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Perception of the Teachers about Student's Study Skills in Chennai District

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Abstract

Contemporary improvements in digital technology have profoundly influenced student learning in educational institutions. To thrive in the 21st century and meet established requirements, individuals must possess abilities such as problem-solving, particularly in digital ecology related to student learning, study habits, e-learning methodologies, and the integration of mobile phones in the educational process. The investigator seeks to understand teachers' perceptions regarding their students' study skills in the Chennai district. This study employs the survey approach. The technique of random sampling is employed to collect data. Approximately 520 middle school teachers submitted the data, comprising 218 from the State board and 302 from the CBSE board. The adapted instrument developed by the Investigator from the Pew Research Center's Intent and American Life Project online survey of middle and high school teachers (2012) was employed to assess teachers' perceptions of students' study ability. The results indicated that middle school teachers utilizing technology in classrooms, participating in conferences and workshops, and engaging in in-service programs demonstrated superior digital ecology in relation to student learning, study habits, and e-learning compared to their peers. It was also observed that CBSE board teachers utilized digital technology more efficiently than State Board teachers.

Keywords: *CBSE board, State Board teachers, Digital Ecology on Student Learning, Student Study Habits, E-Learning in Their Teaching and Using Cell Phones in the Learning Process.*

1. INTRODUCTION

The advancements in education have been catalyzed by digitalization. This evolving structure has led to the evolution of learners' requirements, traits, and the competences demanded of their educators. **Saavedra and Opfer (2012)** asserted

that classroom learning must be directly pertinent to students' lives and that a contemporary learning environment can be established by cultivating students' knowledge-generating abilities in conjunction with subject area expertise, fostering critical thinking skills, instructing them in learning methodologies, facilitating the sharing of learning outcomes, integrating technology to enhance learning, and promoting their holistic development throughout the academic process within the school setting.

To thrive in the 21st century, individuals must acquire abilities that include problem-solving, particularly in areas such as digital ecology in student learning, study habits, e-learning methodologies, and the integration of cell phones into the educational process. The attributes of educators are crucial in the educational process, as they consistently interact with various elements affecting educational quality and directly influence them **(Leigh & Mead, 2005)**. Furthermore, the knowledge and study skills of both teachers and their students are the primary factors that facilitate student development. The cultivation of efficient study skills is a crucial prerequisite for students' academic preparation and future success **(Mamba et al., 2021)**. Study abilities are considered a significant determinant of students' academic success across the educational spectrum **(Miranda et al., 2022)**. Focusing on study skills was considered essential for fostering academic success in pupils. Moreover, study skills are methodologies employed in learning that facilitate student achievement in educational institutions **(Bulent et al., 2019)**.

Educators typically regard students' study abilities, especially those associated with digital devices, as profoundly influencing learning outcomes. They perceive both advantageous and detrimental facets of digital ecology, e-learning, and mobile phone utilization in the educational process. While acknowledging the potential for improved engagement and information availability via e-learning and digital tools, they also articulate concerns over distractions, technology misuse, and the necessity for adequate supervision and training to utilize these tools properly. In this study the perception of student's study skills is viewed in the concept of digital ecology on student learning, student study habits, e-learning in their teaching and using cell phones in the learning process which is explained as follows:

1.1. Digital Ecology and Student Learning:

- **Positive:** In addition to providing access to digital materials, teachers recognize that a positive learning environment can increase students' motivation, engagement, and general learning capacity.
- **Negative:** Learning can be hindered by factors such as one's home background, insufficient educational facilities, and the inappropriate use of technology, particularly the internet. On top of that, not all pupils have the computer literacy to make good use of the internet and its many tools.

1.2. E-learning:

- **Positive:** Teachers regard e-learning as a tool for increasing teaching productivity, facilitating distant learning, and creating more inclusive learning environments. They also believe it will result in a better knowledge of the course material and increased performance for a large number of pupils.
- **Negative:** Some teachers are concerned that e-learning will replace traditional teaching techniques, potentially leading to a preference for online materials over in-person interactions. Others worry that pupils would become sidetracked by online content or struggle to adjust to new e-learning programs.

1.3. Student Study Habits:

- **Positive:** Educators value students who actively seek knowledge, engage in online debates, and employ diverse digital tools for learning.
- **Negative:** Certain students may encounter difficulties with time management and organization during the move to online learning environments. Individuals may be readily diverted by social media or other digital content, adversely affecting their concentration on academic responsibilities.

1.4. Cell Phones in the Learning Process:

- **Positive:** Teachers have come to realize that students' mobile phones can serve as

powerful learning aids. These devices allow students to stay connected, access a wealth of information, and even participate in educational apps and platforms.

- **Negative:** Cell phones have the potential to be a significant source of distraction, which can result in students either ignoring their schoolwork or participating in inappropriate behavior when using the internet. It is possible that teachers will need to address concerns over the use of cell phones during class time in order to ensure that this does not interrupt the atmosphere in which students are learning.

According to the majority of educators, digital technologies are seen as a double-edged sword in the field of education. In spite of the fact that they acknowledge the possibility of improved learning and engagement, they also stress the significance of responsible digital citizenship, efficient training, and a well-rounded strategy for using technology into the educational process.

2. NEED AND IMPORTANCE OF THE STUDY

The goal of education in the 21st century should be to prepare students for a wider range of careers than only the commercial world. Those who participate in it should acquire the skills essential to become responsible and engaged members of society. Teachers in the 21st century should serve as models for their pupils and make efficient use of their educational and communication skills in order to fulfill the social expectations that have been placed on them. Providing students, who spend the majority of their time in school and look up to them as role models, with the appropriate learning study skills and having better experiences in the learning environments for which they were prepared, enables students to define themselves, take on new responsibilities, and use entrepreneurial skills. It is of great importance for teachers to provide their students with these skills.

The way in which pupils learn in schools has been drastically altered as a result of the improvements that have been made in the field of digital technology in the modern moment. This transition can be ascribed to a number of advancements in digital technology. Some examples of these innovations include e-learning, mobile learning, virtual classrooms, game-based instruction, interactive multimedia, and computer-based learning. These innovations have made it easier for students to learn independently. In light of the fact that they now have access to these digital resources, learning is no longer restricted to the confines of a classroom and predetermined timetables; thus, their study habits and abilities have undergone a complete transformation from books to the e-books and e-resources. Students, on the other hand, have access to a vast amount of knowledge online through their computers and smart phones, which has completely revolutionized the way that education is delivered in the 21st century. As a consequence of this, educators, teachers, and other stakeholders in education need to embrace innovation in order to adjust to these changes.

In light of the fact that the world is becoming more and more digitalized and networked, there has grown a pressing need to provide pupils with the digital skills and competencies that are necessary. Teachers have been driven to quickly modify their teaching techniques and embrace digital technologies in order to enhance and ensure the deep and effective learning of their pupils through their study habits and digital ecological learning. Furthermore, the attitudes and views that teachers have regarding digital technology can have an effect on whether or not they are willing to employ it in the classroom. When it comes to digital technology, having a good attitude can lead to increased enthusiasm to learn and utilize it, while having a negative attitude can create barriers that prevent efficient implementation. The view of the teachers regarding the study abilities of their students, such as the impact of digital ecology on student learning, student study habits, the incorporation of e-learning into their teaching, and the utilization of mobile phones in the learning process, is of the utmost importance for students in today's digital contemporary era.

3. REVIEW OF RELATED LITERATURE

The study by **Borbon, Dianne Julianie et al. (2025)** examined the impact of critical thinking and study abilities on the academic performance of senior high school students at Lorenzo S. Sarmiento Sr. National High School. The primary objective of the study was to assess the levels of critical thinking skills, study skills, and academic success of students based on specific indicators, investigate the significant correlation between

critical thinking skills and academic success, analyze the relationship between study skills and academic success, and determine which domains of critical thinking and study skills significantly impacted students' academic success. This research utilized a quantitative-correlational design with a sample of 213 Grade 11 students. The research employed statistical techniques, such as mean, Spearman's rho, and multiple regression analysis. The findings revealed a high level of critical thinking skills, a high level of study skills, and a high level of academic success; a significant correlation existed between critical thinking skills and students' academic success, as well as between study skills and students' academic success. Additionally, all three domains of critical thinking skills and three of the four domains of study skills impacted the students' academic achievement. Consequently, critical thinking and study skills were crucial in attaining students' academic achievement.

Study skills encompass several tactics and strategies employed by individuals to improve their learning and academic achievement. The study conducted by **Sukhraj Singh (2024)** examined the impact of various teaching styles on the academic performance of 208 10th-grade students enrolled in government secondary schools in District Patiala, affiliated with the Punjab School Education Board. The study utilized a descriptive research approach, including numerous correlations and regression to examine data gathered from students, facilitated by the Study Skills Assessment Tool created by **Vijayabano& Sri (2017)**. The study's findings indicate that reading aloud, note-taking, studying, memorizing, test preparation, time management, and comprehension are all major determinants of students' academic progress.

The study conducted by **Kara, Anagun, Boyacı, and Yaşar (2022)** seeks to elucidate the mediating function of teacher self-efficacy in the relationship between students' evaluations of learning experiences and teachers' perceptions of efficacy regarding 21st-century abilities. The research participants comprised two groups. The first group comprises 262 teachers, whereas the second group consists of 622 primary school children. Data were gathered using the Learning Experience Perceptions Scale (LEPS), the Turkish version of the Teachers' Sense of Efficacy Scale (TTSES), and the 21st Century Skills and Competences Scale (21stCSCS). The data were analyzed using Two-Stage Structural Equation Modeling (SEM). The research findings indicated that teacher self-efficacy fully mediates the relationship between students' assessments of their learning experiences and teachers' judgments of competence in 21st-century abilities.

4. RESEARCH QUESTIONS

- Is there is any significant mean difference between the State Board and CBSE Board teachers in the dimensions ofperception of the teachers about student's study skills namely digital ecology on student learning, student study habits, e-learning in their teaching and using cell phones in the learning process?
- Is there is any significant mean difference between either technology used in the class room by teachers or not in the dimensions of perception of the teachers about student's study skills namely digital ecology on student learning, student study habits, e-learning in their teaching and using cell phones in the learning process?
- Is there is any significant mean difference between either in-service program attended by teachers or not attended in the dimensions of perception of the teachers about student's study skills namely digital ecology on student learning, student study habits, e-learning in their teaching and using cell phones in the learning process?
- Is there is any significant mean difference between either conference/workshop attended by teachers or not attended in the dimensions of perception of the teachers about student's study skills namely digital ecology on student learning, student study habits, e-learning in their teaching and using cell phones in the learning process?

5. METHODOLOGY

Using a survey technique, the State Board and CBSE Board teachers in Chennai District who taught all the subjects from grades VI through X took part in the study. The survey method is employed for this investigation. Data is gathered using the random sampling approach. The data came from over 520 teachers, 218 of them were from the State board and 302 from the CBSE board. The perception of teachers regarding

students' study ability was assessed using a modified instrument created by the researcher from the Pew Research Centers Intent and American Life Project online survey of teachers at middle and high school teachers (2012). With four dimensions—student study habits, the impact of digital ecology on learning, e-learning in the classroom, and the use of cell phones in the learning process—the instrument has a total of 38 items.

6. FINDINGS OF THE STUDY

Table–1: Significant mean difference between the State Board and CBSE Board teachers in the dimensions of Perception of Teachers about Student's Study Skill (N = 520)

Variable and its Dimensions	Type of Board				't' value	Level of Significance
	State Board (N=218)		CBSE (N=302)			
	Mean	S.D	Mean	S.D		
Digital ecology on Student Learning	25.09	1.301	27.74	0.691	30.067	**P<0.001**
Student Study habits	20.32	1.999	22.07	1.896	10.187	**P<0.001**
E-learning in their teaching	67.43	3.456	73.37	3.530	19.156	**P<0.001**
Using Cell phones in the learning process	16.92	1.450	18.23	1.399	10.382	**P<0.001**
Overall total for Perception of Teacher's about Student's Study Skills	242.59	10.293	264.59	10.864	23.297	**P<0.001**

It is evident from the above table that CBSE board teachers were found to be better in digital ecology on student learning, student study habits, e-learning in their teaching and using cell phones in the learning process than the State board teachers. Moreover, it is also evident that they are significant at 1% level.

Table–2: Significant mean difference between the teachers using the technology in the class room in the dimensions of Perception of Teachers about Student's Study Skill (N = 520)

Variable and its Dimensions	Technology using in the class				't' value	Level of Significance
	Yes (N=273)		No (N=247)			
	Mean	S.D	Mean	S.D		
Digital ecology on Student Learning	28.44	1.669	26.84	1.595	2.784	**P<0.001**
Student Study habits	23.10	2.129	21.60	2.091	2.659	**P<0.001**
E-learning in their teaching	74.29	4.532	71.53	4.516	3.124	**P<0.001**
Using Cell phones in the learning process	17.64	1.516	17.72	1.610	0.635	P>0.005
Overall total for Perception of Teacher's about Student's Study Skills	257.30	15.160	253.65	14.933	3.294	**P<0.001**

It is observed from the above table that the teachers who were using the technology in the class rooms were found to be better in digital ecology on student learning, student study habitsand e-learning in their teaching than the teachers who doesn't use technology. Moreover, it is also evident that they are significant at 1% level. Further, it is also found that in the dimension namely using cell phones in the learning process do not in the groups.

Table–3: Significant mean difference between the teachers attended the in-service programme in the dimensions of Perception of Teachers about Student's Study Skill (N = 520)

Variable and its Dimensions	In-service Programme				't' value	Level of Significance
	Attended (N=324)		Not-attended (N=196)			
	Mean	S.D	Mean	S.D		
Digital ecology on Student Learning	29.14	1.732	27.43	1.086	10.448	**P<0.001**
Student Study habits	24.08	2.112	21.76	2.081	3.548	**P<0.001**
E-learning in their teaching	75.91	4.450	72.48	4.295	6.542	**P<0.001**
Using Cell phones in the learning process	20.41	1.580	18.13	1.421	5.366	**P<0.001**
Overall total for Perception of Teacher's about Student's Study Skills	261.67	14.800	251.47	13.839	7.498	**P<0.001**

It is evident from the above table that teachers who have attended the in-service programme were found to be better in digital ecology on student learning, student study habits, e-learning in their teaching and using cell phones in the learning process than teachers who have not attended the in-service programme. Moreover, it is also evident that they are significant at 1% level.

Table–4: Significant mean difference between the teachers attended the conference/workshop in the dimensions of Perception of Teachers about Student's Study Skill (N = 520)

Variable and its Dimensions	Conference/Workshop				't' value	Level of Significance
	Attended (N=330)		Not-attended (N=190)			
	Mean	S.D	Mean	S.D		
Digital ecology on Student Learning	27.01	1.501	25.97	1.677	7.290	**P<0.001**
Student Study habits	22.61	2.057	20.86	2.158	3.910	**P<0.001**
E-learning in their teaching	72.75	4.446	69.37	4.375	5.913	**P<0.001**
Using Cell phones in the learning process	19.94	1.518	17.23	1.536	5.077	**P<0.001**
Overall total for Perception of Teacher's about Student's Study Skills	258.67	14.769	249.63	14.219	6.881	**P<0.001**

It is inferred from the above table that teachers who have attended the conference/workshop were found to be better in digital ecology on student learning, student study habits, e-learning in their teaching and using cell phones in the learning process than their counter parts. Moreover, it is also evident that they are significant at 1% level.

7. CONCLUSION

In contrast to other professions, digital competence in the educational process is multi-faceted, comprising two distinct stages. Firstly, educators must exhibit adeptness in utilizing technology effortlessly, so serving as a model for students to emulate. Secondly, their digital competence must be pedagogically oriented, necessitating ongoing pedagogical judgments regarding how digital technology might augment learning opportunities for students across diverse courses. The utilization of digital technology by teachers is crucial for student learning. The current study indicates that teachers utilizing digital tools in the classroom, participating in conferences and workshops related to digital technology, and engaging in in-service programs have improved their use of digital tools in

teaching, thereby facilitating the development of new study habits among students. By using digital technology into curricula, instructional materials, methodologies, and various teaching media, teachers can enhance the efficiency and enjoyment of education for students, promoting creativity, effective communication, critical thinking, and problem-solving abilities.

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