

Exploring Relationship between Home Environment and Study Habits of Pre-service Teachers of DIETs from Delhi

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Abstract

The present study was an attempt to explore the relationship between home environment and study habits of pre-service teachers of DIETs from Delhi. The main objectives of this paper were to study the home environment and study habits of pre-service teachers and to study the relationship between their home environment and study habits. sample of 80 pre-service teachers was taken into consideration by using random sampling. The study habit inventory developed by M.N. Palsane and Anuradha Sharma, and home environment inventory developed by Karuna Shanker Mishra were used to measure the study habits and the home environment of pre-service teachers of DIETs from Delhi. Percentage (%), t-test and co-efficient of correlation were used by the investigator to analyse the data for testing the hypotheses and relationship between study habits and home environment of pre-service teachers. The investigator found no significant difference between home environment and study habits of male and female pre-service teachers of DIETs. Positive and significant relationships were found between the study habits and home environment of pre-service teachers.

INTRODUCTION

Education is the process of change and development. The education

and study habits are connected with each other. Education helps in the development of good study habits

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and study habits lead to educational achievement and success in future. Study habits refer to the ability of the learner to schedule the time according to one's needs and interests; devotion of time and attention to gain new, extra and advanced knowledge; plan of the study; the habit of concentration, learning, thinking, decision making, retention, reading, memorisation, note taking, mental review, etc. Hence good study habits are more important for teachers, prospective teachers and students, etc.

A study habit occupies an important place in educational achievement as well as the learning process in our lives.

It has become a milestone of student's future in this highly competitive and progressive world. Good study habits are the gateway of knowledge, understanding and wisdom. Education and study habits are positively intertwined. The home environment provides the basic initial foundation for learning and development of children. It is an informal environment in which a child lives. Home environment affects study habits directly and indirectly. Healthy home environment improves the quality of cognitive, affective, psychomotor, social and intellectual aspects of the children.

REVIEW OF LITERATURE

Monika Saini (2010) conducted a study on the academic achievement of senior secondary school students by taking the variables of study

habits, home environment and school environment. Descriptive survey method was used for this study and a sample of 600 Scheduled Caste students from three districts were taken into consideration. The research findings showed no significant relationship between study habits and academic achievement. Home environment played a significant role in the academic achievement of senior secondary school students. Rajakumar and Soundararajan (2012) studied the study habits of higher secondary students in Tirunelveli District. They considered 1060 higher secondary students as sample. It was found that there was no significant difference between male and female, rural and urban higher secondary students with respect to their study habits. No significant difference was found between day scholar and hostel staying, government and aided higher secondary school students with respect to their study habits. Chand (2013) conducted a study on the study habits of government and private school students. Students from nuclear and joint families were considered as sample in this study. There was no significant difference between school students belonging to nuclear and joint families on different components of study habits. Students studying in home environment government the schools were significantly better than of than students studying in private schools. With the regards to the were significantly better than government

school students. There was no significant difference found between government and private secondary school students with respect reading and note taking, concentration, habit and interest. Singh (2016) studied the academic achievement of Class XI and XII students in mathematics subject in relation with study habits and home environment. 600 students from the government and non-government senior secondary schools were considered as sample. Findings revealed that the relationship among the different categories of study habits, and the different categories of the home environment and their academic achievement in mathematics was significant. Rathee, et al. (2017) had undertaken a study on the effect of home environment on study habits of secondary school students. The findings of the study revealed significant difference in the study habits of boys and girls belonging to rural and urban background. No significant difference was found in the study habits of urban and rural students but significant relationship existed between the home environment and study habits of secondary school students. After reviewing the literature, it was found that many studies were conducted on secondary and senior secondary school students by taking different variables, i.e., academic achievements and study habits, home environment and school environment (Saini 2010) and study habits and types of family (Rajakumar and Soundararajan,

2012; Chand, 2013), and home environment and study habits (Rathe et al., 2017). Very few studies have been conducted by taking the variables of home environment and study habits together and no study was done on pre-service teachers regarding these two variables. Therefore, the investigator chose to explore the relationship between the study habits and home environment of pre-service teachers.

NEED AND SIGNIFICANCE OF THE STUDY

Pre-service teachers are the prospective teachers. Therefore, it is mandatory that pre-service teachers should know the importance of study habits and develop their study habits properly. They should know the proper, accurate, systematic and efficient way of learning. If they are well aware of the situation, they can guide their children or make arrangements for the same. Study habits are imperative for all the pre-service teachers for improvement in their learning. A proper study habit helps pre-service teachers to develop proper attitude towards study and avoid wasting time or energy unnecessarily. It has been concluded after the review of related literature that many studies have been conducted on school students by taking the variables of home environment, study habits and academic achievements, etc. No study has been conducted on the variables of home environment and

study habits of pre-service teachers of DIETs from Delhi. Therefore, in this study, an attempt has been made to analyse the study habits and home environment of pre-service teachers of DIETs from Delhi. The result of this study will provide awareness to parents, students, pre-service teachers, teacher educators and educational institutes.

OBJECTIVES OF THE STUDY

1. To study the home environment and study habits of pre-service teachers of DIETs from Delhi.
2. To study the relationship between home environment and study habits of pre-service teachers of DIETs from Delhi.

HYPOTHESES OF THE STUDY

1. There is a significant relationship between home environment and study habits of pre-service teachers of DIETs from Delhi.
2. There is a significant difference in study habits between male and female pre-service teachers of DIETs from Delhi.
3. There is a significant difference in the home environment of male and female pre-service teachers of DIETs from Delhi.

OPERATIONAL DEFINITIONS

Study Habit: It refers to a consistent routine followed by the students for their studies on a daily basis. It includes eight dimensions of study habits inventory, i.e., Budgeting

Time (BT), Physical Conditions (PC), Reading Ability (RA), Note Taking (NT), Learning Motivation (LM), Memory (M), Taking Examination (TE), Health (H), etc.

Home Environment: It refers to psychological, social relationship of parents with their children at home. It includes all the 10 areas of home environment inventory, i.e., control, protectiveness, punishment, conformity, social isolation, reward, deprivation of privileges nurturance, rejection, and Permissiveness.

Pre-service Teachers: Pre-service teachers are prospective teacher trainees or D.El.Ed. students who are taking training from the District Institute of Education and Training.

RESEARCH DESIGN

Survey method was used for collecting the data. Total 80 (40 males and 40 females) pre-service teachers were selected through random sampling. Two standardised tools (Environment Inventory and Study Habit Inventory) were used in this study. M.N. Palsane and Anuradha Sharma's 1971 study habit inventory was used to measure the study habits of pre-service teachers of DIETs. This inventory covered eight major areas and home environment inventory developed by Karuna Shanker Mishra 1983 was used to analyse home environment of pre-service teachers of DIETs. Home environment inventory contained 10 dimensions.

DELIMITATIONS OF THE STUDY

- The present study was confined to 80 pre-service teachers of DIETs from Delhi.
- This study was confined to eight areas of M. N. Palsane and Anuradha Sharma's 1971 study habit inventory, and 10 dimensions of Karuna Shanker Mishra's 1983 home environment inventory.

ANALYSIS OF THE DATA

Descriptive and inferential statistics were used by the investigator to analyse the data collected by using the standardised tools of home environment inventory (Karuna Shanker Mishra) and study habit inventory (M. N. Palsane and Anuradha Sharma). Percentage was used to study the home environment and study habits of pre-service

teachers, and t-test and co-efficient of correlation were used to test the hypothesis and relationship between home environment and study habits of pre-service teachers.

Tools of Home Environment Inventory

A. Control

Control means autocratic and very restricted atmosphere at home. 27.5 per cent pre-service teachers reported high control by their parents at home, 47.5 per cent of the pre-service teachers' reported that control was average at home and 25 per cent of the pre-service teachers' their parents control was low.

B. Protectiveness

After the analysis of data, it was found that protectiveness the 34 per cent of pre-service teachers' of was high at

Table 1
Home Environment of the Pre-service Teachers of DIETs from Delhi

S.No	Dimensions	High		Average		Low	
		N	%	N	%	N	%
1.	A: Control	22	27.5	38	47.5	20	25
2.	B: Protectiveness	27	34	32	40	21	26
3.	C: Punishment	21	26	33	41	26	33
4.	D: Conformity	22	27.5	38	47.5	20	25
5.	E: Social isolation	20	25	37	46	23	29
6.	F: Reward	25	31	41	51	14	18
7.	G: Deprivation of privileges	20	25	44	55	16	20
8.	H: Nurturance	24	30	41	51	15	19
9.	I: Rejection	24	30	32	40	24	30
10.	J: Permissiveness	21	26	39	49	20	25

home. This showed their parents were concerned about them, protectiveness of 40 per cent of the pre-service teachers' was average at home and protectiveness of 26 per cent of the pre-service teachers was low.

C. Punishment

26 per cent pre-service teachers responded that punishment level was high at home. This showed rigid and strict discipline at home, 41 per cent of the pre-service teachers' punishment was average whereas 33 per cent of the pre-service teachers' punishment was low.

D. Conformity

On the basis of the responses of pre-service teachers in the case of conformity dimension of home environment (commands or orders followed by them), it was found that 27.5 per cent of the pre-service teachers' conformity was high. They follow the commands and directions given by their parents, 47.5 per cent of the pre-service teachers' conformity was average and 25 per cent of the pre-service teachers' conformity was low.

E. Social Isolation

In the case of social isolation dimension of home environment, it was found that 25 per cent of the pre-service teachers' social isolation was high. They want to live alone in case of negative sensations, 46 per cent of the pre-service teachers' social isolation was average and 29 per cent of the pre-service teachers' social isolation was low.

F. Reward

31 per cent pre-service teachers reported receiving high reward. They believed that reward is to strengthen the desired behaviour. They received materialistic and symbolic rewards from their parents. 51 per cent of the pre-service teachers' responded receiving average rewards and 18 per cent of the pre-service teachers reported receiving low rewards.

G. Deprivation of Privileges

In case of deprivation of privileges dimension, it was found that 25 per cent of the pre-service teachers' deprivation of privileges was high. Their parents were controlling their behaviour by depriving them their rights. 55 per cent of the pre-service teachers' deprivation of privileges was average and 20 per cent of the pre-service teachers' deprivation of privileges was low.

H. Nurturance

On the basis of the perception of pre-service teachers in case of nurturance dimension of home environment, it was found that 30 per cent of the pre-service teachers' nurturance was high at home. 51 per cent of the pre-service teachers' nurturance was average and 19 per cent of the pre-service teachers' nurturance was low at home.

I. Rejection

It means conditional love, conditional freedom and have no all rights as a person. In the case of rejection dimension of home environment, it was found that 30 per cent of the

pre-service teachers reported high rejection, 40 per cent of the pre-service teachers reported' average rejection and 30 per cent of the pre-service teachers reported' low rejection.

J. Permissiveness

It means freedom to express one's views freely. On the basis of the responses of pre-service teachers, it can be concluded that 26 per cent of the pre-service teachers' permissiveness was high, 49 per cent of the pre-service teachers' permissiveness was average and 25 per cent of the pre-service teachers' permissiveness was low. The results of the above analysis are shown in Figure 1 with the help of a bar graph.

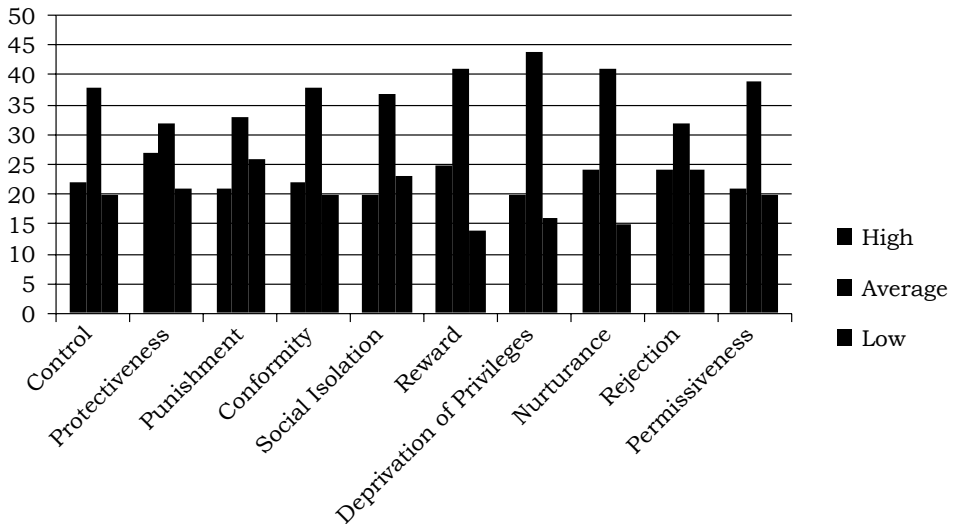


Figure 1: Home Environment of the Pre-service Teachers of DIETs from Delhi

Table 2
Study Habits of Pre-service Teachers of DIETs from Delhi

S. No	Area	Excellent (E)	Very Good (VG)	Average (A)	Unsatisfactory (U)	Very Unsatisfactory (VU)
1.	Budgeting time (BT)	13 (16%)	24 (30%)	31 (39%)	8 (10%)	4 (5%)
2.	Physical Conditions (PC)	16 (20%)	17 (21%)	29 (36%)	14 (18%)	4 (5%)
3.	Reading Ability (RA)	12 (15%)	19 (23%)	41 (51%)	4 (5%)	4 (5%)
4.	Note Taking (NT)	10 (12.5%)	11 (14%)	30 (37.5%)	24 (30%)	5 (6%)

5.	Learning Motivation (LM)	10 (12.5%)	23 (29%)	35 (44%)	9 (11%)	3 (4%)
6.	Memory (M)	9 (11%)	19 (24%)	34 (42%)	11 (14%)	7 (9%)
7.	Taking Examination (TE)	15 (19%)	20 (25%)	25 (31%)	14 (17.5%)	6 (7.5%)
8.	Health (H)	13 (16%)	19 (24%)	33 (41%)	11 (14%)	4 (5%)

Tools of Study Habits Inventory

Table 2 represents the analysis of data collected by the use of study habit inventory (M. N. Palsane and Anuradha Sharma 1971, regarding pre-service teachers of DIETs.

Budgeting Time (BT)

Budgeting time is important to plan the study time. with respect to the budgeting time aspect of study habits inventory, it was found that 16 per cent pre-service teachers were excellent in budgeting time, 30 per cent pre-service teachers were very good, 39 per cent pre-service teachers were average, 10 per cent pre-service teachers were unsatisfactory and only 5 per cent pre-service teachers were very unsatisfactory.

Physical Conditions (PC)

Physical conditions play an important part in study habits. The place for study should be calm and quiet, it is the desirable condition for developing a good study habit. From the Table 2, it was found that 20 per cent pre-service teachers agreed that they have excellent physical conditions for study at home and their physical conditions support them

in developing study habits, 21 per cent pre-service teachers have very good physical conditions for study, 36 per cent pre-service teachers have average physical conditions for study, 18 per cent pre-service teachers have unsatisfactory physical conditions for study, whereas only 5 per cent pre-service teachers have unsatisfactory physical conditions for study at home.

Reading Ability (RA)

Reading ability and skills, whether it is loud reading or silent reading, are very important for any kind of study. In case of reading ability area of study habits inventory, it was found that 15 per cent pre-service teachers have excellent reading ability, 23 per cent pre-service teachers have very good reading ability, 51 per cent pre-service teachers have average reading ability, 5 per cent pre-service teachers have unsatisfactory reading ability and only 5 per cent pre-service teachers have very unsatisfactory reading ability.

Note Taking (NT)

Taking notes is an important learning activity and helps in study. In case of note taking dimension of study habit

inventory, it was found that 12.5 per cent pre-service teachers have excellent note taking habit, 14 per cent pre-service teachers have very good note taking habit, 37.5 per cent pre-service teachers were average in note taking, 30 per cent pre-service teachers have unsatisfactory note taking habit and only 6 per cent pre-service teachers have very unsatisfactory note taking habit.

Learning Motivation (LM)

Desire to learn is an important consideration for self-motivation. If someone is genuinely interested in learning, he/she may quickly learn and retain it for a long time. Learning motivation affects the study habits. In case of learning motivation aspect of study habit inventory, it was found that 12.5 per cent pre-service teachers stated that they excellent learning motivation, 29 per cent pre-service teachers have very good learning motivation, 44 per cent pre-service teachers have average learning motivation, 11 per cent pre-service teachers have unsatisfactory and only 4 per cent pre-service teachers have very unsatisfactory learning motivation.

Memory (M)

Memory helps in learning, updating improving and retaining the matter. With respect to the memory aspect of study habit inventory, it was found that 11 per cent pre-service teachers have excellent memory for developing and improving study habits, 24 per cent pre-service teachers

have very good memory, 42 per cent pre-service teachers have average memory, 14 per cent pre-service teachers have unsatisfactory memory and 9 per cent pre-service teachers have very unsatisfactory memory.

Taking Examination (TE)

Regular study habits prepare students mentally for the examination. Knowledge of the result motivates us and direct our efforts. In case of 'taking examination' aspect of study habit inventory, it was found that 19 per cent pre-service teachers were excellent in this area of study habits, 25 per cent pre-service teachers were very good in this area, 31 per cent pre-service teachers were average, 17.5 per cent pre-service teachers were unsatisfactory, whereas 7.5 per cent pre-service were very unsatisfactory in this area.

Health (H):

Regular and healthy food eating, exercise, recreation and sleep help in maintaining good health and sound mental health which are necessary to achieve success in the examination and for developing regular study habits. In case of health area of study habit inventory, it was found that 16 per cent pre-service teachers have excellent healthy habits, 24 per cent pre-service teachers have very good healthy study habits, 41 per cent pre-service teachers have average, 14 per cent pre-service teachers have unsatisfactory and only 5 per cent have very unsatisfactory healthy

study habits. The results of the above analysis are shown in Figure 2 with the help of a bar graph.

Table 3 shows that there was no significant difference at 0.05 level of significance between the home environment of male and female pre-service teachers in the dimensions of control, conformity, protectiveness, social isolation, reward, nurturance, punishment and permissiveness. It was found that there was a significant difference in the dimension of deprivation of privileges and rejection.

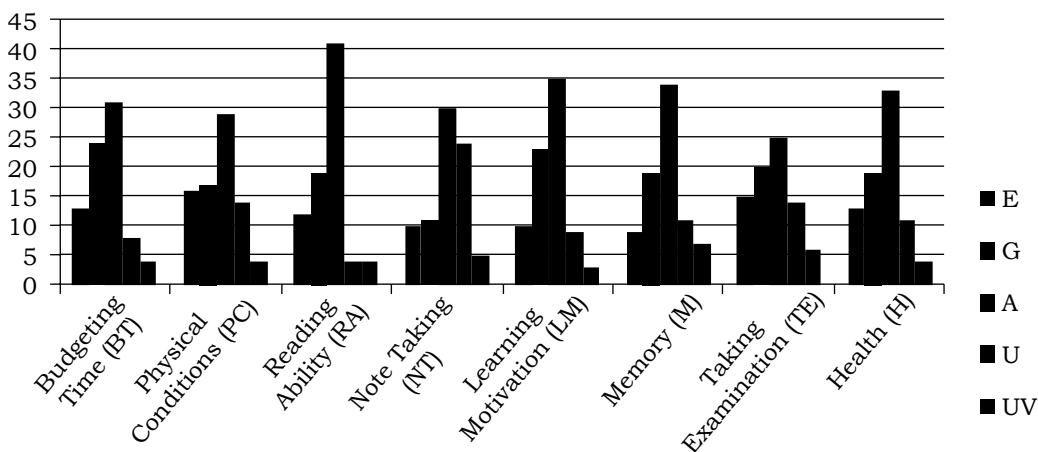


Figure 2: Study Habits of Pre-service Teachers of DIETs from Delhi

Table 3
Home Environment of Male and Female Pre-service Teachers of DIETs from Delhi

S.No.	Dimensions	Male Student Teachers (40)		Female Student Teachers (40)		T-test
		Mean	SD	Mean	SD	
1.	Control	23.1	4.41	24.35	6.04	0.294
2.	Protectiveness	28.7	5.68	27.85	5.38	0.494
3.	Punishment	26.4	8.3	26.25	4.05	0.9189
4.	Conformity	27.72	4.05	25	5.04	.0094
5.	Social Isolation	13.3	5.91	17.82	4.41	.00021
6.	Reward	28.47	5.76	23.95	8.81	.00081
7.	Deprivation Privileges	7.72	5.33	13.77	3.60	7.547
8.	Nurturance	20.75	4.93	20.22	5.13	0.642
9.	Rejection	11.12	5.62	16.15	4.42	2.917
10.	Permissiveness	22.25	4.69	22.77	3.31	0.565

Table4
Study Habits of Male and Female Pre-service Teachers of DIETs from Delhi

S. No	Area of study habit inventory	Male pre-service Teachers (40)		Female pre-service Teachers (40)		<i>t-value</i>
		<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	
1.	Budgeting time (BT)	7.22	1.25	8.1	1.03	.001
2.	Physical Conditions (PC)	8.15	1.65	7.92	1.60	0.53
3.	Reading Ability (RA)	9.75	1.10	9.87	1.50	0.67
4.	Note Taking (NT)	3.45	1.31	4.27	1.30	.006
5.	Learning Motivation (LM)	7.15	1.35	6.65	1.45	.115
6.	Memory (M)	5.15	1.05	5.1	0.84	0.814
7.	Taking Examination (TE)	12.9	2.84	12.6	2.58	0.623
8.	Health (H)	4.47	1.08	3.95	1.08	0.033

Table 5
Relationship between Home Environment and Study Habits of Pre-service Teachers of DIETs from Delhi

Variables	Number of Student Teachers	R	Significance Level
Study habit	80	0.224	Significant at .05 level and .01 level
Home environment	80		

Table 4 shows that t-value of study habits of male and female pre-service teachers were not significant. Hence, the second hypothesis that there is a significant difference in the study habits of male and female pre-service teachers of DIETs is rejected.

It was observed that the correlation coefficient between overall home environment and study habits of the pre-service teachers is 0.224, which is positive and also significant at .05 level. It indicated a significant relationship between home environment and study habits, and both are positively correlated. Therefore, it can be concluded that

home environment of the D.El.Ed. student teachers has a positive impact on their study habits.

FINDINGS AND DISCUSSION

A healthy favourable home environment is likely to enhance pre-service teachers' personality and temperament to achieve academic success. 47.5 per cent pre-service teachers agreed that parents have an average level of control over them at home. 40 per cent pre-service teachers felt that parents show average protectiveness over them. 46 per cent perceived that parents do isolate them from the people for negative sanction. It has been found

after the study of home environment of the pre-service teachers that in the 'high level' category, highest number of student teachers, i.e., 34 and 31 per cent falls in protectiveness and reward dimension of home environment. On the other hand, in the category 'low level', highest number of student teachers i.e., 33 per cent falls in punishment dimension of home environment. The present study indicated that 51 per cent pre-service teachers show average level of study habits. Only 11 to 20 per cent of pre-service teachers shows excellent study habits inventory.

A significant difference was found in the dimension of deprivation of privileges and rejection among male and female pre-service teachers. Home environment played a significant effect on the academic achievement of senior secondary school students (Saini, 2010; Parvinder, 2016). The correlation coefficient between overall home environment and study habits of the pre-service teachers is 0.224, which is positive and indicated a significant relationship between home environment and study habits, and both are positively correlated. Rajakumar and Soundararajan (2012) and Rathee, Neeru and Seema (2017) discussed that there was no significant difference between male and female, rural and urban higher secondary students with respect to their study habits. After investigation, it was found that the study habits of male and female pre-service teachers were not significant.

CONCLUSION

This study revealed that there is a positive relation in the study habits of male and female pre-service teachers with regard to their home environment. Home environment plays an important role in the life of an individual and helps in one's all-round development. Therefore, it is the duty of parents to provide a comfortable home environment to their wards inside as well as outside the home.

Many pre-service teachers have the urge to study and achieve better but they are not well aware of the strategies or techniques to study effectively. Pre-service teachers can be benefited if an effective study habits programme is developed and implemented in the DIETs. The findings of the study will be helpful for the teacher educators and prospective teachers to develop the regular study habit student of teachers by providing congenial environment to improve their study habits. The findings of the study instruct and guide the teachers and parents. This research suggests to think deeply about a new direction and ways for the improvement of the education of pre-service teachers of DIETs. In a nutshell, the present study will help pre-service teachers to develop proper study habits, and actualise their abilities and potentials. A well-planned study programme should be organised for pre-service teachers to pursue their interests in various subjects, which will lead to the development of their personalities. This will enable them to do smart work during their studies.

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