

RELATIONSHIP BETWEEN LIFE STYLES AND ACADEMIC ACHIEVEMENT OF TEACHER TRAINEES AT SECONDARY LEVEL

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ABSTRACT

The main aim of the present study was to investigate the relationship between life styles and academic achievement of teachers trainees studying in different colleges of Education of Kalaburgi district in Karnataka. A total number of 200 teacher trainees were selected by using random sampling technique. Tools used as adopted life style scale standardized by S.K.Bawa and S.Kour (2017) and achievement test constructed by the investigator respectively were administered to collect the required data and the proper objectives were framed and the null hypotheses were setup to test the objectives also the normative survey method was used. For analysis of data simple correlation technique was adopted. The procedure of data collection was also followed. The results of the study reveals that there is a positive and significant relationship between life styles and academic achievement of male and female, rural and urban, arts and science and Kannada and English medium teachers trainees. Further, it shows that the mean scores of life styles is more than the academic achievement of the trainees.

Keywords: Life styles, academic achievement, teacher trainees, secondary level, objectaives, hypotheses, method, sample, results, conclusion.

Introduction

Lifestyle is the interests, opinions, behaviours, and behavioural orientations of an individual, group, or culture. The broader sense of lifestyle as a "way or style of living" has been documented since 1961. Lifestyle is a combination of determining intangible or tangible factors. Other examples include living a college lifestyle, a vegan lifestyle, a minimalist lifestyle, green lifestyle, Christian lifestyle, post-grad lifestyle, etc. Lifestyle activity involves making active choices rather than inactive choices throughout the day. For example, taking the stairs instead of the elevator or parking your car farther away from your destination instead of as close as you can are considered lifestyle activity.

Healthy lifestyle habits are generally assumed to be important for high academic achievement. Poor academic performance has been linked with particular lifestyle behaviors, such as unhealthy diet, short sleep duration, high screen time, and low physical activity. However, little is known about how lifestyle behavior patterns (or combinations of behaviors) contribute to children's academic performance.

Objectives

The following objectives were framed for the present study

1. To investigation the relationship between life styles and academic achievement of male and female teachers trainees.
2. To investigation the relationship between life styles and academic achievement of rural and urban teachers trainees.
3. To investigation the relationship between life styles and academic achievement of arts and science teachers trainees.
4. To investigation the relationship between life styles and academic achievement of Kannada medium and English medium teachers trainees.

Hypotheses

The following are the research hypotheses for 1-8 objectives

1. There is a relationship between life styles and academic achievement of male and female teachers trainees.
2. There is a relationship between life styles and academic achievement of rural and urban teachers trainees.
3. There is a relationship between life styles and academic achievement of arts and science teachers trainees.
4. There is a relationship between life styles and academic achievement of Kannada medium and English medium teachers trainees.

Method Used

To know the relationship between two major variables that is life styles and academic achievement normative survey method was adopted which is capable of rendering important service, as it determines the present trends and helps to solve current problems in practical way. It can suggest course of future developments and contribute to the advancement of knowledge.

Sample

It represents a total sample of 200 teacher trainees at secondary level from Kalaburgi district were selected using random sampling technique.

Tools

The following tools were used to collect the data from teachers trainees from Kalaburgi district

1. Life Style scale constructed and standardised by S.K.Bawa and S.Kour (2017)
2. Academic Achievement test was constructed by the investigator by using scientific procedures on core paper.

Data collection

To collect the necessary data for the study printed copies of life style scale and achievement test constructed respectively were administered to different teachers trainees at secondary level in order to collect the data for finding the life styles and academic achievement of teacher trainees from Kalaburgi district.

Statistical Analysis

In pursuance of the objectives of the study as well as to test the hypotheses the correlation statistical technique was adopted.

Table-1. Correlation of Mean, SD and 't' Value between Life styles and Academic Achievement of Male teacher trainees

Achievement of Male teacher trainees						
Variables	Mean	Std. Dv.	Correlation Coefficient	t-value	p-value	Signi.
Life styles	172.2500	14.6110	0.4751	4.7860	<0.05	S
Academic Achievement	317.5600	30.1301				
Correlation of Mean, SD and ‘t’ Value between Life styles and Academic Achievement of Female teacher trainees						
Life styles	275.1000	12.0835	0.3452	0.4565	0.05	S
Academic Achievement	331.5400	31.5835				

The above table reveals that the obtained 't' value is greater than the tabled value at 0.05 level of significance ($r=0.4751$, $t=4.7860$). This shows that there is a positive and significant relationship between life styles and academic achievement of male teachers trainees. Further, the obtained 't' value is greater than the tabled value at 0.05 level of significance ($r=0.3452$, $t=0.4565$). It Shows that there is a positive and significant relationship between life styles and academic achievement of female teachers trainees.

Table-2. Correlation of Mean, SD and 't' Value between Life styles and Academic Achievement of Rural teacher trainees

Improvement of Rural teacher trainees						
Variables	Mean	Std. Dv.	Correlation Coefficient	t-value	p-value	Signi.
Life styles	172.8529	17.3067	0.7431	4.7858	<0.05	S
Academic Achievement	313.5000	29.0394				
Correlation of Mean, SD and ‘t’ Value between Life styles and Academic Achievement of Urban teacher trainees						
Life styles	171.9394	13.1452	- 0.3081	2.5871	<0.05	S
Academic Achievement	329.6515	30.6837				

The above table shows that the obtained 't' value is greater than the tabled value at 0.05 level of significance ($r = 0.7431$, $t = 4.7858$). This shows that there is a positive and significant relationship between life styles and academic achievement of rural teachers trainees. Further, the obtained 't' value is greater than the tabled value at 0.05 level of significance ($r = -0.3081$, $t = 2.5871$). This shows that there is a positive and significant relationship between life styles and academic achievement of urban teachers trainees.

Table-3. Correlation of Mean, SD and 't' Value between Life styles and Academic Achievement of Arts teacher trainees

Variables	Mean	Std. Dv.	Correlation Coefficient	t-value	p-value	Signi.
Life styles	165.8529	17.3067	0.6653	4.7826	<0.05	S
Academic Achievement	303.5000	20.0394				
Correlation of Mean, SD and ‘t’ Value between Life styles and Academic Achievement of Science teacher trainees						
Life styles	171.9394	13.1452	0.3183	2.5982	<0.05	S
Academic Achievement	319.6515	30.6837				

The above table indicates that the obtained 't' value is greater than the tabled value at 0.05 level of significance ($r = 0.6653$, $t = 4.7826$). This shows that there is a positive and significant relationship between life styles and academic achievement of arts teachers trainees. Further, the obtained 't' value is greater than the tabled value at 0.05 level of significance ($r = 0.3183$, $t = 2.5982$). This shows that there is a positive and significant relationship between life styles and academic achievement of science teachers trainees.

Table-4: Correlation of Mean, SD and 't' Value between Life styles and Academic Achievement of Kannada medium teacher trainees

Improvement of Kaimada medium teacher trainees						
Variables	Mean	Std. Dv.	Correlation Coefficient	t-value	p-value	Signi.
Life styles	271.9393	13.1362	0.4075	2.5862	<0.05	S
Academic Achievement	219.6514	40.6836				
Correlation of Mean, SD and ‘t’ Value between Life styles and Academic Achievement of English medium teacher trainees						
Life styles	261.7801	25.8328	0.3773	2.8146	<0.05	S
Academic Achievement	326.3510	33.4965				

S=Significant at 0.05 level

The above table reveals that the obtained 't' value is greater than the tabled value at 0.05 level of significance ($r = 0.4075$, $t = 2.5862$). This shows that there is a positive and significant relationship between life styles and academic achievement of Kannada medium teachers trainees. Further, the obtained 't' value is greater than the tabled value at 0.05 level of significance ($r = 0.3773$, $t = 2.8146$). This shows that there is a positive and significant relationship between life styles and academic achievement of teachers trainees.

Results of Tables 1-4

1. There is a positive and significant relationship between Life styles and academic achievement of male and female teachers trainees.
2. There is a positive and significant relationship between Life styles and academic achievement of rural and urban teachers trainees.
3. There is a positive and significant relationship between Life styles and academic achievement of arts and science teachers trainees.
4. There is a positive and significant relationship between Life styles and academic achievement of Kannada and English medium teachers trainees.

Conclusion:

On the basis of the results obtained in the present study the following conclusions were drawn there is a positive and significant relationship between life styles and academic achievement of male and female, rural and urban, arts and science and Kannada and English medium teachers trainees. Further, it shows that the mean scores of life styles is more than the academic achievement of the trainees. Healthy lifestyle education to students with effective steps can be taken to improve the academic achievement. Unhealthy lifestyle are at high risk for depression, anxiety so they will get less academic achievement. Accordingly, incorporating the concept of lifestyle promotion in the syllabus of schools, colleges and universities will help students, to effectively and efficiently play role in the development of their society.

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