

A STUDY ON STUDY HABITS AND SELF CONCEPT OF B Ed STUDENTS OF KERALA

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ABSTRACT

Study habits are considered to be the core of a learner's academic success. It is a kind of activity like reading, taking notes, conducting study groups that students perform frequently, and regularly accomplishing the learning goals. Good study habits can increase confidence and self-esteem by helping students achieve better grades. This, in turn, improves their relationships with classmates and teachers. In contrast, bad study habits can cause anxiety and stress about exams due to the fear of not doing well. This stress can make it hard to focus, damage relationships, and even lead to depression. By developing strong study skills, students can reduce these problems and feel more prepared and relaxed. The present study attempts to find out the relationship between study habits and self concept of B Ed college students of Kerala. The results reveal that there exists a significant correlation between study habits and self-concept among B Ed college students of Kerala.

Keywords: Study habits, Self-concept.

Introduction

According to Percival and Ellington (1984), **study habit** refers to the method or techniques of effective learning which in turn involve a set of study skills such as organization of time, effective use of time, reading skills, essay writing, report writing skills, note-taking, examination techniques and even job-hunting skills. Understanding study habits is essential for anyone looking to excel academically and personally. These habits encompass the methods and techniques that students use to enhance their learning experience. Strong study habits can lead to improved grades, reduced stress, and better retention of information. They are not just useful for students; they are also valuable for professionals seeking to continue their education or improve their skills. Study habits are the routines and practices that facilitate effective learning. Good study habits can help individuals absorb information more effectively and apply their knowledge in practical situations. They play a pivotal role in transforming information into actionable skills, influencing both academic performance and personal growth.

Effective study habits share several key characteristics:

- **Consistency:** Regular study sessions create a routine that helps reinforce learning. It's better to study a little bit every day than to cram all at once.
- **Organization:** Keeping study materials and notes organized facilitates easier access to needed resources. An organized workspace also contributes to a focused mindset.
- **Adaptability:** The ability to change study strategies depending on the subject matter or personal learning style is vital. What works for one topic may not be effective for another.

Types of Study Habits

There are various study habits that students can implement to improve their learning. They are

- **Active Learning Techniques**
- **Time Management Strategies**
- **Implementing Effective Study Habits**
- **Setting Specific Goals**
- **Overcoming Challenges in Developing Study Habits**
- **Dealing with Procrastination**
- **Maintaining Focus and Avoiding Distractions**

Development of effective study habits is essential for lifelong learning and success. These habits not only enhance academic performance but also prepare individuals for future challenges. By implementing active learning techniques, effective time management strategies, and maintaining focus, you can transform your study habits into powerful tools for achieving your goals.

Self concept is colloquially defined as a composite view of oneself. Rosenberg (1979) defined **self concept** is heavily influenced by frames of reference or standard against which to judge one's own traits and accomplishments. Social comparison often serves as the most potent source of information for self concept. Frames of reference play a particularly important role in the development of academic self concept. Several self concept researchers suggested that people come to view themselves as they believe how others view them. Self concept refers to individual's knowledge and perceptions about themselves in a achievement situations. The dominant view of academic self concept is that it is a collection of a host of related perceptions; competence, self-worth, interest, enjoyment and intentions, to name a few. It is conceivable that self concept measures, better predict outcomes that are jointly influenced and determined by these factors.

The self concept is complicated intricate and multifaced part of an individual's personality (Rosenburg 1985) and the task of defining oneself in adolescence may be very difficult because there are many influences on identity information, during this period of transition. A factor that can affect the

development of self concept during adolescence is social status. Youth period is a critical time in the development of self concept and students of that period spend so much of time that in college, the organization of college also can be a critical factor in shaping self concept. Those who have a clear self concept , they try to show it through their academic achievement. They should follow certain study habits to build their self-concept from others.

Efficient learning depends upon the learner's ability to schedule his time, the plan of his study, the habit of concentration, note-taking, mental review, over-learning, the judicious application of whole and part method, massed and distributed learning and above all good self concept and self confidence in him. In other words, learning involves the development of proper study habits and skills". Those who have high self concept in them should follow effective learnig styles and study habits to prove their level of success. In the light of the review of literature the present study is an attempt to find out the relationship between study habits and self-concept of B Ed students of Kerala.

Need and Significance of the study

In all stages of life, people have their own self concept and they always try to showing it and everyone wants others acceptance. Self-concept is the most important psychological variable, which determines a student's future and progress. Youth period is a critical time in the development of self-concept and students of that period spend so much of time that in college, the organization of college also can be a critical factor in shaping self -concept. As a part of developing self concepts related to academic matters the pupil tries to follow different learning styles.

The organization of educational institutions also can be a critical factor in shaping self -concept. Peer relationships are servers to tailor the self concepts, aspirations and social class identification of individuals. The present study examines about the correlation with self concept and study habits among the B Ed college students of Kerala. There are many variables which determine the self concept. They are physical appearances, decision taking power, self confidence, study habits, academic achievement etc. Study habits are the most prominent variable to determine the self-concept of youth people. They spend much time in educational institution than they spend time in home. They show their self concept through better study habits and academic performance. The teaching learning-process, teacher-student relationships, the atmosphere of the college and home environment contribute a lot of producing successful students. Above all, 'good study habits' developed through the good self-concept.

Objectives of the study

- To study the relationship between the self concept and the study habits of B Ed college students of Kerala.

- To find out whether there is any significant difference between the mean scores of study habits of B Ed college students of Kerala with respect to gender, locality, type of family and streams selected for the study.
- To find out whether there is any significant difference between the mean scores of self- concept of B Ed college students of Kerala with respect to gender, locality, type of family and stream selected for the study.

Hypotheses of the study

- There will be a significant relationship between self concept and study habits of B Ed college students of Kerala.
- There will be a significant difference in the mean scores of study habits of B Ed college students of Kerala with respect to gender, locality, type of family and streams selected for the study.
- There will be a significant difference in the mean scores of self concept of B Ed college students of Kerala with respect to gender, locality, type of family and streams selected for the study.

Method, Tools and Sample adopted for the study

The present study is an attempt to investigate the correlation between self-concept and study habits of B Ed college students of Kerala. Normative survey method was adopted for the present study. A Self concept inventory was prepared and standardized by the investigator for collecting the scores of self-concept in B Ed college students. A Study habit inventory was also prepared and standardized, was administered by the investigator. The scores obtained was further treated for statistical analysis. Data was collected from the 300 sample from 10 B Ed colleges of Thiruvananthapuram District.

Statistical techniques used

Mean, standard deviation, t-test and correlation analysis were used for analysing the data

Analysis and Discussion of results

Analysis of Hypothesis 1:

- **There will be a significant relationship between self concept and study habits of B Ed college students of Kerala.**

In order to find the relationship between study habits and self concept of B Ed college students , Karl

Pearson's Product moment coefficient of correlation(r- value) was calculated. The data and results are presented in the Table1.

Table 1:

Test of significance of correlation between study habits and self concept of B Ed college students

Comparison of variables	Sample size	Co-efficient of correlation(r)	Level of significance
Study habits Vs Self concept	300	0.62	0.01

The 'r' value was found to be 0.62. This indicates that there is significant positive correlation between self concept and study habits of B Ed college students.

Analysis of Hypothesis 2 and Hypothesis 3:

Hypothesis 2: There will be a significant difference in the mean scores of study habits of B Ed college students of Kerala with respect to gender, locality, type of family and streams selected for the study.

Hypothesis 3: There will be a significant difference in the mean scores of self concept of B Ed college students of Kerala with respect to gender, locality, type of family and streams selected for the study.

The data and results are presented below.

Table 2: Showing the significant difference between the mean scores of study habits and self concept of boys and girls.

Variables	Gender				t Value	Significant at 0.01 level
	Boys (90)		Girls (210)			
	Mean	SD	Mean	SD		
Study habits	36.5	7.84	40.4	6.50	4.46	S
Self concept	37.7	6.90	38.3	8.45	0.59	NS

From Table 2, it is clear that girls scored significantly higher than boys with regard to study habits and the self concept is not influenced by gender.

Table 3: Showing the significant difference between the mean scores of study habits and self-concept of B Ed students with regard to locality(Rural and Urban)

Variables	Locality				t Value	Significant at 0.01 level
	Rural (162)		Urban (138)			
	Mean	SD	Mean	SD		
<i>Study habits</i>	37.1	5.91	38.23	6.10	1.62	NS
<i>Self concept</i>	37.51	4.82	38.2	7.21	0.98	NS

Table 3 reveals that the rural students do not differ much from urban ones in the case of self concept and study habits.

Table 4: Showing the significant difference between the mean scores of study habits and self-concept of B Ed college students belong to nuclear and joint families (with regard to type of family).

Variables	Families				t Value	Significant at 0.01 level
	Nuclear (192)		Joint (108)			
	Mean	SD	Mean	SD		
<i>Study habits</i>	35.00	8.21	38.31	5.35	3.76	S
<i>Self concept</i>	36.01	11.22	35.5	8.34	0.41	NS

From the table 4, it is seen that study habits of students from nuclear family scored significantly higher than those from joint family and type of family has no significant difference on self-concept of B Ed students..

Table 5: Showing the significant difference between the mean scores of study habits and self-concept of B Ed students with regard to stream selected for study (Science/Arts)

Variables	Stream of study				t Value	Significant at 0.01 level
	Science (160)		Arts (140)			
	Mean	SD	Mean	SD		
<i>Study habits</i>	39.4	7.56	38.56	7.45	0.96	NS
<i>Self concept</i>	38.87	5.70	39.49	5.49	0.95	NS

Table 5 reveals that there is no significant difference on the mean scores of study habits and self concept of B Ed college students with respect to stream of study.

Findings of the study

1. There exists significant positive correlation between self concept and study habits of B Ed college students of Kerala.
2. There is significant difference between mean scores of study habits of higher secondary students with regard to gender and the mean scores of self concept of higher B Ed students is not influenced by gender.
3. There is no significant difference on the mean scores of study habits and self concept of B Ed students with respect to locality.
4. There is significant difference between mean scores of study habits of B Ed students with regard to type of family and the mean scores of self concept of B Ed students is not influenced by the type of family.
5. There is no significant difference on the mean scores of study habits and self concept of B Ed students with respect to stream of study.

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