



**ORIGINAL RESEARCH PAPER**

**Education**

**IMPACT OF LEARNING HABITS AND SELF-ESTEEM ON ACADEMIC PERFORMANCE OF HIGHER SECONDARY MATHEMATICS STUDENTS**

**KEY WORDS:** Learning Habits, Self-Esteem and Academic Performance

**S. Palanisamy**

PhD Scholar, Department of Education, Dravidian University, Kuppam, Andhra Pradesh

**Dr. N. Arunachalam**

Professor, Department of Lifelong Learning, Alagappa University, Karaikudi, Tamil Nadu

**ABSTRACT**

This article attempt to discover the level of learning habits and self-esteem on academic performance of higher secondary mathematics students with reference to certain demographic variables such as gender, standard, locality of the school, nativity of the student, nature of school, type of management, medium of institution and status of the family. It tested that there is no significant difference in learning habits and self-esteem in academic performance of higher secondary mathematics students with reference to above selected variables. The investigator has applied with descriptive survey. Learning Habits Inventory (LHI), Self-Esteem Inventory (SEI) and Academic Performance tool was used in this study. Stratified sampling technique has been used to select the sample for the study. The study found that the level of study habits, self-esteem and academic performance of higher secondary mathematics students in respect of all selected variables are average. There is significant difference among boys' school, girls' school and coeducation school mathematics students and difference among government, aided and self financing school students in their academic performance. There is no significance difference found learning habits and self-esteem of higher secondary mathematics students with the selected personal variables. There is significant relationship between learning habits and academic performance and significant relationship between self esteem and academic performance with reference to background variables

**1.1 Introduction**

In the present world of mathematics and technology, the education has to determine the levels of well-being and prosperity of the people. Education is considered to be one of the most powerful agencies in moulding the character and determine the future of individuals. The Kothari Commission emphasizes the significance of mathematics in the school curriculum by stating one of the outstanding characteristics of scientific culture is quantification everything in education is planned and set for the benefit of the students. They are to be given varied learning experiences for the modification of their behavior and development of their personalities. In order to cater to the needs of the heterogeneous group a teacher has to adopt several methods and techniques. The knowledge of the psychological traits is helpful to the teacher to know about the needs of the students and to succeed in his / her teaching process. Many factors are influenced in the learning process such as learning habits and self esteem.

**1.1.1 Learning Habits**

The development of good learning habits is the highway to the goals of an individual, whatever they are. A simple, small change in learning habits makes a big difference in goal setting and organization of one's life. The success of an individual depends upon his learning habits. According to Patel (1997) general ability is mostly concerned with an innate ability while habits are generally formulated, acquired, cultivated and fixed by repeated effort. There may be a sizable number of pupils below the line of average general ability. The term learning habits mean the skills, strategies and rules, method applied to the process of learning. The parent's involvement is absolutely essential to a child's eventual success. In developing a learning habit, it's not only a student who performs, but also a teacher. Teachers are unique in their teaching approach. Accordingly a student adopts a particular approach in a particular class. As the teacher, so is the student.

**1.1.2 Self Esteem**

The amount of value we ascribe to the self in our self-esteem. Like the other aspects of the self, this is learned from others and becomes a reflection of how others regard us, or, more accurately, the value we think others attach to us as persons. One's behavior is likely to reflect his Self-Esteem, and this, in

turn, has a reassuring effect on others. Thus there is "a reciprocal interaction between one's Self-esteem and the esteem expressed for one by others. The Self esteem refers to an individual assessment of own personal worth. It is the evaluate component of the self concept; it is our judgment about our worth compared with others. Academic performance is a measure of knowledge gained in formal education usually indicated by test scores, grade, point, average and degrees. The present study concentrates how the learning habits and self-esteem will improve the student's Academic Performance, particularly on higher secondary mathematics students. Self-esteem is the individual's satisfaction with his self-concept; positive beliefs of them are termed as positive self-esteem. It is the complex picture of perceived self value. It is the disposition to feel worthy of happiness, respect, friendship, achievement and success defined feelings of self-worth provide the foundation for motivation. The development of self-esteem is important because it may play a mediating role in assisting an individual to adjust to environmental demands and to develop socially appropriate behaviors and self-regulations. The term self-esteem means "reverence for self." The "self" pertains to the values, beliefs, and attitudes that we hold about ourselves. Having a strong will and self-confidence, decision-making power and originality, creativity, sanity and mental health is directly related to self-esteem and sense of self-worth (Noranha, 2018). An individual's self-esteem is a generalized evaluation of the self. Self-esteem can strongly influence thoughts, moods and behaviours (Visalakshi et al, 2012).

An integrated self concept acts as a motivational force in maintain mental health and influencing the learning situations. A positive relationship has been found between self esteem and intelligence and self esteem and scholastic achievement irrespective of the subjects belonging to either of the genders, to forward or backward communities, to urban or rural communities, although the degree of intelligence or achievement may vary from person to person. There is a perfect relationship between high scholastic achievements and a positive self-concept, while the low ones have got a negative self-concept.

**1.2. Need and Importance of the Study**

The aim of education is the development of an integrated

personality of the individual. A truly educated person is cultured and fearless and has a scientific attitude. The enlightened citizen is the most valuable asset of a democratic society. Intelligence accounts for only 25% of the observed variance in grades. Hence, it follows that the remaining 75% of the variance is due to non intellectual factors. Students no doubt, have been blessed with intelligence but the reason, why they do not fare well in academics, is due to the fact that, they are exposed to a lot of problems and setbacks, related to their families, school, health, finance, environment, gender, religion, social and personal relationship etc. Even a good student, who has the potentiality to achieve better, may not be able to achieve as per expectations if he/she fails to do proper management of time, allocation of weightage to various subjects, preparing notes and individual modes adopted for preparation of different subjects. In other words, habits and practices are relevant factors in determining the academic achievement of an individual. Self-esteem tends to be fairly resistant to change once it is established. Individuals who have little self-esteem are afraid to let down their guard. Those with good self-esteem have a capacity that will affect their adult life, the capacity to give and receive love. If we observe the higher secondary results there is less number of centum scorers in Mathematics. This has been the result past ten years of higher secondary examination of Tamil Nadu. Realizing this, this article is to find the impact of learning habits and self-esteem on academic performance of higher secondary mathematics students in Tamil Nadu.

**1.3 Objectives of the Study**

The objectives are to find out the level of learning habits, self esteem and academic performance of higher secondary mathematics students with reference to certain demographic variables such as gender, locality of the school, nativity of the student, nature of school, type of management, medium of institution and status of the family. To find out the significant difference in learning habits, self esteem and academic performance of higher secondary mathematics students with reference to certain the same demographic variables.

**1.4 Hypothesis of the Study**

The hypotheses are there is no significant difference in learning habits, self esteem and academic performance of higher secondary mathematics students with reference to certain demographic variables such as gender, locality of the school, nativity of the student, nature of school, type of management, medium of institution and status of the family. There is no significant relationship if any between learning habits and academic performance & Self esteem and academic performance of mathematics student at higher secondary level with reference to certain same demographic variables.

**1.5 Research Method**

Research cannot carryout its function without a suitable method. The selection of a method for research will depend upon the nature of the problem. After reviewing the characteristics of the different methods of educational research, the investigator the descriptive survey method is the most suitable method for the present study.

**1.6 Tools used for the Present Study**

The following tools related to the present study have been surveyed by the investigator. A careful study of these tools is done and after a thorough discussion with the experts in the field of educational research, the Investigator decided to select the following tools: Learning Habits Inventory (LHI), Self-Esteem Inventory (SEI) and Academic Performance. Learning Habits inventory scale prepared and validated by the investigator.

**1.6.1 Learning Habits Inventory (LHI)**

The 91 statements that is included in the Learning habits Inventory falls into the following seven areas: studies at home,

reading and note taking, planning of the subject, habit of concentration and preparation for examination. The item statements are given in the five point scale such as Always (5), Often (4), Sometimes (3), Rare (2) and Never (1) whereas negative items scored reversely. Hence the present study uses a five point self rating scale for measuring the learning habits. The scores may vary from 5 to 1 for positive statement and reverse for negative statement. The Item analysis was made from the responses obtained from 100 students on the draft tool, the sum of scores on each dimension of learning habit inventory calculated. Then 'r' is calculated by correlating the individual item score and the corresponding component score. The correlation coefficient at 5% level of significance is 0.4 to 0.9 when the degree of freedom is 25 (Best, 1989). So the item having 'r' value between 0.4 and 0.9 are selected. For further improvement the test was again administered to the sample and 't' values calculated. Item having 't' value 2.06 have been retained. Then the final tool consists of 80 items. The investigator has established the test retest reliability for the Learning habits Inventory. The Tamil version was given to the randomly selected 100 students studying in higher secondary schools in Villupuram. After fifteen days the Learning habits inventory was given to the same sample of 100 students. The obtained scores are retained. Then correlation co-efficient between the two sets of scores was found. It was 0.86. Thus the reliability of the Learning Habit Inventory was found. Content validity was done as per validation procedures. Content validity is the extents to which the situations include by the test are representative of the group of situations that the test is supposed to sample. The investigator based on the suggestions given by the field experts, modified certain items and made them appropriate. Thus, the content validity of the tools was established.

**1.6.2 Self-Esteem Inventory (SEI)**

The researcher employed for her investigation the Self-Esteem Inventory for adolescents prepared by Bharathi et al (2015). Self-esteem inventory consists of 83 items in the form of statements. It has both positive and negative items. Each statement has four alternative responses such as 'Always', 'Most of the time', 'Sometimes', and 'Never' with a score of 4, 3, 2 and 1. The negative items are scored reversely. The inventory measures six dimensions of self-esteem: competency, global self-esteem, moral & self-control, social-esteem, family and body and physical appearance. The investigator had established the reliability coefficient for the Self-Esteem Inventory by using test-retest method. The Tamil version was given to the randomly selected 100 students studying in higher secondary schools in Villupuram district. After fifteen days the self-esteem inventory was given to the same sample of 100 students. The obtained scores are retained. Then correlation co-efficient between the two sets of scores was found. The reliability of the scale has been found to be 0.80. The investigator based on the suggestions given by the field experts, modified certain items and made them appropriate. Thus, the content validity of the tools was established.

**1.6.3 Academic Performance**

In order to assess the Academic Performance of the students, half yearly examination mark taken from the school register.

**1.7 Population and Sample of the Study**

The population of this study is the higher secondary school students studying in Villupuram district in Tamilnadu. Stratified sampling has been used to select the sample for the investigation. In Villupuram district there are 193 higher secondary schools functioning under the state board syllabus. Among the 193 higher secondary schools, the investigator has selected randomly 10 higher secondary schools and chosen 200 Mathematics students through Stratified sampling.

**1.8 Limitations of this study**

The study was conducted for eleventh standard mathematics students in the higher secondary schools of Villupuram district only. The study did not include students from any other science group other than mathematics.

**1.9 Data Collection**

After seeking their permission, the investigator contacted the higher secondary students in mathematics. The researcher explained the purpose of the study to them, since the investigator personally visited the schools and administered the tools, there was incidence of non-return of questionnaire.

**1.10 Findings of the study:**

The level of learning habits of higher secondary mathematics students with reference to gender, locality of the school, nativity of the student, nature of school, type of management, medium of institution and status of the family is average. The percentage scores for learning habits among girls are higher than boys. The same score for urban school student is higher than that of rural students. The percentage score of urban students with regard to learning habits is higher than that of rural students. The learning habits score for girls is higher than that of boys as girls are for more committed than boys in the studies. The same score for Tamil medium student is higher than for English medium students this shows the medium of instruction has a role to play with regard to learning habits. The percentage score for self esteem of girls is higher. The percentage score for self esteem is higher among urban school students. Students of co-education institution have better percentage score of self esteem as interaction and competition between boys and girls promote self esteem. The percentage of self esteem score of English medium students on select dimension are higher as students of English medium view themselves better than Tamil medium students. The percentage score of self esteem among students from nuclear families is higher than that of students than joint family.

Female students have high level of academic performance in mathematics than the male students. Rural schools are much better than urban school. English medium students have better academic performance than Tamil medium students. The same is true for joint family students who have better percentage score than the nuclear family students.

There is a significant difference between boys and girls students in their habit of concentration, general habit and attitude. Habit of concentration, girls are better than boys. General habit and attitude boys better than girls this may be due to the fact that self interest, motivation and interest freely with the society. There is a significant difference between rural school and urban school in their studies at home, reading and note taking, habit of concentration, general habit and attitude and total learning habits. Rural school is better than urban school in the dimension of studies at home, reading and note taking general habit and attitude. There is a significant difference between rural students and urban student in their preparation for examination, general habit and attitudes. There is a significant difference between Tamil medium and English medium students in their studies at home reading and note taking preparation for examination and total learning habit. There is a significant difference between nuclear family and joint family students in their studies at home, reading and note taking. There is a significant difference between boys and girls in their global self esteem, moral and self control, social esteem, family, body and physical appearance and total self esteem. Girls are better than boys in the self esteem. There is a significant difference between rural school and urban schools Students in their global self esteem, social esteem, family, body and physical appearance. The urban school students are better than rural school students. There is a significant difference between rural and urban students in their competency, global self

esteem, moral and self control, social esteem body and physical appearance. Rural students are better than urban students in the dimension competency, global self esteem. There is a significant difference between English medium and Tamil Medium students in their global self esteem, moral and self control, Social esteem, family, body and physical appearance.

There is a significant difference among boys, girls and co-education schools students in their academic performance. There is a significant difference among government, aided and self financing school students in their academic performance. Self financing school students are better than government and self financing school. The chi-square analysis result shows that there is significant association between educational qualification of parents and their learning habits of their children. There is significant association between father education and occupation and their self esteem of higher secondary mathematics students. But there is significant positive relationship between learning habits, self esteem and academic performance with reference to background variables.

**1.11 CONCLUSION**

The investigator has studied the difficulties related to learning mathematics in terms of variables like gender, standard, and locality of the school nativity of the student, nature of the school, type of management, medium of the institution, status of the family, parents' education, occupation and income. Therefore, varieties of co-curricular activities in mathematics like mathematics exhibition, puzzles, mathematics games, mathematics club meetings etc., should be organized for the students in the schools. The curriculum should be revised and updated with latest development in the field of mathematics. Parents should provide congenial atmosphere for the student to learning well at home. Parents should encourage their children to learning mathematics. The mathematics teaches to make better understanding about the subject can use variety of teaching methods. Now a day we are living in the scientific world. The mathematics research leads to the development of technology and found the human growth. So our government should provide the facilities to the schools and encourage the students for risk taking, allows for co-operation, acceptance of the individual, and improve their reasoning ability. Secondary education plays a very significant role in every individual life since after secondary education all decisions are made for the future. Students need proper guidance for the management of their time and efforts for better prospects. The learning habits individually cultivated by them are likely to determine the level of their success. High self-esteem quickens the work, while low self-esteem slowed down the work leads to low motivation, and inhibits the capacity of human beings to care for themselves, Hence a growing number of people in society no longer have sufficient energy power or means of self reliance (mentally or physically) and have to rely on state provision. The teachers, parents and the society should encourage students to enhance their self esteem.

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