

Ict Based Study Habits Of Pupil Teacher's At B.Ed. College Of Jharkhand State

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ABSTRACT

In the present day, we see lots of pupil teachers trying their best in their ICT-based academic performance, and for this ICT-based academic performance, pupil teachers need to have good study habits. The present study is an attempt to find out the ICT-based study habits of pupil teachers in Jharkhand State. A sample of 200 students was randomly selected from five universities of Jharkhand State for the present study. The researcher has used the Study Habit Inventory Standardized Tool, whose authors are M.N. Palsane and A. Sharma, for data collection from pupil teachers in Jharkhand State. The researcher used some The data was mainly analyzed through calculation of frequency and percentages. Besides quantitative analysis of data, the method of qualitative analysis was also be used in the study. It was found that there was no significant difference between government urban and private urban college pupil teachers on their level of ICT-based study habits, and it was also found that there was no significant difference between government rural and private rural college pupil teachers on their level of ICT-based study habits.

Keywords: ICT, Study Habits, Pupil Teacher's.

INTRODUCTION

Study habits are the actions that students and teachers regularly perform to accomplish the task of learning. These actions include time management, physical care, reading skills, note-taking, motivation, memory improvement, exam preparation and holding study groups. Effective study habits help students to understand concepts easier and make their learning experience comfortable and enjoyable. Good study habits are essential for good academic performance. It is performed by students regularly and habitually to accomplish the task of learning which includes actions such as budgeting time, physical condition, reading ability, note making, learning motivation, taking examination and health holding study groups. Depending upon whether they serve the student well, they can be termed as effective or ineffective. A good study habit is very important for good academic performance and such every parent and teacher would desire their children to be avid and excited readers.

REVIEW OF RELATED LITERATURE

Kozma and Wagner (2003) claimed that ICTs can affect the pace at which the learning gap is bridged in developing countries, both domestically and in relation to other nations. The great challenges is to harness the advantages of those technologies in order to improve the delivery and quality of educational services as well as to accelerate the rate at which knowledge is distributed and learning changes and outcomes are equalized throughout society.

Lim and Ching Sing Chai (2004) conducted a Study entitled "An activity theoretical approach to research of ICT integration in Singapore Schools: Orienting activities and learner autonomy." The focus of the study was on how orienting activities support learner autonomy in ICT based learning environment. The finding in the collective case study have identified the orienting activities that support learner autonomy to achieve the objects of engaging students in higher order thinking as: (a) introductory sessions to the ICT tools, (b) advance organizers and instructional objectives, (c) work sheet and check lists, (d) ICT and non-ICT tools for post- instructional reflection. The pivotal role of the teacher in supporting learner autonomy is also highlighted in the study.

Heep, Hinostroza, Laval and Rehbein (2013) stated that application of ICTs in education has developed information processing to new generation enhancement of quality in learning and for enhancement of productivity.

Dey C. (2014) found that the mean value of males does not differ much from the mean value of females, so said that there is no significant difference between academic achievements of male and female university students and also found

that there is a significant relationship between the study habits and academic achievements of the male and female university students.

Nagaraj V. Gudaganavar & Rajashekhar B. Halayannavar (2014) found that there was no association between boys and girls on study habits. There was significant association between study habits and academic achievement of girls and also found that there was no significant difference between study habits and academic achievement of boys.

Illahi B.Y. and Khandai H. (2015) found that female college students in comparison to male college students have been found to have better academic achievement and also found that urban college students have high academic achievement as compared to rural colleges. From this study found that there exists no significant difference in the study habits of college male and female students.

Singh & Mahipal (2015) found that there exists significant relationship between the academic achievement and study habits of government school students and also found that there exists significant relationship between the academic achievement and study habits of secondary school male students and female students.

Singh (2019) found that there is no significant difference between students belonging to urban and rural background on the measure of study habits. Students belonging to urban background are having higher study habits than students belonging to rural background. From this present study found that there is no significant difference between male and female students on the measure of study habits. Female students are having higher study habits than male students.

Welbirthstone L. Nonglait & Garrett B. Laitthma (2020) found that there was no association between boys and girls on study habits and also found that academic achievement of the student-teachers was not significantly difference based on gender. From this present study found that there was negative relationship between study habit and academic achievement of the student-teachers.

STATEMENT OF THE PROBLEM:

The statement of the problem is “**ICT based Study Habits of Pupil Teacher’s at B.Ed. College of Jharkhand State.**”

OPERATIONAL DEFINITIONS

- **Study Habits:** budgeting time, physical condition, reading ability, note taking, learning motivation, memory, taking examination and health holding study groups which the Pupil Teacher’s perform regularly and habitually in order to accomplish the task of learning.
- **ICT:** In the present study ICT refers to the computer related equipments and materials used in teacher education institutes like the Internet, and electronic delivery systems such as radios, televisions, mobile, i-pad and projectors among others, and is widely used in today’s education field.
- **Pupil Teacher:** In this present study pupil teachers refers to those students who are enrolled in B.Ed. course in teacher education institutions of Jharkhand.
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OBJECTIVE OF THE STUDY:

- To find out the study habit of pupil teachers towards ICT based teaching competency of teacher educators of urban government and private teacher education institutions of Jharkhand.
- To find out the study habit of pupil teachers towards ICT based teaching competency of teacher educators of rural government and private teacher education institutions of Jharkhand.

HYPOTHESIS OF THE STUDY

- There will be no significant difference in study habit of pupil teachers towards ICT based teaching competency of teacher educators of urban government and private teacher education institutions of Jharkhand.
- There will be no significant difference in study habit of pupil teachers towards ICT based teaching competency of teacher educators in rural government and private teacher education institutions of Jharkhand.

DELIMITATION OF THE STUDY

- The present study will be delimited to the 20 B.Ed. Colleges under 5 Universities of Jharkhand state.
- The present study will cover the obstacles of ICT facilities and the use of ICT facilities in B.Ed. College of the Universities of Jharkhand state.

METHODOLOGY

The present piece of research falls under descriptive survey research method. It is a survey method, because here the researcher made a survey on 20 B.Ed. colleges, 100 teacher educators, 200 pupil teacher selected from 5 Universities of Jharkhand state. The main purpose of this study was to investigate the current status of ICT integration into teacher education and to examine the teacher educators ICT Competency and teaching aptitude towards the use of ICT and changes of study habit of pupil teacher in teacher education program of Jharkhand.

METHOD OF THE STUDY:

The study will be carried out through qualitative method. Survey would be conducted to study the availability of ICT based study habit of pupil teachers in Jharkhand.

POPULATION OF THE STUDY:

The population of the study consists of 135 B.Ed. colleges of Jharkhand, where the total number of teacher educator is 2160 and number of pupil teacher is 13500.

SAMPLE OF THE STUDY:

The sample of the study consists of 20 B.Ed. colleges, 100 teacher educators, 200 pupil teacher selected from 5 Universities of Jharkhand state. The sample will be selected by using multistage sampling techniques. Initially 4 B.Ed. colleges would be selected randomly from each university 5 teacher educator and 10 trainees from each B.Ed. College. Sample will be the teacher educators and Pupil teacher of different B.Ed. colleges of Jharkhand.

SAMPLING OF THE STUDY:

In this present study the researcher used simple random sampling to collect data from population.

STATISTICAL TECHNIQUES:

Data collected for the study will be analyzed using frequency and percentages. Besides, quantitative analysis of data, method of qualitative analysis will be used in the study.

TOOL OF STUDY:

The researcher has used a standardized tool on Study Habit Inventory developed by M.N. Palsane and A. Sharma.

DATA ANALYSIS & INTERPRETATION

H₀₁: There will be no significant difference in study habit of pupil teachers towards ICT based teaching competency of teacher educators of urban government and private teacher education institutions of Jharkhand.

Group Statistics

| Urban_Govt_Private | N | Mean | Std. Deviation | Std. Error Mean |
|------------------------------|----|-------|----------------|-----------------|
| group_score Urban Government | 50 | 70.78 | 8.830 | 1.249 |
| Urban Private | 50 | 65.30 | 7.271 | 1.028 |

Table: 1

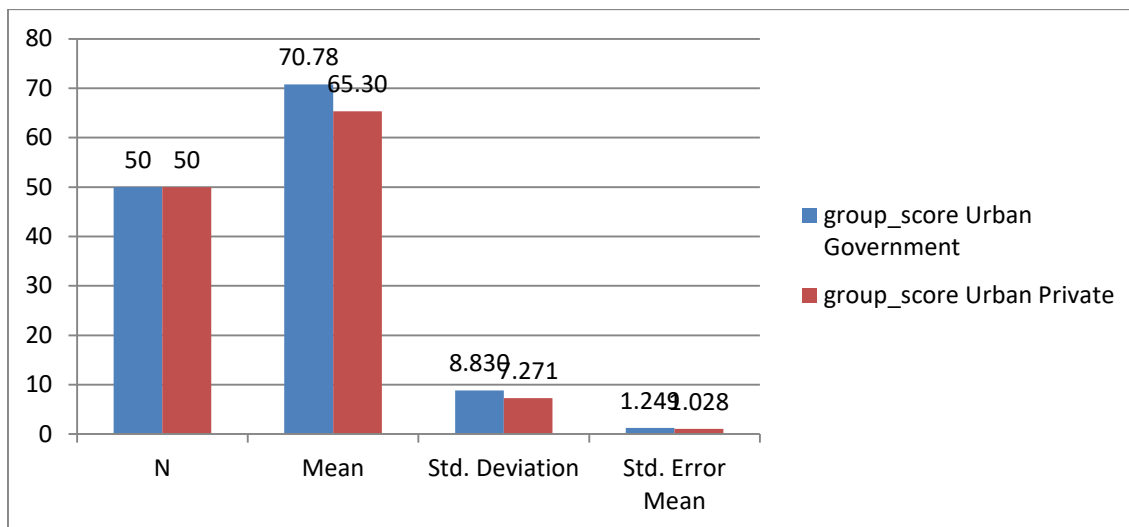


Figure:1

Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|-------------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|-------|
| | | F | Sig. | t | Df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| group_score | Equal variances assumed | 1.062 | .305 | 3.388 | 98 | .001 | 5.480 | 1.618 | 2.270 | 8.690 |
| | Equal variances not assumed | | | 3.388 | 94.520 | .001 | 5.480 | 1.618 | 2.268 | 8.692 |

Table: 2

From the Table 2, It is inferred that 't' value is 3.388 which is higher than the table t value of 1.990. There is a significant difference in study habit of pupil teachers towards ICT based teaching competency of teacher educators of urban government and private teacher education institutions of Jharkhand. Therefore the null hypothesis is not accepted. It is inferred that among urban government and private Pupil Teacher differ significantly in their study habit.

Ho2: There will be no significant difference in study habit of pupil teachers towards ICT based teaching competency of teacher educators of rural government and private teacher education institutions of Jharkhand.

Group Statistics

| RG_RP | N | Mean | Std. Deviation | Std. Error Mean | |
|--------------------|------------------|------|----------------|-----------------|-------|
| Rural_Govt_private | Rural Government | 50 | 65.94 | 9.065 | 1.282 |
| | Rural Private | 50 | 63.20 | 9.302 | 1.316 |

Table: 3

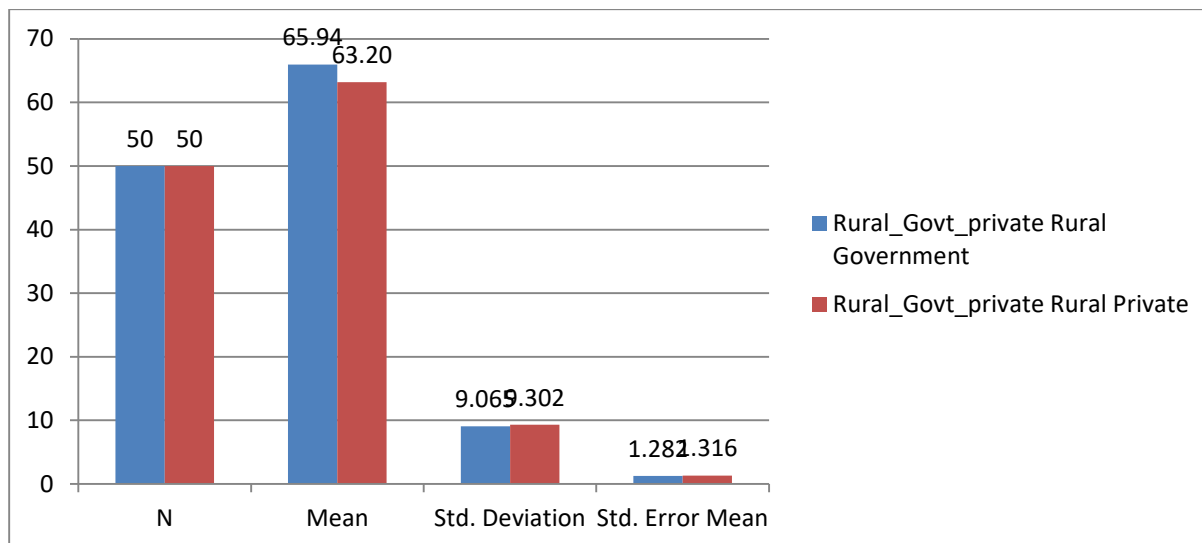


Figure:2

Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|--------------------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|-------|
| | | F | Sig. | T | Df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Rural_Govt_private | Equal variances assumed | .075 | .785 | 1.492 | 98 | .139 | 2.740 | 1.837 | -.905 | 6.385 |
| | Equal variances not assumed | | | 1.492 | 97.935 | .139 | 2.740 | 1.837 | -.905 | 6.385 |

Table: 4

From the Table 4, It is inferred that 't' value is 1.492 which is lower than the table t value of 1.990. There is a no significant difference in study habit of pupil teachers towards ICT based teaching competency of teacher educators of rural government and private teacher education institutions of Jharkhand. Therefore the null hypothesis is accepted. It is inferred that among rural government and private Pupil Teacher differ significantly in their study habit.

CONCLUSION

Present study is very important for us in this 21st century in the field of education. From this study, the researcher found that study habits of the government college students are comparatively higher than that of the private college students and also found that study habits of the urban students are comparatively higher than that of the rural students.

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