medium and English medium B.Ed. Student teachers in their study skills, and (iv) there is a significant difference among B.Ed. student teachers from government, government aided and private colleges of education in their study skills.

Keywords: study skills, prospective teachers, student-teachers, study habits, teacher training.

Introduction

Efficient learning process does not depend on teaching alone; it depends on learning procedures and learning techniques as well. As per the feelings of educators, the study process can be more productive if learners are taught specific study skills and techniques which can make it more efficient. Study skills refer to the learner’s ability to plan, organize and implement his or her own study. In other words, study skills or study strategies are the approaches applied to learning. According to Good (1973) study skills is any special ability in study such as reading, outlining,
summarizing or locating material which learners employ to assist themselves in the efficient learning of the material at hand (Good, 1973).

**Need and Significance of the Study**

Teacher should possess the knowledge of effective study skills. Many teachers and parents assume that students acquire effective study skills either on their own, or through schooling. Unfortunately, researchers agree that study skills are not incorporated into a formative structured curriculum but they need to be taught to the students. Consequent upon this, at no stage of their learning, the learners get any help to acquire study skills. It affects their studies when they go for higher education. Learners should be helped to acquire good study strategies as early as possible, certainly before they develop either poor study skills or wrong concepts concerning studying. The teacher is an important tool in the building process of his students. A good teacher is able to impart the right study skills in his students and in the process create a successful student. So acquiring as well as teaching good study skills are must for a teacher education programme so that the student teachers who are going to be the future teachers of tomorrow can make their students to develop the right study skills. Therefore, it was thought worthwhile to inquire about the study skills of student teachers.

**Review of Related Literature**

Kaur (2005) in her investigation on study habits of adolescents found that there was a significant difference between the study habits of boys and girls with girls having better study habits than boys. Arts students had significantly better study habits as compared to science students. Suresh (2007) carried out a study on the improvement of study skills through intervention on memory and academic performance of school students. A group of 20 students who were diagnosed as
poor in study skills were given study skill training. Subjects were then administered study skill questionnaire and immediate memory for digits to find out improvement. Results revealed that study skill training has improved study skills as well as level of the memory of the students, which in turn enhances the academic performance. Rana (2011) investigated the study habits/skills of B.Ed. college students in relation to their gender and locality. Major findings of the study revealed that boys and girls of B.Ed. College had no significant difference with respect to their study habits. But on the basis of mean score, girls were found more aware than boys towards their study habits. Rural and urban B.Ed. students did not differ significantly with respect to their study habits. However, urban students were more aware towards their study habits. Charles-Ogan (2015) conducted a study on influence of gender on the study skills of mathematics students in Rivers State of Nigeria. The study concluded that female students have better study habits than males. The researcher recommends counseling strategies to be adopted by teachers to improve male students’ study skills. Samia Naqvi et.al. (2018) assess the level of study skills possessed by undergraduate students enrolled in Engineering, Business Studies and Computing programs at a private University College in Oman. The study explored whether there is any correlation between study skills and academic performance and whether study skills vary in terms of gender, specialization and levels of study. A pre-tested Study Skills Inventory developed by Dennis Congo was administered on the sample. Data were analysed using both descriptive and inferential statistical methods. Among other things, the study established that most of the students lack some fundamental study skills such as critical and creative thinking.
as well as time management and test preparation.

**Objectives of the Study**

To find out the significant difference in Study Skills among Prospective Teachers with respect to (i) Gender, (ii) Locality, (iii) Medium of Instruction, and (iv) Type of Management

**Hypotheses of the Study**

There is no significant difference in Study Skills among Prospective Teachers with respect to Gender, Locality, Medium of Instruction, and Type of Management

**Methodology**

**Method of the Study:** The researcher adopts the survey method to collect relevant data from desired areas.

**Population:** A population is any group of individuals that have one or more characteristics in common. In this study, the population refers to students studying in Government, Government Aided and Private B.Ed. Colleges from two Districts of Tamil Nadu, namely Chennai and Thiruvallur.

**Sample:** The sample for the present study includes, the Students those who are studying in Government, Government-aided and Private B.Ed. Colleges in Chennai and Thiruvallur districts of Tamil Nadu.

**Sample size:** In the present study three hundred and twenty B.Ed. Student-Teachers were randomly selected on the basis of the random criteria.

**Sampling Technique:** The researcher used random sampling technique for selecting the sample.

**Research Tools Used:** The following research tools used for collection of data.

1. Personal Data sheet developed by the Researcher.
2. Study Skills Inventory constructed by investigator.
Reliability and Validity of Study Skills Scale

The reliability of the tool was found to be 0.87 by split-half method and the intrinsic validity was established by taking the square root of the reliability coefficient i.e. 0.93. Thus from the two co-efficient, it was inferred that this tool is highly reliable and valid. The developed tool was given to the experts in the field of Education. Suggestions given by them were incorporated and some of the items were restricted and rewarded. The finalized questionnaire was subjected to another review by the same experts. Thus face validity and content validity of questionnaire was established.

Statistical Techniques Used:

The following statistical techniques used for analyze the data:

- Percentile Analysis, t-test and ANOVA

Data Analysis and Interpretation

Table 1. Level of study skills among prospective teachers

<table>
<thead>
<tr>
<th>Level of Study Skills</th>
<th>N</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>94</td>
<td>29.37</td>
</tr>
<tr>
<td>Moderate</td>
<td>140</td>
<td>43.76</td>
</tr>
<tr>
<td>High</td>
<td>86</td>
<td>26.87</td>
</tr>
<tr>
<td>Total</td>
<td>320</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From the above table it is clear that 26.87 % of B.Ed. student-teachers have high and the 29.37% of B.Ed. student-teachers have low level of study skills. The study also reveals (43.76%) moderate level of study skills. The study also reveals
Table 2. Study skills among prospective teachers with respect to gender

<table>
<thead>
<tr>
<th>Variable</th>
<th>Male</th>
<th></th>
<th>Female</th>
<th></th>
<th>t - value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>S.D.</td>
<td>Mean</td>
<td>S. D.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study Skills</td>
<td>52.21</td>
<td>6.47</td>
<td>53.57</td>
<td>5.81</td>
<td>1.89</td>
<td>NS</td>
</tr>
</tbody>
</table>

From the above table, the calculated 't' value is 1.89 lesser than the table value (1.96). It was found that there is no significant difference between male and female B.Ed. Student teachers in their Study Skills. Hence the null hypothesis is accepted.

Table 3. Study skills among prospective teachers with respect to locality

<table>
<thead>
<tr>
<th>Variable</th>
<th>Urban</th>
<th></th>
<th>Rural</th>
<th></th>
<th>t - value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>S.D.</td>
<td>Mean</td>
<td>S. D.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study Skills</td>
<td>55.12</td>
<td>4.40</td>
<td>53.06</td>
<td>5.72</td>
<td>3.48</td>
<td>0.01</td>
</tr>
</tbody>
</table>

From the above table, the calculated 't'-value is 3.48 greater than the table value (1.96). It was found that there is a significant difference between the Urban and Rural B.Ed. Student teachers in their Study Skills. Hence the null hypothesis is rejected.

Table 4. Study skills among prospective teachers with respect to medium of instruction

<table>
<thead>
<tr>
<th>Variable</th>
<th>Tamil</th>
<th></th>
<th>English</th>
<th></th>
<th>t - value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>S.D.</td>
<td>Mean</td>
<td>S. D.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study Skills</td>
<td>52.54</td>
<td>6.367</td>
<td>53.09</td>
<td>6.09</td>
<td>0.62</td>
<td>NS</td>
</tr>
</tbody>
</table>
From the above table, the calculated ‘t’ value is 0.62 lesser than the table value (1.96). It was found that there is no significant difference between Tamil medium and English B.Ed. Student teachers in their study skills. Hence the null hypothesis is accepted.

Table 5. Study skills among prospective teachers with respect to type of management

<table>
<thead>
<tr>
<th>Variable</th>
<th>Government</th>
<th>Government Aided</th>
<th>Private</th>
<th>F-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>S.D.</td>
<td>Mean</td>
<td>S.D.</td>
<td>Mean</td>
</tr>
<tr>
<td>Study Skills</td>
<td>52.47</td>
<td>6.21</td>
<td>53.95</td>
<td>5.08</td>
<td>51.38</td>
</tr>
</tbody>
</table>

From the above table, the calculated ‘F’ value is 5.47 greater than the table value (1.96). It was found that there is a significant difference among B.Ed. student teachers from government, government aided and private colleges of education in their study skills. Hence the null hypothesis is rejected.

Major Findings of the Study

- There is no significant difference between male and female B.Ed. Student teachers in their Study Skills.
- There is a significant difference between rural and urban B.Ed. Student teachers in their Study Skills.
- There is no significant difference between Tamil medium and English medium B.Ed. Student teachers in their study skills.
- There is a significant difference among B.Ed. Student teachers from government, government aided and private college of educations in their study skills.
Educational Implications

The present study is an attempt to find out the prospective teachers' study skills. The researcher has furnished some of the implications which will be highly useful for the educational institutions to improve study skills. The educational institutions must conduct certain programmes to enhance prospective teachers' study skills. Apart from these, management should create conducive environment so as to create interest among the prospective teachers which in turn develop a positive learning skills. Teachers periodically evaluate the student-teachers study skills by giving classroom tests, assignments, projects, and curricular as well as co-curricular activities. Based on the performance of student-teachers, the teachers give some critical suggestions to improve their study skills.

Conclusion

Study skills encompass a broad range of abilities which facilitate academic achievement in an equally broad range of subject areas. Some of the common study skill strategies, students use motivational techniques, reading skills, note taking strategies, time management skills, exam preparation skills, test taking skills, concentration skills and stopping procrastination to getting more from lectures and lessons, organizational skills and the ability to skillfully use libraries and reference materials to locate information. The above mentioned study skills incorporated in the teacher education programme then only prospective teachers and new generation learners immensely benefited. Due to a consistent rise in student numbers and increased diversity in the student population in the recent past, a major challenge facing higher education institutions is ensuring a smooth progression of students through different levels of
study. This challenge is often associated with the lack of required study skills among students which are fundamental to succeed at the tertiary level. Higher education level students face severe academic stress as the expectations are usually high demanding them to multi-task under time constraints. Hence, study skills support is an important aspect to consider in helping students achieve success and withstand the challenges they face in the academic context.

References


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Teacher Education for Quality School Education: In-Service Education. New Delhi: NCTE.


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ABOUT THE AUTHOR

Dr Pachaiyappan P is currently working as an Assistant Professor in Education, GRT College of Education, Tiruttani, Tamilnadu. He has qualified both-National Eligibility Test and State Eligibility Test for Assistant Professorship. He has successfully guided many M.Ed. scholars in their Research. He has received many Prizes, Awards and Honours from various organisations. He has participated and presented many research papers in the state, national, international conferences, seminars and workshops. He has published many research articles in leading national and international refereed and peer-reviewed journals; He has published many book for his credit and he is the life member of various academic and professional societies/organizations.

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