



# INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

## RELATIONSHIP BETWEEN STUDY HABIT AND HOME ENVIRONMENT OF PROSPECTIVE TEACHERS

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### Abstract

This study aimed to explore the relationship between Study Habit and the Home Environment of prospective teachers in Chennai District of Tamil Nadu state. A sample of 200 prospective teachers from the Tamil Nadu state of Chennai district was selected for the study. A survey method of investigation was employed. Home Environment inventory developed by Dr.Karuna Shankar Mishra 2012 and the Study Habits inventory developed by M.N. Palsane & Anuradha sharma 2014 were used to collect the relevant data. The coefficient of correlation was used to analyze the data. The study's findings showed that there is no significant correlation between Study Habits and the Home Environment of male and female prospective teachers. Also, there is no significant correlation between Study Habits and the Home Environment of rural as well as urban prospective teachers.

**Keywords:** Home Environment, Study Habits, Prospective Teachers.

### Introduction

Study Habits are defined as those techniques, such as summarizing, note-taking, outlining, or locating material which learners employ to assist themselves in the efficient learning of the material at hand. The term "Study Habit" implies a sort of more or less permanent method of studying. According to Good's Dictionary of Education, "Study Habit is the tendency of the pupil to study when the opportunities are given, the pupil's way of studying whether systematic or unsystematic, efficient or inefficient." Study Habits are the essence of a dynamic personality. Proper Study Habits enable an individual to reap a good harvest in the future. The present society is a competitive society, where the principle of struggle for existence and survival of the fittest exists. Pen has become mightier than the sword. Study Habit is a process by which an individual gets proper input to feed his hunger and quench his thirst for knowledge. The Study Habits thus are of great assistance to actualize the potentialities of the individual. Hence, the Study Habits of students play an important role in

learning and are fundamental to school success. Among the various social groups, home occupies the first and most important place for the development of the individual. Home is the person's primary environment from the time he is born until the day he dies; hence its effect on the individual is also most significant and enduring. The Home Environment is the most important institution for the existence and continuance of human life and the development of various personality traits. Every parent is highly concerned with providing material facilities to their children and ignoring the other facilities.

### **Study Habits**

Good Study Habits help to achieve their maximum potential abilities not only at the secondary stage but also in higher education. So, it is a very important characteristic of all human beings. Study Habits increase the knowledge, confidence, effectiveness, productivity, efficacy, responsiveness, etc. Study Habits are affected by many factors including teaching methods, interests, attitudes, motivation, etc. Study Habits as a habit are generic rather than specific in terms of their importance. It has very long-reaching effects deep into the lives of individuals & cumulative & interactive effects in society. Good Study Habits include class participation, study time, use of textbook & recitation.

### **Home Environment**

Home and school environment has an influential role in a child's development. Home Environment exerts the greatest influence on the development of the child's behaviour. Family is the central and small unit of the society. A child's need is fulfilled by family members. The education of family members have also an impact on the child his behaviour, knowledge, interest, moral values, etc. are also going to play a pivotal role in the future of a child's life. In the present era, most parents are well-educated. That is why their expectations have increased. Various psychologists have identified the different characteristics of the Home Environment – restriction, behaviour, punishment, commands, demands, respect, adjustment, nurturance, desire, rejection, etc. Both the home and school environment are accountable for the growth and development of the child.

### **Significance of the Study**

In the context of modern society, education plays a vital role in not only imparting knowledge but also in developing crucial skills, habits, interests, and attitudes among students. To achieve these objectives, it is important to provide students with appropriate and effective learning experiences. The Home Environment also plays a significant role in promoting good Study Habits, which are essential for students to succeed. Parents who possess good planning, organization, and time-management skills can positively impact their child's life in every area. A nurturing Home Environment that encourages academic pursuits is essential for cultivating positive Study Habits. Although the family's overall dynamics may not directly influence students' general study patterns, it plays a crucial role in shaping their exam preparation strategies and their overall academic engagement (Rajendran et al., 2009). A comprehensive review of relevant literature indicates that numerous studies have investigated these variables. However, the rapid advancements in science and technology necessitate a new study to examine these relationships in the context of today's educational landscape. This study aims to fill this gap

## Statement of the problem

Relationship between Study Habit and Home Environment of prospective teachers in Chennai District.

## Objectives of the study

- To study the relationship between Study Habit and Home Environment of male prospective teachers
- To study the relationship between Study Habits and Home Environment of female prospective teachers
- To study the relationship between Study Habit and Home Environment of urban prospective teachers
- To study the relationship between Study Habits and Home Environment of rural prospective teachers

## Hypothesis of the study

- There exists a significant relationship between Study Habit and Home Environment of male prospective teachers
- There exists a significant relationship between Study Habits and Home Environment of female prospective teachers
- There exists a significant relationship between Study Habit and Home Environment of urban prospective teachers
- There exists a significant relationship between Study Habits and Home Environment of rural prospective teachers

## Sample of the study

The study was conducted on a representative sample of 200 prospective teachers selected based on the randomized technique of sampling from Government, Government-Aided, and Self-Financing Colleges of Chennai.

## Tools used

### 1. Home Environment Scale by Dr. Karuna Shankar Mishra 2012

The scale comprises 100 items divided into 10 dimensions of the Home Environment. Each item has five response options: 'Mostly,' 'Usually,' 'Seldom,' 'Very less,' and 'Never.' These options represent the frequency with which a particular behavior occurs. For positive items, the scoring is as follows: 4 points for 'Mostly', 3 points for 'usually,' 2 points for 'Seldom,' 1 point for 'Very less' and 0 points for 'never.' For negative items, the scoring is reversed: 0 points for 'Mostly,' 1 point for 'often,' 2 points for 'usually', 3 points for 'Seldom', and 4 points for 'never.' The net score is calculated by adding up the individual item scores.

### 2. Study Habit Inventory by M.N. Palsane & Anuradha Sharma 2014

Study Habit Inventory consists of 50 items related to different dimensions of Study Habits. There is no time limit to complete this test but approximately it takes 30 to 35 minutes to answer it. The procedure of scoring is quite simple. There are 5 points for each of the item. There are two types of the items: Negative and Positive. The scores for each of the rating point in case of negative and positive items are given in the manual.

## Results and Discussions

*Table 1 : Showing value of coefficient of correlation between Study Habit and Home Environment of Male prospective Teachers*

| S.No | Variables                        | r' value | Significance    |
|------|----------------------------------|----------|-----------------|
| 1.   | Study Habit and Home Environment | 0.156    | Not Significant |

Study Habit was not significantly correlated with Home Environment of male prospective teachers. The value of coefficient of correlation is 0.156. Therefore, hypothesis no. 1 i.e. there exists a significant relationship between Study Habit and Home Environment of male prospective teachers, is rejected.

*Table 2: Showing value of coefficient of correlation between Study Habit and Home Environment of Female prospective Teachers*

| S.No | Variables                        | r' value | Significance    |
|------|----------------------------------|----------|-----------------|
| 1.   | Study Habit and Home Environment | 0.143    | Not significant |

Study Habit was not significantly correlated with Home Environment of female prospective teachers. The value of coefficient of correlation is 0.143. Therefore, hypothesis no. 2 i.e. there exists a significant relationship between Study Habit and Home Environment of urban prospective teachers, is rejected.

*Table 3 : Showing value of coefficient of correlation between Study Habit and Home Environment of rural prospective teachers*

| S.No | Variables                        | r' value | Significance    |
|------|----------------------------------|----------|-----------------|
| 1.   | Study Habit and Home Environment | 0.075    | Not significant |

Study Habit was not significantly correlated with Home Environment of rural prospective teachers. The value of coefficient of correlation is -0.085. Therefore, hypothesis no. 3 i.e. there exists a significant relationship between Study Habit and Home Environment of rural prospective teachers, is rejected.

*Table 4: Showing the value of coefficient of correlation between Study Habit and Home Environment of urban prospective teachers*

| S.No | Variables                        | r' value | Significance    |
|------|----------------------------------|----------|-----------------|
| 1.   | Study Habit and Home Environment | 0.086    | Not significant |

Study Habit was not significantly correlated with Home Environment of urban prospective teachers. The value of coefficient of correlation is 0.086. Therefore, hypothesis no. 4 i.e. there exists a significant relationship between Study Habit and Home Environment of urban prospective teachers, is rejected.

## Results and Findings

- The coefficient of co-relation value between Study Habit and Home Environment of male prospective teachers was found to be 0.156, which is not significant. It means that there exists no significant relationship between Study Habit and Home Environment of male prospective teachers. Therefore hypothesis no. 1 is rejected.
- The coefficient of co-relation value between Study Habit and Home Environment of female prospective teachers was found to be 0.143, which is not significant. It means that there exists no significant relationship between Study Habit and Home Environment of female prospective teachers. Therefore hypothesis no. 2 is rejected.
- The coefficient of co-relation value between Study Habit and Home Environment of rural prospective teachers was found to be 0.075, which is not significant. It means that there exists no significant relationship between Study Habit and Home Environment of rural prospective teachers. Therefore hypothesis no. 3 is rejected
- The coefficient of co-relation value between Study Habit and Home Environment of urban prospective teachers was found to be 0.086, which is not significant. It means that there exists no significant relationship between Study Habit and Home Environment of urban prospective teachers. Therefore hypothesis no. 4 is rejected.

## Educational Implications

- As the studies show that the Home Environment does not play a much important role in the Study Habits in the prospective teachers therefore it is the sole responsibility of the school or educational institutions to inculcate, good Study Habits among the students. For this, the following educational implications can be taken care of by the educational institutions:
- Teacher should also encourage the students to develop good Study Habits for the achievement of success in life.
- Parents should be guided by the teachers to have a conducive environment at their homes for the inculcation of good Study Habits in their children. Teachers should motivate the students to have a proper schedule studies in the school as well as at home.
- Parents should also need to spend some quality time with their children to bring the more improvement in their Home Environment. Also, there should be focus on their children to upgrade Study Habits.

## Conclusions

The present study is of immense educational importance to the prospective teachers, course writers and teacher educators. It will help the prospective teachers to change their faulty study-habits. The prospective teachers should be encouraged to use library books and magazines to develop good study habits. The home environment is one of the determinants of study habits. Many parents may not be aware of the influence of various home environmental factors on the study habits of their children. It is recommended that teachers, educationists and leaders should try to create awareness in parents on the importance of the home environment on study habits which can improve the children's performance. Parents need to be informed that they can contribute to the education of their children through encouragement, provision of learning facilities, and active assistance among other strategies.

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