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Exploring Institutional Differences In Study Habits Of Pre-Service Teachers In Manipur.

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Abstract

This study compared study habits between students from two institutions, Manipur University (MU) and the Ibotombi Institute of Education (IIE), using descriptive statistics and Cohen's *d* effect size. Results indicated that IIE pre-services teachers slightly outperformed MU pre-services in most areas, including Comprehension (M = 29.31 vs. 27.90), Task Orientation (M = 21.05 vs. 20.19), and Recording (M = 6.58 vs. 6.02), though effect sizes were small (Cohen's *d* ranging from 0.13 to 0.38). MU pre-services teachers scored higher only in Study Sets (M = 16.23 vs. 15.81) and Supports (M = 9.22 vs.8.18), with the latter exhibiting high variability (SD = 10.07 vs. 2.31 for IIE), suggesting inconsistent resource usage. Total study habits scores were marginally higher for IIE (M = 117.76 vs. 115.87), but the effect size were ≈ 0.30 for comprehension, 0.25 for Task Orientation and 0.38 for recording and total study habits d= 0.13 indicating negligible effect. The findings highlight minor institutional differences, with practical implications for targeted interventions, such as standardizing support resources at pre-service teachers of MU and reinforcing strengths at IIE.

Index Terms: study habits, institutional comparison, effect size, descriptive statistics, educational interventions.

I. INTRODUCTION

Study habits, defined as the consistent patterns of behaviour that students adopt to facilitate learning and academic performance. These habits encompass various techniques, strategies, and routines that students employ to absorb, retain, and apply knowledge effectively. The concept of study habits is rooted in educational psychology, emphasizing the role of self-regulation, motivation, and cognitive strategies in successful learning (Crede & Kuncel, 2008). Study habits can include time management, active reading, and note-taking, self-testing, and minimizing distractions (Gettinger & Seibert, 2002). Effective study habits are often linked to higher academic achievement, as they enhance comprehension, memory retention, and critical thinking skills (Nonis & Hudson, 2010). Conversely, poor study habits—such as cramming, procrastination, or passive reading can hinder learning outcomes. Research suggests that study habits are influenced by individual differences, learning environments, and metacognitive awareness (Zimmerman, 2002). Students who develop adaptive study strategies tend to perform better academically because they engage in deeper processing of information rather than superficial memorization (Dunlosky et al., 2013).

II. Review of Literature

Global Study Habits:

Atsiayasiahi and Maiyo (2015) studies the correlation of academic achievement with study habits among higher secondary school students in Pune, India. They found that the students having good habits achieved higher than the students having poor study habits. Majority of students (48.2%) had study habits, 25.9 percent unsatisfactory study habits, 16.5 percent good study habits, and 9.4 percent very unsatisfactory, with a class mean of 55.33 in study habits.

Jafari et al. (2019) investigated the differences in the study habits among 380 medical sciences students at Kermanshah University of Medical Sciences, Iran. The results of the study revealed moderate level of study habits and academic performance among most of the medical students and pointed out that this level of study habits and academic performance was not satisfactory, based on the nature and importance of the area medical sciences.

To sum up, most studies found with moderate level of study habits, with very few of them were having high level of study habits. Nonglait and Laitthma (2020) investigated study habits of 300 students-teaches in the Khasi Hills Districts and they found the study habits in the following way—

N= 22. Z- score – 0.05 to + 0.50. 16.18 percent (Moderate); N=26. Z-score + 0.51 to – 1.25. 19.18 percent (Below Average); N=52. Z-score – 1.26 to – 2.00. 38.24 percent (poor study habits) and N=36. Z-score – 2.01 and below. 26.47 percent (very poor). It revealed that no student – teachers obtained above average, high, and excellent study habits.

Sasi and Anju (2020) conducted study on the study habits of 180 high school students in a district in Kerala, India, and the result indicated that 29.5 percent students had good study habits, 61.7 percent satisfactory, and 8.8 percent bad study habits.

Dimensional components of Study Habits:

Comprehension: Logan and Johnson (2009) studied gender differences in Comprehension they found that girls were better in reading comprehension than boys, girls read frequently than boys do and girls have more positive attitude towards reading.

Sturm (2003) conducted a study among Carolina children and the study found girls enjoyed reading greater than boys, and boys tended to have more negative attitude towards reading comprehension than girls.

Anantasa & Kemuning (2016) found that girls were strong in the skills of determining meaning unfamiliar words while boys strong in skills of finding of particular information from the text. Asgarabadi et al., (2015) found no significant difference in reading comprehension between males and females.

Concentration

Riley et al. (2016) studied gender differences in sustained attentional control relate to gender inequality across countries. The respondents were 21,781 unpaid volunteers between the ages of 10 and 70 years from 41 countries during the year 2014 and 2015. They found significant gender differences in sustained attentional control, in which the overall sustained attentional control performance was lower in countries with less equality, on the other hand, men and women from countries with high gender equality had better overall performance (the ability to maintain selective attention). Firouznia et al. (2009) investigated on factors affecting concentration; the study found “drowsiness in the classroom” was found to be an important factory of low concentration. The same finding was also found by Ng et al. (2009) in a study in Hong Kong secondary school children, Hershner and Chervin (2014) found dowsiness among the college students to be factor affecting concentration. Rahiminia et al. (2020) investigated the factors affecting concentration among 300 students in a medical University in Tehran, Iran. The study also found some positive and negative factors for concentration such as student’s factor, professors’ factors, environment factors, sitting in the front row and motivation factors.

Task Orientation:

This component is a student's orientation and behaviour towards accomplishment of tasks in a pre-decided time frame. If a student who has to study a series of subjects and has to develop different levels of cognition, the task orientation is an important component of the study habits. Student's orientations and behaviours towards accomplishment of the tasks in a pre-decided time frame is task orientation.

Study Sets:

By study sets here we mean the physical and situational characteristics which a student adopts for study. Ogbodo (2011, p. 237) suggested certain guidelines for private-time-table. Among other things the timetable includes (i) Each student should have a private timetable, (ii) If one's ability to study and concentrated effectively lasts one hour or less, the time has to be plotted within these time arrange, (iii) One day must be left open as a free day from studying, (iv) Rest periods must be included at their appropriate spaces, (v) Time for social activities, physical education, and evening time for watching television has to be indicated as a controller and regulator of each student's behaviour towards achieving the set goal. The time table has to be reviewed and adjusted at the end of each term.

Interaction:

Becker (1981) conducted study on the interactions between students and teachers in high school mathematics classes and found that the interaction of male students was much higher than that of female students and male students were given more opportunities for responding, questioning, being encouraged or criticized, received more individual help, and even had greater social connections with their teacher than did female students.

According to Moore (1989), there are three types of interaction such as Learner – Content-Interaction, Learner- Instructor Interaction, and Learner- Learner Interaction.

Drilling:

King (2013) studied on drilling and the study pointed out that the more one practices new ways of doing things, the more naturally they will come.

Supports:

Hill (2015), suggested that it is necessary to reinforce parental support and encourage the collaboration of school and family if the academic performance of children is to be improved; wilder (2014) pointed out that regardless of the gender, age and ethnic groups of school children, parental involvement is considered to be positive. Wentzel (1991) found that the children's perceived support from their parents has a powerful effect on the student's overall emotional well-being at school.

Recording:

Nuthana & Yenagi (2009) found note taking and recording were found to have a significant correlation with academic performance.

Johnstone & Su (1994) found that the more the student record, the more they remember and the better they perform on exams. Unfortunately, student's note are also often inaccurate, that inaccuracies in student notes occur frequently when students are copying diagrams, numerical figures, equations and items on transparencies much of which is essential material. Beecher (1988) found that note-taking allows better retention being a self-made aid as compared to non-note-taking.

Language:

Bornstein et al. (2004) they found that American girls scored higher than American boys on a multitude of language measures, including spontaneous speech caregiver reports, and formal testing from 2 to 5 years.

Eriksson et al. (2012) examined the difference in language skills among 13,783 children from ten (10) European language communities. The result found that girls were generally ahead of boys in emerging language skills and that this difference increased with age upto 2.06 years.

Sabbah (2016) investigation on the effect of study habits on English language achievement, the study found no significant correlation between study habits and student's language achievement.

III. OBJECTIVE OF THE STUDY:

1. To investigate study habit of pre-service teacher of the two teacher education institutions i.e., Department of Teacher education Manipur University (MU) and Ibotombi Institute of Education (IIE).
2. Comparison of study habits among pre-service teachers between the two teacher educations institutions (MU and IIE).

IV. METHODOLOGY:

This study employed a quantitative research design to analyze data collected from 120 pre-service teachers (50 males and 70 females), selected through simple random sampling from two teacher education institutes having population of 400 pre-service teachers located in the valley areas of Manipur. The two institutions were Department of Teacher Education, Manipur University and Ibotombi Institute of Education, Canchipur Imphal Manipur, India.

The study habits of the sampled pre-service teachers was measure using the Study Habits Inventory (SHI) developed by Mukhopadhyay and Sansawal (2005). The inventory consists of 52 items pertaing to 9 (nine) sub-components, such as Comprehension (12 items), Concentration (10 items), Task Orientation (9 items), Study sets (7 items), Interaction (3 items), Drilling (4 items), Supports, Recording and Language (1 items).

Out of the 52 items, 34 items are positive (+) and 18 items negative (-). The inventory is a 5- point Likert type scale as Always, Frequently, Sometimes, Rarely and Never with a scale value of 4,3,2,1,0 for positive item response and the reverse 0,1,2,3,4 for negative. The maximum total score is 208 and minimum total score 0. Participants were given clear instructions on how to complete the survey, including explanations of the rating scale and the purpose of the study. The SHI was administered to participants in a group setting within the classroom environment and no time limit was given but asked them to complete it as soon as possible.

Statistical Analysis

The present study used descriptive and inferential statistics. Certain descriptive statistics were computed in order to describe the nature of distribution of the scores. These were mean and standard deviation because mean as a measure of the central tendency of the distribution and to study the variation in the scores and to do other various computations. The independent t-test was used to compare the means of two independent groups (e.g. males vs. female) on a continuous variable (e.g. study habits scores) and to examine whether there are statistically significant differences in study habits across the nine areas. Pearson's coefficient of correlation (r) was used to study the relationship between the variables.

V. Results and Discussion

Table 1 Comparison of the study habit among the two (2) teacher education institutions.

Areas	Institution	N	Mean	Standard Deviation
Comprehension	M.U.	50	27.90	4.73
	IIE	70	29.31	4.66
Concentration	M.U.	50	18.89	4.07
	IIE	70	19.58	4.62
Task Orientation	M.U.	50	20.19	3.26
	IIE	70	21.05	3.62
Study sets	M.U.	50	16.23	2.90
	IIE	70	15.81	3.08
Interaction	M.U.	50	6.54	2.25
	IIE	70	6.44	1.87
Drilling	M.U.	50	8.74	1.94
	IIE	70	8.72	2.04
Supports	M.U.	50	9.22	10.07
	IIE	70	8.18	2.31
Recording	M.U.	50	6.02	1.63
	IIE	70	6.58	1.28
Language	M.U.	50	2.14	0.69
	IIE	70	2.09	0.97
Total	M.U.	50	115.87	17.29
	IIE	70	117.76	11.51

From the above results, it is observed that the institutional differences in means of study habits, the pre-service teachers of IIE outperformed than pre-service teachers of M.U. in most areas, including comparison (29.31 vs. 27.9), concentration (19.58 vs. 18.89), task orientation (21.05 vs. 20.19), and recording (6.58 vs. 6.02). Pre-service teachers of MU scored higher only in study sets (16.23 vs. 15.81) and supports (9.22 vs. 8.18). MU had higher variability in supports (SD= 10.07 vs. 2.31 for IIE). IIE showed more consistency in recording SD= 1.28 vs. and total study habits (SD= 11.51 vs. 17.29 for MU) that the mean value of the study habits among the two teacher education institution i.e., Department of Teacher Education, Manipur University and Ibotombi Institution of Education was observed to be estimated at Mean = 115.87 (SD= 17.29) and Mean = 117.76 (SD= 11.51) respectively. The results indicated that the study habits of the pre-service teacher of Ibotombi Institution of Education (IIE) was higher than that of Department of Teacher Education, Manipur University.

Table 2: Differences between two Institutions (MU vs. IIE): Effect sizes

Areas	MU	IIE	Cohen's *d*	Effect Size
Comprehension	27.90	29.31	≈ 0.30	Small-Medium
Task Orientation	20.19	21.05	≈ 0.25	Small
Recording	6.02	6.58	≈ 0.38	Small-Medium

From the results it is observed that pre-service teacher of IIE scored higher in comprehension, task orientation and recording. The study set was slightly higher in pre-service teachers of MU. Support showed high variability in MU (SD= 10.7), indicating inconsistent experiences. This means pre-service teacher of IIE generally performed better, the effect sizes are small, suggesting minimal practical differences between the two institutions. Effect sizes, calculated using Cohen's d, reinforce the conclusion of institutional differences in study habits for key areas:

For comprehension: d= 0.30 indicating a small effect size.

d= 0.30 indicating small effect size but notable difference favouring IIE.

Task Orientation: d= 0.25 indicating small effect size with minimal practical deferent. Support: d= 0.14 indicating negligible effect.

Total study habits: d= 0.13 indicating negligible effect i.e., no meaningful institutional difference in overall study habits.

VI. MAJOR FINDING:

1. The global study habits of pre-service teachers in two teacher education institutions were found high.
2. Between the two teacher education institutions, the institutional study habits of the pre-service teachers of Ibotombi Institute of Teacher Education (Mean = 117.76, SD=11.51) was found to be higher than that of the Department of Teacher Education, Manipur University (Mean=115.87, SD=17.29).
3. It was found that pre-service teachers of IIE, show slightly better study habits, particularly in comprehension and orientation.
4. Pre-service teacher of IIE scored higher in comprehension, task orientation and recording. Study set was slightly higher in pre-service teachers of MU.
5. Support was found high variability in pre-service teacher of MU (SD= 10.07), indicating inconsistent experiences.
6. It was found negligible effect size (Cohen's d= 0.13) for total study habits indicating no meaningful institutional differences in the overall study habits.
7.

VII. OVERALL CONCLUSION

From the above results it may be pleaded that pre-service teacher of IIE generally perform better, the effect sized are small, suggesting minimal practical differences between the two institutions. The academic performance of the pre-service teachers would not be a good one. Now, what is needed is the elimination of bad habits and acquisition of good habits on the part of the pre-service teachers. In this regard, the assertions put forward by the psychologist may be examined. Considering the conceptual framework of habits and study habits, the pre service teachers in particular and parents in general have a significant role to play in the formation of good habits and good of the pre service teachers study habits.

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