

**AN EMPIRICAL ASSESSMENT OF STUDY HABITS AND SELF CONCEPT OF HIGHER SECONDARY
SCHOOL STUDENTS IN RELATION TO GENDER AND TYPE OF SCHOOL**

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Abstract

The study was carried out to investigate the study habits and self-concept of higher secondary school students in relation to some influencing factors. The sample of 500 higher secondary school students was selected through simple random sampling from different higher secondary schools of district Srinagar. Dr. Gopal Rao's Study Habit Inventory and Muktha Rani Rastogi's Self-Concept Scale was used to collect the study habits and self - concept of higher secondary school students. The results of the study showed a significant difference in study habits of higher secondary school students on the basis of gender. Significant difference was also found in study habits self-concept of higher secondary school students on the basis of type of school but no such significant difference was found in self-concept of higher secondary school students on the basis of gender.

Introduction

The self-concept is the accumulation of knowledge about the self, such as beliefs regarding personality traits, physical characteristics, abilities, values, goals, and roles. Beginning in infancy, children acquire and organize information about them as a way to enable them to understand the relation between the self and their social world. This developmental process is a direct consequence of children's emerging cognitive skills and their social relationships with both family and peers. During early childhood, children's self-concepts are less differentiated and are centered on concrete characteristics, such as physical attributes, possessions, and skills. During middle childhood, the self-concept becomes more integrated and differentiated as the child engages in social comparison and more clearly perceives the self as consisting of internal, psychological characteristics. Throughout later childhood and adolescence, the self - concept becomes more abstract, complex, and hierarchically organized into cognitive mental representations or self-schemas, which direct the processing of self-relevant information.

Self-concept is a multi-dimensional construct that refers to an individual's perception of "self" in relation to any number of characteristics, such as academics (and non-academics), gender roles and sexuality, racial identity, and many others. While closely related with self-concept clarity (which "refers to the extent to which self-knowledge is clearly and confidently defined, internally consistent, and temporally stable"), it presupposes but is distinguishable from self-awareness, which is simply an individual's awareness of their self. It is also more general than self-esteem, which is the purely evaluative element of the self-concept. Study habits are the ways that you study - the habits that you have formed during your school years. Study habits can be good ones, or bad ones. Good study habits include being organized, keeping good notes, reading your textbook, listening in class, and working every day. Bad study habits include skipping class, not doing your work, watching TV or playing video games instead of studying, and losing your work. Study habits are effective or ineffective depending upon whether or not they serve your child. Rather than labeling what your child does (or doesn't do) as good or bad (thereby giving the child something to rebel against) focus on whether the habit works for them or not. Study habits that serve the child create better grades, a better relationship with the teacher, a sense of competence and confidence.

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Creating good study habits is essential for success in school. Thus study behaviour by contrast constitutes the overall approach itself, representing the student's concept of how to accomplish learning goals and the specific actions taken. The elements of study behaviours include, for examples study time planning, frequency of studying, duration of studying and choice and application of appropriate study skills.

Need and Importance

The present investigation will be useful because higher secondary school stage is very important and crucial in the career of a student and study habits and self-concept developed at this stage play a crucial role in his life. It is expected that this study will be very much useful to give a clear idea about the existing facilities and the problems faced by Higher Secondary Schools.

Objectives of the Study

The following objectives were formulated for the proposed investigation:

1. To find and compare the study habits of higher secondary school students in relation to gender.
2. To find and compare the study habits of higher secondary school students in relation to type of school.
3. To find and compare the self-concept of higher secondary school students in relation to gender.
4. To find and compare the self-concept of higher secondary school students in relation to type of school.

Hypotheses

The following hypotheses were empirically tested for the proposed investigation:

1. There is no significant difference in the study habits of higher secondary school students in relation to gender.
2. There is no significant difference in the study habits of higher secondary school students in relation to type of school
3. There is no significant difference in the self-concept of higher secondary school students in relation to gender.
4. There is no significant difference in the self-concept of higher secondary school students in relation to type of school.

Sample

In the present study the investigators has employed simple random sampling technique and collected data from different higher secondary schools of Srinagar District.

Tools Used

The following standardized tools were used to collect the data:

1. Study Habit Inventory developed and standardized by Dr. D. Gopal Rao
2. Self-Concept Scale developed by Muktha Rani Rastogi

Statistical Treatment:

The collected data was subjected to various statistical techniques like Mean, S.D and t-value.

Analysis and interpretation of the data

By computation we mean the computation of certain indices or measures along with searching for patterns of relationship that exist among the data groups. Analysis, particularly in case of survey or experimental data, involves estimating the values of unknown parameters of the population and testing of

the hypothesis for drawing inferences. Analysis may, therefore, be categorized as descriptive analysis and inferential analysis which is popularly known as statistical analysis.

Table 1.0: Showing the Mean Comparison of Male and Female Higher Secondary School Students on Study Habits

Variable	Gender	N	Mean	S. D	't'-value	Remarks
Study Habits	Male	250	65.87	15.47	4.09	Significant at 0.01Level
	Female	250	60.47	14.72		

A perusal of table 1.0 indicates that there is a significant mean difference in the study habits of male and female higher secondary school students. The obtained 't' value came out to be 4.09 which is significant at .01 level of significance. The mean difference favours the male secondary school students than their counterparts which suggests that they possess better study habits than female secondary school students.

On the basis of above results, the first hypotheses which reads as "There is no significant difference in the study habits of higher secondary school students in relation to gender" stands rejected.

Table 1.1: Showing the Mean Comparison of Government and Private Higher Secondary School Students on Study Habits

Variable	Type of school	N	Mean	S.D	't'-value	Remarks
Study habits	Govt.	250	58.70	15.72	2.32	Significant at 0.05 Level
	private	250	62.53	16.42		

A quick look at the above table shows that there is a significant mean difference in the study habits of government and private higher secondary school students. The obtained 't' value came out to be 2.32 which is significant at .05 level of significance. The mean difference favours the private students than government students which reveals that private secondary school students exhibit better study habits than government secondary school students.

On the basis of above results, the second hypotheses which reads as "There is no significant difference in the study habits of higher secondary school students in relation to type of school" stands rejected.

Table 1.2: Showing the Mean Comparison of Male and Female Higher Secondary School Students on Self Concept

Variable	Gender	N	Mean	S. D	't'-value	Remarks
Self-concept	Male	250	182.30	39.43	0.80	Insignificant
	Female	250	184.40	14.70		

Table 1.2 shows the significance of difference between the mean scores of male and female higher secondary school students on self concept. The results reveal that there is no significant difference in self-concept of higher secondary school students on the basis of gender. The obtained 't' value came

out to be 0.80 which is insignificant. The mean difference uniformly favours both the male and female students which suggest that male as well as female secondary school students equally exhibit their study habits.

On the basis of above results, the third hypotheses which reads as “There is no significant difference in the self concept of higher secondary school students in relation to gender” stands accepted.

Table 1.3: Showing the Mean Comparison of Government and Private Higher Secondary School Students on Self Concept

Variable	Type of School	N	Mean	S.D	‘t’-value	Remarks
Self-concept	Govt.	250	185.32	33.00	3.19	Significant at 0.01Level
	Private	250	176.01	31.99		

A perusal of Table 1.3 shows that there is a significant mean difference in the self concept of government and private higher secondary school students. The obtained ‘t’ value came out to be 3.19 which is significant at .01 level of significance. The mean difference favours the private secondary school students than the government students which reveals that private secondary school students display better self concept than government secondary school students.

On the basis of above results, the fourth hypotheses which reads as “There is no significant difference in the self concept of higher secondary school students in relation to type of school” stand srejected.

Conclusions

The study has arrived at very interesting findings which are stated as:

- Higher Secondary Students significantly differ in their study habits on the basis of gender
- Higher Secondary Students significantly differ in their study habits on the basis of type of school
- Higher Secondary Students do not significantly differ in their self-concept in on the basis of gender.
- Higher Secondary Students significantly differ in their self-concept on the basis of type of the school.

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