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

Rajesh Kumar Verma[1] and Dr. Prem Chand Gujjar[2]

Research Scholar, Department of Education[1]

Research Guide, Department of Education[2]

Sunrise University, Alwar, Rajasthan, India

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

I. INTRODUCTION

Distance education is increasingly recognised as a discrete field of study that has piqued the interest of educational researchers worldwide, particularly in the United Kingdom, Canada, and Australia, and more recently in several Asian nations, including India. An examination of research conducted in the domain of distance education reveals that empirical studies that examine the relationship between learner characteristics and success in distance learning systems have been largely disregarded, with the following exceptions of Arun (1990), Das (1992), Kumar (1998), Garg (2009), and Singh (2012). Numerous scholars have attempted to demonstrate the importance of achievement motivation in forecasting academic achievement in a formal setting. A multitude of studies have examined the relationship between study practices and academic achievement in formal settings. These investigations have underscored the significance of employing diverse learning strategies in order to gain additional knowledge. The importance of self-concept in forecasting academic achievement has been emphasised by several scholars in the academic community. Research conducted by Gibson (2009), Ergul (2004), and Kumar (1994) demonstrated a significant correlation between the self-concept of distance learners and their academic achievement. The majority of studies conducted in the field of personality's impact on academic achievement have focused on the specific effects of study practices, achievement motivation, and academic self-concept. The combined effect or contribution of these three independent variables to academic performance has not been investigated. Scholars have established that the academic achievement of distance learners is often subpar and relatively low in comparison to that of students enrolled in the same course via traditional modes of instruction. Answering the issue of which factors determine whether students succeed or fail in distance learning programmes is of the utmost importance. Furthermore, it is evident that the array of predictors typically employed to forecast achievement in traditional educational systems might not sufficiently account for distance learning. Limited scholarly attention has been directed towards investigating the determinants of success for distance learners. Also, with the exception of Kumar (1994), Ergul (2004), and Gibson (2009), the majority of the existing research has focused on demographic predictors of student achievement. The lack of research in the field of distance education, specifically at the teacher education level, and the insufficiency of existing research evidence to forecast the

success of distance learners served as impetuses for conducting the current study, which aimed to address this significant research void.

II. PROBLEM OF STUDY

The research inquiry pertained to the predictive value of achievement motivation, academic self-concept, and study practices on the academic performance of student teachers.

In conducting the research, three personality variables were identified: academic self-concept, achievement motivation, and study practices. Achievement motivation is founded upon the desire to succeed. This motive is learnable and can be acquired. Achievement motivation is an informal process that stimulates, binds, and propels an individual to act in a specific way in order to effectively complete a task or accomplish something. Achievement motivation in this study pertains to the academic drive exhibited by distance learners enrolled in B.Ed. programmes, as assessed by Deo-Mohan's Achievement Motivation Scale (1985). Study practices pertain to an individual's approach and methodology towards acquiring new knowledge. This encompasses the learner's activities pertaining to preparation, task comprehension, note-taking, focus, discussion, and the memorization techniques that they typically employ. Understanding, planning, working, note taking, concentration, memorization, consultation habits, and interest in studies are all components of study habits as assessed by the Study Habits Inventory, which was initially created by Jain (1967) and subsequently modified by Kumar (1999). Academic self-concept pertains to an individual's perception of their own identity in relation to academic matters. It consists of knowledge acquired through experience, observation, and the input of others, particularly with regard to academic pursuits. The term "academic self-concept" in this study pertains to an individual's perception of their own identity in relation to academic pursuits, as assessed by Kumar's Academic Self Concept Scale (1999).

2.1 Objectives of The Study
- Determine the correlation between academic achievement motivation and academic performance, academic self-concept and academic performance, and study practices and academic performance.
- To forecast the scholastic achievement of B.Ed. students enrolled in distance learning programmes by analysing their academic self-perception, study practices, and achievement motivation.
- Determine the extent to which the predictor variables—achievement motivation, study practices, and academic self-concept—affect the variance in the criterion, namely the academic performance of distance-learning B.Ed. students.

2.2 Hypotheses of The Study
The subsequent hypotheses were developed in order to achieve the aims of the research:

Academic performance and self-perception in academia, academic achievement motivation, and academic study practices will not exhibit any significant positive correlation.

Academic self-perception, study practices, and achievement motivation do not adequately predict the academic performance of B.Ed. students enrolled in distance learning programmes. Predictor variables, namely achievement motivation, academic self-concept, and study practices, are not anticipated to have a statistically significant impact on the dependent variable, academic performance, among distance mode B.Ed. students.

III. DESIGN AND PROCEDURE

The research employed a descriptive survey design in order to gather its data. A random selection of 500 students (284 males and 216 females) enrolled in the B.Ed. programme via the directorate of distance education at the University of Jammu constituted the study sample. There were four instruments utilised: 1) Achievement Tests in four core subjects of the B.Ed. programme in accordance with the University of Jammu and Kashmir's syllabi 2) The Achievement Motivation Scale of Deo-Mohan (1985) was modified to accommodate distance learners. 3) Study Habits Inventory, which Kumar (1999) modified from an original design by Jain (1967) to accommodate distance learners 4) The Kumar Academic Self-Concept Scale was devised in 1999.

IV. RESULTS AND DISCUSSION

The Pearson's Product Moment Coefficients were computed to examine the associations between academic performance and achievement motivation, academic performance and study practices, and academic performance and academic self-concept. The outcomes of these analyses are displayed in Table 1.

Table1. Coefficients of Correlation between Academic Performance and Achievement Motivation, Study Habits and Academic Self Concept

Variables	N	Coefficient of Correlation with Academic Performance
Achievement Motivation	500	0.182*
Study Habits	500	0.252*
Academic Self Concept	500	0.178*

* Significant at 0.01 level of significance

The correlation coefficients between academic performance and achievement motivation, academic performance and study practices, and academic performance and academic self-concept are 0.182%, 0.245%, and 0.178%, respectively, as shown in Table 1. Although these correlation coefficients may be characterised as weakly positive, they are statistically significant with a confidence level of 0.01. The findings of Singh et al. (2012), Nasir (2012), Radovan (2011), Garg (2011), and Lohumi (2002) are supported by the results. The findings of this research validate the conclusions drawn in prior investigations. concerning the correlation between study habits and academic achievement. The current study's findings corroborate those of several previous researchers, who also observed a significant and positive correlation between formal students' self-concept and academic achievement. Rejectal of the null hypothesis occurred. An additional endeavour was undertaken to forecast students' academic achievement by examining their study patterns, academic self-perception, and achievement motivation. SPSS-14 was utilised to compute the equations for multiple correlation and linear regression. The findings are displayed in Table 2.

Table 2. Prediction of Distance mode B.Ed. Learners' Academic Performance on the basis ofAchievement Motivation, Study Habit and Academic Self-Concepts

S. No.	Predictor variables (Academic performance)	Regression Analysis results for X_1			
		B	Beta	R	Beta x r
1	Study habit (X_2)	0.277	0.236	0.252	0.059
2	Academic self-concepts (X_3)	0.176	0.120	0.178	0.021
3	Achievement motivation (X_4)	0.147	0.121	0.182	0.022

Total R Square   0.1027

Multiple R = 0.320R Square =0.103

Standard Error = 29.521Constant = 87.930

F value = 18.902*

Multiple regression equation X_1 = 87.93 + 0.277 X_2 + 0.176 X_3 + 0.147 X_4

An examination of Table 2 indicates that the academic performance of B.Ed. students enrolled in distance learning programmes can be predicted with the assistance of three independent variables. The magnitude of their combined impact is 0.320, as demonstrated by the multiple correlation. The multiple R value derived indicates a weak positive correlation between academic achievement and the combined influence of three predictor variables: academic self-concept, study routines, and achievement motivation. Additionally, the relationship is noteworthy at the 0.01 level. Rejectal of the null hypothesis occurred.

According to the regression equation presented in Table 2, an increase of one unit in study practices is associated with an increase of 0.277 units in the criterion variable, which is academic performance. Once more, an increase of one unit in academic self-concept and achievement motivation will result in a corresponding 0.176 and 0.147 unit increase in the

criterion variable, respectively. The regression analysis is statistically significant, as shown in Table 2 (F = 18.902, significant beyond P < 0.01). This suggests that three factors—achievement motivation, academic self-concept, and study habit—have made substantial contributions to the variability observed in academic performance. With a R Square value of 0.1027, the criterion variable may account for approximately 10.30% of the variance. This can be attributed to three variables: academic self-concept, study practices, and achievement motivation. The remaining 90% of variance could potentially be ascribed to the variables that were omitted from the prediction battery. The fact that the three variables only explain 10% of the variance in academic performance suggests that there are additional significant variables that directly impact the academic performance of B.Ed. students enrolled in distance learning programmes. Therefore, it is critical that additional research examine the correlation between the variables that require identification and the academic achievement of distance-learning B.Ed. students. This will significantly aid in the identification of factors that influence the academic performance of students within the system. In order to attain efficacy in distance-learning secondary teacher education, it is imperative that the remaining 90% of the variance be calculated.

The present study's findings have significant ramifications for the distance education system. In contrast to most face-to-face environments, students must possess proficient self-study abilities to thrive in a distance learning setting. Distance education necessitates that students improve their time management, concentration, and ability to work independently. It is imperative that the resource persons enhance their interpersonal skills and instructional methodologies when interacting with the students. It is imperative for distance education institutions to customise their self-instructional material development programme to enhance student teachers' academic self-esteem and foster the cultivation of effective study habits. Additionally, distance learning institutions must devise a method for maintaining the intense motivation of distance learners until programme completion.

V. CONCLUSIONS

An examination of the correlation between academic performance and achievement motivation, academic performance and self-perception, and academic performance and study practices has revealed a weak but statistically significant positive relationship. In contrast to the majority of prior research, which examined the relationships between variables individually, this study attempts to determine the effect of the three predictor variables as a whole. The result is a significant multiple correlation coefficient of 0.32, with a confidence level of 0.01. The regression analysis yielded a statistically significant result (F=18.90, P<0.01). The sum of the variances in the three variables has explained 10% of the variation in the criterion variable. Further research is required to ascertain the specific variables that directly influence the academic performance of student teachers enrolled in distance learning programmes.

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