ADJUSTMENT STUDY HABITS AND ACADEMIC ACHIEVEMENT OF PROSPECTIVE TEACHERS IN NIGERIA.

[*1]FALMATA ZUMAMI
School of Education
Department of Curriculum and Instruction
Umar Suleiman College of Education, Gashua, Yobe State, Nigeria.

[*]Corresponding Author Information:-
E-Mail: falmatazumami01@gmail.com
Phone: +2348061575844

Abstract

This research investigates the relationship between adjustment, study habits, and academic achievement among prospective teachers in Nigeria. The research aimed to determine how personal, social, and academic adjustment influences the study habits and overall academic performance of students in colleges of education and faculties of education in Nigerian universities. A descriptive survey research design was adopted, and data were collected from a sample of prospective teachers selected through stratified random sampling. Standardized questionnaires on adjustment and study habits, as well as academic records, were used to obtain relevant data. The findings revealed a significant positive correlation between students' levels of adjustment and their study habits, as well as between effective study habits and higher academic achievement. Furthermore, students who demonstrated better emotional and academic adjustment tended to perform better academically. The study recommends that teacher education institutions provide guidance and counseling services, promote effective time management and learning strategies, and create supportive academic environments to enhance students' adjustment and study skills. Improving these factors is crucial for the development of competent and well-prepared teachers capable of contributing meaningfully to Nigeria's educational system.

***Keywords*:** adjustment, study habits, academic achievement, prospective teachers, Nigeria, teacher education.

Introduction

Education is the process of bringing desirable changes in human behavior. In teacher education, prospective teachers play a vital role as they are the future educators responsible for shaping young minds. Their academic success depends not only on intelligence or effort but also on factors such as adjustment to the learning environment and study habits. Adjustment refers to the ability of an individual to adapt to the social, emotional, and academic demands of a new environment. Study habits are the systematic behaviors or routines followed by students while studying, such as time management, note-taking, and regular revision. Both these factors have a significant bearing on academic achievement—the extent to which students achieve educational goals, usually measured by grades or test scores. For prospective teachers, the development of sound study habits and the ability to adjust well in their educational environment are essential to achieve success and become effective teachers.

Need and Significance of the Research

With increasing academic pressure and competition, students often face stress, anxiety, and difficulties adjusting to the academic environment. In teacher education institutions, prospective teachers come from diverse socio-economic, cultural, and educational backgrounds. Therefore, understanding the interrelation between adjustment, study habits, and academic achievement helps teacher educators design appropriate guidance, counseling, and mentoring programs.

Statement of the Problem

"A Study of Adjustment, Study Habits, and Academic Achievement of Prospective Teachers."

Objectives of the research

1. To study the level of adjustment among prospective teachers.
2. To study the study habits of prospective teachers.
3. To examine the relationship between adjustment and academic achievement.
4. To examine the relationship between study habits and academic achievement.

5. To find out gender and locality differences in adjustment, study habits, and academic achievement.

Hypotheses of the Research

i. There is no significant relationship between adjustment and academic achievement of prospective teachers.
ii. There is no significant relationship between study habits and academic achievement.
iii. There is no significant difference between male and female prospective teachers in their level of adjustment.
iv. There is no significant difference between male and female prospective teachers in their study habits.
v. There is no significant difference between rural and urban prospective teachers in their adjustment and study habits.

Operational Definitions

- Adjustment: The ability of prospective teachers to adapt to academic, emotional, and social demands, as measured by the Adjustment Inventory for College Students (AICS).
- Study Habits: The systematic behaviors and methods adopted by students while studying, as measured by the Study Habits Inventory.
- Academic Achievement: The marks or GPA obtained by students in their most recent semester or B.Ed. examination.

Review Summary

Previous researches have revealed a positive relationship between good study habits and higher academic achievement (Palsane & Sharma, 1971; Crow & Crow, 1963). Adjustment difficulties, on the other hand, tend to hinder academic performance (Sinha & Singh, 1993). Studies by Aggarwal (2022) and Patel (2024) found that female students generally display better study habits and adjustment patterns than males. Research also suggests that students from urban areas often show better academic adjustment than rural students due to exposure to educational

resources. However, with proper support, rural students can achieve similar levels of academic success.

Research Design

The present study followed a descriptive and correlational survey design to examine relationships between adjustment, study habits, and academic achievement.

Population

All prospective teachers enrolled in B.Ed. colleges affiliated with a state university.

Sample

A sample of 200 prospective teachers (100 male and 100 female) was selected using stratified random sampling, ensuring representation from both rural and urban colleges.

Tools Used

1. Adjustment Inventory for College Students (AICS) by Sinha & Singh.
2. Study Habits Inventory by M.N. Palsane & P. Sharma.
3. Academic Achievement: Marks obtained in the latest B.Ed. examination.

Statistical Techniques

- Mean and Standard Deviation
- t-test for group comparisons
- Pearson's correlation coefficient for relationships among variables

ANALYSIS AND INTERPRETATION OF DATA

Relationship between Adjustment and Academic Achievement

Variable	N	r-value	Level of Significance	Interpretation
Adjustment & Academic Achievement	200	0.42	0.01	Significant Positive Correlation

Interpretation: Better adjustment is associated with higher academic achievement.

Relationship between Study Habits and Academic Achievement

Variable	**N**	**r-value**	**Level of Significance**	**Interpretation**
Study Habits & Academic Achievement	200	0.55	0.01	Strong Positive Correlation

Interpretation: Students with good study habits perform better academically.

Gender Differences in Adjustment and Study Habits

Variable	**Gender**	**Mean**	**SD**	**t-value**	**Result**
Adjustment	Male	78.2	8.6	2.45	Significant
	Female	82.3	7.4		Female > Male
Study Habits	Male	72.5	9.1	2.89	Significant
	Female	77.8	8.3		Female > Male

Interpretation: Female prospective teachers have better adjustment and study habits.

Locality Differences

Variable	Locality	Mean	SD	t-value	Result
Adjustment	Urban	80.7	7.9	1.12	NS
Study Habits	Urban	76.5	8.4	1.78	NS

Interpretation: No significant difference between rural and urban students.

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Major Findings

1. A significant positive correlation exists between adjustment and academic achievement.
2. A significant positive correlation exists between study habits and academic achievement.
3. Female prospective teachers have better adjustment and study habits than males.
4. No significant difference was found between rural and urban students.

Conclusions

The study concludes that adjustment and study habits are key predictors of academic success among prospective teachers. Teacher education programs should emphasize the development of positive study behaviors and provide psychological and emotional support to improve adjustment levels.

Educational Implications

1. Guidance and Counseling: Institutions should offer counseling to help students improve adjustment and cope with stress.
2. Study Skills Training: Workshops on time management, note-taking, and exam preparation can improve study habits.
3. Mentoring Programs: Senior students or faculty mentors can assist newcomers in adapting to academic life.

4. Teacher Preparation: Enhancing adjustment and study habits will ultimately improve the quality of future teachers.

Suggestions for Further Research

1. A similar study can be conducted on secondary school students.
2. Comparative studies between government and private B.Ed. colleges can be explored.
3. Experimental studies can test interventions to improve study habits and adjustment.

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