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STUDY SKILL OF PROSPECTIVE SECONDARY GRADE TEACHERS

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Abstract:
'Study skill' is an umbrella term that includes any skill that helps the learner to learn better and understand faster resulting in acquiring knowledge. This study attempts to find out thelevel of a selected set of study skills and the differences between (i) male and female prospective secondary grade teachers, (ii) prospective secondary grade teachers studying in rural and urban institutes, and (iii) in girl's institute and co-education institutes.Survey method was adopted for the study. Simple random sampling technique was used for collecting a sample of 665 secondary grade teacher trainees from 12 institutes in Thoothukudi district of Tamil Nadu State. Percentage analysis and 't' test were employed in statistical analysis. The results revealed that (i) the level of study skill among the prospective secondary teachers is moderate; (ii) The male prospective secondary grade teachers are found to be better in study skill in total (M=173.57), and in the dimensions textbook reading (M=26.83), concentration (M=36.70), and time management (M=18.22) than the female prospective teachers.(iii) No significant difference between the prospective secondary graded teachers studying in (a) rural and urban, and (b) girl's and co-education institutes was found out.

Key Words: Study Skill&Prospective Secondary Grade Teachers

Introduction:

Study skillsis a pre-requisite for educational success (Manju & Asha, 2017). Study skills or study strategies are approaches applied to learning (http://www.definitions.net/definition, n.d.).They provide the structure we need to be both effective and efficient when we study. They are really best understood as learning skills (Sasikala, 2012). Academic learning has become so essential and inevitable to the extent that we are living in an era that has obligated everyone to learn for living. Mere learning or average learning not sufficing the learner him/herself, or their parents, and instead excellence in studies is the expectation of everyone. However, outperforming in the studies by everyone with their own individual talents and weaknesses is impossibility, considering the impact of hereditary and environment factors. Yet the students are at a position where they have to do well in studies and in this context, employing effective study skills will be the best strategies to do well in the studies.

Significance of the Study:

Teacher education is the mother of all education. Teachers are thought of being very efficient and highly learned so as to the level of teaching others. The success of doing well in the noble profession of teaching depends on doing well in studies during their days of studies in schools and teacher training course. Secondary grade teachers who would be teaching in the primary schools undergo two years of pre-service teacher training to prepare themselves to become efficient teachers. For this objective, many skills and practices are given, and they are expected to do well in their theory and practical examinations for which employing functional study skills are essential. The investigator being a teacher educator who has been involved in training the aspiring teachers is interested in investigated the study skills of secondary grade teacher trainees. Hence this study intends to find out the study skills of prospective secondary grade teachers.

Objectives:

- ✓ To find out the level of study skill of prospective secondary teachers.
- ✓ To find out whether there is any significant difference between male and female prospective secondary teachers in their study skill.
- ✓ To find out whether there is any significant difference between rural and urban institute prospective secondary teachers in their study skill.
- ✓ To find out whether there is any significant difference between girl's and co-education institute prospective secondary teachers in their study skill.

Hypotheses:

- ✓ There is no significant difference between male and female prospective secondary teachers in their study skill.
- ✓ There is no significant difference between rural and urban institute prospective secondary teachers in their study skill.
- ✓ There is no significant difference between girl's and co-education institute prospective secondary teachers in their study skill.

Methodology:

The investigator resorted to employ survey method of research in this study. Simple random sampling was used to choose the sample from the population. A sample of 665 secondary grade trainee teachers studying in 11 teacher training institutes and one district institute of education and training (DIET) were selected for the study form Thoothukudi district of Tamil Nadu, India. Study Skills Inventory constructed and Standardized by Dennis H. Congos (2014) was used for collecting data. The tool has six dimensions namely textbook reading, note taking, memory, test preparation, concentration and time management. Percentage analysis and 't' test were used in the analysis ofdata.

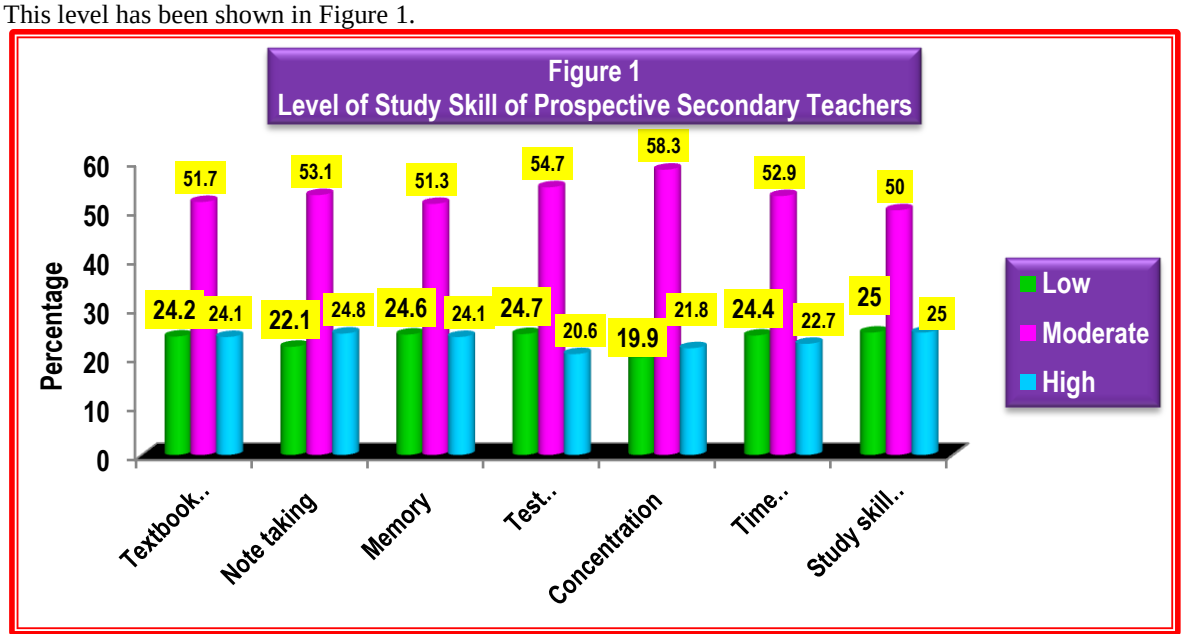
Analysis of Data:

Objective 1: To find out the level of study skill of prospective secondary teachers.

Table 1: Level of Study Skill of Prospective Secondary Teachers

Level of Study Skill	Low		Moderate		High	
Dimensions& Total	N	%	N	%	N	%
Textbook reading	161	24.2	344	51.7	160	24.1
Note taking	147	22.1	353	53.1	165	24.8
Memory	164	24.6	341	51.3	160	24.1
Test preparation	164	24.7	364	54.7	137	20.6
Concentration	132	19.9	388	58.3	145	21.8
Time management	162	24.4	352	52.9	151	22.7
Study skill in Total	166	25.0	333	50.0	166	25.0

. This level has been shown in Figure 1.



Null Hypotheses 1: There is no significant difference between male and female prospective secondary teachers in their study skill.

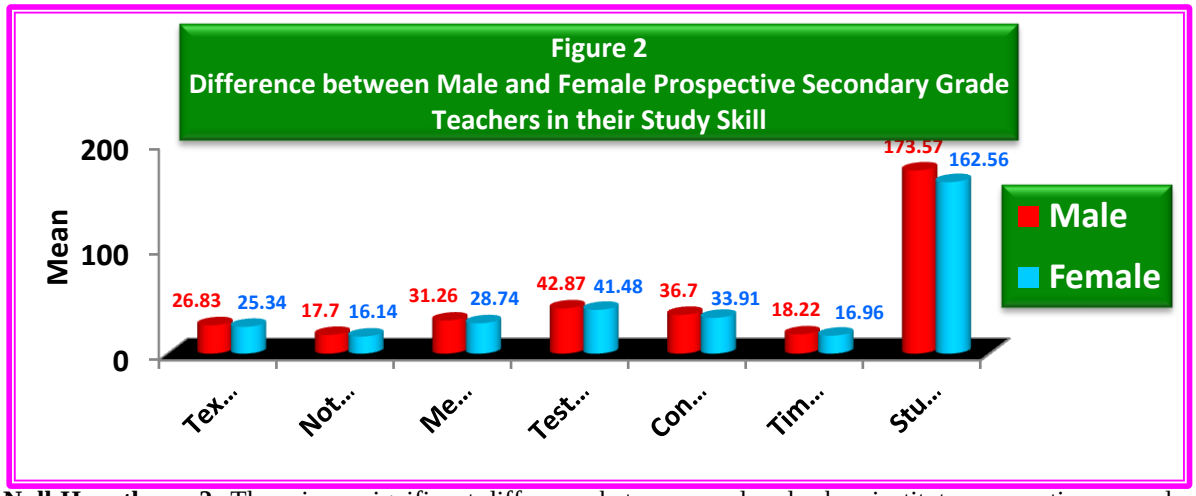
Table 2: Difference between Male and Female Prospective Secondary Teachers in their Study Skill

Dimensions	Gender	N	Mean	S.D	Calculated 't' value	Remarks
Textbook reading	Male	23	26.83	7.469	2.93	S
	Female	642	25.34	7.525		
Note taking	Male	23	17.70	4.237	1.64	NS
	Female	642	16.14	4.471		
Memory	Male	23	31.26	7.996	1.48	NS
	Female	642	28.74	8.026		
Test preparation	Male	23	42.87	11.887	0.55	NS
	Female	642	41.48	11.912		
Concentration	Male	23	36.70	14.630	2.02	S
	Female	642	33.91	12.778		
Time management	Male	23	18.22	6.612	1.97	S
	Female	642	16.96	6.137		
Study skill in total	Male	23	173.57	50.212	2.07	S
	Female	642	162.56	48.228		

(The table value of 't' is 1.96, S – Significant; NS - Not Significant)

It is inferred from the above table that the calculated 't' value of textbook reading, concentration, time management and study skills in total (2.93,2.02,1.97 and 2.07) is greater than the table value (1.96) and so the hypothesis with regard to these dimensions and study skills in total is rejected. Thus, the result shows that there is significant difference between male and female prospective secondary grade teachers in textbook reading, concentration, time management and study skills in total. While comparing the mean scores the male prospective secondary grade teachers are better in textbook reading (M=26.83), concentration (M=36.70), time management (M=18.22) and study skill in total (M=173.57) than the female prospective teachers.

But the 't' value of note taking, memory, test preparation (1.64, 1.48, 0.55) are less than the table value (1.96) at 0.05 level of significance. Hence the respective null hypothesis with respect to these dimensions is accepted. Thus, the result shows that there is no significant difference between male and female prospective secondary grade teachers in their of note taking, memory and test preparation. This has been shown in the figure 2.



Null Hypotheses 2: There is no significant difference between rural and urban institute prospective secondary teachers in their study skill.

Table 3: Difference between Rural and Urban Institute Prospective Secondary Teachers in their Study Skill

Dimensions	Locality of the Institute	N	Mean	S.D	Calculated 't' value	Remarks
Textbook reading	Rural	255	25.24	7.292	0.40	NS
	Urban	410	25.48	7.669		
Note taking	Rural	255	16.09	4.448	0.45	NS
	Urban	410	16.26	4.486		
Memory	Rural	255	28.77	7.968	0.14	NS
	Urban	410	28.86	8.081		
Test preparation	Rural	255	41.16	12.133	0.63	NS
	Urban	410	41.76	11.770		
Concentration	Rural	255	33.43	12.279	0.91	NS
	Urban	410	34.36	13.185		
Time management	Rural	255	16.76	6.056	0.80	NS
	Urban	410	17.15	6.216		
Study skill in Total	Rural	255	161.45	47.596	0.62	NS
	Urban	410	163.87	48.769		

(NS - Not Significant at 0.05 level; Table value is 1.96)

It is inferred from the above table that the calculated 't' value (0.40, 0.45, 0.14, 0.63, 0.91, 0.80, 0.62) is less than the table value (1.96) at 0.05 level of significance. Hence the respective null hypothesis is accepted. Thus, the result shows that there is no significant difference between rural and urban institute prospective secondary teachers in their study skill and its dimensions.

Null Hypotheses 3: There is no significant difference between girl's and co-education institute prospective secondary teachers in their study skill.

Table 4: Difference between Girl's and Co-education Institute Prospective Secondary Teachers in their Study Skill

Dimensions	Nature of the Institute	N	Mean	S.D	Calculated 't' value	Remarks
Textbook reading	Girl's	201	25.67	7.478	0.64	NS

	Co-education	464	25.27	7.546		
Note taking	Girl's	201	16.37	4.638	0.68	NS
	Co-education	464	16.12	4.396		
Memory	Girl's	201	29.27	8.009	0.94	NS
	Co-education	464	28.63	8.043		
Test preparation	Girl's	201	42.23	12.248	0.10	NS
	Co-education	464	41.22	11.754		
Concentration	Girl's	201	37.10	13.074	1.14	NS
	Co-education	464	32.66	12.521		
Time management	Girl's	201	17.29	6.001	0.78	NS
	Co-education	464	16.88	6.220		
Study skill in total	Girl's	201	167.94	48.803	1.76	NS
	Co-education	464	160.77	47.973		

(NS - Not Significant at 0.05 level; Table value is 1.96)

It is inferred from the above table that the calculated 't' value (0.64, 0.68, 0.94, 0.10, 1.14, 0.78, 1.76) is less than the table value (1.96) at 0.05 level of significance. Hence the respective null hypothesis is accepted. Thus, the result shows that there is no significant difference between girl's and co-education institute prospective secondary teachers in their study skill and its dimensions.

Major Findings:

- ✓ The level of study skill of majority of prospective secondary teachers is found to be moderate.
- ✓ There is significant difference between male and female prospective secondary teachers in their study skill in total (M=173.57)and in the dimensions textbook reading (M=26.83), concentration (M=36.70) and time management (M=18.22) and further the mean scores reveal that in all these male prospective secondary grade teachers were better than the female prospective secondary grade teachers.
- ✓ There is no significant difference between rural and urban institute prospective secondary teachers in their study skill and its dimensions.
- ✓ There is no significant difference between girl's and co-education institute prospective secondary teachers in their study skill and its dimensions.

Conclusion:

'Student achievement' or 'academic achievement of students' has exalted or troubled all the teachers, on the ground that teachers are primarily responsible for students' achievement (Anandharaja, Balakrishnan & Lawrence, A. J., 2016).Study skills are needed all the students for academic achievement. This is all the more needed for the teachers. During the days of training itself, these skills should be developed out of personal interest and with the help of others. This would be very rewarding to be effective in their teaching profession forever. The statistically arrived at conclusion that the level of study skills is average calls for taking efforts to improve these skills among the prospective secondary grade teachers. Further the finding that the male are better than the female prospective teacher in the overall study skills shows the need to impart better study skills to learn fast with ease and effect.Implementing this research based finding would marks footing a step ahead in improving the study skills of the learner community.

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