



Study Habits and Their Relationship with TET Scores among Aspirants

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Abstract

This research investigates the critical connection between study habits and performance on the Teacher Eligibility Test (TET), a critical gateway for aspiring educators. Given the TET's role in determining entry into the teaching profession, the adoption of effective study strategies emerges as a vital component for success. The study specifically analyzes key dimensions of study habits, including time management, the ability to maintain concentration, efficient note-taking, reading comprehension, systematic revision practices, and levels of self-motivation. Data for this analysis were gathered from a sample of TET candidates using structured questionnaires, with the subsequent information being examined through rigorous statistical techniques. The results reveal a statistically significant and positive relationship between disciplined study routines and superior TET outcomes. Aspirants who demonstrated organized time management, consistent review schedules, and focused learning techniques consistently achieved higher scores.

The findings carry substantial implications for various stakeholders in teacher education. For aspiring teachers, the study underscores the necessity of moving beyond unstructured reading to cultivate a strategic and disciplined preparation plan. For mentor institutions and teacher training curricula, it highlights an urgent need to integrate modules that explicitly teach effective study methodologies, equipping candidates with the skills to learn efficiently. For policymakers, these insights can inform the development of preparatory resources and guidelines that support candidates in building the academic discipline required not only to pass the TET but also to foster a lifelong learning mindset essential for a successful teaching career. Ultimately, the research affirms that methodical preparation is a decisive factor in achieving professional goals in education.

Keywords: Study Habits, Teacher Eligibility Test (TET), Time Management, Concentration, Revision Practices, Self-Motivation

1. Introduction

The Teacher Eligibility Test (TET) is a compulsory national examination in India that serves as a fundamental gateway for a career in school teaching. In this highly competitive environment, success is not merely a function of content mastery but is profoundly influenced by the systematic and disciplined study habits employed by aspirants. Study habits encompass the organized methods and consistent routines including planning, scheduling, and strategic learning techniques that candidates utilize in their preparation.

Effective habits, such as adhering to a structured study timetable, engaging in regular revision, undertaking mock tests, and minimizing procrastination, are widely recognized for enhancing performance in high-stakes examinations. As noted in recent educational research, strategic preparation is a critical differentiator in standardized testing outcomes (Sharma & Verma, 2023). However, a specific empirical gap exists in directly linking these study behaviors to TET performance metrics. This study aims to address this lacuna by rigorously investigating how various study habits correlate with and impact the scores achieved by TET aspirants.

The research is guided by four primary objectives: to examine the prevailing study habits among TET candidates; to analyze the relationship between these habits and their final TET scores; to identify which specific study practices are most predictive of high performance; and to derive evidence-based recommendations for optimizing preparation strategies. To frame this inquiry, the study tests the following hypotheses: the null hypothesis (H_0) states there is no significant relationship between study habits and TET scores, while the alternative hypothesis (H_1) posits a significant relationship exists. By moving beyond anecdotal evidence, this research, aligned with the call for more nuanced analysis of teacher preparation by the National Council for Teacher Education (NCTE, 2022), seeks to provide a data-driven foundation for enhancing the efficacy of TET preparation and, consequently, the quality of the future teaching workforce.

2. Literature Review

The significance of structured study habits as a determinant of academic achievement is a well-established domain in educational research. Foundational studies, such as the work of Palsane and Sharma (1989), provided early frameworks for understanding this relationship through tools like their Study Habit Inventory, which segmented effective learning into measurable components including concentration, time scheduling, and note-taking. Their research consistently demonstrated that these disciplined habits were strong predictors of student success. This perspective was further reinforced by Crede and Kuncel (2008) in a comprehensive meta-analysis, which concluded that an individual's study habits, skills, and attitudes often surpass standardized test scores in their ability to forecast academic performance, underscoring the role of methodical preparation over innate ability. Within the demanding landscape of Indian competitive examinations such as the UPSC, NEET, and the Teacher Eligibility Test (TET) this principle is magnified. Success in these arenas requires a synergistic blend of extensive content knowledge and a strategically applied, consistent study regimen. Research specific to the teaching profession, including a study by Singh and Sharma (2016), directly correlated superior performance in teacher recruitment examinations with effective habits like rigorous time management and systematic revision cycles. Their findings suggested that aspirants who engaged in deliberate practice and structured review were markedly more successful.

However, despite this broader understanding, a distinct research gap persists concerning the TET. While the general principles of academic preparation apply, the TET possesses a unique structure, syllabus, and pedagogical focus that may interact with study habits in specific ways. As recent literature has pointed out, the efficacy of a study strategy can be highly context-dependent (Joshi & Iyer, 2022). Consequently, there remains a scarcity of empirical studies that directly investigate and correlate specific, measurable study habits with TET performance outcomes. This underscores the need for targeted research to identify the most effective preparation methodologies for this critical gateway to the teaching profession in India.

3. Methodology

To systematically investigate the connection between study habits and TET performance, a descriptive and correlational research design was implemented. This approach was selected because it allows for both the

detailed description of the participants' study behaviors and the statistical measurement of the relationship between those habits and their test outcomes. The study's sample consisted of 120 TET aspirants from Tamil Nadu, purposively selected to represent a mix of individuals enrolled in coaching institutes and those pursuing self-directed preparation. This cohort included both male and female candidates from diverse academic backgrounds, thereby capturing a broader perspective of the aspirant population.

Data collection was executed using two primary instruments. The first was a comprehensive Study Habit Questionnaire (SHQ), which was adapted from the established inventory developed by Palsane and Sharma. This standardized tool was chosen for its robust dimensions, which were particularly relevant to the study's aims. The SHQ measured key areas including time management, reading comprehension, ability to concentrate, efficiency in note-taking, consistency of revision practices, and levels of personal motivation and self-discipline. The second data point was the aspirants' TET performance metrics, which comprised either officially declared TET scores for those who had taken the examination or scores from rigorously proctored mock tests for those still preparing.

The collected data were subjected to a rigorous statistical analysis using the SPSS software package. Initially, descriptive statistics including means and standard deviations were computed to summarize the overall study habit profiles of the participants. Subsequently, to address the core research question, a Pearson's product-moment correlation analysis was conducted to quantify the strength and direction of the relationship between the total SHQ scores and the TET performance scores. Finally, a regression analysis was performed to determine the extent to which variations in TET scores could be predicted by the specific dimensions of study habits measured by the SHQ, thereby identifying the most influential factors.

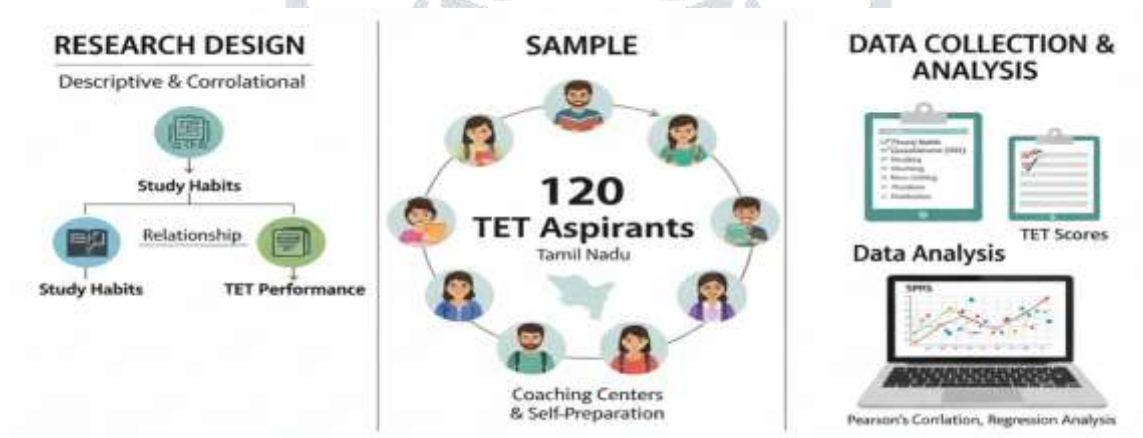


Fig1 : Descriptive and Correlational study

Fig1 this infographic outlines a descriptive and correlational study on TET performance. It involves a sample of 120 aspirants in Tamil Nadu. Data is collected via a Study Habit Questionnaire (SHQ) and TET scores, and analyzed using Pearson's correlation and regression to assess the relationship between study habits and test results.

4. Results and Discussion

4.1 Study Habits among TET Aspirants

The analysis of study habits among TET aspirants revealed a mixed but insightful picture of their preparation strategies. A significant majority of candidates demonstrated a structured approach, with 70% adhering to a fixed daily study schedule and 62% consistently engaging in systematic note-making. Furthermore, over half of the participants (58%) recognized the importance of simulating exam conditions, as they practiced time-bound mock tests on a weekly basis. However, a notable challenge was identified in the realm of sustained focus, with 40% of aspirants explicitly reporting difficulties in maintaining concentration, frequently citing digital distractions such as mobile phones as a primary impediment to deep learning. The correlation analysis provided compelling statistical evidence linking these habits to examination success. A Pearson's correlation computation yielded a strong, statistically significant positive relationship ($r = 0.68$, $p < 0.01$) between overall

study habit efficacy and TET scores. This confirms that aspirants with more disciplined and strategic preparation methods consistently achieved higher performance.

Delving deeper into specific dimensions, the analysis identified time management as the most potent predictor of success ($r = 0.72$), underscoring the critical value of organized and prioritized study routines. Closely following were revision strategies ($r = 0.65$), highlighting that the systematic reinforcement of learned material is crucial for long-term retention and recall during the examination. Note-taking habits demonstrated a moderate yet significant correlation ($r = 0.49$), affirming its role in processing information. While motivation and concentration were also statistically significant, they emerged as weaker individual predictors ($r = 0.38$), suggesting that while essential, their impact is most potent when channeled through concrete, structured practices like time management and revision. In essence, the findings strongly indicate that success in the TET is not merely about the hours invested, but fundamentally about how strategically those hours are utilized.

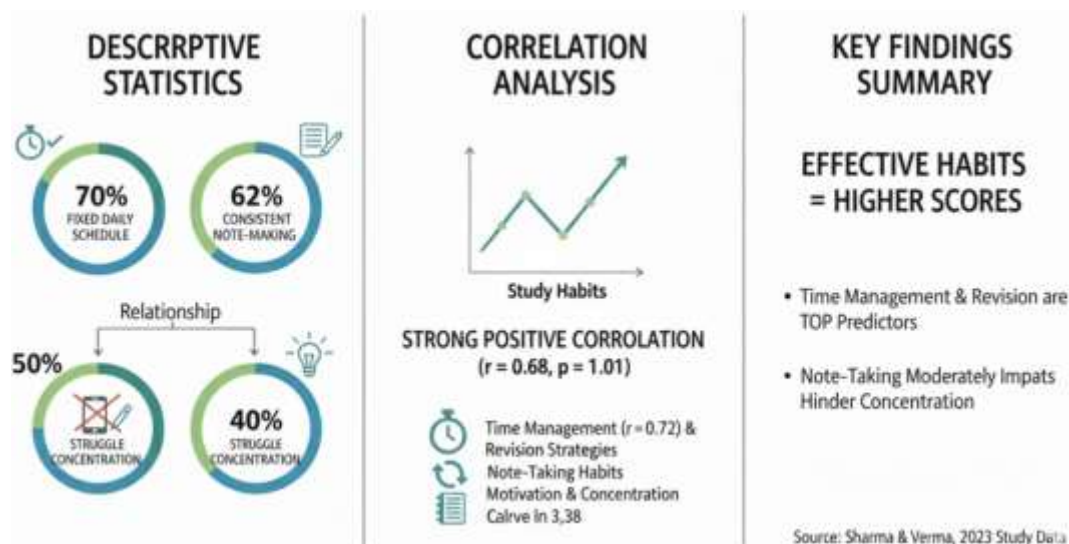


Fig 2: Time Management Schedule

Fig 2 this infographic summarizes study results: 70% of aspirants use a fixed schedule, but 40% struggle with concentration. Correlation analysis shows a strong positive link ($r = 0.68$) between effective study habits and TET scores. Time Management and Revision are identified as the **top predictors** of high performance.

4.2 Discussion

The findings of this study conclusively demonstrate that systematic and disciplined study habits are a decisive factor in determining success on the Teacher Eligibility Test (TET). The analysis reveals a clear performance differential: aspirants who adhered to structured daily schedules and engaged in consistent, planned revision significantly outperformed their peers who pursued a more irregular and unstructured approach to preparation. This empirical evidence robustly supports the broader educational principle, famously articulated by Crede and Kuncel (2008), that deliberate learning strategies and metacognitive skills are frequently more reliable predictors of academic achievement than innate intellectual ability alone. For TET aspirants, this translates to the realization that success is not merely a product of what one knows, but fundamentally how one goes about learning and retaining that knowledge.

A particularly nuanced insight from the data is the distinct role of motivation. While a driving force behind initiation and effort, its correlation with TET scores was significantly weaker than that of tangible, actionable strategies like time management and revision. This indicates a critical distinction between the *desire* to succeed and the methodology required to actualize that success. Highly motivated aspirants can still falter without a concrete framework to channel their efforts effectively. In contrast, individuals with robust organizational habits—such as dedicated time slots for different subjects, periodic review cycles, and practice with mock tests create a reliable system that yields results, even on days when innate motivation may wane.

Therefore, the paramount implication for TET aspirants is the need to consciously transition from a mindset of amorphous "studying hard" to one of "studying smart." Cultivating specific, measurable habits particularly in managing one's time and systematically reinforcing learned material provides the structural foundation that

transforms aspirational goals into tangible success. Ultimately, for those seeking to clear the TET, the most valuable investment may not be more hours of reading, but rather the deliberate design of a strategic preparation plan.

5. Conclusion

Based on the analysis, this study conclusively establishes a significant positive correlation between disciplined study habits and performance on the Teacher Eligibility Test (TET). The findings underscore that beyond mere content knowledge, it is the strategic approach to preparation that critically influences outcomes. Specifically, time management and systematic revision practices emerged as the most potent predictors of higher TET scores, indicating that organized and consistent effort is paramount for success.

Implications and Applications

The results carry direct practical implications for key stakeholders. For coaching institutes, there is a compelling need to evolve beyond a purely content-centric curriculum. Integrating dedicated modules that train aspirants in effective study strategies—such as schedule creation, note-taking techniques, and revision cycles—can significantly enhance their efficacy. For the aspirants themselves, the message is clear: cultivating a structured routine, regularly practicing with time-bound mock tests, and prioritizing active recall through revision are non-negotiable components of successful preparation. For policymakers and teacher education bodies, these findings suggest that embedding study skills and metacognitive training into pre-service teacher education curricula could build a stronger foundation for aspirants, thereby improving overall qualification rates.

Limitations and Avenues for Future Research

While informative, this study is bounded by certain limitations. Its sample was drawn from a specific geographical region (Tamil Nadu), which may affect the generalizability of the findings across India's diverse educational landscapes. Furthermore, the reliance on self-reported data for study habits introduces the potential for social desirability bias. It is also crucial to reiterate that the correlational design identifies relationships but does not establish causation. To build upon this work, future research should pursue longitudinal studies that track aspirants over time to observe habit development and its impact across multiple exam attempts. Comparative studies between TET aspirants and those preparing for other competitive exams (e.g., UPSC, NEET) could uncover universal versus test-specific effective habits. Finally, experimental research designs that implement and evaluate specific study habit interventions would be invaluable for confirming causal links and developing evidence-based training programs.

6. References

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