



STUDY HABITS AND SELF ESTEEM OF HIGHER SECONDARY SCHOOL STUDENTS IN THIRUVALLUR DISTRICT

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ABSTRACT

This Study examined the relationship between Study Habits and Self-Esteem of Higher Secondary School Students in Thiruvallur District. This Study adopted survey method of research participants were 300 Students randomly selected from various Higher Secondary Schools in Thiruvallur District. The research instruments used for data collection were study habits inventory developed by Dr. Rao (1974) and Self esteem inventory developed by Ken Williams tested at 0.05 and 0.01 level of significance. The findings indicated that there is a positive relationship between study habits and self esteem of Higher Secondary School Students. There is exist significant with respect to Gender, Types of management, medium of Instruction, Types of family, and there is no significant impact in location, order of birth on the Study habits and self-Esteem of higher secondary school students.

Keywords: Study Habits, Self Esteem, Random, Survey, Hypothesis.

INTRODUCTION

In the realm of human development, education has played a very important role in transforming a human being into a useful citizen. The society's progress and development depend upon how its children are transformed and trained in different branches of knowledge. The children are adjusted with emotional, Social and educational settings. The social functions of education include the transmission of culture, values and beliefs, study habits and skills, experiences, self-concept, and aspiration as well as transmission of systems of working in life.

In an achievement-oriented culture like ours, a person is judged by what his achievements are. A person comes to expect something of himself and he sets his goals for the quality, quantity and timing of achievement. The desire to excel over others or to achieve higher level of performance one should have high self-image and good study habits.

STUDY HABITS

In order for a young adult to succeed in college, they need to possess certain practices or routines that will allow them to achieve good grades in their classes. These practices and routines are called study habits. Teenagers are given sample opportunity to develop or fine-tune these habits during higher secondary school.

Here are the most important study habits that your teen should be working on during his higher secondary school years:

- Organization of information such as what things are due, notes and projects.
- Organization of time or time-management – when are things due; learning to be proactive with assignments or projects.
- Listening skills, paying attention in class and

note taking abilities. Using their memory and recall.

- Being able to set up a study place independently.

A Habit is something that is done on a scheduled, regular and planned basis that is not related to a second place or optional place in one's life. To Study is to buy out the time and dedicate self to the application and the task of study which is to become engrossed in a process of learning, practice, enlightenment-education of one's self.

Therefore Study Habits can be derived from the above as buying out a dedicated scheduled and un-interrupted time to apply one's self to the task of learning. Without it, one does not grow and becomes self-limiting in life.

Study habits is a well planned and deliberate pattern of study which has attained a form of consistency on the part of the student towards understanding academic subjects and passing at examination (Pauk, 1962; Deese, 1959; Akinboye, 1974). Students who have strong study habits often succeed in school because they know how learn material successfully.

Student that practice study habits in their education may study in groups, individually, or attend tutorials. Study habits are a reflection of the students culture. If one culture believes in a single person making way for the family, then that person is most likely studying by themselves. On the other hand, if the culture perpetuates family togetherness and encouragement, then group study forum will most likely result. However, not all grouping is favored. Ability grouping, which can be proposed by the teacher, disproportionately and unfairly places ethnic groups at a disadvantage by reducing their opportunities to learn. It is best that if the study group is study habit used, groups based on ability is not productive

for ethnic groups.

SELF ESTEEM

Self-Esteem is used in psychology to reflect a person's overall evaluation or appraisal of his skills. It encompasses beliefs and emotional behavior by reflecting self-esteem (for example assertiveness, shyness, confidence, caution, etc...).

Synonyms or near synonyms of self-esteem include self worth, self-regard, self respect, self-love which can express overtones of self-promotion and self-integrity. Self-esteem is distinct from self-esteem, confidence and self-efficiency which involve beliefs about ability and future performance. Self-esteem is good opinion of one self and low self-esteem is bad opinion of self.

STATEMENT OF THE PROBLEM

A Study on Study Habits and Self Esteem Of Higher Secondary School Students In Thiruvallur District.

OBJECTIVES OF THE STUDY

1. To find out significant difference between the higher secondary School students with respect to Study Habits on their Gender.
2. To find out significant difference between the higher secondary School students with respect to Self Esteem based on their Gender.
3. To find out significant difference between the higher secondary School students with respect to Study Habits based on their Students Location.
4. To find out significance of difference between the higher secondary School students with respect to their Self Esteem based on their Student Location.
5. To find out significant difference among the higher secondary School students with respect to Study Habits based on their Type of Management.
6. To fine out significant difference among the higher secondary School students with respect to Self Esteem based on their Type of Management.
7. To find out significant difference between the higher secondary School students with respect to Study Habits based on their Medium of instruction.
8. To find out significant difference between the higher secondary School students with respect to Self Esteem based on their Medium of instruction.
9. To find out significant difference between the higher secondary School students with respect to Study Habits based on their Order of Birth.
10. To find out significant difference between the higher secondary School students with respect to Self Esteem based on their Order of Birth.
11. To find out significant difference between the higher secondary School students with respect to Study Habits based on their Types of Family.
12. To find out significant difference between the higher secondary School students with respect to Self Esteem based on their Types of Family.
13. To find out significant relationship between the Study Habits and Self Esteem among Higher secondary School students.

HYPOTHESES OF THE STUDY

1. There is no significant difference between the higher secondary School students with respect to Study Habits based on their Gender.
2. There is no significant difference between the higher secondary School students with respect to Self Esteem based on their Gender.
3. There is no significant difference between the higher secondary School students with respect to Study Habits based on their Students Location.
4. There is no significance of difference between the higher secondary School students with respect to their Self Esteem based on their Student Location.
5. There is no significant difference among the higher secondary School students with respect to Study Habits based on their Type of Management.
6. There is no significant difference among the higher secondary School students with respect to Self Esteem based on their Type of Management.
7. There is no significant difference between the higher secondary School students with respect to Study Habits based on their Medium of instruction.
8. There is no significant difference between the higher secondary School students with respect to Self Esteem based on their Medium of instruction.
9. There is no significant difference between the higher secondary School students with respect to Study Habits based on their Order of Birth.
10. There is no significant difference between the higher secondary School students with respect to Self Esteem based on their Order of Birth.
11. There is no significant difference between the higher secondary School students with respect to Study Habits based on their Types of Family.
12. There is no significant difference between the Higher secondary School students with respect to Self Esteem based on their Types of Family.
13. There is no significant relationship between the Study Habits and Self Esteem among Higher secondary School students.

RESEARCH DESIGN:

The study was conducted through survey method of research and it is most suitable for the present study.

SAMPLE

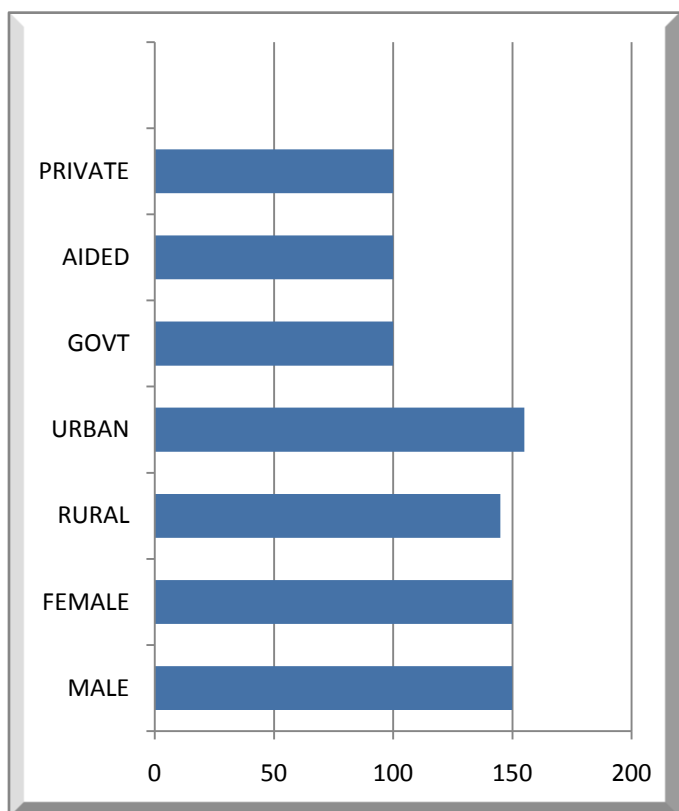
A stratified random sampling technique was adopted for the selection of sample. 300 students were taken for the study.

TABLE I

Table showing the Sample Distribution

VARIABLE		VARIABLE	TOTAL
GENDER	MALE	150	300
	FEMALE	150	
LOCATION	RURAL	145	300
	URBAN	155	
MANAGEMENT	GOVT	100	300
	AIDED	100	
	PRIVATE	100	

Figure showing the Sample Distribution



RESEARCH TOOLS

To verify the hypothesis formulated in the study. The following tools have been used.

- a) Study habits questionnaire developed by **Dr. Rao (1974)**
- b) Self Esteemed questionnaire developed by **Ken Williams.**

STATISTICAL TECHNIQUES

Suitable descriptive and inferential statistical techniques were used in the interpretation of the data to draw out a more meaningful picture of results from the collected data.

In the present study the following statistical measures were used.

- ❖ Mean
- ❖ Standard Deviation
- ❖ Critical Ratio
- ❖ Analysis Variance
- ❖ Correlation

MAJOR FINDINGS

1. It is observed that there exists significance difference between the Male and Female Higher secondary school students on their Study Habits mean scores.
2. It is concluded that there is significance difference between the Male and Female Higher secondary school students on their Self-Esteem mean scores.
3. It is statistically verified that there is no significance difference between the rural and urban area higher secondary school students on their Study Habits mean scores.
4. It is concluded that there is no significance difference between the rural and urban area higher secondary school students on their Self Esteem mean scores.
5. It is concluded that there exists significance difference between the Study Habits Higher secondary school students with respect Government, Aided and private based on their Study Habits.
6. It is concluded that there exists significance difference between the Self Esteem Higher secondary school students with respect Government, Aided and private based on their Self Esteem.
7. It is concluded that there is significance difference between the Tamil and English medium higher secondary school students on their Study Habits mean

scores.

8. It is concluded that there exists significance difference between the Tamil English medium higher secondary school students on their Self Esteem mean scores.
9. It is concluded that there is no significance difference between the First and second and above child of higher secondary school students on their Study Habits mean scores.
10. It is concluded that there is no significance difference between the First and second and above child of higher secondary school students on their Self Esteem mean scores.
11. It is concluded that there exists significance difference between the joint and Nuclear family of higher secondary school students on their Study Habits mean scores.
12. It is concluded that there is no significance difference between the joint and Nuclear family of higher secondary school students on their Self Esteem mean scores.
13. It is concluded that there is a positive relationship between Study Habits and Self Esteem among Higher secondary school students.

TABLE.1

Table shows the significant difference between the High School students with respect to Study Habits based on their Gender mean scores.

VARIABLE	GENDER	N	MEAN	SD	t-value	L.S
Study Habits	Male	150	134.87	36.394	2.441	0.05
	Female	150	145.40	38.328		

FIGURE SHOWING THE SIGNIFICANT DIFFERENCE BETWEEN THE HIGH SCHOOL STUDENTS SELF ESTEEM BASED ON THEIR GENDER

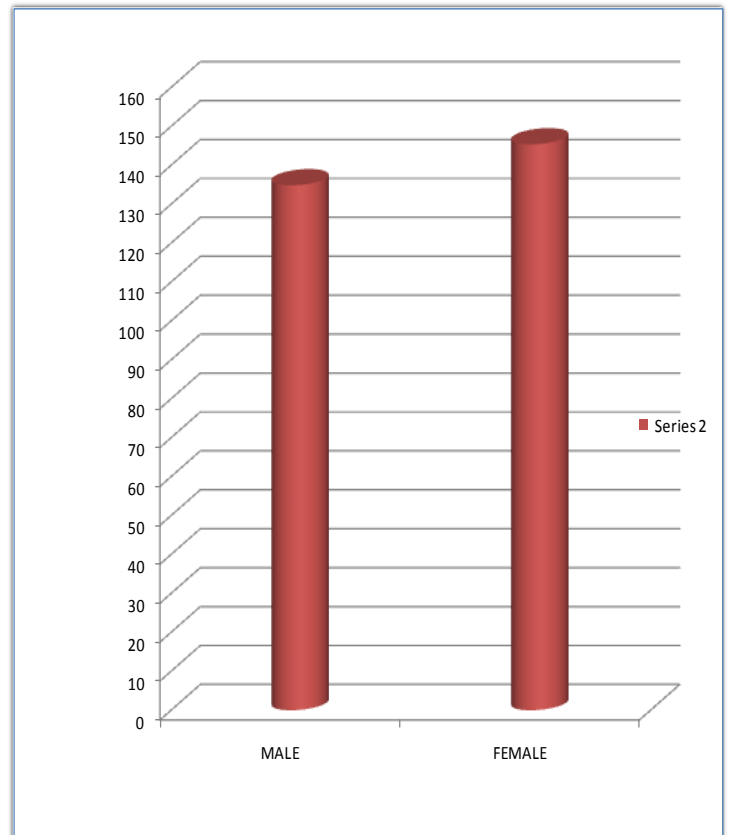


TABLE 2

Table shows the significant difference between the higher secondary School students with respect to their Self Esteem based on their students location mean scores.

VARIABLE	LOCATION	N	MEAN	SD	t-value	L.S
Self Esteem	Rural	145	55.50	16.506	1.031	NS
	Urban	155	57.30	13.547		

TABLE 3

Table shows the significant difference among the Higher Secondary School students with respect to study Habits based on their type management.

VARIABLE	SUM OF SQUARES	MEAN SQUARES	F-value	L.S
Study Habits	20963.8527	10481.9263	144.849	0.01

With in groups	21492 2.140		723.64 4		
Total	42456 0.677				

TABLE 4

Showing the relationship between the Study Habits and Self Esteem among Higher Secondary School students.

Variabl e	Numbe r	Correlatio n
Study Habits Vs Self Esteem	300	0.813

EDUCATIONAL IMPLICATION

Certainly schools must have a plan for helping those children who bring few skills with them. Teachers want their students to succeed and, therefore, should treat study habit a part of any new subject. They often begin the school year teaching students how to study and how to do homework. Good teachers will solicit the help of parents to create an environment conducive to learning and it is the responsibility of students to follow through.

The parents should provide necessary educational assistance regarding the clarification of doubts as and when they ask in the home. The parents should sit while they do their homework. This sort of healthy practice will certainly increase the study skills towards the subject among the students.

All students must develop the ability to work independently without teachers or other adults present. Working independently requires self - discipline. Self - discipline involves willpower, concentration, the ability organize work and to use time wisely. These skills are sometimes difficult to develop in many homes, and students need frequent praise and encouragement to achieve them. This is another reason for the emphasis on schools and homes working together to help students.

CONCLUSION

When children or adolescents become depressed aor anxious, get into mischief or develop low self - esteem, the reason behind such psychological problems may be traumatic early childhood experiences, conflicts in the family, or biological factors. But often the problems are much closer to the surface and can be dealt with effectively simply; he/she can be successful in school, receive the praise of adults and peers, identity him/herself as an

effective student and build social relations with other based on these types of positive attributes. To teach good study habits, is often difficult because in many cases parents were never taught them when they were going to school. But even with poor study habits of their own; many parents still value their children’s education and can help their children to develop good study skills. When we look at the following list of suggestions for teaching study skills, we discover that much of its self - evident and simply common sense.

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