

# Performance and Study Habits of Social Science Teacher Educators Working in Teacher Education Institutes of West Bengal

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## ABSTRACT

The importance of teaching cannot be over emphasized and this is because teaching plays a very crucial role in enabling a person to achieve practical efficiency and also plays a very important role in the life of students. Achievement of students depends upon teaching performance of teacher. The Study habit plays an important role in determining a teacher's overall performance like teaching, instructions etc. It is believed that achievement of students depends on teacher's teaching performance and performance of teaching influenced by various factors like study habits. Teachers with high level of study habits are generally self-motivated in their work and can do better performance in the teaching learning process. Similarly, teachers with low level of study habits may not perform well in their job. Hence, the present paper aims to find out the relationship between teaching performance and study habits of Social science teacher educators working in teacher education institutes of North Bengal. Descriptive survey method has been employed for the investigation.

**KEYWORDS:** *Teaching performance, Study Habits and Social Science, Teacher Educators*

## 1. INTRODUCTION

“Education is the only weapon we can use to change the world” (Nelson Mandela). Hence, today's educational policies aim at making education more effective and consequently, seeing teaching as a continuous process of learning can make education stronger. In this process teacher plays an important role; a teacher takes a role like teaching all the beauties, truth, goodness and other values, and uses technology for the happiness of humanity in a communicative and sensitive respect and affection. Teacher training is a complex professional function that takes place in pre-service education, induction programme, in-service education and continuing education. The Goal of teacher education basically depends on national goals of development set for the country. This field has been accorded special emphasis in the face recent trends and growing rate of the dimension of knowledge.

Teacher training is not like that pedagogy or acquisition of a training qualification, but it refers to

the totality of educational inputs which contribute to the preparation of a person for a teaching position in schools. Generally teacher training refers to the policies, procedures and provision designed to equip teachers with the knowledge, attitudes, behaviours and skills they required to performed their tasks effectively in the classroom, school and wider community. The curriculum of teacher training course is uniform throughout the country and it was prepared by NCTE, where social science plays an important role for preparing the future teacher. Social science is the scientific study of human society and social relationship. It is a major category of academic disciplines, concerned with society. Social science generally refers to any division of science that deals with the social or cultural facets of human behaviour.

Study habits are the habitual practices one uses to help them study and learn. Good study habits can help students achieve and/or maintain good grades. Study habit is an action such as reading, taking notes,

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holding study groups which the students perform regularly and habitually in order to accomplish the task of learning. Study habits are learning tendencies that enable individual to work privately. Azikiwe (1998) describes the study habit as “the adopted way and manner a student plans his private readings, after classroom learning so as to attain mastery of the subject”. According to her, “good study habits are good assets to learners because they (habits) assist students to attain mastery in areas of specialization and consequent excellent performance, while opposite constitute constraints to learning and achievement leading to failure”.

The importance of teaching cannot be over emphasized and this is because teaching plays a very crucial role in enabling a person to achieve practical efficiency and also plays a very important role in the life of students. Achievement of students depends upon teaching performance of teacher. The study habit plays an important role in determining a teacher’s intellectual performance like teaching. It is believed that achievement of students depends on teacher’s performance of teaching influenced by factors like study habit of teacher determines the student’s achievement.

### 1.1. Objectives of the study:-

1. To find out the teaching performance of social science teacher educators working in teacher education institution of West Bengal due to variation of gender and location.
2. To find out the study habits of social science teacher educators working in teacher education institution of West Bengal due to variation of gender and location.
3. To find out the relationship between teaching performance and study habits of Social science teacher educators working in teacher education institutions of West Bengal.

### 1.2. Hypothesis of the study:-

**HO<sub>1</sub>:** There is no significant difference in teaching performance of social science teacher educators working in teacher education institutions of West Bengal due to variation of gender. (For objective-1)

**HO<sub>2</sub>:** There is no significant difference in teaching performance of social science teacher educators

working in teacher education institutions West Bengal due to variation of location. (For objective-1)

**HO<sub>3</sub>:** There is no significant difference in study habits of social science teacher educators working in teacher education institutions West Bengal due to variation of gender. (For objective-2)

**HO<sub>4</sub>:** There is no significant difference in study habits of social science teacher educators working in teacher education institutions West Bengal due to variation of location. (For objective-2)

**HO<sub>5</sub>:** There is no significant relationship between teaching performance and study habits of social science teacher educators working in teacher education institutions of West Bengal. (For objective-3)

### 1.3. Methodology:-

Each and Every research work needs to select an appropriate research methodology and scientific procedures. The present study used descriptive survey method of research to study the performance and study habits of social science teacher educators.

The present study used descriptive design to study the relationship between study habits of teacher educators on teaching performance. The study used descriptive design as it helped the investigator to find the performance and study habits of social science teacher educators of teacher education Institute. The present study was conducted on 360 social science teacher educators from 70 teacher education institutes of West Bengal were included in the sample. Random sampling technique was used for the present study.

Teacher Rating scale (TRS) standardize by Dr. R. C. Deva (Modified & Adopted) and Questionnaire Study Habits (Self developed) were used as a tool for data collection.

Chi-Square ( $\chi^2$ ) test technique was employed to find out the significant difference and relationship between Teaching performance and Study habits.

### 1.4. Analysis and Interpretation:-

#### 1.4.1. Analysis of Data pertaining to objectives no-1/ Ho<sub>1</sub>, Ho<sub>2</sub>:

**HO<sub>1</sub>:** There is no significant difference in teaching performance of social science teacher educators working in teacher education institutions of West Bengal due to variation of gender.

**Table: no-1 showing the distribution of social science teacher educators on the levels of teaching performance due to variation of their gender.**

**( $\chi^2$ ) Design Contingency**

Teaching performance		High	Average	Low	Total
		Gender			
MTE		55	73	52	180
FTE		59	69	52	180
Total		114	142	104	360

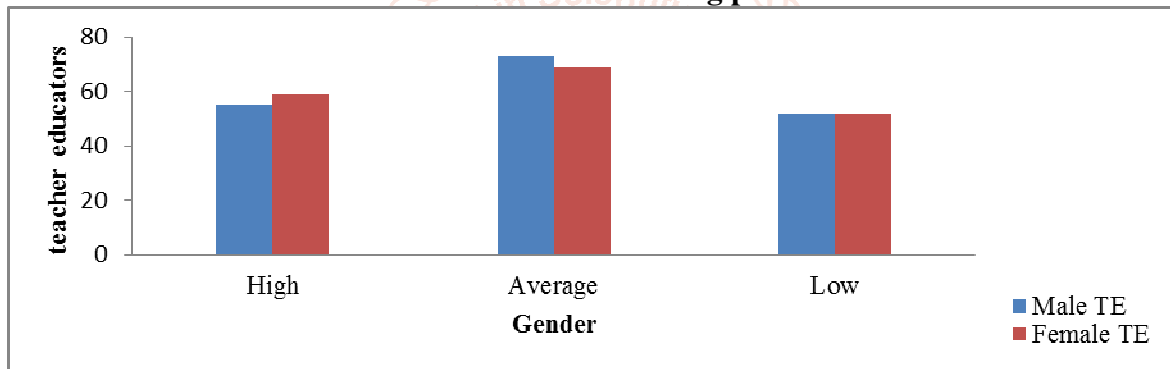
\*Chi-square ( $\chi^2$ ) Value = **0.24**

The degree of freedom are  $(r-1)(c-1) = (3-1)(2-1) = 2$ .

The critical value of  $\chi^2$  for 2 degrees of freedom at 5% level of significance is 5.991.

**Interpretation:** -The obtained value of  $\chi^2(0.24)$  is less than the critical value of  $\chi^2(5.991)$ . Hence, the ( $\chi^2$ ) is not significant at 0.05 level. So, the null hypothesis ( $H_{01}$ ) is retained. The results leads to infer that, there is no significant difference in teaching performance between male and female social science teacher educators working in teacher education institution in West Bengal. Therefore, the teaching performance of the social science teacher educators does not depend on their gender.

**Figure-1: showing the male and female social science teacher educator’s with respect to their number under different levels of teaching performance.**



**Figure-1** reveals that the majority of male and female social science teacher educators have shown average level of teaching performance and same numbers of teacher educators of both male and female group have shown low level of teaching performance.

**H<sub>02</sub>:** There is no significant difference in teaching performance of social science teacher educators working in teacher education institutions of West Bengal due to variation of location.

**Table: no-2 showing the distribution of social science teacher educators on the levels of teaching performance due to variation of their location.**

**( $\chi^2$ ) Design Contingency**

Teaching Performance		High	Average	Low	Total
		Location			
UTE		57	70	53	180
RTE		60	68	52	180
Total		117	138	105	360

\*Chi-square ( $\chi^2$ ) Value = **0.11**

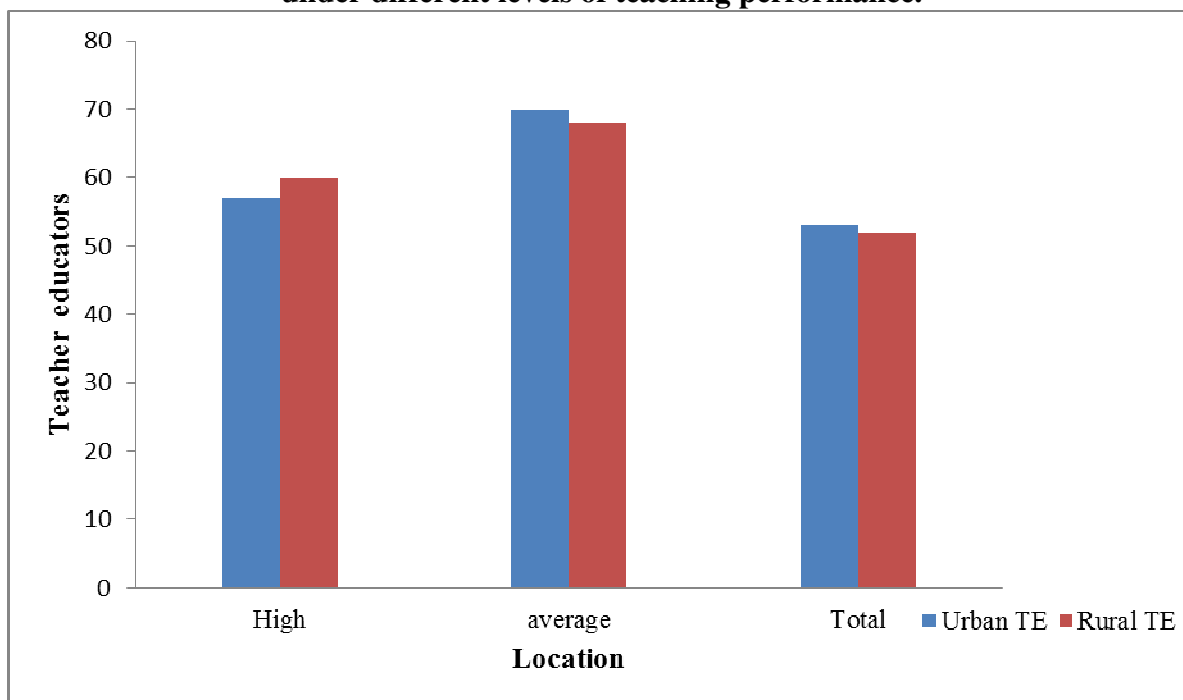
The degree of freedom are  $(r-1)(c-1) = (3-1)(2-1) = 2$ .

The critical value of  $\chi^2$  for 2 degrees of freedom at 5% level of significance is 5.991.

**Interpretation:** -The obtained value of  $\chi^2(0.11)$  is less than the critical value of  $\chi^2(5.991)$ . Hence, the ( $\chi^2$ ) is not significant at 0.05 level. So, the null hypothesis ( $H_{02}$ ) is retained. The results lead to infer that, there is no

significant difference in teaching performance between urban and rural social science teacher educators working in teacher education institution in West Bengal. Therefore, the teaching performance of the social science teacher educators does not depend on their location.

**Figure-2: showing the urban and rural social science teacher educator’s with respect to their number under different levels of teaching performance.**



**Figure-2** reveals that the majority of urban and rural social science teacher educator’s have shown average level of teaching performance and 53 & 52 number of teachers educator’s of both urban and rural group have shown low level of teaching performance.

**1.4.2. Analysis of Data pertaining to objectives no-2/Ho<sub>3</sub>, Ho<sub>4</sub>**

**Ho<sub>3</sub>:** There is no significant difference in study habits of social science teacher educators working in teacher education institutions of West Bengal due to variation of gender.

**Table: no-3 showing the distribution of social science teacher educators on the levels of study habits due to variation of their gender.**

**( $\chi^2$ ) Design Contingency**

Gender	Study Habits			
	High	Average	Low	Total
<b>MTE</b>	56	57	67	180
<b>FTE</b>	54	70	56	180
<b>Total</b>	110	127	123	360

\*Chi-square ( $\chi^2$ ) Value = **2.32**

The degree of freedom are  $(r-1)(c-1) = (3-1)(2-1) = 2$ .

The critical value of  $\chi^2$  for 2 degrees of freedom at 5% level of significance is 5.991.

**Interpretation:** -The obtained value of  $\chi^2$  (2.32) is less than the critical value of  $\chi^2$  (5.991). Hence, the ( $\chi^2$ ) is not significant at 0.05 level. So, the null hypothesis (Ho<sub>7</sub>) is retained. The results lead to infer that, there is no significant difference in study habits between male and female social science teacher educators working in teacher education institution in West Bengal. Therefore, the study habits of the social science teacher educators do not depend on their gender. Both male and female teacher educators have shown equal nature of study habits.

**Ho<sub>4</sub>:** There is no significant difference in study habits of social science teacher educators working in teacher education institutions of West Bengal due to variation of location.



**Table: no-4 showing the distribution of social science teacher educators on the levels of study habits due to variation of their location.****( $\chi^2$ ) Design Contingency**

Gender	Study Habits	High	Average	Low	Total
	UTE		46	80	54
RTE		64	47	69	180
<b>Total</b>		110	127	123	360

\*Chi-square ( $\chi^2$ ) Value = **13.32**

The degree of freedom are  $(r-1)(c-1) = (3-1)(2-1) = 2$ .

The critical value of  $\chi^2$  for 2 degrees of freedom at 5% level of significance is 5.991.

**Interpretation:** -The obtained value of  $\chi^2(13.32)$  is greater than the critical value of  $\chi^2(5.991)$ . Hence, the ( $\chi^2$ ) is significant at 0.05 level. So, the null hypothesis ( $H_{05}$ ) is rejected. The results lead to infer that, there is significant difference in study habits between urban and rural social science teacher educators working in teacher education institution in West Bengal. Therefore, the study habits of the social science teacher educators depend on their location. Urban and rural teacher educators have different nature of study habits.

**1.4.3. Analysis of Data pertaining to objectives no-3/ $H_{05}$ :**

**$H_{05}$ :** There is no significant relationship between Performance and study habits of Social science teacher educators working in Teacher education institutions of West Bengal.

**Table: no.5- Showing bi-variant distribution of social science teacher educators based on their teaching performance and study habits working in teacher education institutions of West Bengal.****( $\chi^2$ ) Design Contingency**

Study Habits	Performance	High	Average	Low	Total
	High		45	32	24
Average		38	61	44	143
Low		35	41	40	116
<b>Total</b>		118	134	108	360

\*Chi-square ( $\chi^2$ )value = **10.36**

The degree of freedom are  $(r-1)(c-1) = (3-1)(3-1) = 4$ .

The critical value of  $\chi^2$  for 4 degrees of freedom at 5% level of significance is 9.488.

**Interpretation:** - Since the calculated value of ( $\chi^2 = 10.36$ ) exceeds the critical value of ( $\chi^2 = 9.488$ ). Thus, the value of chi-square is significant at 0.05 levels. Hence, the result leads to conclude that there is a significant relationship between performance and study habits of social science teacher educators working in teacher education institution of West Bengal. It is concluded that the attributes are associated.

**1.5. Suggestion:-**

1. Teacher educators should be dedicated towards the profession.
2. The work of teacher must be recognizing without any partiality and favours special function should be organize for this purpose.
3. Work environment of teacher educators should be calm and enthusiastic.
4. Teacher educator's social environment should be well maintained for creative thinking.
5. Libraries should be well positioned to provide teacher educators opportunity to study. Teacher education institution should provide study materials for teacher educators; such as different types of journals, magazines, articles and other supplementary materials.
6. As performance is found to be affected by study habits, therefore, teacher educators should always study their content before presenting. Thus, the findings of the present study bear an implication and may be utilized by educational planners and administrators to assess the levels of teacher

performance regularly and developing strategies to improve the quality of teaching.

7. Teacher educators should prepared their lessons before delivering.

### 1.6. Conclusion:

In the field of teacher education satisfactory performance of teacher educators is necessary because teacher education prepared future teacher for teaching profession. It is cleared that study habit of teacher educators more or less influencing the performance of teacher.

Study habits of social science teacher educators influence on performance of teacher educators. The present study also found that, significant relationship between teaching performance and study habits of social science teacher educators working in teacher education institution of West Bengal. Present study found that study habits of social science teacher educators effects on performance of social science teacher educators. It is concluded that both the attributes (performance and study habits) are associated. When teacher is prepared in his or her delivered content then he or she can perform well in their profession.

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