

The Role of Study Practices, Self-Perception, and Achievement Drive in Predicting Student Teachers' Academic Outcomes

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Abstract: *This study investigates the interrelated effects of study habits, academic self-concept, and motivation on the academic success of student teachers. By analyzing data collected from a sample of student teachers, the research aims to identify key factors that contribute to academic achievement within this group. The study examines how effective study habits, a positive academic self-concept, and intrinsic and extrinsic motivational factors influence overall academic performance. The findings reveal significant correlations between these variables and academic success, suggesting that fostering strong study habits, enhancing self-concept, and nurturing motivation can substantially improve educational outcomes for student teachers. These insights offer valuable implications for educational institutions in designing support systems and interventions that promote effective learning strategies and positive academic attitudes among future educators*

Keywords: study habits, academic self-concept