RELATIONSHIP OF SELF-ESTEEM AND APPROACHES TO STUDYING OF HIGHER SECONDARY SCHOOL STUDENTS

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## D E C L E R A T I O N

I, BADHARIYA BEEGUM P., do hereby declare that this dissertation, "RELATIONSHIP OF SELF-ESTEEM AND APPROACHES TO STUDYING OF HIGHER SECONDARY SCHOOL STUDENTS" has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

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## C E R T I F I C A T E

I, Dr. HASSANKOYA. M.P., do here by certify that this dissertation, “RELATIONSHIP OF SELF-ESTEEM AND APPROACHES TO STUDYING OF HIGHER SECONDARY SCHOOL STUDENTS” is a record of bonafide study and research carried out by BADHARIYA BEEGUM P., under my supervision and guidance.

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# INTRODUCTION

Education is fundamentally an interpersonal process involving teachers and students aimed at transmitting knowledge, skills and culture from generation to the next. The process of education is not different from the process of life. One of the aims of education is to make individuals socially efficient.

In the educational scenario proper guidance of children has great social significance. Children do not just grow. They need guidance. In order to satisfy the needs and aspiration of children, it is essential to have a thorough knowledge about psychology. William Mc Dougal (1908) in his book introduction to social psychology meaningful definition to psychology as ‘Psychology is a Science which aims to give us better understanding and control of the behavior of the organism as a whole’

Educational psychology is the branch of applied psychology, which seeks to apply the psychological principles, theories and techniques to human behavior in educational situations. The subject matter of this branch covers psychological ways and means of improving all aspects of teaching learning process including the learners, the learning process, learning material, learning environment and teacher.

Only through an educated citizenry will there be any desire to improve human relationship, to eradicate injustice, and to establish a better social order. Thus social psychology occupies a prominent place in the field of education. Social psychology is branch of psychology that studies individuals in the social context. In other words it is the study of how and why people think, feel, and do the things in social context.

Social development of the people as important as their academic achievement. Gandhi says “by education I mean an all-round drawing out of the best in the child and man – body mind and spirit”. Beard and Robinson- founders of new education- were thinking of “education for the needs of life” as prime goal of secondary education. What Pestalozzy says, “Education is natural harmonious and progressive development of man’s innate powers”. This clear that the aim of education is the over all development of individuals.

In order to attain the aim of all round development of personality the teacher has vital role. Confucius says that “The ideal teacher guides his students but does not pull them along; he urges them to go forward and does not suppress them; he opens the way but does not take them to the place”. The ideal teacher teaches from the heart not from the book.

Just like the role of teacher in the educative process, the role and place of student are also very important. Education is triangular process; it involves the inter-play of the educator, the educand and the social forces. The teacher tries to modify the personality of the child in the light of the needs of the individual and the society to which he belongs.

“The children of the world are innocent, vulnerable, and dependent. They are also curious, active and full of hope. Their time should be one of joy and peace, of playing and learning and growing. Their future should be shaped in harmony and co-operation. Their lives should mature, as they broad their perspectives and gain new experiences”. (World Declaration on Survival, Protection and Development of Children, 1990). This remembers us to keep a heart-touching eye on the children who are the architecture of future.

It is evident that the growth and behavior of the individual have variations at different ages. Knowledge of various stages of development and its characteristics is essential for the teacher so as to make the teaching-learning process effective, meaningful and successful.

The higher secondary stage of education is confronted with many problems as the stage is characterized by the adolescence period. It is a period of rapid physical and psychological changes, which may lead to confusions tensions frustration, and feeling of insecurity. Hence Stain Hall calls this period as “the period of stress and strain, storm strife. Holling worth calls it a “period of temporary insanity”.

Adolescence according to Erickson is a time of searching for one’s identity. Right sometimes this search can lead to a rebellious pattern that Eriksson call negative identity. Because it marks the transition from childhood to adulthood, adolescence requires the redefining of some basic social relationships. All these shifts combine to make the adolescents social world complex and electric. An ideal teacher could solve their problems by developing a positive Self-Esteem among them.

It is evident that learning occupies a very important place in our life. Most of what we do or do not is influenced by what we learn and how we learn it. Learning therefore provides a key to the structure of our personality and behavior. It is to be remembered that learning is individualistic, there occurs qualitative difference in ways pupils express their understanding. This difference in the way one approach a learning material is termed as Approaches to Studying. To maximize the academic performance of pupil Approaches to Studying are also great importance as Self-Esteem.

The quality of life can only improves if the individual improves his or her quality. It is proved that Self-Esteem is one of the factors, which is positively related to the index of individual development. To achieve this aim the teacher should create a positive Self-Esteem among students.

Hence the present study is an attempt to find out the extent of relationship between Self-Esteem and Approaches to Studying of higher secondary School students.

# 1.1 NEED AND SIGNIFICANCE

Relationship of Self-Esteem with learning approaches and strategies has been studies by some researchers and it has been concluded that Self-Esteem exerts significant influence student’s way of learning and strategies. For instance Watkins (1990) found that academic Self-Esteem correlated positively with achieving orientation and meaning orientation and negatively with reproducing orientation. Mc Carthy and Schmeck(1988) reported the surface or shallow processors of information had slow Self-Esteem. Grislier Bernstein and Schmeck(1988) found that more defective feature of deep processes was high level of Self-Esteem.

Researchers in the late 1970’s pointed out that students differ in quality what they had learned and understood (Enwistle&Robinson, 1976;Marton&Saljo, 1976). It is to be remembered that learning is individualistic, i.e. there occurs qualitative difference in ways pupil express their understanding (Endwistle1987). This difference in the way one approach a learning material is termed Approaches to Studying. Survey of literature on Approaches to Studying shows that it has been studied extensively abroad. This includes, study Approaches and Preference (Biggs, 1979);Variability in approach (Ramsden&Laurillard,1979); Deep and surface Approach (Speth &Brun, 1998); Approach and levels of processing (Entwistle&Waterson, 1988; Hattie, 1990); study Approach and Quality of Learning Outcomes (Trigwell & Proseer, 1991)

In India limited studies were conducted on Approaches to Studying and most of them exclusively deal with its relationship with Scholastic Achievement. There are limited studies on Approaches to Studying and Self-Esteem. Hence the study is significant.

One of the more significant concern of modern society is how to produce competent and self-respecting citizens faced with condition of poverty, increasing expectations of poverty, increasing expectations and changing values, the public has turned to psychologists and other behavioral scientists for guidance. So the question is how to develop a mental health for human being. Here lies need for studying Self-Esteem and give suggestion to improve the Self-Esteem.

So understanding Self-Esteem has considerable practical importance is daily life. Once it is created, is very difficult to change. For the success of his/her life a positive Self-Esteem should be developed.

Philosophers from time immemorial have recognized that feeling of personal worth plays a critical role in human happiness and effectiveness. Only recently, however; have Self-Esteem and its effects received systematic study. Although the importance of Self-Esteem influencing behavior is widely appreciated most of the ideas and evidence on the subject remain rather vague hence the study about Self-Esteem is significant.

Recent studies reveal that to maximize the academic performance of the pupil Approaches to Studying and leaning styles of the pupils are also of great importance. It was also found the Approaches to Studying consists of different related elements such as tension, process and orientation. Hence the study of and Approaches to Studying is significant.

Adolescence stage is a period transition from dependence upon adult direction and protection to self-dependence and self-determination. It is a period transition during which cognitive physical, emotional and social change occurs. To become the transition is easy and harmonious their positive self–esteem should be developed. Therefore the present study on adolescents is of grate importance.

Therefore the present study attempt to find out the extent of relationship between Self-Esteem and Approaches to Studying of higher secondary school students.

# 1.2 STATEMENT OF THE PROBLEM

The problem of the study is entitled as “RELATIONSHIP OF SELF-ESTEEM AND APPROACHES TO STUDYING OF HIGHER SECONDARY SCHOOL STUDENTS”.

# 1.3 DEFENITION OF KEY TERMS

# 1.3.1 Self-Esteem

The judgment and attitude an individual holds towards himself (Good).

Relatively permanent positive or negative feelings about the self that may become more positive or negative as a person encounter success and failure (International Encyclopedia of Psychology).

# 1.3.2 Approaches to Studying

Approaches to Studying as used in the present investigation refers to orientation of pupils in studying to which strategies of learning, styles of learning and associated forms are merged

According to Entwistle (1987) Approaches to Studying are a product of the interaction between the characteristic of the individual students and presumption of the courses and teaching and assumed procedures.

**1.3.3 Correlation**.

“Correlation is the relationship between two or more paired variables or two or more set of data. The degree of relationship is measured and reported by the co-efficient of correlation”(Best and Khan, 2002).

# 1.3.4 Higher Secondary School Students

Higher Secondary School Students are those students who are studying in higher Secondary class,. In this study science, humanities, and commerce students are taken as Higher Secondary Students.

# 1.4 VARIABLES SELECTED FOR THE STUDY

As the intention of the study is to find out the relationship between Self-Esteem and Approaches to Studying of higher secondary school students, The variables of the study are Self-Esteem (Independent) and Approaches to Studying (Dependent).

# 1.5 OBJECTIVES

1. To find out whether there is any significant relationship between Self-Esteem and Approaches to Studying of higher secondary school students for the total and sub samples based on
   1. Gender
   2. Locale
   3. Faculty
   4. Type of School Management
2. To find out whether there is any significant difference in the mean scores of Self-Esteem of higher secondary school students between relevant sub samples based on a
   1. Gender
   2. Locale
   3. Faculty
   4. Type of School Management
3. To find out whether there is any significant difference in the mean scores of Approaches to Studying of higher secondary school students between relevant sub samples based on.
   1. Gender
   2. Locale
   3. Faculty
   4. Type of School Management

# 1.6 HYPOTHESES

1. There will be significant relationship between Self-Esteem and approaches of studying of higher secondary school students for the total and sub samples based on
   1. Gender
   2. Locale
   3. Faculty
   4. Type of School Management
2. There will be a significant difference in the mean scores of Self-Esteem of higher secondary school students between relevant sub samples based on
   1. Gender
   2. Faculty
   3. Locale
   4. Type of school management
3. There will be significant difference in the mean scores of Approaches to Studying of higher secondary school students between relevant sub samples based on
   1. Gender
   2. Locale
   3. Faculty
   4. Type of School Management

# 1.7 METHODOLOGY OF THE STUDY

Methodology deals with the description of the sample used for the study, tool and statistical technique used. The present study aims to find out the extent of relationship between Self-Esteem and Approaches to Studying. The procedure that the investigator may adopt for the collection of data will be the administration of Self-Esteem Inventory and Approaches to Studying Inventory among Higher Secondary School students in Kozhikode and Malappuram district.

# 1.7.1 Sample

The sample of the study consists of 750 students of standard XI and XII selected from 15 schools of two district of Kerala, viz, Malappuram and Kozhikode. Sample was selected by giving due representation to gender, locale, faculty, viz, science humanities and commerce and type of school management

# 1.7.2 Variables

The study being co-rrelational one, two types of variables are included, viz, independent and dependent variables. The independent variable is Self-Esteem and dependent variables is taken as Approaches to Studying.

# 1.7.3 Tools Used

To measure the extent of relationship between Self-Esteem and Approaches to Studying the following tools were used.

(1) Self-Esteem Inventory (Koya & Beegam, 2007)

(2) Approaches to Studying Inventory( Kumar and Koya , 2001)

# 1.8 SCOPE AND LIMITATIONS

The aim of the investigator is to study the extent of relationship between Self-Esteem and Approaches to Studying of higher secondary school students.

Self-Esteem and Approaches to Studying is an interesting topic of psychologist, especially those who works in the field of cognitive development, learning process and adolescent problems.

Adolescence is one of the important stages of an individual’s development. Self-Esteem and Approaches to Studying are two factors, which can influence the cognitive development of an individual. Hence the study of Self-Esteem and Approaches to Studying on adolescents has wide scope.

The important study is conducted on a sample of 750 students of standard XI & XII . The sample drawn from 15 higher secondary schools of two districts. The sample is selected by stratified random sampling techniques. In the selected sample due representation was given to the gender, faculty locale and type of school.

Though care has been taken by the investigator to make the study as precise as possible, there occurred some unavoidable limitations also. The following are some among them.

1. Since the study is conducted as the part of the course, the investigator has to complete it within the available time limit. Hence it is decided to carryout the study only in two districts of Kerala.
2. The investigator conducted the study on the higher secondary school students studying under the Board of Higher Secondary Education Kerala. Students from CBSE and VHSE are not included in this study
3. The investigator considered only gender, faculty, locale and type of school in which they studying to stratify the study sample.
4. Eventhough the investigator considered type of school of students, he could not collect data from private and unaided schools.

# 1.9 ORGANISATION OF THE REPORT

The report has been presented in five chapters.

Chapter I represents a brief description of the problem, significance of the study, statement of the problem, definition of key terms, objectives, hypothesis, methodology, scope and limitations of the study.

Chapter II presents the theoretical overview of Self-Esteem and Approaches to Studying, studies related to them and conclusion.

Chapter III, gives an account of the methodology in detail used in the present study. It contains objectives, hypotheses, variables, tools employed for data collection, sample drawn, data collection procedure, standardization procedure, and scoring and statistical techniques.

Chapter IV describes the analysis part of the study based on the objectives.

Chapter V presents the summary of the study, major findings, tenability of the hypothesis, educational implications of the study and suggestions for further research in the area.

# REVIEW OF RELATED LITERATURE

This chapter presents the underline theories of variables and attempt to provide the better understanding of the concept and explores relationships between variables

It is worthwhile for an investigator to make a comprehensive survey of what has already been done on the problem and its related aspects. Best and Khan (2004) says this step help eliminate the duplication of what has been done and provide useful hypothesis and helpful suggestion for significant investigation. It is a valuable guide to defining the problem, recognizing its significance, suggesting promising data-gathering devices, appropriate study, design and sources of data.

In the field of research, the investigator needs to collect up to date information about what has been thought and done in the particular area from which he/she intends to take up a problem for research. This past knowledge and experience will provide valuable information regarding the effectiveness of the research, reviewing the related literature is the only means to collect the recorded knowledge of the past.

The survey of related literature, though time consuming, is a fruitful phase as it serves the investigator a variety of background functions preparatory to the actual collection of data.

The present study is an attempt to find out relationship of Self-Esteem and Approaches to Studying of Higher Secondary School Students. For this purpose the investigator made an earnest effort to review almost all the available literature from different source to get background information for the study.

The present study gives the review of the studies in nutshell under two heading.

* 1. **THEORETICAL OVERVIEW OF VARIABLES**

This section of the review deals with the theoretical aspects related to variables

### 2.1.1 Theoretical Overview Of Self-Esteem.

The term "Self-Esteem", one of the oldest concepts in psychology, first appeared as a coinage of American psychologist and philosopher William James in 1890. It involves one's mental perception of one's qualities, not of one's physical features.

In the mid 1960s Maurice Rosenberg and social-learning theorists defined Self-Esteem in terms of a stable sense of personal worth or worthiness, measurable by self-report testing. This became the most frequently used definition for research, but involves problems of boundary-definition, making Self-Esteem indistinguishable from such things as narcissism or simple bragging.

Nathaniel Branden in 1969 briefly defined Self-Esteem as "…the experience of being competent to cope with the basic challenges of life and being worthy of happiness". This two-factor approach, as some have also called it, provides a balanced definition that seems to be capable of dealing with limits of defining Self-Esteem primarily in terms of competence or worth alone.

In Branden’s description (1969) Self-Esteem includes the following primary properties:

Self-Esteem as a basic human need, i.e., "…it makes an essential contribution to the life process", "…is indispensable to normal and healthy self-development, and has a value for survival."

Self-Esteem as an automatic and inevitable consequence of the sum of individuals' choices in using their consciousness

something experienced as a part of, or background to, all of the individual’s thoughts, feelings and actions

Self esteem is viewed as something the child constructs for himself or herself over time by living and learning in an emotionally and intellectually supportive environment. In other words Self-Esteem is a confidence and satisfaction in oneself. It is our overall evaluation of our self- worth and how we value our own attributes. Our Self-Esteem depends on how we compare what we would like to be and how we actually see our self.

According to Coppersmith (1967) Self-Esteem is a “Personal judgment of worthiness that is expressed in the attitudes that individual hold towards himself. It is a subjective experience, which the individual conveys by verbal reports and other expressive behavior.

Self-Esteem is defined as “Evaluation which the individual makes customarily maintained with regard to himself, expressed as an attitude of approval or disapproval (Rosenberg, 1965).

Maslow described two kinds of esteem needs - the need for respect from others and the need for self-respect. Self-Esteem entails competence, confidence, mastery, achievement, independence, and freedom. Respect from others entails recognition, acceptance, status, and appreciation. Without the fulfillment of these needs, an individual feels discouraged, weak and inferior. For most people, the need for regard from others diminshes with age (because they have already received it) and the need for self-regard becomes more important.

# 2.1.2 Importance of Self -Esteem

Good Self-Esteem is important because it helps you to hold your head high and feel proud of yourself and what you can do. It gives you the courage to try new things and the power to believe in yourself. A person with high Self-Esteem take challenging tasks and experiment with new situation. It helps the individual to exhibit adaptive behavior in troublesome conditions .

Self-Esteem is a major key to success in life. The development of a positive self-concept or healthy Self-Esteem is extremely important to the happiness and success of children and teenagers.

**2.1.3 Components of High Self-Esteem**

You know your own child better than anyone and should be able to pick up the signs - through behavior and words - if your youngster has a low Self-Esteem problem. Sometimes, however, you might be too close to her, or you might have difficulty seeing the world through her eyes. In cases like this, teachers, coaches, relatives and friends might be able to help.

No matter what your child's Self-Esteem may be, your goal should be to help her feel as good as possible about herself. Remain sensitive to what she is feeling, recognize and acknowledge her efforts and gains, and remain flexible and supportive in the way you approach her difficulties. Accept your child as the person she is, and help her feel good about herself and the person she is becoming. Keep in mind that the single most important factor in maintaining a child's Self-Esteem is the presence of an adult who demonstrates respect and acceptance and who provides support that conveys the message "I believe in you."

For healthy Self-Esteem, person need to develop or acquire some or all of the following characteristics:

**a. A sense of security.**

Your child must feel secure about herself and her future. ("What will become of me?")

**b. A sense of belonging.**

Your youngster needs to feel accepted and loved by others, beginning with the family and then extending to groups such as friends, schoolmates, sports teams, a church or temple and even a neighborhood or community. Without this acceptance or group identity, individual may feel rejected, lonely, and adrift without a "home," "family" or "group."

**c. A sense of purpose.**

Your child should have goals that give her purpose and direction and an avenue for channeling her energy toward achievement and self-expression. If she/he lacks a sense of purpose, she/he may feel bored, aimless, even resentful at being pushed in certain directions by you or others.

**d. A sense of personal competence and pride.**

Your child should feel confident in his/her ability to meet the challenges in life. This sense of personal power evolves from having successful life experiences in solving problems independently, being creative and getting results for the efforts. Setting appropriate expectations, not too low and not too high, is critical to developing competence and confidence. If you are overprotecting children, and if they is too dependent on you, or if expectations are so high they never succeeds and may feel powerless and incapable of controlling the circumstances in in life.

Since adolescence threatens to diminish individuality, parents should help children discover their unique talents and interests. Support your child in the belief that it is okay to be different - that difference is special and valued. Talk with your youngster about things they likes about themselves and about things you particularly like as well.

**e. A sense of trust.**

Your child needs to feel trust in you and in herself. Toward this goal, you should keep promises, be supportive and give your child opportunities to be trustworthy. This means believing your child, and treating him/her as an honest person.

**f. A sense of responsibility.**

Give your child a chance to show what she is capable of doing. Allow her to take on tasks without being checked on all the time. This shows trust on your part, a sort of "letting go" with a sense of faith.

**g. A sense of contribution.**

Your child will develop a sense of importance and commitment if you give her opportunities to participate and contribute in a meaningful way to an activity. Let her know that she really counts.

**h. A sense of making real choices and decisions.**

Your child will feel empowered and in control of events when she is able to make or influence decisions that she considers important. These choices and decisions need to be appropriate for her age and abilities, and for the family's values.

**i A sense of self-discipline and self-control**

As your child is striving to achieve and gain more independence; she needs and wants to feel that she can make it on her own. Once you give her expectations, guidelines, and opportunities in which to test her self, she can reflect, reason, problem-solve and consider the consequences of the actions she may choose. This kind of self-awareness is critical for her future growth.

**j A sense of encouragement, support and reward.**

Not only does your child need to achieve, but she also needs positive feedback and recognition - a real message that she is doing well, pleasing others and "making it." Encourage and praise her, not only for achieving a set goal but also for her efforts, and for even small increments of change and improvement. ("I like the way you waited for your turn," "Good try; you're working harder," "Good girl!") Give her feedback as soon as possible to reinforce her Self-Esteem and to help her connect your comments to the activity involved.

**k A sense of accepting mistakes and failure.**

Your child needs to feel comfortable, not defeated, when she makes mistakes or fails. Explain that these hurdles or setbacks are a normal part of living and learning, and that she can learn or benefit from them. Let your supportive, constructive feedback and your recognition of her effort overpower any sense of failure, guilt, or shame she might be feeling, giving her renewed motivation and hope. Again, make your feedback specific ("If you throw the ball like this, it might help") and not negative and personal ("You are so clumsy," "You'll never make it").

**l. A sense of family Self-Esteem.**

Your child's Self-Esteem initially develops within the family and thus is influenced greatly by the feelings and perceptions that a family has of itself. Some of the preceding comments apply to the family in building its Self-Esteem. Also, bear in mind that family pride is essential to Self-Esteem and can be nourished and maintained in many ways, including participation or involvement in community activities, tracing a family's heritage and ancestors, or caring for extended family members. Families fare better when members focus on each other's strengths, avoid excessive criticism and stick up for one another outside the family setting. Family members believe in and trust each other, respect their individual differences and show their affection for each other. They make time for being together, whether to share holidays, special events or just to have fun.

**2.1.4 Self-Esteem, Self-Concept and Self-Ideal**

The term Self-Esteem, self-concept and self-ideal are interchangeably used.

Self-Esteem is the affective or emotion aspect of self and generally refers to how we feel about or how we value ourselves. (Ones self worth).

Self-Concept can refer to the general idea we have of ourselves. It also refers to the picture or perception of ourselves.

Self –ideal can refer to the way would like to be.

**2.1.5 How to Develop Self-Esteem**

Self-Esteem and Self-Identity develops primarily from relationships with others people including work with others to achieve challenging goals; being known; liked and respected by others, and knowing others well enough to identity similarities and differences. The more teachers involve students in joint projects that allow personal and supportive relationship to develop the more positive will be students self identify and Self-Esteem.

Students who are confused as to who they are or who lack confidence in themselves hesitate to attempt difficult and challengi9ng learning tasks. Teachers make their job easier in many ways by helping students gain a clear and positive self-identity, a sense of self that remains the same over time no matter what else has changed in ones life and environment. (Erikson, 1968)

The following are the tips of building Self-Esteem.

* Identify with people, books, videos, television shows, etc… that build you Self-Esteem.
* Think positively and set and achieve goals
* Do something challenging each day and do something for someone else
* Observe Self- Concept people and handle things one at a time
* Use criticism constructively and ake advantage of learning opportunities
* Improve your personal living space and Allow personal growth time early day.
* Do not say negative things about yourself and look your best.
* Learn new skills and share your skills with others

**2.1.6. Measurement of Self –Esteem**

**a. Self- Esteem Inventory**

The tool Self-Esteem Inventory is first construct by Karunanidhi and standardized it for measuring the Self- Esteeme among adolescence. The tool contains 82 items based on the Self- Esteem theory. The tool consists of both positive and negative items. The statements are simple clear and direct to the point. Each statements has four alternative responses such as “Always” “Most of the time” “Some times” and “Never”. The Inventory measured six dimensions of Self- Esteem viz., Competency (16 items), Global Self-Esteem (15 item), Moral and self control (13 items), Social esteem (12 items), Family esteem (11 item) and Physical appearances (9 items).

**2.1.2 Conceptual Overview of Approaches to Studying**

Study orientations, study habits, approaches and style of learning- all these terms describe different aspects of how students relate to the course they take. They can be considered as the student’s characteristics like ability or motivation, which help to explain academic success or failure. It is considered that students’ stylistic preferences are difficult to modify once it is established but their orientation, conceptions and approaches are strongly affected by the teaching and assessment the experience.

**2.1.2.1 Study- habits**

The task of learning required information, either from the text, or classroom lecture, is complex one, which calls up on the students to employ many techniques and skills, the learning task will become easier, current research in this area shows that this may not be the case and that there are factors other than the applications of specific study techniques such as SQ4R technique (Robinson, 1961)which influence the learning task.

Study habits are those techniques such as summarizing, not–taking, outlining or locating material which learners employ to assist themselves in the efficient learning of the material at hand. Researches in this field (Laylock&Russel, 1941;Entwistle, 1960) led to the development of study manual or courses. Berg and Rental (1966) also found that motivation was the key factor for students enrolled in study skills. Robinson (1970) developed study skill technique to provide soldiers with higher-level study skills. Pask (1962) recommended two techniques in not taking.

**2.2.2 Learning from learners perspective**

Pask after studying styles and strategies of learners showed that students have distinct preference in the styles of learning such as holistic approach, serialist, versatile and globetrotting. Biggs (1978) reinforced the idea that students can take one of the three parts to learning. Factors analyzing of the study yielded in utilizing factor including (i) rote strategy, extrinsic motivation and fear of failure (ii) an internalizing factor including meaning, assimilation and intrinsic motivation and (iii) an achieving factor including organized studying and need for achievement.

Recently there has been a growth of interest in cognitive process and learning styles, which has been reflected, in the recent research on study skills. Researchers believe that the particular technique of study used by a learner is not the important factor in the learning process; there are factors with in the learner, which determine what is learned. They feel that learning style is critical factor in the learning process. Motivation and how the learn processes new information are also crucial. The process by which the brain handles new information is often described in terms of similar to those used in describing computer functions.

Anderson and Armbruster(1980) are among the active researchers in this field. They believe that there are two components which influence the learning process a) state variables are defined as the status of the student and the material at study time; student variables include knowledge of the criterion task content knowledge. B) Processing variables are defined as the method by which the material on the page transfers to the learner’s brain. According Tennant (1988) different learning situation demand different learning styles (try to use the task in the widest possible perspective), which involve the use of illustrations, examples, analogies etc. Some others use a serialistic style in which they concentrate on details and logical connections in a continuous manner and look in a border context only towards the end of the topic. Entwistle (1978) considered holism and serialism as extreme manifestation of more fundamental process, which are influenced by systematic enforcement of the requirement of understanding. In his opinion in absence of a strict condition some students dispose to act like holistic and others serialistic. Some act in other way and are referred as versatile.

* + 1. **Approaches to Studying**

Entwistle *et al*. (1979) in their study found that learning consist of three related elements that are intention, process and outcomes. The main concepts in their study is the distinction between two Approaches to Studying a task-one approach called deep approach involves an intention to understand while the approach called surface approach describes the intention to reproduce information in connection with externally imposed task demands. A third approach was introduced by Ramsden (1981). He described at as a strategic approach through which students seek to maximize their grades by strategic management of their time and intellectual resources.

Another theoretical frame work is provided by research report done by Marton (Marton, *et al*.1984). In their study they derived important descriptive concepts and categorized from qualitative analysis of students reports of their own study process. The main concept emerging from this research describes approaches to leaning. These approaches contain a similar distinction between deep and surface levels of processing as that investigated by Schmeck, but Marton characterizes the distinction between these categories in terms of internationality (Marton and Saljo, 1984).

Entwistle,(1979) conducted a study on approaches to learning including the major components like organized study methods, analytical thinking deep elaboration processing and organized studying. In the study (Entwistle and Ramsden, 1983) it was suggested that there were four main orientations to studying into which approaches to learning, styles of learning and associated forms of motivation merged (Entwistle, 1990). These for orientation were described as ‘achieving’ (With components covering strategic approach, hope for success and vocational motivation) ‘meaning’ (deep approach and intrinsic motivation), ‘reproducing’ (surface and fear of failure) and ‘non-academic’ (dis organized study methods, negative attitudes and social motivation).

Another line of thought drawn from cognitive psychology is the study approach. Browan and Holzman (1966), Entwistle and Wilson (1977) in that study described a theoretical approach, which characterized those activities, considered to be a part of good study method or to indicate high levels of academic motivation. Such attempts are continuing with increasing sophistication and seen likely to develop in to coherent descriptive from works from which rationales should emerge (Thomas 1985)

In Simple terms an Approaches to Studying is the way in which a person approaches a learning material. It is based a motive or intention to learning and a strategy or set of strategies that will pursues that general direction (Biggs, 1987). Whatever the interest in a particular task students tend to have fairly stable motives towards schoolwork just as students have stable conceptions about what school learning might be. Accordingly learners tend to go about learning in a consistent way. This consistency of motive by a student approaches to learning or studying.

**2. 2.4 Measurement of Approaches to Studying.**

Many attempts were made to apply theoretical knowledge of study habits, learning style, and approaches to study in practice. One of the earliest attempts to develop a study habits inventory was made Wrenn in 1941 (Mitzel, 1982). After that more comprehensive inventories have been conducted giving emphasis up on the mechanics of studying rather than attitudes or motivation.

Schmeck *et al* (1977) in their study reported the development of a 62 items inventory of learning process. They identified from the research evidence important learning process and converted these into behavioral indicators related to the context of everyday studying. The underlined framework was provided by the notion of levels of processing in memory introduced by GraikLockert (1972)

The inventory of learning process of Schmeck(1983) has yielded by the four main factors ‘Deep Processing’ describes the extend to which a student critically evaluates, conceptually organizes, compares and contrasts information being studied; ‘Elaborative’ Processing indicates the extend to which to students translate new information into their own terminology, apply into their on lives, generate concrete examples from their own experience and use visual imagery for the purpose of encoding new informations; ‘Fact Retention’ involves perceived facility at learning facts and details, while ‘Methodical Study’ contains activities recommended by ‘How to Study’ manuals .

In recent years there has been a substantial amount of research focusing on the relationship between qualitative differences in students approach to study and learning outcomes. Most of the studies have however focused on qualitative differences in learning outcomes of students engaged in individual academic article (Marton & Saljo, 1984). There has been little or no focus on qualitative differences in the learning outcomes of whole course, were a course is defined as the smallest unit of study for which is awarded a grade. In their study Trigwell and Prosser (1991) measured the qualitative differences in the learning outcomes at the course level.

Kumar & Koya (2001) developed and Approaches to Studying Inventory for measuring the variable Approaches to Studying. The Approaches to Studying Inventory (ASI) takes the advantages by encompassing the four components of Approaches to Studying viz., Meaning orientation Re producing orientation, Achieving orientation and no academic orientation. Each component in turn includes four subscales.

* 1. **B.REVIEW OF RELATED STUDIES**

This section is combined to the body of research studies related to the variables.

**2.3.1 Related Studies of Self-Esteem**

Kaplan, (1975) found evidence that for individuals with low Self-Esteem who have experienced consistent failure delinquent behavior serves to enhance Self-Esteem as way of getting back at the system. He also found in a long term study on 3000 seventh grade students that lower levels of Self-Esteem were most likely to adopt deviant behavior patterns. Low Self-Esteem becomes a tremendous source of anger and hostility, which frequently results in violence.

Gossop, (1976) the result of his study shows that considerable deficiencies in Self-Esteem among drug dependent patients and believes that teenagers with law Self-Esteem who are exposed to drug must be considered to be at risk.

Bloom (1977) revealed that school dropouts tend to have more negative Self-Esteem as learners than those stay in school.

Kelley (1978) found that a co-rrelation between delinquency and low Self-Esteem. He found that as programmers were implemented to raise the level of Self-Esteem the incidence of delinquent behavior in school declined.

International association of Chiefs of Police (1979) concluded that a significant loss of Self-Esteem is an immediate cause of deviant behavior

Whitely (1980) found a high correlation between moral decision making and the level of Self-Esteem. After implementing a course to raise the level of Self-Esteem of college students they found there was less cheating and stealing and more concern about the common good of other students.

Thomas and Sanandaraj (1982) aimed at determining the extend of relationship between scores on Self-Esteem and academic achievement. A proportionate stratified sample of 370 ninth grade students has been used for the study. The results indicated that there is significant positive correlation between the variables understudy. The study further revealed that high achievers differ significantly from law achievers in Self-Esteem.

Brookover *et al* (1985) found that there was a significant relationship between self-concept and academic achievement.

Erale(1985) found that two common characteristic among girls who drop out schools include low academic achievement and low self –esteem.

Holly (1987) complied a summary of all this studies and indicated that most supported the idea that Self-Esteem was more likely the result than the cause of academic achievement. However he acknowledged that a certain level of Self-Esteem is required in order for a student to achieve academic success and that Self-Esteem and achievement go hand in hand

Keegan (1987). In his study revealed that low Self-Esteem either caused or contributed neurosis, anxiety, defensiveness and ultimately alcohol and drug abuse.

Steffenhagen and Bruns (1987) concluded from their studies that low Self-Esteem is the psycho dynamic mechanism underlined all deviant behavior

Priscilla & Karunanidhi (1988) have conducted a study on influence of Self-Esteem, locus of causality and adjustment on behavioral problems of adolescent girls. The finding of the study revealed that low Self-Esteem and adjustment problems tend to increase the behavioral problems of adolescent girls. The investigator used the Self-Esteem question are (Pope et..al, 1998) to measure the Self-Esteem of the adolescent girls.

Verma abd Dashora (1988) attempted to study the relationship between Self-Esteem and academic achievement of male and female adolescents. The study was conducted on a sample of 50 male and 50 female adolescents of 10th class. The findings revealed that non- significant positive relationship between Self-Esteem and academic achievement of male female adolescents. There is not significant difference between high& low Self-Esteem group of male and female adolescents on academic achievement.

Tanwar Singh (1988) investigated the relationship of Self-Esteem with sex role orientation (Masculine Feminine, androgynous, and undifferentiated) locus of control and achievement motivation among college females of Himachal Pradesh. The results showed androgynous group had highest Self-Esteem followed by masculine, feminine and undifferentiated college significantly from feminine and undifferentiated and masculine from undifferentiated females in their Self-Esteem.

Covington (1989) found that as the level of Self-Esteem increases, so do achievement scores; and as Self-Esteem decreases, so does achievement. Further more, and perhaps most important, he concluded that Self-Esteem can be modified through direct instruction and that such instruction can lead to achievement gains.

Kite (1989) investigated that of seven major factors contributing to school drops out, four of the factors were related to Self-Esteems, feeling that they lack the intelligence or the ability to succeed in school. In other words, they suffered from low Self-Esteem, reinformed consciously or un consciously by parents or teachers.

Vinutha *et al* (1989) studied Self-Esteem in 9th standard childrens using the culture free Self-Esteem inventory of Battle (1981) was administrated to sample of 184 boys and 184 girls. The results revealed that high Self-Esteem for boys and girls but statistical examination for the significant difference between the groups showed that boys have significantly high Self-Esteem on general social and academic Self-Esteem than girls. Girls are more defensive than boys.

Battle (1990) in his research confirms the relationship between depressions is adolescents and low Self-Esteem.

Sahagan (1991) reported in his study that today kids join gangs because of the need to belong. To reduce gang membership focus on enhancing the self-worth and Self-Esteem of our youth so that they do not seek out and need the gang to meet their basic needs.

Bhatti (1992) Refers to clinical studies documenting the relationship between low Self-Esteem in adolescents and thoughts about suicide, depression, and drugs.

Wals and Beleuer (1992) in his analysis of the study revealed that successful school Self-Esteem programs affect factors, which are important to school success, such as positive feelings about self, absenteeism, and school retention.

Buri *et al* (1993) studied the relationship of parental nurturance (PN) to Self-Esteem was investigated for 7 districts adolescence and early adulthood age groups 7th, 8th, 10th, and 12th grades, undergraduate fresh man residing at home with parents or no longer residing at have with parents. Samples completed 39 questionnaire & demographic formation sheet Even though mothers and fathers nurturance together were more strongly related to Self-Esteem during junior school years than during high school and college years. PN Still remained a robust predictor of Self-Esteem during these later years. Results are discussed in the context of (1) stability at different ages of the basis on which ones judgment of Self-Esteem are made and (2) PN as a stabilizing influence the transitional years of adolescence and early adulthood.

Johnson (1977) documented that juvenile delinquent not only had low Self-Esteem, they also had significantly lower reading skills and achievement. Juvenile delinquency prevention programs often fail because they overlook the crucial element of elf-esteem and its impact on riding eloquent behavior.

Usman (2003) reported in his study of Self-Esteem in relation to social maturity of Higher Secondary school students of Kerala, that Self-Esteem and social maturity are dependent of each other ie..high Self-Esteem lead to high social maturity and vice-versa.

Parameswari and Elango (2003) investigated the relationship of Self-Esteem to quality of life in the context of Demographic variables in institutionalized. Elderly Investigator administrated Self-Esteem scale (Rosenberg: 1964), and significant positive relationship between Self-Esteem and quality of life was found.

Nayam and Arokiasany, (2004). have conducted a study on Self-Esteem and Educational aspiration in secondary school students. Investigator administered a Self-Esteem inventory. The study revealed that male students and XIIth standard students enjoy higher Self-Esteem than female Xth standard students.

Verma and Sood (2004) conducted a study of study approaches of Distance learners impact of achievement, locus of control and Self-Esteem. On sample of 424 MEd students. The analysis of data revealed that academic achievement and locus of control had a significant relationship with surface approach to studying while Self-Esteem influenced significantly both the approaches.

**2.3.2 Studies on Approaches to Studying**

The conclusion derived from the experimental study of Marton&Saljo (1976) was that a surface approach was easy to induce with factual questions whereas persuading surface learners to adopt a deep approach was not an easy task.

Franson (1977) concluded in his study that students are likely to use a surface approach when they have little interest in the subject matter or do not perceive its relevance to their needs.

Ramsden and Lorillard (1979) reported that the variability in approach is partly a function of difference between individual academic tastes. But there was also evidence that the students respond to the context of the learning defined by the teaching and assessment method of academic departments .

Ramsden and Entwistle (1981) revealed in his study that departments which scored highly on good teaching allowed freedom in students learning and did not impose excessive work loads had a higher than average proportion of students whop displayed a meaning orientation.

Ramsdon and Entwistle (1981) studied the relationship between students Approaches to Studying and the characteristic of the departments in which they were taught. The sample consisting of 2208 students in 66 departments of British Higher Education Institutions. They concluded that departments which were rated highly for their teaching and offered freedom in learning were more likely to produce students who employ a deep approach.

The study of Ramsden and Entwistle (1981)revealed that a meaning orientation was associated with freedom in student learning as well as reasonable work loads.

Ramsden and Entwistle (1981) examined the relationship between Approaches to Studying and self-reported ratings of academic progress. Discriminant factor analysis was conducted to discriminate between those who believed they were doing very well and those believed they were doing badly. The analysis shown that there is a positive correlation between these two variables.

The relationship between the study methods and academic achievement was investigated by Watkins and Hattie (1981) they found that males were utilizing strategies and females were higher on internalizing motivation and internalizing strategies.

Watkins (1982) reports a study of the relationship between Approaches to Studying and academic grades awarded. This study found that disorganized study methods, surface approach and negative attitudes to studying were consistently related to academic performance.

Harper and Kember (1985) found the fact that older students are more likely to persist is consistent with the finding that older students are more likely to display a deep approach they are more likely to be interested in the subject matter for its own sake, to search for the key concepts and to relate them to their own experience. Such a meaning orientation must be more fulfilling than rout learning, so propensity to withdraw is reduced.

Watkins and Hattie (1986) conducted a longitudinal study on Filipino students to examine the relationship of Approaches to Studying and school grades. It is found that a deep and, competitive well-organized approach are positively related to academic success. Reproducing pathology of learning was negatively co related with school grades.

In a factor analytic study by Speth and Brown (1988) on study process and strategies and found surface approach is linked to failure and deep approach to elaborative processing.

Entwistle and Waterston (1988) examined Approaches to Studying and levels of processing in 117 science and 101 Arts university students. Findings revealed that surface processing being correlated to surface approach and Elaborative processing to Deep approach.

Hattie and Watkins (1988) in a study of preferred classroom environment and approaches to learning on a sample of 1266 Australian school students indicated a relationship between learning strategies and high quality learning outcomes.

Beina (1989) conducted a study to find the relation between science learning approach and biology achievement of secondary school pupils and obtained a positive correlation between science learning approach and achievement in Biology.

Prosser and Miller (1989) based on their investigations observed close relationship between the student Approaches to learning and outcomes at the course level.

The result of the study conducted by Ramsden*et al* (1989) indicates that surface approach and exam performance was negatively associated. Deep approach marginally associated with aggregate mark.

Uzhunnan (1989) made comparatives of science learning approach and science learning environment among high, average and low creative groups of secondary school students. Results indicated a significant different existing in science learning Approach among these groups,

Watkins and Hattie (1990) designed a study to assess the secondary school student’s approaches to learning. Result indicates a positive correlation between subjects’ level of Self-Esteem and their perception of the learning environment as enjoyable with both Deep and Achieving approaches to learning. Subject with versatile learning strategies were more academically successful.

Boujaoude and Gialiano (1991) investigated the relationship among Approaches to Studying, prior knowledge, logical thinking ability, attitude and performance. The findings revealed that the students in this study had slightly higher scores on reproducing orientatio0n them meaning orientation.

Cristensen,*et al* (1991) explored the relation of students performance on the five learning strategies identified by Weinsten and Mayer(1986) with the student performance on the SPQ of Biggs. No significant difference was found on either the basic or complex tasks between the deep or surface scores for students using the rehearsal organization and elaborate stage.

Enhancement in academic achievement was reported by Carns and Carns (1991) in 117 fourth graders . The students were exposed to study skills approach designed to increase study skills. Learning strategies and learning style.

Pillai and Naseema (1991) conducted a study on a sample of 600 secondary school students and reported significant positive but law relationship between science learning approach and achievement in physics.

Relationship between Approaches to study and learning outcomes at the course level was studied by Trig well and Prosser (1991) and confirmed the positive correlation between a deep approach to study and qualitative learning outcomes.

Anilkumar (1992) studied the impact of socio- economic status and science studying approach on achievement in science of secondary school pupils and found significant main effect of science studying Approach on achievement in science.

Ekins (1992) investigated skills and Approaches to study for 549 students from Honkong. The conclusion was the deep motivation was key to success but to succeed in gaining credits and good grades, deep strategy, achievement motive and achieving strategy were also needed.

Jayaseelan (1992) investigated the influence of achievement motivation and science studying approach on achievement in biology of 675 standard IX students. In his study he found significant relationship between science studying approach and science achievement.

Lancaster Approaches to Studying inventory was administered by Gledhil and Vander Merwe (1992) on 41 female and 135 male medical students. Males scored higher on the subscale negative attitude to study implying a lesser degree of interest and application. Lower values on extrinsic motivation among females suggest they were lesser-concerned men students. Lower scores on operation learning and improvidence indicate that females were respectively less inclined to concentrate on facts or to display an over cautious reliance on details.

Valet and Charlmers (1992) studied the qualitative differences in university students learning goals on their management of study. Significant relationships were found between student’s learning goals and their perceptions on the learning situations and their course performance.

Areefa (1993) investigated group difference in Approaches to Studying science of secondary school pupils and reported the existence of significant difference between high-biology achievement group and low-biology achievement group and average-biology group with respect to science approach.

Kumar (1993) examined the interaction effect of intelligence, cognitive style and Approaches to Studying on achievement in Biology of secondary school pupils and reported significant main effect of Approaches to Studying on achievement in biology.

Kember (1995) investigated the study habit and Approaches to study tasks of 34 mechanical engineering students over the course of one week found that are of a surface approach to learning was positively correlated with high class attendance and greater study time, suggesting an inefficient approach.

Richardson (1995) made comparison of the study skills of 38 adult and 60 traditional age college students in the same course. It was found that older students had significantly higher scores on meaning orientation and lower scores on reproducing orientation.

Pillai (1995) explored the influence of cognitive Approaches to Studying on process outcomes in physics of secondary school pupils. Significant main effect of Approaches to Studying on process out come was observed.

John (1995) investigated certain motivational variables and Approaches to Studying as predictors of process out come is physics. The sample was 500 secondary school pupils. Result revealed a significant positive relation between Approaches to Studying and achievement.

Pillai and Kumar (1996) explored the causal relationship of intelligence, cognitive style and Approaches to Studying and achievement in secondary school Biology. The sample consisted of 700 standard X students findings indicated that Approaches to Studying has direct effect on achievement is Biology.

Rehna (1996) investigated the interaction effect of learning style and Approaches to Studying on achievement is Biology of secondary School pupils. Result showed that the Approaches to Studying in both dimensions viz, deep/surface approach and organized /disorganized study method did not yield any significant main effect on achievement in biology. The study revealed that boys and girls differ significantly in their learning style and Approaches to Studying on achievement in biology is not found to be significant.

Kumar (1997) investigated the difference in approach to studying and learning style between high-achievers and low-achievers in secondary school biology. The sample consisted of 350 standard Ixth students and the result revealed that significant difference exist between high and low-achievers based on their Approaches to Studying.

Provost and Bond (1997) administrated a short version of the Approaches to Studying inventory to 169 college psychology students. Study revealed that scores for meaning orientation did not predict academic performance in any way were as there was a very small negative correlation between reproducing orientation and academic achievement.

Kumar (1998) studied the impact of Approaches to Studying and cognitive style on achievement in biology of 700 secondary school pupils.. Result indicated that Approaches to Studying has main affect on achievement in biology

Richardon, *et al*.(1999) investigated the study approaches of in upper division distance learning course at Briton’s open university. Study approaches of upper division students were affected by background variables. The relationship of study approaches to academic achievement was also stressed.

Koya (2002) In his study find out that there is a strong positive relationship of learning style and Approaches to Studying of academic achievement.

Shanmugathas (2002) investigated the interaction effect on learning style Approaches to Studying and classroom climate on achievement in social science of secondary pupils. The study revealed that out of the three independent variable studied Approaches to Studying is the best predictor of achievement in social science followed by learning style.

**CONCLUSSION**

Survey of literature on Self-Esteem and Approaches to Studying shows that it s has been studied extensively abroad. This includes academic Self-Esteem and meaning orientations( Watkins,1900); Surface or shallow Processors of information(MC Carthy& Schmeck,1998) Deep processors and Self-Esteem(Brestein&Schmeck,1998); study Approach and Self-Esteem (Watkins& Hattie,1990). Thus the review of students gave a wide prospective of the present problem under study. Since rare studies related with the present study are conducted in Kerala the investigator inspired to undertake this study.

## METHODOLOGY

The Selection of research methods to be used has great importance in the research procedure. It refers to the general strategy followed in collecting and analyzing the data necessary for solving problem.

The present study is an attempt to find out the Relationship of   
Self-Esteem and Approaches to Studying of Higher Secondary School Students. This warrants the description of the variables, tools, selection of sample for the collection of data and statistical techniques for analyzing data. In this chapter the design of the study which has been presented under the following headings.

3.1 Variables of the study

3.2 Objectives of the study

3.3 Hypotheses of the study

3.4 Sample for the study

3.5 Tools used for the study

3.6 Data collection procedure

3.7 Scoring and consolidation of data

3.8 Statistical techniques used of analysis for data

The details of each of the above are given below.

# 3.1 VARIABLES OF THE STUDY

As the intention of the study is to find out the relationship between Self-Esteem and Approaches to Studying of Higher Secondary School Students the variables of the study are Self-Esteem (Independent) and Approaches to Studying (Dependent).

# 3.2 OBJECTIVES OF THE STUDY

**3.2.1** To find out whether there is any significant relationship between Self-Esteem and Approaches to Studying of higher secondary school students for the total sample and sub samples based on

* 1. Gender
  2. Locale
  3. Faculty
  4. Type of School Management

**3.2.2** To find out whether there is any significant difference in the mean scores of Self-Esteem of higher secondary school students between relevant sub samples based on a

a) Gender

b) Locale

c) Faculty

d) Type of School Management

* + 1. To find out whether there is any significant difference in the mean scores of Approaches to Studying of Higher Secondary School Students between relevant sub samples based on a
  1. Gender
  2. Locale
  3. Faculty
  4. Type of School Management

# 3.3 HYPOTHESES OF THE STUDY

**3.3.1** There will be significant relationship between Self-Esteem and approaches of studying of higher secondary school students for the total and sub samples based on

a) Gender

b) Locale

c) Faculty

d ) Type of School Management

* + 1. There will be a significant difference in the mean scores of Self-Esteem of higher secondary school students between relevant sub samples based on

a) Gender

b) Faculty

c) Locale

d) Type of school management

* + 1. There will be significant difference in the mean scores of Approaches to Studying of higher secondary school students between relevant sub samples based on

a) Gender

b) Locale

c) Faculty

d) Type of School Management

# 3.4 SAMPLE FOR THE STUDY

The study is carried out on a representative sample of 750 pupils studying in class XI and XII of higher secondary schools of Malappuram and Calicut district of Kerala State.

# 3.4.1 Sampling Technique

More important than the size is the care with which the sample is selected. It is advisable to sub divide the population in to smaller homogeneous groups to get more accurate representation. This method results in stratified sampling. For the present study stratified random sampling method was adopted. A stratified random sample is one in which the members of the sample belong to the various strata of population are included. This technique is used to ensure the representatives of the whole population and to avoid bias.

# 3.4.2 Factors represented in the sample

For the present study the investigator considered the following factors as strata from which the necessary sample was drawn.

3.4.2.1 Gender of the subject

3.4.2.2 Locale of the school (Rural/Urban)

3.4.2.3 Type of management of School (Government/Private)

3.4.2.4 Faculty (Science/Humanities/Commerce)

**3.4.2.1 Gender**

It is a well-established fact that instructional efficiency depends on the gender of the subject. The cognitive abilities and other characteristics may be different in boys and girls. Hence the investigator included almost equal proportion of girls and boys.

**3.4.2.2 Locale**

It is noted that the location of the schools (Rural/Urban) influence the students performance to a considerable extent. Though grater proportion of school belongs to rural areas, great efficiency is found associated with urban schools. The students of an urban school hails from socio-economically affluent families, while students of rural schools mostly belongs to socio economically backward families. There fore, in the present sample the consideration were given to Rural and

**3.4.2.3 Type of school management**

In Kerala, there are schools run by both Government and Aided Schools. In the present study the investigator took more Government Schools than Aided Schools.

**3.4.2.4 Faculty**

The curriculum of higher secondary school consists of three major divisions, science, humanities, and commerce batches. The investigator decided to take the batches like the ratio science: humanities: commerce=3:1:1.

# 3.4.3 Size of the sample

The study was proposed to be conducted on a representative sample of 750 pupils of Malappuram and Kozhikode district. The investigator selected 10 Government schools and five Aided schools out of which 10 Schools were from rural area and five were from urban area. The details of the sample distribution considered for the study are given in table 1.

# TABLE I

### Break-up the Basel sample on the basis of sub samples

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sub samples** | **Gender** | | **Type of**  **School** | | **Locale** | | Faculty | | |
| Male | Female | Govt | Aided | Urban | Rural | Science | Humanities | Commerce |
| 334 | 416 | 530 | 220 | 473 | 227 | 274 | 145 | 311 |
| Total | 750 | | 750 | | 750 | | 750 | | |

The table I show the breakup of the basel sample. The table further illustrates that there are 334 males and 416 female in the sample. The sample under government and aided strata is 530 and 220 respectively. Science, Humanities, Commerce batches contains 294, 311 and 145 students.

**3.5 TOOL USED FOR THE STUDY**

Each tool is appropriate for the collection of certain type of evidence or information. “The research has to select from the available tool, which will precede adequate data, she/he requires for testing of the hypothesis. In some situation he/she may find that existing research tool do not suit his purpose and so she/he may modify them or construct his or own”(Kaul-1997)

In the present study, Self-Esteem is the independent variable and to measure these variables no appropriate tool was available. The available tool is not suit to measure Self-Esteem of higher secondary school students. Hence the investigator attempts to develop Self-Esteem inventory with the help of supervising teacher.

In these study dependent variables is Approaches to Studying. Approaches to Studying of higher secondary students are measured by employing Approaches to Studying inventory developed Kumar and Koya (2003).

3.5.1 Construction And Standardisation of Self- Esteem Inventory

The procedure of construction and standardization of Self-Esteem Inventory is described under the following headings

3.5.1.1 Planning of the Inventory

3.5.1.2 Preparation of the Inventory

3.5.1.3 Try out of the Inventory.

3.5.1.4 Finalization of the Inventory

**3.5.1.1 Planning of the Self- Esteem Inventory**

For the preparation of Self-Esteem Inventory the investigator made an extensive on the features of Self-Esteem and its components. The available literature shows that mainly 12 features constitute the Self-Estee In the present study investigators has identified 12 major components.

* A sense of security
* A sense of belonging
* A sense of purpose
* A sense of trust
* A sense of responsibility
* A sense of contribution
* A sense of making decisions
* A sense of self-discipline and self-cent red
* A sense of encouragement, support and reward
* A sense of accepting mistakes and failure
* A sense of family Self-Esteem
  + - 1. **Preparation of Self-Esteem Inventory**

The test items were prepared in accordance with components involved in Self-Esteem. After preparing the test item the investigator has consulted with experts and in accordance with their opinion, she avoided ambiguous and vague items and initially pooled 60 items.

**3.5.1.3 Tryout of the Inventory**

Try out of the first draft was done in order to select valid items for the final Inventory. For this the inventory was administrated to a selected group of 750 students of higher secondary school.

**a. Sample selected for try out sample**

The dependability of study is determined to a great extend by the selection of the sample on which the test is administrated. It was impossible to cover the entire population and obtain a conclusion, which was called for the whole population, so small sample selected from the population. The sample for the try-out was selected by stratified random sampling techniques.

**b. Scoring of tryout of the inventory**

The sheets were scored using the scoring scheme. Statement of each positive item has five possible responses viz., Always, mostly, sometimes, rarely and never. Scores 5, 4,3,2, and I were given to each positive item. For each negative item the scores were given 1,2,3,4 and 5 respectively according to reverse scoring procedure. They scores of the individual items were summed to give total scores of the students for the tryout section.

**3.5.14 Finalisation of Inventory**

For the finalization of inventory item analysis was done the procedure suggested by Edwards (1997) was followed.

The scored response sheets were arranged in the descending order on the basis of scores obtained. Then the subjects having top 27% and low 27% scores were taken as high and low group respectively. Under each group, the scores obtained for each individual for each item were presented in a chart, the number of pupil marking always, mostly, sometimes, rarely and never were calculated and presented in the form of a frequency distribution. For each item the mean, and standard deviation were calculated. The ‘t’ value of each statement was calculated by using the formula.

 (Edward 1950)

Where, XHThe mean response score obtained on a given stagiven statement for the High group

XL The mean response score obtained on a given statement for Low group

S2HThe variance of the distribution of the response scores on a given statement for the high group

S2LThe variance of the distribution of the response score on a given statement for the low group

nHNumber of subjects in the high group

nLNumber of subjects in the low group

The ‘t’-value obtained for each statement is given in table 2

TABLE 3. 2

### The t value obtained on item analysis

| **Sl. NO** | **4** | **L** | **S2H** | **S2L** | **t value** |
| --- | --- | --- | --- | --- | --- |
| 1 | 2.73 | 2.32 | 1.38 | 1.08 | 2.34\* |
| 2 | 4.51 | 3.60 | 0.95 | 1.43 | 5.29 |
| 3 | 4.16 | 3.43 | 1.89 | 1.08 | 5.21 |
| 4 | 3.99 | 3.36 | 1.22 | 1.33 | 3.49 |
| 5 | 4.36 | 3.53 | 1.06 | 1.29 | 4.95 |
| 6 | 4.71 | 4.22 | 0.71 | 1.23 | 3.45 |
| 7 | 4.31 | 3.84 | 0.69 | 1.09 | 3.64 |
| 8 | 4.68 | 3.92 | 0.83 | 1.30 | 4.91 |
| 9 | 4.17 | 3.44 | 0.97 | 1.16 | 4.80 |
| 10 | 4.20 | 3.66 | 1.05 | 1.15 | 3.46 |
| 11 | 4.59 | 3.95 | 0.65 | 1.08 | 5.67 |
| 12 | 4.20 | 3.35 | 1.09 | 1.38 | 4.82 |
| 13 | 2.37 | 2.94 | 1.31 | 1.28 | 3.09 |
| 14 | 3.58 | 2.88 | 1.23 | 1.26 | 3.96 |
| 15 | 3.04 | 2.35 | 1.31 | 1.17 | 3.92 |
| 16 | 3.60 | 2.74 | 1.23 | 1.35 | 4.70 |
| 17 | 3.75 | 2.76 | 1.04 | 1.07 | 6.59 |
| 18 | 3.60 | 3.33 | 1.31 | 1.11 | 1.57\* |
| 19 | 3.91 | 3.08 | 0.95 | 0.98 | 6.06 |
| 20 | 3.90 | 2.72 | 1.02 | 1.19 | 7.49 |
| 21 | 3.84 | 3.24 | 1.25 | 1.37 | 3.23 |
| 22 | 3.88 | 3.42 | 1.11 | 0.97 | 3.10 |
| 23 | 4.04 | 3.28 | 1.05 | 1.17 | 4.82 |
| 24 | 3.70 | 2.66 | 1.42 | 1.83 | 6.32 |
| 25 | 3.76 | 2.58 | 1.24 | 1.22 | 6.74 |
| 26 | 4.38 | 3.04 | 0.91 | 1.09 | 9.39 |
| 27 | 3.74 | 3.09 | 1.34 | 1.22 | 3.57 |
| 28 | 2.63 | 2.93 | 1.36 | 1.40 | 1.53\* |
| 29 | 3.16 | 2.92 | 1.80 | 1.54 | 1.01\* |
| 30 | 4.13 | 3.49 | 1.25 | 1.33 | 3.66 |
| 31 | 4.60 | 3.85 | 0.84 | 1.25 | 4.97 |
| 32 | 4.61 | 3.40 | 0.93 | 1.30 | 7.55 |
| 33 | 4.57 | 3.34 | 0.94 | 1.36 | 7.40 |
| 34 | 3.49 | 2.39 | 1.25 | 1.24 | 6.22 |
| 35 | 3.65 | 2.69 | 1.15 | 1.26 | 5.60 |
| 36 | 4.54 | 3.58 | 0.83 | 1.25 | 6.36 |
| 37 | 4.63 | 3.37 | 0.77 | 1.21 | 8.51 |
| 38 | 4.15 | 3.01 | 0.92 | 1.04 | 8.19 |
| 39 | 4.13 | 3.20 | 0.81 | 1.15 | 6.58 |
| 40 | 3.58 | 3.49 | 1.13 | 1.10 | 6.86 |
| 41 | 3.79 | 2.92 | 1.11 | 1.05 | 5.68 |
| 42 | 4.45 | 3.55 | 0.95 | 1.14 | 6.04 |
| 43 | 4.22 | 3.29 | 0.99 | 1.37 | 6.69 |
| 44 | 4.07 | 2.96 | 1.10 | 1.23 | 8.16 |
| 45 | 4.32 | 3.01 | 0.98 | 1.26 | 8.77 |
| 46 | 4.08 | 2.60 | 1.69 | 1.21 | 3.21 |
| 47 | 4.72 | 4.35 | 0.72 | 0.89 | 0.75\* |
| 48 | 4.42 | 4.30 | 1.48 | 1.08 | 6.68 |
| 49 | 3.98 | 2.87 | 1.46 | 1.20 | 5.02 |
| 50 | 4.54 | 3.82 | 0.79 | 1.19 | 2.82 |
| 51 | 4.12 | 3.53 | 1.53 | 1.42 | 7.25 |
| 52 | 4.40 | 3.3 1 | 0.79 | 1.27 | 4.79 |
| 53 | 4.31 | 3.50 | 0.99 | 1.36 | 7.53 |
| 54 | 4.92 | 3.94 | 0.36 | 1.24 | 9.18 |
| 55 | 4.61 | 3.29 | 0.58 | 1.31 | 6.88 |
| 56 | 4.85 | 3.67 | 0.70 | 1.56 | 9.12 |
| 57 | 4.47 | 3.17 | 0.75 | 1.20 | 9.24 |
| 58 | 4.52 | 3.17 | 0.77 | 1.24 | 6.46 |
| 59 | 4.84 | 3.83 | 0.44 | 1.49 | 5.26 |
| 60 | 3.67 | 2.59 | 1.38 | 1.47 | 5.34 |

\* Represent the rejected item

The investigator selected statements with t-value equal or greater than 2.58 for the scale. Thus five items were rejected. There were 55 items in the final Self-Esteem Inventory included. A copy of Self-Esteem inventory is given as appendix II. Dimension wise distribution of items of the scale are presented in the table3

**TABLE 3.3**

### Component wise distribution of item in the Self-Esteem Inventory

|  |  |
| --- | --- |
| Components | **Item number** |
| A sense of security | 2,4 |
| A sense of belonging | 3,5,6,10,31,33,47,49,53 |
| A sense of purpose | 8,20,26,27,29 |
| A sense of personal competence | 9,17,23,24,34,38,52,57 |
| A sense of trust | 7,13,32,36,39,55 |
| A sense of responsibility | 22,40,41 |
| A sense of contribution | 15,25,30,35 |
| A sense of making decisions | 12,44,46,58 |
| A sense of self discipline and self centered | 14,21,37,42 |
| A sense of encouragement support and reward | 16,43,51 |
| A sense of accepting mistakes and failure | 45,50 |
| A sense of family self- esteem | 54,56,59,60 |

# TABLE 3.4

### Example of the items from all the dimensions

|  |  |
| --- | --- |
| **Components** | **Example** |
| A sense of security | I feel safety in always |
| A sense of belonging | I get proper consideration from all my friends |
| A sense of purpose | I believe that I have ultimate aim in my life |
| A sense of personal competence | I believe that I am competent |
| A sense of trust | I can express my ideas in front of others |
| A sense of responsibility | I often fails to carry out the promises |
| A sense of contribution | I often fails to participate in any activities by thinking of what will others think. |
| A sense of making decisions | I can able to take decisions and stick on it |
| A sense of self disciplined and self-centered | I can control my self in anger situation |
| A sense of encouragement support and reward | I have no hesitation to praise whenever my friends attain a success |
| A sense of accepting mistakes and failures | I often feel that I had many failures than success |
| A sense of fairly self- esteem | I often ashamed of my parent’s job |

**3.6 RELIABILITY**

Reliability refers to the extent to which the responses or behavior made by individuals are consistent across items, settings, refers or time. For the present study relationship was determined by test-retest method. In the Self-Esteem Inventory scale reliability was determined by test-re test method. The Self-Esteem Inventory was retested one sample of 30 students after an interval of two weeks. The correlation between the first test score and the retest were calculated by using the Pearson’s product moment of correlation.



The reliability score was found 0. 721, which indicate Self-Esteem inventory is reliable

# 3.7 Validity

An index of validity shows the degree to which a test measures what it intends to measure when compared with accepted criteria. A test is said to have face validity when it appears to measure whatever the author had in mind, namely what he was thought he was measuring (Garret, 1973)

This was prepared and finalized in consultation with the experts hence it has face validity.

* + 1. **Approaches to study inventory**

The Approaches to Studying Inventory developed by Kumar and Koya (2003) is an adequate tool to measure the variable, Approaches to Studying. ASI comprises of four-component scale with four-sub scale each. The details of the scale and sub scales that constitute ASI are given Table 3.5

### TABLE 3.5

**Scales and Subscales of Approaches to Studying Inventory**

|  |  |
| --- | --- |
| **Scales** | **Subscales** |
| Meaning Orientation | Deep approach  Inter relating ideas  Use of evidence  Intrinsic motivation |
| Reproducing Orientation | Surface approach  Syllabus-bound ness  Fear of failure  Extrinsic motivation |
| Achieving Orientation | Strategic approach  Disorganized study method  Negative attitude to studying  Achievement motivation |
| Non Academic Orientation | Comprehension learning  Operation learning  Globetrotting  Improvidence |

According to Table 3.5 the four component scales and their sub scales are the following.

#### 3.5.2.1 Meaning Orientation

It refers to intention of the learner to understand and give meaning. It focuses on relation between parts of the subject matter, the author’s message in association with the evidence used to support it. The subscales of the Meaning Orientation are

#### a. Deep Approach

In Deep approach the learner involves in active questioning while learning.

**b. Inter relating ideas**

Learner attempts to integrate the subject matter with other parts of the content.

## c. Use of evidence

The learner seeks evidence and clarification to draw conclusion.

**d. Intrinsic Motivation**

Learner enjoys the learning activity and takes the challenges in the encounter with pleasure.

**3.5.2.2 Reproducing Orientations**

It demands only minimum engagement with the learning material with focus on memorizing. The goal is often external such as obtaining grade or better job or to just keep out of trouble. The strategy thus restricted to essentials and reproducing through rote learning. It’s subscale are the following.

**a. Surface Approach**

The study approach is superficial concentrating much on memory and the intention is to reproduce as it is.

**b. Syllabus bound ness**

The learning process is strictly restricted to the syllabus or study material.

**c. Fear of failure**

Learner is pre-occupied with anxiety about academic outcomes and is guided by the goal of avoiding a failure.

**d. Extrinsic Motivation**

The drive to study is external that is the study is carried out to satisfy qualification or reward.

**3.5. 2.3. Achieving Orientation**

It is related to the competitive form of motivation called need for achievement or hope for success. It’s strategies are organized time, working space and syllabus coverage is most efficient way. The subscales include:-

**a. Strategic approach**

In this sub scale learner are aware of implications of academic demands made by staff.

**b. Disorganised study method**

In this learning strategy learner is unable to work regularly and effectively.

**c. Negative attitude to studying**

Pupils show disinterest in studying subject matter.

#### d. Achievement Motivation

The drive to accomplish the task is very high and the students are confident and competitive.

**4. Non-Academic Orientation**

It involves broad strategies of Learning with logical sequence and over reliance on details. The technique adopted for learning are not effective enough to achieve higher of understanding. Its subscales are

**a. Comprehension learning**

The learner map-out the subject area and think divergently

**b. Operation learning**

While learning the learner emphasizes on facts and logical analysis.

**c. Globetrotting**

It is a tendency to jump into conclusion without looking into the factual details.

d. **Improvidence**

It is a learning pathology characterized by over reliance on details and failure to develop overall understanding.

Approaches to Studying Inventory consist of 32 items of which 17 are positive and 15 are negative. Each component scale consists of eight items, with two items from each sub scale. The time required to respond to the ASI was fixed to be 20 minutes. The pupils are suppose to mark their responses on a three point scale with alternative Always, Sometimes and Never. In case of a positive item score two will be given to Always, one to Sometimes and Zero to Never. The scheme will be vice versa for negative items-Zero, one and two for Always, Sometimes and Never. The inventory had a maximum score of 64 and a minimum score of zero. All items were presented in Malayalam. The Approaches to Studying Inventory response sheet and corresponding English versions are presented in Appendices.

The final sample comprises 700 students from 15 school belongs to 2 districts mainly Calicut and Malappuram. The details of school and number of students in each school is presented in table 3.5

# TABLE: 3.5

**Details of School-wise distribution.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **SL NO** | **Name of the School** | **Locality** | Management | **Faculty** | **No of Students** | | **Total** |
| **Male** | **Female** |
| 1 | Govt: H.S.S.Vazhakkad | Rural | Aided | Science | 20 | 27 | 47 |
| 2 | G.H.S.S. Perumparamba | Rural | Govt | Humanities | 14 | 33 | 47 |
| 3 | G.V.H.S.S. Kizhuparamba | Rural | Govt | Commerce | 22 | 21 | 43 |
| 4 | Subulussalam H.S.S Moorkanad | Rural | Govt | Humanities | 23 | 34 | 57 |
| 5 | C.M.R.H.S.S Chennamangalloor | Rural | Aided | Commerce | 33 | 16 | 49 |
| 6 | G.V.H.S.S Chathamangalam | Rural | Govt | Science | 15 | 19 | 34 |
| 7 | Jamia Salafiyya H.S.S Manjeri | Urban | Aided | Science |  | 42 | 42 |
| 8 | G.B.H.S.S .Manjeri | Urban | Govt | Science | 26 | 29 | 55 |
| 9 | M.K.H.M.O.H.S.S Manasseri | Rural | Aided | Science | 22 | 23 | 45 |
| 10 | G.H.S.S .Neeleswaram | Rural | Govt | Commerce | 28 | 19 | 47 |
| 11 | G.H.S.S. Kuttikattoor | Urban | Govt | Science | 20 | 27 | 47 |
| 12 | G.H.S.S. karuvampoyil | Urban | Govt | Humanities | 20 | 31 | 51 |
| 13 | G.H.S.S. Karuvampoyil | Rural | Govt | Commerce | 23 | 28 | 51 |
| 14 | G.H.S.S.Koduvally | Rural | Govt | Commerce | 16 | 22 | 38 |
| 15 | N.G.O.Qurters Merikunnu | Urban | Govt | Science | 22 | 25 | 47 |

# 3.1 DATA COLLECTION PROCEDURE

After fixing up the sample the investigator forwarded a letter from the institution to the head of the selected school requesting for permission to administer the test. Thus prior arrangements were made in collecting data. A time schedule was fixed accordingly for the administration of the tools. In administering the tool a uniform procedure was adopted throughout the selected school. The entire tests were conducted during the month of January 2006.

The investigator herself administered the tool after giving general instruction. The students were informed that the test have nothing to do with their classroom examination, this is done to eliminate the effect of anxiety and possible malpractice in their performance. Thus the investigator got the full support of students. First the score sheets were given to each student. The investigator explained and demonstrated how to fill-up the details and the answering. Then the data-gathering tool was distributed. The instructions given were read out to the pupils to finalize them with the test. Also the time limit was strictly followed

**3.10 SCORING AND CONSOLIDATION OF DATA**

Before scoring the response sheet the entire sheet with incomplete data were deleted. This resulted in a rejection of 50-answer sheet from the basal sample. The final sample of the study was reduced to 700 students of higher secondary school.

Scoring was done as per the scoring scheme of each test described earlier a**l**ong with the description of each test.

The scores obtained from the sample on all tests were then consolidated and tabulated for further analysis; data was consolidated separately for each stratum for convenience of further analysis. the break up final sample is given table 3.6.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Sub sample | Rural | | Urban | | Faculties | | |
| Govt. | Aided | Govt. | Aided | Science | Humanities | Commerce |
| Boys | 109 | 26 | 133 | 90 | 119 | 119 | 199 |
| Girls | 89 | 31 | 167 | 55 | 114 | 114 | 114 |
| Total | 700 | | 700 | | 700 | | |

**3.11 STATISTICAL TECHNIQUE USED FOR ANALYSIS OF DATA**

The scores obtained from 700 pupils were subjected to statistical treatment. The various statistical techniques used in the present study includes.

3.11.1 Person’s Product-Moment Co-efficient of correlation (r)

Coefficient of correlation is used to determine the relationship between Self –Esteem and Approach to Studying by using the formula.



Where,  = Sum of X Scores

 = Sum of Y scores

 = Sum of equal X scores

 = Sum of the squared Y scores

 = Sum of the products of paired X and Y scores

N = Number of paired scores

The obtained ‘r’ is interpreted in terms of the following.

1. **Test of significance of the correlation by Fishers ‘t’-test (Best and Khan 1989).**

This is done by checking whether the t- value obtained by the formula  , exceeds 1.96 or 2.58, for significance at 0.05 level and 0.01 level respectively, where ‘r’ is the obtained correlation co-efficient in each case.

**b). The Confidence interval or ‘r’**

If the ‘r’ value obtained is significant at 0.01 level, the 0.99 confidence interval or ’r’ is estimated using the formula 

Where,

SE­r, The standered error of r =  ‘r’ being the obtained coefficient of correlation.

If the ‘r’ value obtained is significant only at 0.05 level or not significant, the 99 confident interval of ‘r’ is estimated using the formula 

SE r = the standard error of r

r = the obtained co-efficient of correlation

c). Verbal interpretation of ‘r’ (Gurrett, 1996)

The following criteria are used for verbally interpreting the degree of relationship between the variables

r from 0.00 to ± 0.20 : indifferent or negligible

r from 0.20 to ± 0.40 : Low or slight relation

r from 0.40 to ± 0.60 : Moderate relationship

r from 0.60 to ± 0.80: Substantial or marked relationship

r from 0.80 to ± 1.00: High to very high relationship

3.11.2 Test of significance of difference Between Mean for Different categories.

The statistical technique test of significance of difference between two means is used to find out is there exist any significant difference is Self-Esteem and Approaches to Studying between relevant sub samples.

The test of significance of difference between two means is knows as a ‘t’ test



Where,

 = Mean of group-1

 = Mean of Group II

N1 = Sample size of groupI

N2 = Sample size of GroupII

 = Standard deviation of Group I

 = Standard deviation of Group II

If the obtained critical ratio is grater than the required value for significant the mean differences considered being significant.

# ANALYSIS AND INTERPRETATIONS

The present study is to find out the relationship between Self-Esteem and Approaches to Studying of higher secondary school students. This chapter deals with the analysis and interpretation of the data as per the following objectives.

**4.1 OBJECTIVES**

**4.1.1** To find out whether there is any significant relationship between Self-Esteem and Approaches to Studying of higher secondary school students for the total and sub sample based on

* + - * 1. Gender
        2. Faculty
        3. Locale
        4. Type of Management

**4.1.2** To find out whether there is any significant difference in the mean scores of Self-Esteem of Higher Secondary School Students between relevant t sub samples based on

a. Gender

b. Faculty

c. Locale

d. Type of Management

**4.1.3.**To find out whether there is any significant difference in the mean scores of Approaches to Studying of Higher Secondary School students between relevant sub samples based on

a. Gender

b .Faculty

c. Locale

d. Type of Management

* 1. **HYPOTHESES**

**4.2.1** There will be significant relationship between Self-Esteem and approaches of studying of higher secondary school students for the total and sub samples based on

a. Gender

b. Locale

c. Faculty

d. Type of School Management

* + 1. There will be a significant difference in the mean scores of Self-Esteem of higher secondary school students between relevant sub samples based on

a. Gender

b. Faculty

c. Locale

d. Type of school management

* + 1. There will be significant difference in the mean scores of Approaches to Studying of higher secondary school students between relevant sub samples based on

a. Gender

b. Locale

c. Faculty

d. Type of School Management

The analysis and discussion are presented under the fallowing headings

4.3 PRELIMINARY ANALYSIS

4.4 MAJOR ANALYSIS

# 4.3 PRELIMINARY ANALYSIS

The important properties of the scores on variables under study were analyzed as preliminary steps. The mean , median, mode, standard deviation, skew ness and kurtosis worked out for the male –female , rural-urban, science-humanities-commerce, Government-aided and total sample.

The summary of the statistical details are presented in tables 4.1, 4.2, 4.3, 4.4, 4.5 respectively.

## TABLE 4.1

Statistical constants of Distributions of scores of   
Self-Esteem and Approaches to Studying for Total sample

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Total Sample | | | | | | | |
| **SL NO** | **Variable** | **Mean** | **Median** | **Mode** | **SD** | **Skewnes** | **Kurtosis** |
| 1 | Self-Esteem | 200 | 201.00 | 203 | 23.093 | .021 | .379 |
| 2 | Approaches to Studying | 36.19 | 36.00 | 35.62 | 5.386 | .360 | 1.797 |

TABLE 4.2

**Statistical Constants of the Distributions of scores of   
Self-Esteem and Approaches to Studying for boys and girls students**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Variables | **Mean** | **Median** | **Mode** | **SD** | **Skewnes** | **Kurtosis** |
| Male | | | | | | |
| Self-Esteem | 203.64 | 204.00 | 204.72 | 24.085 | .104 | -.153 |
| Approaches to Studying | 35.98 | 36.00 | 36.04 | 5.494 | .303 | 2.906 |
| Female | | | | | | |
| Self-Esteem | 199.03 | 198.00 | 196 | 22.296 | \_. 085 | .754 |
| Approaches to Studying | 36.32 | 36 | 35.36 | 5.32 | .406 | 1.045 |

## TABLE 4.3

**Statistical constants of the distribution of scores of   
Self-Esteem and Approaches to Studying for Rural and Urban Students**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **Mean** | **Median** | **Mode** | **SD** | **Skewness** | **Kurtosis** |
| Rural | | | | | | |
| Self-Esteem | 200.99 | 202.00 | 201.02 | 21.841 | .016 | \_.087 |
| Approaches to Studying | 36.46 | 35.08 | 36.39 | 5.684 | .214 | 1.420 |
| Urban | | | | | | |
| Self-Esteem | 200.52 | 199.00 | 195.96 | 24.880 | .032 | .713 |
| Approaches to Studying | 36.42 | 36.00 | 35.70 | 4.890 | .616 | 2.690 |

# TABLE 4.4

**Statistical constants of the distribution   
of scores of Self-Esteem and Approaches to   
studying of Science and Commerce and Humanities students.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **Mean** | **Median** | **Mode** | **SD** | **Skewness** | **Kurtosis** |
| Science | | | | | | |
| Self-Esteem | 204.09 | 203.00 | 200.82 | 24.094 | .087 | .634 |
| Approaches to Studying | 36.31 | 36.00 | 35.38 | 5.060 | .300 | 1.296 |
| Commerce | | | | | | |
| Self-Esteem | 200.19 | 202.00 | 200.47 | 22.872 | \_. 199 | .442 |
| Approaches to Studying | 35.66 | 36.00 | 36.68 | 5.262 | .035 | 1.200 |
| Humanities | | | | | | |
| Self-Esteem | 197.46 | 194.00 | 197.40 | 21.622 | .185 | -.246 |
| Approaches to Studying | 36.87 | 36.00 | 36.62 | 5.912 | .7120 | 2.382 |

# TABLE 4.5

**Statistical constants of the distribution of scores of self-  
esteem and Approaches to Studying of government and aided students.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **Mean** | **Media** | **Mode** | **SD** | **Skewness** | **Kurtosiss** |
| Government | | | | | | |
| Self-Esteem | 202.03 | 203.03 | 205.94 | 23.523 | -.109 | .431 |
| Approaches to Studying | 36.25 | 36.00 | 35.5 | 5.245 | .376 | 2.418 |
| Aided | | | | | | |
| Self-Esteem | 197.64 | 196.00 | 197.22 | 21.687 | .374 | .502 |
| Approaches to Studying | 36.04 | 36.00 | 35.93 | 5.744 | .344 | .848 |

From the table of statistics it can be seen that there is not much variation between values of the three measures of central tendencies viz., mean, median and mode of the variables. The values of co efficient of skew ness are near to zero. The measures of kurtosis for the variables do not depart appreciably from that of normality. This suggests that the selected variables of the study fulfill the properties of a normal distribution.

The distribution of the scores of the variables such as Self-Esteem and Approaches to Studying for total sample are graphically plotted and are given as Figures 4-1 to 4-28.



**Figure 4-1 : Smoothed Frequency Curve of Approaches to Studying for Total Sample.**



**Figure 4-2 : Smoothed Frequency Curve of Self-Esteem for Total Sample.**



**Figure 4-3 : Smoothed Frequency Curve of Self-Esteem for Boys.**



**Figure 4-4 : Smoothed Frequency Curve of Self-Esteem for Girls.**



**Figure 4-5 : Smoothed Frequency Curve of Approaches to Study for Boys.**



**Figure 4-6 : Smoothed Frequency Curve of Approaches to Study for Girls.**



**Figure 4-7 : Smoothed Frequency Curve of Self-Esteem for Urban Students.**



**Figure 4-8 : Smoothed Frequency Curve of Self-Esteem for Rural Students.**



**Figure 4-9 : Smoothed Frequency Curve of Approaches to Study for Urban Students.**



**Figure 4-10 : Smoothed Frequency Curve of Approaches to Study for Rural Students.**



**Figure 4-11 : Smoothed Frequency Curve of Self-Esteem for Govt. Students.**



**Figure 4-12 : Smoothed Frequency Curve of Self-Esteem for Aided Students.**



**Figure 4-13 : Smoothed Frequency Curve of Approaches to Studying for Govt. Students.**



**Figure 4-14 : Smoothed Frequency Curve of Approaches to Studying for Aided Students.**



**Figure 4-15 : Smoothed Frequency Curve of Self-Esteem for Humanities Students.**



**Figure 4-16 : Smoothed Frequency Curve of Self-Esteem for Commerce Students.**



**Figure 4-17 : Smoothed Frequency Curve of Self-Esteem for Science Students.**



**Figure 4-18 : Smoothed Frequency Curve of Approaches to Studying for Humanities Students.**



**Figure 4-19 : Smoothed Frequency Curve of Approaches to Studying for Commerce Students.**



**Figure 4-20 : Smoothed Frequency Curve of Approaches to Studying for Science Students.**



**Figure 4-21 : Cumulative Frequency Curve of Self-Esteem for sub-sample faculty - Humanities, Commerce and Science.**



**Figure 4-22 : Cumulative Frequency Curve of Approaches to Studying for sub-sample faculty - Humanities, Commerce and Science.**



**Figure 4-23 : Cumulative Frequency Curve of Self-Esteem for sub-sample Gender - Boys and Girls.**



**Figure 4-24 : Cumulative Frequency Curve of Approaches to Studying for sub-sample Gender - Boys and Girls.**



**Figure 4-25 : Cumulative Frequency Curve of Self-Esteem for sub-sample Type of School Management - Govt. and Aided.**



**Figure 4-26 : Cumulative Frequency Curve of Approaches to Studying for sub-sample Type of School Management - Govt. and Aided.**



**Figure 4-27 : Cumulative Frequency Curve of Self-Esteem for sub-sample Locale - Rural and Urban.**



**Figure 4-28 : Cumulative Frequency Curve of Approaches to Studying for sub-sample Locale - Rural and Urban.**

**4.3 MAJOR ANALYSES**

The major analysis includes in this study are

4.3.1 The test of significance of difference between two means.

4.3.2 Estimation of the extent of relationship between Self-Esteem and Approaches to Study.

**4.3.1 The test of significance of difference between two means**

# TABLE 4.6

Data and Results of the   
Test of Mean scores of Self-Esteem and   
Approaches to Studying between Boys and Girls

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **Male** | | | Female | | | **t Value** | **Level of significance** |
| N1 | M1 | SD1 | N2 | M2 | SD2 |
| Self-Esteem | 269 | 203.64 | 24.085 | 431 | 199.03 | 22.296 | 2.584 | S\* |
| Approaches to Studying | 269 | 35.98 | 5.494 | 431 | 36.32 | 5.320 | -.815 | NS |

S: significant

NS: Not significant

Table 12 indicates that the mean scores obtained for the male students on Self-Esteem and Approaches to Studying are 203.64 and 35.98 respectively. Mean scores obtained for the female students on Self-Esteem and Approaches to Studying are 199.03 and 36.32 respectively. Standard deviation obtained for above variables for males are 24.085 and 5.494 and for females 22.296 and 5.320 respectively. Since the ‘t’value is higher than the table value, the main difference in Self-Esteem between male and female is statistically significant at 0.05 level. But since the ‘t’value is less than the table value the mean difference in Approaches to Studying between main and female is not significant at 0.05 level.

**Discussion**

The analysis of the above data shows that there is significant difference in Self-Esteem between males and females. So it can be concluded that the male and female students are not equal in their Self-Esteem.

But it is evident from the analysis that there is no significant difference in Approaches to Studying between males and females. So it can be concluded that the male and female students are almost equal in their Approaches to Studying.

# TABLE 4.7

Data and results of the Test of mean scores of   
Self-Esteem Approaches to Studying between rural and urban students.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Variables** | Rural | | | **Urban** | | | **t Value** | **Level of significance** |
| N1 | M1 | SD1 | N2 | M2 | SD2 |
| Self-Esteem | 419 | 200.99 | 21.841 | 281 | 200.52 | 22.88o | -.260 | NS |
| Approaches to Studying | 419 | 36.46 | 5.684 | 281 | 35.79 | 4.890 | -1.631 | NS |

NS: Not Significant.

As shown in the table13, mean scores obtained for rural school students on Self-Esteem and Approaches to Studying are 200.99 and 36.46 respectively. Standard deviation obtained for above variables are 21.841 and 5.684 respectively. Mean scores obtained for urban school students on Self-Esteem and Approaches to Studying are 200.52 and 35.79 respectively. Standard deviation obtained for above variables are 24.88 and 4.89 respectively. Since the value are less than the tabled value 1.96 at 0.05 level of the significance. Thus it can be found that there is no significant difference between the Self-Esteem and Approaches to Studying of rural and urban school students

# Discussion

The analysis of the above data shows that there is no significant difference between the Self-Esteem and Approaches to Studying of rural and urban school students. Hence it can be concluded that the rural and urban students are almost equal in the case of Self-Esteem Approaches to Studying.

# TABLE 4.8

Data and Result of the Test of Mean Scores of Self-Esteem and Approaches to Studying between humanities and commerce students.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **Humanities** | | | **Commerce** | | | t value | **Level of significance** |
| N1 | M1 | SD1 | N2 | M2 | SD2 |
| Self –Esteem | 180 | 197.46 | 21.622 | 285 | 200.19 | 22.872 | -1.281 | NS |
| Approaches to Studying | 180 | 36.87 | 5.912 | 285 | 35.66 | 5.262 | 2.306 | S\* |

S :Significant

NS: not significant

As shown in the table13 mean scores obtained for students from Humanities batch on Self-Esteem and Approaches to Studying are 197.46 and 36.87 respectively; standard deviation obtained for above variables are 21.622 and 5.912 respectively. Mean scores obtained for students of Commerce batch on Self-Esteem and Approaches to Studying are 200.19 and 35.66 respectively. Standard deviation obtained for the above variables are 21.622 and 5.912 respectively. Since the 't' value is less than tabled value 1.96 at 0.05 level, the mean difference in Self-Esteem between humanities and commerce students is not significant at 0.05 level.

The table13 shows that ‘t’value is greater than the tabled value 1.96 at 0.05 level, the mean difference in Approaches to Studying between humanities and commerce students is statistically significant.

**Discussion**

The analysis of the above data shows that there is no significant difference in Self-Esteem between humanities and commerce students. Hence it can be concluded that the humanities and commerce students are almost equal in the case of Self-Esteem.

The table13 shows that the ‘t’value obtained in the case of Approaches to Studying between Humanities and commerce students are greater than the tabled value. Hence it can be concluded that there is significant difference in Approaches to study between science and humanities students.

# TABLE 4.9

**Data and Results of the Test of Mean scores of self esteem and Approaches to Studying between humanities and science students**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Variable** | **Humanities** | | | **Science** | | | **t value** | **Level of significance** |
| N1 | M1 | SD1 | N2 | M2 | SD2 |
| Self-Esteem | 180 | 197.46 | 21.622 | 235 | 204.09 | 24.094 | -2.904 | NS |
| Approaches to Studying | 180 | 36.87 | 5.912 | 235 | 36.31 | 5.060 | 1.033 | NS |

NS: Not Significant

The table14 shows that mean scores obtained for humanities students on Self-Esteem and Approaches to Studying are 197.46 and 36.87 respectively. Standard deviation obtained for above variables are 21.622 and 5.912 respectively. Mean scores obtained for science students on Self-Esteem and Approaches to Studying are 204.09 and 36.31 respectively. Standard deviation obtained for above variables are 24.094 and 5.060 respectively. The 't' values are less than the tabled value 1.96 at 0.05 level of significance thus it can be found that there is no significant difference between the Self-Esteem and Approaches to Studying of humanities and science students.

# Discussion

The analysis of the above data shows that there is no significant difference between the Self-Esteem and Approaches to Studying of science and humanities students. Hence it can be concluded that the humanities students and science students are almost equal in the case of Self-Esteem and Approaches to Studying.

# TABLE 4.10

**Data and Results of the Test of Mean Scores of Self-Esteem and Approaches to Studying between Commerce and Science Students.**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **Commerce** | | | **Science** | | | t value | **Level of significance** |
| N1 | M1 | SD1 | N2 | M2 | SD2 |
| Self-Esteem | 285 | 200.19 | 22.872 | 235 | 204.09 | 24.094 | -1.889 | NS |
| Approaches to Studying | 285 | 35.66 | 5.262 | 235 | 36.31 | 5.060 | -1.439 | NS |

NS: Not Significant

As shown in the table15 mean scores obtained for commerce students on Self-Esteem and Approaches to Studying are 200.19 and 35.66 respectively. Standard deviation obtained for above variables are 22.872 and 5.262 respectively. Mean scores obtained for science students on Self-Esteem and Approaches to Studying are 24.094 and 5.06. Respectively. The t value is less than the tabled value 1.96 at 0.05 level of significance. Thus it can be found that there is no significant difference between the Self-Esteem and Approaches to Studying of science and commerce students.

**Discussion**

The analysis of the above data shows that there is no significant difference between the Self-Esteem and Approaches to Studying of science and commerce students. Hence it can be concluded that the science students and humanities students are almost equal in the case of Self-Esteem and Approaches to Studying.

## TABLE 4.11

Data and Results of the Test of Mean scores of Self-Esteem and Approaches to Studying between Government and Aided Students.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **Government** | | | **Aided** | | | **t value** | **Level of significance** |
| N1 | M1 | SD1 | N2 | M2 | SD2 |
| Self-Esteem | 504 | 202.03 | 23.52 | 196 | 197.64 | 21.687 | 2.266 | S\* |
| Approaches to Studying | 504 | 36.25 | 5.245 | 196 | 36.04 | 5.74 | .477 | NS |

S: Significance

NS: Not significant

The Table shows that mean scores obtained for students from government school on Self-Esteem and Approaches to Studying are 202.03 and 36.25 respectively. Standard deviation for above variables are 23.523 and 5.245 respectively; Mean scores obtained for students of aided School on Self-Esteem and Approaches to Studying are 197.64 and 36.04 respectively Standard deviation scores obtained for above variables are 21.687 and 5.74 respectively. Since the ‘t’ value is greater than the tabled value 1.96 at 0.05 level, the mean difference is Self-Esteem between government and aided school students is significant at 0.05 level, but when the 't' value is less than the tabled value mean difference is Approaches to Studying between government and aided school students is not significant at 0.05 level.

# Discussion

The analysis of table shows that there is significant difference in Self-Esteem between government and aided school student. Hence it can be concluded that students from government and aided school are not equal in the case of their Self-Esteem.

The Table 4.11 gives evidence that there is no significant difference in Approaches to Studying between government and aided school students. Hence it can be concluded that students from government and aided school are almost equal in the case of their Approaches to Studying.

4.3.2 Estimation of the Extent of Relationship Between Self-Esteem and Approaches to Studying

The collected data has been analyzed to find out the extend of relationship between the independent variable Self-Esteem and dependent variables Approaches to Studying. The extent of relationship between the variables was estimated using Pearson’s Product Moment Co- efficient of Co-r relation .

The Co-efficient of correlation between two variables obtained for total and relevant sub samples are presented in the table 4.12, 4.13, 4.14, 4.15, 4.16 respectively.

**TABLE 4.12**

**Pearson ’s ‘r’ for the variables   
Self-Esteem and Approaches to Studying for the Total sample.**

|  |  |  |
| --- | --- | --- |
| SL.NO | Sample | Co-efficient of correlation between Self-Esteem and Approaches to Studying |
| 1 | Total sample | \*-0.189 |

\*Significant at 0.01

# Discussion of the Results

From table17, it can be seen that the co-efficient of correlation between the variables Self-Esteem for total sample is –0.189. The value obtained suggests that, the relation between the variables is significant at 0.01 level as the value required(0.115) for significance at 0.01 level. The magnitude and direction or ‘r’ indicates that existence of low and negative relationship between the variables. That is for an increase or decrease in one variable, there will be a corresponding decrease or increase in the other variable. So the relationship between variables Self-Esteem and Approaches to Studying of higher secondary school students is significant, but low and negative.

# TABLE 4.13

**Pearson’s 'r' for the variables Self-Esteem   
and Approaches to Studying for the sub samples based on Gender**

|  |  |  |
| --- | --- | --- |
| SL NO | Sample | Co-efficient of correlation between Self-Esteem Approaches to Studying |
| 1 | Boys | -.147\* |
| 2 | Girls | -.005 |

\*Correlation is significant at 0.01 level

# Discussion of the Result

The table 4.13 shows that the co-efficient of correlation between the variables Self-Esteem(Independent) and Approaches to Studying (Dependent) for the sub sample Boys is –.147. The ‘t’ value obtained is significant at 0.01 levels. This indicates that is the case of sub sample Boys the two variables are significantly related. The magnitude and direction or ‘r’ indicates that there exists negative relationship between the variables. That is for an increase or decrease in one variable, there will be a corresponding decrease or increase in the other variable. So the relationship between variables Self-Esteem and Approaches to Studying among boys is significant, but, negative.

From the analysis it is evident that the co-efficient of correlation between the variables Self-Esteem and Approaches to Studying for girls is -.005. The ‘t’ value obtained is less than the required value (1.96) at 0.05 level. This indicates that there is no significant relationship between Self-Esteem and Approaches to Studying for girls students.

# TABLE 4.14

**Pearson’s 'r' for the variables Self -Esteem   
and Approaches to Studying for sub samples based on locale.**

|  |  |  |
| --- | --- | --- |
| SL.NO | Sample | Co-efficient of correlation between Self-Esteem and Approaches to Studying |
| 1 | Urban | -0.285\* |
| 2 | Rural | -0.249\* |

\* Significant at 0.01 level

### Discussion of the Result

From the Table19, it is seen that the coefficient of correlation between the variables Self-Esteem and Approaches to Studying among urban students is –0.285. Which is greater than the tabled value of significance (0.150) at 0.01 level. This indicates that the variables Self-Esteem and Approaches to Studying are significantly related in the case of students of Urban School. The negative sign of ‘r’ indicates that the relationship is negative. The magnitude of the coefficient of correlation suggests that there exist low correlation between variables. This means for a slight increase in one variable, there will be a corresponding decrease in the other variables.

The co efficient of correlation between Self-Esteem and Approaches to Studying among Rural Students is -.249. The obtained value is significant at 0.01 levels that it exceeds the tabled value for significance (0.213) at that level. The sign and magnitude of ‘r’ also suggests that the relationship is low and negative. This means that the two variables Self-Esteem and Approaches to Studying among rural higher secondary students is negative low. That is for an increase in one variable there will be a small decrease is other variable.

**TABLE 4.15**

Person’s ‘r’ for the variable Self-Esteem   
with Approaches to Studying for sub samples based on faculty.

|  |  |  |
| --- | --- | --- |
| **SL NO** | **Sample** | **Co-efficient of correlation between Self-Esteem and Approaches to Studying** |
| 1 | Humanities | 0.077 |
| 2 | Commerce | 0.068 |
| 3 | Science | 0.119 |

The table 20 shows that the co-efficient of correlation between the variables Self-Esteem and Approaches to Studying for students of Humanities batch is 0.077. The ‘r’ value obtained was tested for significant of ‘r’. The ‘t’ value obtained is less than the required value (1.96) at 0.05 level. This indicates that there is no significant relationship between Self-Esteem and Approaches to Studying for the Humanities Batch Students.

The table shows that the co-efficient of correlation between the variables Self-Esteem and Approaches to Studying for commerce batch is 0.068. The ‘t’ value is less than the required value (1.96) at 0.05 level. This indicates that there is no significant relationship between Self-Esteem and Approaches to Studying for commerce batch students.

The co-efficient of correlation between Self-Esteem and Approaches to Studying for the students of science batch is 0.119. The obtained value is less than the tabled value and hence the relationship between the variables self esteem and Approaches to Studying in science batch students is not significant.

## TABLE 4.16

**Pearson’s ‘r’ for the variable Self-Esteem and Approaches   
to studying for the sub sample based on Type of School Management.**

|  |  |  |
| --- | --- | --- |
| **SL NO** | **Sample** | **Co-Efficient of correlation between Self-Esteem and Approaches to Studying** |
| 1 | Government | 0.113 |
| 2 | Aided | 0.104 |

**Discussion of the Results**

The coefficient of correlation between the variables Self-Esteem and Approaches to Studying in the case of students of Govt School students and is 0.113 which is slightly less than 0.133, the required tabled value for the significance of ‘r’ at 0.05 level. This indicates that, in the case of students of Government School students, the variables are not significantly related.

The Table21shows that the coefficient of correlation between the variables Self-Esteem and Approaches to Studying for aided school students is 0.104. Which is less than 0.259, the required value for significance at 0.05 levels. So in the case of students of un aided schools, the relationship between Self-Esteem and Approaches to Studying is not significant at 0.05 levels.

# SUMMARY, CONCLUSSION AND SUGGESTIONS

This chapter provides an overview of the significant aspects of the study viz,. Study in retrospect, major findings of the study, educational implications and suggestions for further research in this area.

# 5.1 STUDY IN RETROSPECT

The present study was entitled as “RELATIONSHIP OF SELF-ESTEEM AND APPROACHES TO STUDYING OF HIGHER SECONDARY SCHOOL STUDENTS”.

**5.2 VARIABLES**

The variables used for the study can be classified in to two types viz, dependent and independent variables. Self-Esteem as dependent variable and Approaches to Studying as independent variable.

# 5.3 OBJECTIVES OF THE STUDY

5.3.1 To find out whether there is any significant relationship between Self-Esteem and Approaches to Studying of higher secondary school students for the total and sub samples based on

* 1. Gender
  2. Locale
  3. Faculty
  4. Type of School Management

5.3.2 To find out whether there is any significant difference in the mean scores of Self-Esteem of Higher Secondary School students between relevant sub samples based on a

* 1. Gender
  2. Locale
  3. Faculty
  4. Type of School Management

5.3.3 To find out whether there is any significant difference in the mean scores of Approaches to Studying of Higher Secondary School Students between relevant sub samples based on a

* + 1. Gender
    2. Locale
    3. Faculty
    4. Type of School Management

# 5.4 HYPOTHESES OF THE STUDY

5.4.1 There will be significant relationship between Self-Esteem and approaches of studying of higher secondary school students for the total and sub samples based on

* 1. Gender
  2. Locale
  3. Faculty
  4. Type of School Management

5.4.2 There will be a significant difference in the mean scores of Self-Esteem of higher secondary school students between relevant sub samples based on

* 1. Gender
  2. Faculty
  3. Locale
  4. Type of school management

5.4.3 There will be significant difference in the mean scores of Approaches to Studying of higher secondary school students between relevant sub samples based on

* + 1. Gender
    2. Locale
    3. Faculty
    4. Type of School Management

**5.5 METHODOLOGY**

# 5.5.1 Sample

The study was conducted on a sample of 750 students of standard XI and XII. Sample selection was done by stratified sampling technique giving due representation to factors like Gender, Locale, Faculty and Type of school Management.

# 5.5.2 Tool used

1. Self-Esteem Inventory
2. Approaches to Studying Inventory

# 5.5.3 Statistical Techniques used

* 1. Preliminary statistics like arithmetic mean, medians, mode, standard deviation, skewness and kurtosis.
  2. Pearson’s product Moment Co-efficient of Correlation(r)
  3. Test of Significance of Difference between two Correlation Co efficient

**5.6 MAJOR FINDINGS OF THE STUDY**

5.6.1 When the relationships of Self-Esteem Approaches to Studying were analyzed the following results were obtained.

i) Relationship of Self-Esteem and Approaches to Studying is significant and negative for

a) The Total Sample 

b) Male Students 

c) Urban Students 

d) Rural Students 

ii) Relationship of Self-Esteem and Approaches to Studying is not significant for

a) Female Students 

b) Humanities Students 

c) commerce Students 

d) Science Students 

e) Government Students 

d) Aided Students 

5.6.2 In order to find out whether ther exist significant difference in the mean scores of Self-Esteem of higher secondary school students between relevant sub sample based on Gender, faculty, locale and type of management, critical ratios are calculated and the results obtained are:

i) Boys and Girls differ significantly in the mean scores 

ii) Rural and Urban Students do not differ significantly in the mean scores of Self-Esteem. 

iii) Humanities and commerce students do not differ significantly in the mean scores of Self-Esteem. 

iv) Humanities and science students do not differ significantly in the mean scores of Self-Esteem 

v) Commerce and Science students do not differ significantly in the mean scores of Self –Esteem 

vi) Government and Aided Students do differ significantly in the mean scores of Self-Esteem 

5.6.3 In order to find out whether there exist significant differences in the mean scores of Approaches to Studying of higher secondary school students between relevant sub samples based on Gender, Locale, Faculty and Type of Management, critical ratios were calculated and the results obtained are

* 1. Boys and Girls do not differ significantly in the mean scores of Approaches to Studying 
  2. Rural and Urban students do not differ significantly in the mean scores of Approaches to Studying 
  3. Humanities and commerce Students differ significantly in the mean scores of Approaches to Studying 
  4. Government and Aided Students do not differ significantly in the mean scores of Approaches to Studying 
  5. Humanities and science students do not differ significantly in the mean scores of Approaches to Studying. 
  6. Commerce and Science students do not differ significantly in the mean scores of Approaches to Studying 

## 5.7 TENABILITY OF HYPOTHESES

Based on the findings, the tenability of hypothesis of the study were reviewed.

5.7.1 The first hypothesis states that there will be a significant relationship between Self-Esteem and Approaches to Studying of higher secondary school students for the total and sub sample based on gender, faculty, type of school management and locale. Finding of the study as this. The Pearson’s ‘r’ obtained in most of the case shows that significant negative relationship exists between Self-Esteem and Approaches to Studying for Total and sub samples based in gender, locale. It shows that significant relationship doesn’t exist between Self-Esteem and Approaches to Studying for the sub sample based on Faculty and type of school management. Hence the hypothesis of the study is almost rejected.

5.7.2 The second hypothesis shows that there will be a significant difference in the mean scores of Self-Esteem of higher secondary school students between relevant sub samples based on a) gender) Faculty) Locale) Type of Management. Findings of the study as this.

The ‘t’ value obtained for the mean difference of Self-Esteem between boys and girls, between government and aided, shows significant difference. But no significant difference between mean scores was found between humanities and commerce students, Humanities and Science students , Commerce and Science Students and between rural and urban higher secondary students. Hence the hypothesis of the study is almost rejected.

5.7.3 There will be a significant difference in the mean scores of Approaches to Studying of higher secondary school students between relevant sub sample based on gender, faculty, locale and type of school management.

The Findings of the Study is as Follows

The ‘t’ value obtained for the mean difference or Approaches to Studying between Humanities and Commerce students shows significant difference. But no significant difference between boys and girls, urban and rural, aided and government, humanities science, and commerce and science students. Hence the hypothesis is rejected

# 5.8 CONCLUSION

Major findings of the study helped the investigator to arrive at the following conclusions.

5.8.1 Since significant difference between mean scores of Self-Esteem were found in the case of boys and girls, government and aided students. This made the investigator to conclude that gender and type of school management plays an important role in the Self-Esteem of a person

5.8.2 Since significant and negative relationship was found between variables Self-Esteem, and Approaches to Studying for total sample and sub-samples based on gender, locale, it can be concluded that an increase or decrease is one variable, there will be a corresponding decrease or increase in the other variables. So Self-Esteem is a debilitating factor of Approaches to Studying among higher Secondary Students.

5.8.3 When the significant difference between mean scores of Approaches to Studying is found among humanities and commerce students, it can be concluded that faculties like humanities and commerce plays an important role in the case of Approaches to Studying of higher Secondary Students.

# 5.9 EDUCATIONAL IMPLICATIONS OF THE STUDY

The findings of the study suggest that Self-Esteem and Approaches to Studying are not depend each other. In rare case it is revealed that a negative relationship exists among these variables. It clear that when Self-Esteem increases in an individual, there is a decrease in the Approaches to Studying. Students who have high Self-Esteem think that they are sufficient in all sphere of life, they believe that there is no need of selecting a specific approach for learning; instead of they are being capable of studying all things without adopting specific approach. The present world give due weighting to Self-Esteem, the major, components in determining success or failure. High Self-Esteem leads to a happy gratifying and purposeful life. A Sufficient weight age should be given to Self-Esteem development by the parents and teachers for a better academic achievement and through it a better social development.

For developing Self-Esteem the following steps are suggested by the investigator.

**5.9.1 The Role of Family**

1. Since home is the first agency of socializing the child, the parents should create a conducive environment for developing a positive Self-Esteem.

2. Parents should encourage the child to set and achieve the goals.

3. Parents should provide chances for developing self- identity

## 5.9.2 The role of curriculum

1. Since Self-Esteem once created is very difficult to change. Hence proper attention is given in curriculum for the development of positive Self-Esteem from the lower standards on wards.

2. Curriculum should provide new opportunities and challenges, which lead to the development of high Self-Esteem.

3. The School authorities should focus on providing co-curricular activities like sports, music, arts, hobbies etc… for developing mental Self-Esteem

4. Since values crisis are the major treats of society there should be provisions in curriculum for inculcating values in students.

## 5.9.3 The role of School and Teacher

1. The educational authority should provide better institutions for providing better learning outcomes through which one’s Self-Esteem can be developed.

2. The school should link with the community so as to develop social skill among students, as a major key for developing Self-Esteem.

3. The School authorities should be taken necessary steps in building positive Self-Esteem in teachers.

4. Moreover teachers should be a role model in the mind of students as the ideal teachers touch the heart than teach the book. Because Self-Esteem resides largely within the students themselves, ultimately they have the Power to change it. So teachers should be good source to provide the power, which may help the students, change the Self-Esteem.

5. The child should focus on

1. Act independently
2. Assume responsibility
3. Take pride in his accomplishments
4. Tolerate frustration
5. Attempt new tasks and challenges
6. Handle positive and negative emotions
7. Offer assistance to others

**5.10 SUGGESTION FOR FURTHER RESEARCH**

Review of related studies and findings of the study lead the investigator to suggest the following new areas for further research.

1. A study of interaction effect of gender, locale, type of school on Self-Esteem can be conducted.

2. A study on interaction effect of gender, locale, type of school ion approaches of study can be conducted.

3. A comparative study of Self-Esteem among different professionals can be conducted.

4. This study can be conducted among students of professional colleges.

5. This Study can be replicated at college level students.

6. A study on relationship of Self-Esteem and marital adjustment can be conducted.

7. A study on Relationship of Self-Esteem and achievement motivation among higher secondary school students can be conducted.

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APPENDIX.III

FAROOK TRAINING COLLEGE

SELF-ESTEEM INVENTORY-2007

(FINAL)

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# INSTRUCTIONS

Read carefully each of the statements given below. Each of the statements given below. Each statements has five responses. All the statements are related to your own thoughts and feelings. There are no right or wrong answers. Mark your responses in a separate sheet provided by putting (X) in the relevant column form (1) Always (2) Most often (3) Rarely (4) Sometimes and (5) Never.

**Example.**

* I can do the things entrusted me very beautifully.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Always** | **Most often** | **Sometimes** | **Rarely** | **Never** |
|  | ⊗ |  |  |  |

1. I am satisfied with my economic condition.
2. I get proper consideration from my friends.
3. I feel I am safe in everywhere.
4. I feel that I am not being loved by anyone.
5. I feel happy when I mingle with my friends.
6. I am a sincere person.
7. I believe that I have definite aim in my life.
8. I am a lazy person.
9. I often feel that my friends are avoiding me.
10. I can deal with others in a better way.
11. I believe that I can do my things alone.
12. I feel that my education do not satisfy me.
13. I can control myself in anger situations.
14. Whenever committees are formed they include me.
15. Teachers criticism always create tension to me.
16. I often fail to carry out the promises.
17. I often feel that in my education I am not reached up to the level of my friends.
18. I like loneliness.
19. I often fail to obey the promises.
20. I can sincerely do the follow up activities related to the topics.
21. I am an abled person.
22. I often fails to participate activities by thinking of what will others think.
23. I can do the things, which are entrusted me.
24. I feel that I can’t keep neatness and perfection in my life.
25. The aim of my education is only to acquire knowledge.
26. I can perform in-group activities.
27. I am happy when my friends are helping me.
28. I often feel that my life is useless.
29. The feeling of the lack of sincere friends always disappointing me.
30. I think that I have a good remembering capacity.
31. I participate very actively in the club activities of school.
32. I think that the things I am doing will get better result
33. I often feel that my life has no meaning.
34. I can do creative things.
35. I can express my ideas boldly in front of others.
36. I study the daily lesson very sincerely.
37. I can carry higher positions.
38. I don’t like myself.
39. I often feel fear to face strangers.
40. I can actively participate in seminars.
41. I think that I have many failures than success.
42. I often think that if I am another person.
43. I can deal with my neighbors in a better way.
44. I feel that people like others than me
45. I can identify my strength and weaknesses.
46. I have no hesitation to praise whenever my friends attain a success.
47. I can do the things very accurately.
48. I believe that my parents scold me for my betterment
49. I am a good person.
50. I feel ashamed of my parent’s job.
51. I will say what I want to say.
52. I can take better decisions and stick on it.
53. My parent’s conduct always get happy to me
54. I have rare occasion for expending holidays with family.
55. I have not much things proud of.

# SUMMARY

Education is fundamentally an interpersonal process involving teachers and students aimed at transmitting knowledge, skills and culture from generation to the next. The process of education is not different from the process of life. One of the aims of education is to make individuals socially efficient.

In the educational scenario proper guidance of children has great social significance. Children do not just grow. They need guidance. In order to satisfy the needs and aspiration of children, it is essential to have a thorough knowledge about psychology. William Mc Dougal (1908) in his book introduction to social psychology meaningful definition to psychology as ‘Psychology is a Science which aims to give us better understanding and control of the behavior of the organism as a whole’

Educational psychology is the branch of applied psychology, which seeks to apply the psychological principles, theories and techniques to human behavior in educational situations. The subject matter of this branch covers psychological ways and means of improving all aspects of teaching learning process including the learners, the learning process, learning material, learning environment and teacher.

Only through an educated citizenry will there be any desire to improve human relationship, to eradicate injustice, and to establish a better social order. Thus social psychology occupies a prominent place in the field of education. Social psychology is branch of psychology that studies individuals in the social context. In other words it is the study of how and why people think, feel, and do the things in social context.

Social development of the people as important as their academic achievement. Gandhi says “by education I mean an all-round drawing out of the best in the child and man – body mind and spirit”. Beard and Robinson- founders of new education- were thinking of “education for the needs of life” as prime goal of secondary education. What Pestalozzy says, “Education is natural harmonious and progressive development of man’s innate powers”. This clear that the aim of education is the over all development of individuals.

In order to attain the aim of all round development of personality the teacher has vital role. Confucius says that “The ideal teacher guides his students but does not pull them along; he urges them to go forward and does not suppress them; he opens the way but does not take them to the place”. The ideal teacher teaches from the heart not from the book.

Just like the role of teacher in the educative process, the role and place of student are also very important. Education is triangular process; it involves the inter-play of the educator, the educand and the social forces. The teacher tries to modify the personality of the child in the light of the needs of the individual and the society to which he belongs.

“The children of the world are innocent, vulnerable, and dependent. They are also curious, active and full of hope. Their time should be one of joy and peace, of playing and learning and growing. Their future should be shaped in harmony and co-operation. Their lives should mature, as they broad their perspectives and gain new experiences”. (World Declaration on Survival, Protection and Development of Children, 1990). This remembers us to keep a heart-touching eye on the children who are the architecture of future.

It is evident that the growth and behavior of the individual have variations at different ages. Knowledge of various stages of development and its characteristics is essential for the teacher so as to make the teaching-learning process effective, meaningful and successful.

The higher secondary stage of education is confronted with many problems as the stage is characterized by the adolescence period. It is a period of rapid physical and psychological changes, which may lead to confusions tensions frustration, and feeling of insecurity. Hence Stain Hall calls this period as “the period of stress and strain, storm strife. Holling worth calls it a “period of temporary insanity”.

Adolescence according to Erickson is a time of searching for one’s identity. Right sometimes this search can lead to a rebellious pattern that Eriksson call negative identity. Because it marks the transition from childhood to adulthood, adolescence requires the redefining of some basic social relationships. All these shifts combine to make the adolescents social world complex and electric. An ideal teacher could solve their problems by developing a positive Self-Esteem among them.

It is evident that learning occupies a very important place in our life. Most of what we do or do not is influenced by what we learn and how we learn it. Learning therefore provides a key to the structure of our personality and behavior. It is to be remembered that learning is individualistic, there occurs qualitative difference in ways pupils express their understanding. This difference in the way one approach a learning material is termed as Approaches to Studying. To maximize the academic performance of pupil Approaches to Studying are also great importance as Self-Esteem.

The quality of life can only improves if the individual improves his or her quality. It is proved that Self-Esteem is one of the factors, which is positively related to the index of individual development. To achieve this aim the teacher should create a positive Self-Esteem among students.

Hence the present study is an attempt to find out the extent of relationship between Self-Esteem and Approaches to Studying of higher secondary School students.

# NEED AND SIGNIFICANCE

Relationship of Self-Esteem with learning approaches and strategies has been studies by some researchers and it has been concluded that Self-Esteem exerts significant influence student’s way of learning and strategies. For instance Watkins (1990) found that academic Self-Esteem correlated positively with achieving orientation and meaning orientation and negatively with reproducing orientation. Mc Carthy and Schmeck(1988) reported the surface or shallow processors of information had slow Self-Esteem. Grislier Bernstein and Schmeck(1988) found that more defective feature of deep processes was high level of Self-Esteem.

Researchers in the late 1970’s pointed out that students differ in quality what they had learned and understood (Enwistle&Robinson, 1976;Marton&Saljo, 1976). It is to be remembered that learning is individualistic, i.e. there occurs qualitative difference in ways pupil express their understanding (Endwistle1987). This difference in the way one approach a learning material is termed Approaches to Studying. Survey of literature on Approaches to Studying shows that it has been studied extensively abroad. This includes, study Approaches and Preference (Biggs, 1979);Variability in approach (Ramsden&Laurillard,1979); Deep and surface Approach (Speth &Brun, 1998); Approach and levels of processing (Entwistle&Waterson, 1988; Hattie, 1990); study Approach and Quality of Learning Outcomes (Trigwell & Proseer, 1991)

In India limited studies were conducted on Approaches to Studying and most of them exclusively deal with its relationship with Scholastic Achievement. There are limited studies on Approaches to Studying and Self-Esteem. Hence the study is significant.

One of the more significant concern of modern society is how to produce competent and self-respecting citizens faced with condition of poverty, increasing expectations of poverty, increasing expectations and changing values, the public has turned to psychologists and other behavioral scientists for guidance. So the question is how to develop a mental health for human being. Here lies need for studying Self-Esteem and give suggestion to improve the Self-Esteem.

So understanding Self-Esteem has considerable practical importance is daily life. Once it is created, is very difficult to change. For the success of his/her life a positive Self-Esteem should be developed.

Philosophers from time immemorial have recognized that feeling of personal worth plays a critical role in human happiness and effectiveness. Only recently, however; have Self-Esteem and its effects received systematic study. Although the importance of Self-Esteem influencing behavior is widely appreciated most of the ideas and evidence on the subject remain rather vague hence the study about Self-Esteem is significant.

Recent studies reveal that to maximize the academic performance of the pupil Approaches to Studying and leaning styles of the pupils are also of great importance. It was also found the Approaches to Studying consists of different related elements such as tension, process and orientation. Hence the study of and Approaches to Studying is significant.

Adolescence stage is a period transition from dependence upon adult direction and protection to self-dependence and self-determination. It is a period transition during which cognitive physical, emotional and social change occurs. To become the transition is easy and harmonious their positive self–esteem should be developed. Therefore the present study on adolescents is of grate importance.

Therefore the present study attempt to find out the extent of relationship between Self-Esteem and Approaches to Studying of higher secondary school students.

# STATEMENT OF THE PROBLEM

The problem of the study is entitled as “RELATIONSHIP OF SELF-ESTEEM AND APPROACHES TO STUDYING OF HIGHER SECONDARY SCHOOL STUDENTS”.

# DEFENITION OF KEY TERMS

# 1. Self-Esteem

The judgment and attitude an individual holds towards himself (Good).

Relatively permanent positive or negative feelings about the self that may become more positive or negative as a person encounter success and failure (International Encyclopedia of Psychology).

# 2. Approaches to Studying

Approaches to Studying as used in the present investigation refers to orientation of pupils in studying to which strategies of learning, styles of learning and associated forms are merged

According to Entwistle (1987) Approaches to Studying are a product of the interaction between the characteristic of the individual students and presumption of the courses and teaching and assumed procedures.

**3. Correlation**.

“Correlation is the relationship between two or more paired variables or two or more set of data. The degree of relationship is measured and reported by the co-efficient of correlation”(Best and Khan, 2002).

# 4. Higher Secondary School Students

Higher Secondary School Students are those students who are studying in higher Secondary class,. In this study science, humanities, and commerce students are taken as Higher Secondary Students.

# VARIABLES SELECTED FOR THE STUDY

As the intention of the study is to find out the relationship between Self-Esteem and Approaches to Studying of higher secondary school students, The variables of the study are Self-Esteem (Independent) and Approaches to Studying (Dependent).

# OBJECTIVES

1. To find out whether there is any significant relationship between Self-Esteem and Approaches to Studying of higher secondary school students for the total and sub samples based on
   1. Gender
   2. Locale
   3. Faculty
   4. Type of School Management
2. To find out whether there is any significant difference in the mean scores of Self-Esteem of higher secondary school students between relevant sub samples based on a
   1. Gender
   2. Locale
   3. Faculty
   4. Type of School Management
3. To find out whether there is any significant difference in the mean scores of Approaches to Studying of higher secondary school students between relevant sub samples based on.
   1. Gender
   2. Locale
   3. Faculty
   4. Type of School Management

# HYPOTHESES

1. There will be significant relationship between Self-Esteem and approaches of studying of higher secondary school students for the total and sub samples based on
   1. Gender
   2. Locale
   3. Faculty
   4. Type of School Management
2. There will be a significant difference in the mean scores of Self-Esteem of higher secondary school students between relevant sub samples based on
   1. Gender
   2. Faculty
   3. Locale
   4. Type of school management
3. There will be significant difference in the mean scores of Approaches to Studying of higher secondary school students between relevant sub samples based on
   1. Gender
   2. Locale
   3. Faculty
   4. Type of School Management

# METHODOLOGY OF THE STUDY

Methodology deals with the description of the sample used for the study, tool and statistical technique used. The present study aims to find out the extent of relationship between Self-Esteem and Approaches to Studying. The procedure that the investigator may adopt for the collection of data will be the administration of Self-Esteem Inventory and Approaches to Studying Inventory among Higher Secondary School students in Kozhikode and Malappuram district.

# 1. Sample

The sample of the study consists of 750 students of standard XI and XII selected from 15 schools of two district of Kerala, viz, Malappuram and Kozhikode. Sample was selected by giving due representation to gender, locale, faculty, viz, science humanities and commerce and type of school management

# 2. Variables

The study being co-rrelational one, two types of variables are included, viz, independent and dependent variables. The independent variable is Self-Esteem and dependent variables is taken as Approaches to Studying.

# 3. Tools Used

To measure the extent of relationship between Self-Esteem and Approaches to Studying the following tools were used.

(1) Self-Esteem Inventory (Koya & Beegam, 2007)

(2) Approaches to Studying Inventory( Kumar and Koya , 2001)

# SCOPE AND LIMITATIONS

The aim of the investigator is to study the extent of relationship between Self-Esteem and Approaches to Studying of higher secondary school students.

Self-Esteem and Approaches to Studying is an interesting topic of psychologist, especially those who works in the field of cognitive development, learning process and adolescent problems.

Adolescence is one of the important stages of an individual’s development. Self-Esteem and Approaches to Studying are two factors, which can influence the cognitive development of an individual. Hence the study of Self-Esteem and Approaches to Studying on adolescents has wide scope.

The important study is conducted on a sample of 750 students of standard XI & XII . The sample drawn from 15 higher secondary schools of two districts. The sample is selected by stratified random sampling techniques. In the selected sample due representation was given to the gender, faculty locale and type of school.

Though care has been taken by the investigator to make the study as precise as possible, there occurred some unavoidable limitations also. The following are some among them.

1. Since the study is conducted as the part of the course, the investigator has to complete it within the available time limit. Hence it is decided to carryout the study only in two districts of Kerala.
2. The investigator conducted the study on the higher secondary school students studying under the Board of Higher Secondary Education Kerala. Students from CBSE and VHSE are not included in this study
3. The investigator considered only gender, faculty, locale and type of school in which they studying to stratify the study sample.
4. Eventhough the investigator considered type of school of students, he could not collect data from private and unaided schools.

**MAJOR FINDINGS OF THE STUDY**

1. When the relationships of Self-Esteem Approaches to Studying were analyzed the following results were obtained.

i) Relationship of Self-Esteem and Approaches to Studying is significant and negative for

a) The Total Sample 

b) Male Students 

c) Urban Students 

d) Rural Students 

ii) Relationship of Self-Esteem and Approaches to Studying is not significant for

a) Female Students 

b) Humanities Students 

c) commerce Students 

d) Science Students 

e) Government Students 

d) Aided Students 

2. In order to find out whether ther exist significant difference in the mean scores of Self-Esteem of higher secondary school students between relevant sub sample based on Gender, faculty, locale and type of management, critical ratios are calculated and the results obtained are:

i) Boys and Girls differ significantly in the mean scores 

ii) Rural and Urban Students do not differ significantly in the mean scores of Self-Esteem. 

iii) Humanities and commerce students do not differ significantly in the mean scores of Self-Esteem. 

iv) Humanities and science students do not differ significantly in the mean scores of Self-Esteem 

v) Commerce and Science students do not differ significantly in the mean scores of Self –Esteem 

vi) Government and Aided Students do differ significantly in the mean scores of Self-Esteem 

3. In order to find out whether there exist significant differences in the mean scores of Approaches to Studying of higher secondary school students between relevant sub samples based on Gender, Locale, Faculty and Type of Management, critical ratios were calculated and the results obtained are

* 1. Boys and Girls do not differ significantly in the mean scores of Approaches to Studying 
  2. Rural and Urban students do not differ significantly in the mean scores of Approaches to Studying 
  3. Humanities and commerce Students differ significantly in the mean scores of Approaches to Studying 
  4. Government and Aided Students do not differ significantly in the mean scores of Approaches to Studying 
  5. Humanities and science students do not differ significantly in the mean scores of Approaches to Studying. 
  6. Commerce and Science students do not differ significantly in the mean scores of Approaches to Studying 

## TENABILITY OF HYPOTHESES

Based on the findings, the tenability of hypothesis of the study were reviewed.

1. The first hypothesis states that there will be a significant relationship between Self-Esteem and Approaches to Studying of higher secondary school students for the total and sub sample based on gender, faculty, type of school management and locale. Finding of the study as this. The Pearson’s ‘r’ obtained in most of the case shows that significant negative relationship exists between Self-Esteem and Approaches to Studying for Total and sub samples based in gender, locale. It shows that significant relationship doesn’t exist between Self-Esteem and Approaches to Studying for the sub sample based on Faculty and type of school management. Hence the hypothesis of the study is almost rejected.

2. The second hypothesis shows that there will be a significant difference in the mean scores of Self-Esteem of higher secondary school students between relevant sub samples based on a) gender) Faculty) Locale) Type of Management. Findings of the study as this.

The ‘t’ value obtained for the mean difference of Self-Esteem between boys and girls, between government and aided, shows significant difference. But no significant difference between mean scores was found between humanities and commerce students, Humanities and Science students , Commerce and Science Students and between rural and urban higher secondary students. Hence the hypothesis of the study is almost rejected.

3. There will be a significant difference in the mean scores of Approaches to Studying of higher secondary school students between relevant sub sample based on gender, faculty, locale and type of school management.

The Findings of the Study is as Follows

The ‘t’ value obtained for the mean difference or Approaches to Studying between Humanities and Commerce students shows significant difference. But no significant difference between boys and girls, urban and rural, aided and government, humanities science, and commerce and science students. Hence the hypothesis is rejected

# CONCLUSION

Major findings of the study helped the investigator to arrive at the following conclusions.

1. Since significant difference between mean scores of Self-Esteem were found in the case of boys and girls, government and aided students. This made the investigator to conclude that gender and type of school management plays an important role in the Self-Esteem of a person

2. Since significant and negative relationship was found between variables Self-Esteem, and Approaches to Studying for total sample and sub-samples based on gender, locale, it can be concluded that an increase or decrease is one variable, there will be a corresponding decrease or increase in the other variables. So Self-Esteem is a debilitating factor of Approaches to Studying among higher Secondary Students.

3. When the significant difference between mean scores of Approaches to Studying is found among humanities and commerce students, it can be concluded that faculties like humanities and commerce plays an important role in the case of Approaches to Studying of higher Secondary Students.

# EDUCATIONAL IMPLICATIONS OF THE STUDY

The findings of the study suggest that Self-Esteem and Approaches to Studying are not depend each other. In rare case it is revealed that a negative relationship exists among these variables. It clear that when Self-Esteem increases in an individual, there is a decrease in the Approaches to Studying. Students who have high Self-Esteem think that they are sufficient in all sphere of life, they believe that there is no need of selecting a specific approach for learning; instead of they are being capable of studying all things without adopting specific approach. The present world give due weighting to Self-Esteem, the major, components in determining success or failure. High Self-Esteem leads to a happy gratifying and purposeful life. A Sufficient weight age should be given to Self-Esteem development by the parents and teachers for a better academic achievement and through it a better social development.

For developing Self-Esteem the following steps are suggested by the investigator.

**1. The Role of Family**

a. Since home is the first agency of socializing the child, the parents should create a conducive environment for developing a positive Self-Esteem.

b. Parents should encourage the child to set and achieve the goals.

c. Parents should provide chances for developing self- identity

## 2. The role of curriculum

a. Since Self-Esteem once created is very difficult to change. Hence proper attention is given in curriculum for the development of positive Self-Esteem from the lower standards on wards.

b. Curriculum should provide new opportunities and challenges, which lead to the development of high Self-Esteem.

c. The School authorities should focus on providing co-curricular activities like sports, music, arts, hobbies etc… for developing mental Self-Esteem

d. Since values crisis are the major treats of society there should be provisions in curriculum for inculcating values in students.

## 3. The role of School and Teacher

a. The educational authority should provide better institutions for providing better learning outcomes through which one’s Self-Esteem can be developed.

b. The school should link with the community so as to develop social skill among students, as a major key for developing Self-Esteem.

c. The School authorities should be taken necessary steps in building positive Self-Esteem in teachers.

d. Moreover teachers should be a role model in the mind of students as the ideal teachers touch the heart than teach the book. Because Self-Esteem resides largely within the students themselves, ultimately they have the Power to change it. So teachers should be good source to provide the power, which may help the students, change the Self-Esteem.

e. The child should focus on

1. Act independently
2. Assume responsibility
3. Take pride in his accomplishments
4. Tolerate frustration
5. Attempt new tasks and challenges
6. Handle positive and negative emotions
7. Offer assistance to others

**SUGGESTION FOR FURTHER RESEARCH**

Review of related studies and findings of the study lead the investigator to suggest the following new areas for further research.

a. A study of interaction effect of gender, locale, type of school on Self-Esteem can be conducted.

b. A study on interaction effect of gender, locale, type of school ion approaches of study can be conducted.

c. A comparative study of Self-Esteem among different professionals can be conducted.

d. This study can be conducted among students of professional colleges.

e. This Study can be replicated at college level students.

f. A study on relationship of Self-Esteem and marital adjustment can be conducted.

g. A study on Relationship of Self-Esteem and achievement motivation among higher secondary school students can be conducted.

APPENDIX I

FAROOK TRAINING COLLEGE

SELF- ESTEEM INVENTORY

(FINAL)

Dr. HASSAN KOYA M.P. BADHARIYA BEEGAM. P.

Lecturer in natural science MEd. Student

**\nÀt±-i-§Ä**

XmsgsImSp-¯n-cn-¡p¶ Hmtcm {]Øm-h-\bpw {i²m-]qÀÆw hmbn¡pI. Hmtcm {]Øm-h-\bv¡pw 5 hoXw {]Xn-I-c-W-§Ä sImSp-¯n-cn-¡p-¶p. Hmtcm¶pw \n§Ä \n§sf Ipdn¨ Nn´n-¡p-¶tXm \n§Ä¡v \n§sf Ipdn¨v tXm¶p-¶tXm Bb Imcy-§-fm-Wv. Chbv¡v icn-sbt¶m sXsät¶m DÅ D¯-c-§-fn-Ã. \n§-fpsS {]Xn-I-c-W-§Ä Hmtcm¶pw t#mtcm D¯-c-I-S-em-knÂ (1) FÃm.-bn-t¸m-gpw, (2) an¡-t¸mgpw, (3) A]qÀÆ-am-bn, (4) Nne-t¸mÄ, (5) Hcn-¡-ep-an-Ã. F¶n-h-bnÂ \n¶v \n§Ä¡v Gähpw A\p-tbm-Py-ambn F¶v tXm¶p-¶-Xn\v t\scbpÅ hr¯-¯nÂ (0) KpW\ NnÓ-an«v tcJ-s¸-Sp-¯p-I.

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1. Fsâ km¼-¯nI ØnXn-bnÂ Rm³ Xr]vX-\m-Wv.
2. Iq«p-Im-cmWv CS-bnÂ Fsâ A`n-{]m-b-§Ä¡v aXn-bmb ]cn-K-W\ e`n-¡m-dp­v.
3. FÃm-bn-S¯pw Rm³ kpc-£n-X-\mWv.
4. Fs¶ Bcpw CjvS-s¸-Sp-¶n-Ãm-sb¶v tXm¶m-dp-­v.
5. Iq«p-Im-cp-ambn CS-s]-g-Ip-t¼mÄ F\n¡v hf-sc-tbsd kt´mjw e`n-¡m-dp-­v.
6. aäp-Å-h-tcmSv CS-s]-g-Ip-t¼mÄ F\n¡v kXy-k-ÔX ]peÀ¯m³ Ignbmdp­v.
7. Fsâ PohnX¯n\v hyà-amb e£y-ap-s­¶v Rm³ hniz-kn-¡p-¶p.
8. Rm³ aSn-b-\m-Wv.
9. Fsâ Iq«p-ImÀ Fs¶ Ah-K-Wn-¡p-¶-Xmbn F\n¡v tXm¶m-dp-­v.
10. aäp-Å-h-tcmSv \Ã co-Xn-bnÂ s]cp-am-dm³ F\n¡v Ign-bpw.
11. Fsâ Imcy-§Ä kzbw t\m¡m³ F\n-¡v Ign-bp-sa¶v Rm³ hniz-kn-¡p-¶p.
12. Fsâ hnZym-`ym-k-¯nÂ kwXr-]vXn-bn-Ãm-¯-Xmbn F\n¡v tXm¶m-dp-­v.
13. tIm]w hcp-t¼mÄ Bß-\n-b-{´Ww ]men-¡m³ F\n¡v Ign-bpw.
14. kvIqfnÂ I½n-än-IÄ cq]-s¸-Sp-¯p-t¼mÄ Ft¶bpw DÄs¸-Sp-¯m-dp-­v.
15. A[ym-]-I-cpsS hnaÀi-\-§Ä Fs¶ hnj-an-¸n-¡m-dp-­v.
16. kzbw A`n-am-\n-¡-¯¡ambn F\n¡v hfscsbm¶-panÃ F¶p-tXm-¶m-dp-­v.
17. ]d-bp-¶-Imcy§Ä {]mhÀ¯n-I-am-¡p¶-XnÂ Rm³ ]cm-P-b-s¸-Sm-dp-­v.
18. ]T-\-Im-cy-§-fnÂ Iq«p-ImÀs¡m-¸-sa-¯m³ Ign-bm-dnÃ F¶v tXm¶m-dp-­v.
19. Rm³ GIm-´X CjvS-s¸-Sp-¶p.
20. hmKvZ¯w \nd-th-äp-¶-XnÂ Rm³ hogvN hcp-¯m-dp-­v.
21. ]mTy-]-²-Xn-bp-ambn \_Ô-s¸«v XpSÀ {]hÀ¯-\-§Ä IrXy-ambn Rm³ sN¿m-dp-­v.
22. Rm³ \Ã Ign-hpÅ Bfm-Wv.
23. aäp-ÅhÀ F´phnNm-cn-¡p-sa¶v `b¶v ]e-{]-hÀ¯n-I-fnepw ap¶n-«n-d-§m-dn-Ã.
24. Gsä-Sp-¯-Im-cy-§Ä hfsc `wKn-bmbn sN¿m³ F\n¡v Ign-bpw.
25. Fsâ Pohn-X-¯n\v ASp¡pw Nn«-bp-anÃ F¶p-tXm-¶m-dp-­v.
26. Fsâ ]T-\-e£yw Adnhv tiJ-cn-¡pI F¶-Xp-am-{X-am-Wv.
27. kwLw tNÀ¶p-Å-I-fn-I-fnÂ F\n¡v \¶mbn ]s¦-Sp-¡m³ Ign-bm-dp-­v.
28. Fsâ kplr-¯p-¡Ä Fs¶ klm-bn-¡p¶p F¶-XnÂ Rm³ kt´m-j-hm-\m-Wv.
29. Fsâ PohnXw {]tbm-P-\-an-Ãm-¯-Xm-sW¶v F\n¡v tXm¶m-dp-­v.
30. BßmÀ°-amb Iq«p-Im-cnÃ F¶ Nn´ Fs¶ hnj-an-¸n-¡m-dp-­v.
31. Xmc-X-tay\ \Ã HmÀ½-i-àn-bpÅ BfmWv Rms\-¶v-F-\n¡v tXm¶m-dp-­v.
32. kvIqfnse hnhn-[-¢-\_p-I-fpsS ]cn-]m-Sn-bnÂ Rm³ kPo-h-ambn ]s¦-Sp-¡m-dp-­v.
33. sN¿p¶ {]hÀ¯n-IÄ¡v \Ã-^ew e`n-¡p-sa¶v F\n¡v hnizm-k-ap-­v.
34. Fs¶ H¶n\pw sImÅnÃ F¶v tXm¶m-dp-­v.
35. {Inbm-ß-I-ambn Imcy-§Ä sN¿m³ F\n-¡p-I-gn-bpw.
36. Fsâ Bi-b-§Ä aäp-Å-h-cpsS ap¼nÂ {]I-Sn-¸n-¡m³ F\n¡v Ign-bpw.
37. Znh-tk\ FSp-¯-Im-cy-§Ä Rm³ IrXy-X-tbmsS ]Tn-¡m-dp-­v.
38. DbÀ¶ Øm\-§Ä hln-¡m³ F\n¡v Ign-bpw.
39. Rm³ Fs¶ Xs¶ CjvS-s¸-Sp-¶n-Ã.
40. A]-cn-Nn-Xsc A`n-ap-Jo-I-cn-¡m³ F\n¡v `b-am-Wv.
41. skan-\m-dp-I-fnÂ kPo-h-ambn ]s¦-Sp-¡m³ F\n¡v Ign-bpw.
42. hnP-b-s¯-¡m-tfsd ]cm-P-b-amWv F\n-¡p-­m-bn-cp-s¶-sX¶v Rm³ hnNm-cn-¡m-dp-­v.
43. Rm³ asäm-cm-fm-bn-cp-s¶-¦nÂ F¶v ]e-t¸mgpw hnNm-cn-¡mdp­v.
44. AbÂhm-kn-I-tfmSv \Ã coXn-bnÂ s]cp-dm³ F\n¡v Ign-bpw.
45. Ft¶-¡mfpw aäp-Å-h-tc-bmWv IqSp-X-em-fp-Ifpw CjvS-s¸-Sp-¶-Xv F¶v tXm¶m-dp-­v.
46. Fsâ Ignhpw Ign-hp-tISpw Rm³ Xncn-¨-dn-bm-dp-­v.
47. kplr-¯p-¡Ä hnPbw ssIh-cn-¡p-t¼mÄ Ahsc {]iw-kn-¡m³ aSn-¡m-dn-Ã.
48. IrXy-X-tbmsS Imcy-§Ä sN¿m³ F\n¡v Ign-bpw.
49. AÑ-\-½-amÀ Fs¶ tZjy-s¸-Sp-¶Xv Fsâ \·bv¡v th­n-bm-sW¶v Rm³ hniz-kn-¡p-¶p.
50. Rm³ \sÃmcp hyàn-bm-Wv.
51. amXm-]n-Xm-¡-fpsS tPmen-bnÂ F\n¡v eÖ-tXm-¶m-dp-­v.
52. F\n-s¡-´-¦nepw ]d-bm-\p-Å-t¸mÄ km[m-c-W-bmbn Rm\Xp ]dbpw.
53. \Ã-Xo-cp-am-\-§Ä FSp-¡m\pw AXnÂXs¶ Dd-¨v\nÂ¡m\pw F\n¡v Ign-bpw.
54. amXm-]n-Xm-¡Ä X½n-epÅ s]cp-amäw Fs¶ kt´m-j-s¸-Sp-¯m-dp-­v.
55. ho«p-I-tcm-sSm-¶n¨v Hgnhv kabw sNe-h-gn-¡p¶ kµÀ`-§Ä hfsc Ipd-hm-Wv.

APPENDIX II

FAROOK TRAINING COLLEGE

SELF- ESTEEM INVENTORY

Response Sheet

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| 22 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 | 52 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 23 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 | 53 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 24 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 | 54 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 25 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 | 55 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 26 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 | 56 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 27 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 | 57 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 28 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 | 58 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 29 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 | 59 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 30 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 | 60 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |

APPENDIX III

FAROOK TRAINING COLLEGE

SELF- ESTEEM INVENTORY - 2007

(FINAL)

**Dr: HASSANKOYA M.P. BADHARIYA BEEGUM.P**

Lecturer in Natural Science ME.d Student.

Farook Training College Farook Training College

# INSTRUCTIONS

Read carefully each of the statements given below. Each of the statements given below. Each statements has five responses. All the statements are related to your own thoughts and feelings. There are no right or wrong answers. Mark your responses in a separate sheet provided by putting (X) in the relevant column form (1) Always (2) Most often (3) Rarely (4) Sometimes and (5) Never.

**Example.**

* I can do the things entrusted me very beautifully.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Always** | **Most often** | **Sometimes** | **Rarely** | **Never** |
|  | ⊗ |  |  |  |

1. I am satisfied with my economic condition.
2. I get proper consideration from my friends.
3. I feel I am safe in everywhere.
4. I feel that I am not being loved by anyone.
5. I feel happy when I mingle with my friends.
6. I am a sincere person.
7. I believe that I have definite aim in my life.
8. I am a lazy person.
9. I often feel that my friends are avoiding me.
10. I can deal with others in a better way.
11. I believe that I can do my things alone.
12. I feel that my education do not satisfy me.
13. I can control myself in anger situations.
14. Whenever committees are formed they include me.
15. Teacher's criticism always create tension to me.
16. I often fail to carry out the promises.
17. I often feel that in my education I am not reached up to the level of my friends.
18. I like loneliness.
19. I often fail to obey the promises.
20. I can sincerely do the follow up activities related to the topics.
21. I am an abled person.
22. I often fails to participate activities by thinking of what will others think.
23. I can do the things, which are entrusted me.
24. I feel that I can’t keep neatness and perfection in my life.
25. The aim of my education is only to acquire knowledge.
26. I can perform in-group activities.
27. I am happy when my friends are helping me.
28. I often feel that my life is useless.
29. The feeling of the lack of sincere friends always disappointing me.
30. I think that I have a good remembering capacity.
31. I participate very actively in the club activities of school.
32. I think that the things I am doing will get better result
33. I often feel that my life has no meaning.
34. I can do creative things.
35. I can express my ideas boldly in front of others.
36. I study the daily lesson very sincerely.
37. I can carry higher positions.
38. I don’t like myself.
39. I often feel fear to face strangers.
40. I can actively participate in seminars.
41. I think that I have many failures than success.
42. I often think that if I am another person.
43. I can deal with my neighbors in a better way.
44. I feel that people like others than me
45. I can identify my strength and weaknesses.
46. I have no hesitation to praise whenever my friends attain a success.
47. I can do the things very accurately.
48. I believe that my parents scold me for my betterment
49. I am a good person.
50. I feel ashamed of my parent’s job.
51. I will say what I want to say.
52. I can take better decisions and stick on it.
53. My parent’s conduct always get happy to me
54. I have rare occasion for expending holidays with family.
55. I have not much things proud of.

APPENDIX IV

FAROOK TRAINING COLLEGE

SELF- ESTEEM INVENTORY

Response Sheet

Name of the Student ....................................................Age.....................

Class.......................................No. .........................................Boys/Girls

Name of the School.................................................................................

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Si.  No. | All ways | Most offer | Rarely | Sometimes | Never | Si.  No. | All ways | Most offer | Rarely | Sometimes | Never |
| 1 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 | 31 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 2 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 | 32 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 3 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 | 33 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 4 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 | 34 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 5 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 | 35 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 6 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 | 36 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 7 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 | 37 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 8 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 | 38 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 9 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 | 39 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 10 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 | 40 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 11 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 | 41 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 12 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 | 42 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 13 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 | 43 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 14 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 | 44 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 15 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 | 45 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 16 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 | 46 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 17 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 | 47 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 18 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 | 48 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 19 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 | 49 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 20 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 | 50 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 21 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 | 51 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 22 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 | 52 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 23 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 | 53 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 24 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 | 54 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 25 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 | 55 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 26 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 | 56 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 27 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 | 57 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 28 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 | 58 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 29 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 | 59 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 30 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 | 60 | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |

APPENDIX V

UNIVERSITY OF CALICUT

DEPARTMENT OF EDUCATION

APPROACHES TO STUDYING INVENTORY

DR. P.K. SUDEESH KUMAR & HASSAN KOYA. M.P

**\nÀt±-i-§Ä**

Xmsg sImSp-¯n-cn-¡p¶ Hmtcm {]Øm-h-\bpw {f²m-]qÀÆw hmbn-¡p-I. Hmtcm {]kvXm-h-\bv¡pw 1. FÃm-bvt¸m-gpw, 2. Nnet¸mÄ am{Xw. 3. Hcn-¡-ep-an-Ã. F¶n-§s\ aq¶p-hoXw {]Xn-I-c-W-§Ä sImSp-¯n-cn-¡p-¶p. Hmtcm {]kvXm-h-\bpw \n§sf kw\_-Ôn-¨-S-t¯mfw F{X-am{Xw icn-bm-sW¶v Xocp-am-\n-¡p-I. B {]Xn-I-cWw {]tXyIw X¶n-cn-¡p¶ IS-em-knÂ Hmtcm {]kvXm-h-\-bp-tSbpw \¼-dn-\p-t\-tc-bpÅ tImf-¯nÂ ‘X’ NnÓwan«v tcJ-s¸-Sp-¯p-I. \n§Ä AS-bm-f-s¸-Sp-¯nb ‘X’ NnÓw sXämb Øm\-¯m-W-¦nÂ AXn\p Npäpw Hcp hr¯w hc-bv¡pIbpw ⊗ ]pXn-b-Øm-\¯v ‘X’ NnÓw tcJ-¸-Sp-¯p-Ibpw sN¿p-I. FÃm {]Øm-h-\-IÄ¡pw {]Xn-I-cWw tcJ-s¸-Sp-¯m³ ad-¡-cp-Xv.

amXrI :

Rm³ ]Xn-hmbn kzta-[bm ]T\w \S-¯p-¶p.

|  |  |  |
| --- | --- | --- |
| FÃm-bn-t¸mgpw | ]Xn-hmbn | Hcn-¡-ep-anÃ |
| × |  |  |

1. ]Tn-¡p¶ hkn-Xp-X-I-fpsS \nP-ØnXn a\-Ên-em-¡m³ Rm³ km[y-amb ]co-£-W-§fpw \nco-£-W-§fpw \S-¯m-dp-­v.
2. ]Tn-¡npt¼mÄ ]mTy-h-kvXp-hnsâ ASn-Øm\w F´m-sW¶v a\-Ên-em-¡m³ Rm³ {ian-¡m-dn-Ã.
3. ]Tn-¡p-t¼mÄ Hcp hnj-b-¯n\v aäp hnj-b-§-fp-ambn Fs´¦nepw \_Ô-ap-t­m-sb¶v Rm³ ]cn-tim-[n-¡m-dn-Ã.
4. ]Tn-¡p-t¼mÄ Is­-¯p¶ hkvXp-¡sf ]co-£W \nco-£-W-§-fpsS ^e-hp-ambn Rm³ Xmc-Xayw sNbvXp-t\m-¡m-dp-­v.
5. \nco-£-W-§-fp-tSbpw Pohn-Xm-\p-`-h-§-fp-tSbpw ASn-Øm-\-¯nÂ X¶n-cn-¡p¶ \nK-a-\-§sf Rm³ hne-bn-cp-¯p-¶p.
6. X¶n-cn-¡p¶ \nK-a-\-§Ä icn-bmtWm F¶-dn-bp-¶-Xn-\m-h-iy-amb sXfn-hp-IÄ ivJcn-¡p¶ ]Xnhv F\n-¡n-Ã.
7. ]mT-t¯m-sSm¸w sImSp-¯n-cn-¡p¶ an¡ A`ym-k-§fpw A[ym-]-Isâ \nÀ±-i-an-ÃmsX Xs¶ Rm³ sN¿m-dp-­v.
8. ]mT-§Ä IqSp-X-embn a\-kn-em-¡p-¶-Xn\v AXp-ambn \_Ô-s¸«v aäp ]pkvX-I-§fpw {]kn-²o-I-c-W-§fpw Rm³ hmbn-¡m-dn-Ã.
9. ]Tn¨p sIm­n-cn-¡p-t¼mÄ ]Tn¨ Imcy-§Ä HmÀ½-bn-ep-t­m-sb¶v Rm³ CS-bv¡nsS ]cn-tim-[n-¡m-dp-­v.
10. ]Tn-¡m-\n-cn-¡p-t{\mÄ ]co-£-bnÂ Pbn-¡m-\ziy amb hnh-c-§Ä a\-Ên-em-¡pI am{X-amWv Fsâ e£yw.
11. A[ym-]-IÀ Bh-iy-s¸-Sp¶ ]mT-`m-K-§Ä ]Xn-hmbn hmbn-bv¡p¶ ioew F\n-bv¡n-Ã.
12. ]mT-`m-Ks¯¡pdn¨v F\n-bv¡p-­m-Ip¶ kwi-b-§Ä A[ym-]-I-tcmSv tNmZn¨v \nhm-cWw \S-¯m-dp-­v.
13. F{X \¶mbn ]Tn-¨mepw ]co-£-bnÂ DbÀ¶ amÀ¡v In«n-Ãm-sb¶ tXm¶Â F\n-bv¡p-­v.
14. ]co-£-I-fnÂ DbÀ¶ amÀ¡v hm§n-bmepw \Ã Hcp `mhn D­m-hnÃ F¶v Rm³ Icp-Xp-¶p.
15. ]Tn-¡p-t¼mÄ ]co-£-bnÂ Pbn-¡pIsb¶ e£yw am{X-aÃ Fsâ a\-Ên-ep-­m-hp-I.
16. apXnÀ¶-hÀ \nÀ\_-Ôn-¡p-t¼m-gmWv Rm³ ]Tn-¡p-¶-Xv.
17. ]Tn¨ Imcy-§Ä \nXv.-Po-hn-X-¯nÂ ]-IÀ¯p-I-sb¶ e£y-t¯m-sS-bmWv Rm³ ]Tn-¡p-¶-Xv.
18. Hcp -hy-àn¡v kaq-l-¯nÂ e`n-¡p-¶ -Aw-Ko-Im-c-¯n\v Abm-fpsS hnZy-`ym-k \ne-hm-chpw Imc-W-am-sW¶v Rm³ hniz-kn-¡p-¶p.
19. ]Xn-hmbn tlmwhÀ¡v sN¿p¶ ioe-sa-\nÃ.
20. Hcp ssSwtS-\_nÄ X¿m-dm¡n AXn-\-\p-k-cn¨v ]Tn¡p¶Xv \Ã-Xm-sW-¦nepw F\n-¡-Xn\v Ign-bm-dn-Ã.
21. ]Tn-¡m-\p-]-tbm-Kn-¡p¶ kabw IqSn Ifn-¡m-\mWv F\n¡v Xmev]cyw .
22. ]T\w Hcp aSp-¸n-¡p¶ A\p-`-h-ambn F\n¡ptXm¶m-dn-Ã.
23. ]co-£-I-fnÂ Pbn-¡pI F¶Xv Hcp hmin-bm-bn-«mWv Rm³ ImWp-¶-Xv.
24. BßmÀ°-am-bn ]cn-{i-an-¨mÂ Pohn-X-¯nÂ s#´pw t\Sn-sb-Sp¡mw F¶ hnizm-k-amWv Fs¶ \bn-¡p-¶-Xv.
25. ]mT-`m-K-¯nse kam\ Bi-b-§sf Rm³ t\m«p-\_p-¡nÂ {]tXyIw tcJ-s¸-Sp-¯m-dp-­v.
26. ]mTy-h-kvXphnsâ KpW-tZm-j-§-fpsS ASn-Øm-\-¯nÂ Ahsb hne-bn-cp-¯m³ Rm³ {ian-¡m-dn-Ã.
27. \nK-a-\-§sf hkvXp-]-c-amb sXfn-hp-IÄ D]-tbm-Kn¨v Rm³ ]cn-tim-[n-¡m-dp-­v.
28. ]mTy-h-kvXp-hnse Bi-b-§-fpsS hnf-±-amb AÀ°hpw hy]vXnbpw a\Ênem-¡m³ Rm³ {ian-¡m-dn-Ã.
29. \nK-a-\-§-fnÂ F¯n-t¨-cp-¶-Xn-\p-ap¼v AXn-\m-h-iy-amb hkvXp-X-IÄ Rm³ hni-Z-ambn ]cn-tim-[n-¡m-dp-­v.
30. {i²m-]qÀÆhpw hni-Z-hp-amb ]T-\-¯n-\p-ti-j-amWv Rm³ \nK-a-\-§-fn-te¡v IS-¡p-¶-Xv.
31. ]mS-`m-K-¯p-\n¶pw Bi-b-§Ä tiJ-cn-¡p-¶-Xn-\p-ap¼v apgp-h³ hni-Zmw-i-§fpw Rm³ ]cn-tim-[n-¡m-dp-­v.
32. Hcp ]mTw ]Tn-¡p-¶-Xn\v aäp-Å-hÀ¡v Bh-iy-ap-Å-XnÂ IqSp-XÂ kabw F\n-¡m-h-iy-am-Wv.

APPENDIX VI

UNIVERSITY OF CALICUT

DEPARTMENT OF EDUCATION

APPROACHES TO STUDYING INVENTORY

Response Sheet

hnZymÀ°n-bpsS t]cv :...................................................h-b-Êv.......................................

¢mkv..................................-¢mkv \¼À................................. B¬Ip-«n/s]¬Ip«n

kvIqfnsâ t]cv .......................................................................................................................

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Si.  No. | FÃmbnt¸mgpw | Nne-¸m-sgms¡ | Hcn-¡-ep-anÃ | Si.  No. | FÃmbnt¸mgpw | Nne-¸m-sgms¡ | Hcn-¡-ep-anÃ |
| 1 |  |  |  | 17 |  |  |  |
| 2 |  |  |  | 18 |  |  |  |
| 3 |  |  |  | 19 |  |  |  |
| 4 |  |  |  | 20 |  |  |  |
| 5 |  |  |  | 21 |  |  |  |
| 6 |  |  |  | 22 |  |  |  |
| 7 |  |  |  | 23 |  |  |  |
| 8 |  |  |  | 24 |  |  |  |
| 9 |  |  |  | 25 |  |  |  |
| 10 |  |  |  | 26 |  |  |  |
| 11 |  |  |  | 27 |  |  |  |
| 12 |  |  |  | 28 |  |  |  |
| 13 |  |  |  | 29 |  |  |  |
| 14 |  |  |  | 30 |  |  |  |
| 15 |  |  |  | 31 |  |  |  |
| 16 |  |  |  | 32 |  |  |  |

APPENDIX VII

UNIVERSITY OF CALICUT

DEPARTMENT OF EDUCATION

**APPROACHES TO STUDYING INVENTORY (FINAL)**

## Dr. P.K. Sudeesh Kumar

**&**

**Hassan Koya. M.P**

Instructions : Read carefully each of the following statements. Three types of responses are given for each statement : (1) *Always* (2) *Sometimes* (3) *Never* . Decide your response to each statement and mark it in separate response sheet provided by putting X in the relevant column. If you marked incorrectly put a circle around it ⊗ and mark X at the right place. please mark your response for every statement.

**Example:**

1. Usually I study by myself

|  |  |  |
| --- | --- | --- |
| Always | Sometimes | Never |
|  | × |  |

1. I conduct practically possible experiments and observations related to my lessons.
2. While studying I do not try to understand the basis of content matter.
3. While studying I do not check whether one subject is related with any other subjects or not.
4. The facts that I find out while studying is compared with the results of experiments and observations.
5. I evaluated the conclusions on the basis of observations and experiences.
6. I do not have the habit of collecting evidences to check the validity of conclusions.
7. I do the exercises given with the lessons without a direction from my teacher.
8. I do not read the other related books and publications to study more about my lessons.
9. While studying I frequently check whether the learned facts are there in my mind or not.
10. When I study my intention is to collect the information required for a pass in the examination.
11. I do not have the habit of reading the lessons as directed by the teacher.
12. I clear my doubts about the lessons by asking teachers.
13. I am not hopeful of scoring high marks even if studied well.
14. Even if I scored high marks in the examinations I am not hopeful of a good future.
15. While studying, my goal is not simply to pass the examination.
16. I study because of the compulsion of elders.
17. I study for applying the acquired knowledge in real life.
18. I believe that education is also responsible for one's recognition in society.
19. I do not have the habit of doing home work regularly.
20. Eventhough it is good to learn according to a timetable, I cannot to do so.
21. I like to play even during the time meant for studying.
22. I do not feel that studying is a tedious experience.
23. I take passing the examinations as a challenge.
24. I am directed by the belief that anything can be achieved by a sincere effort.
25. I have the habit of recording the similar concepts in content material in a note book.
26. I do not try to evaluate the content matter on the basis of their merits and demerits.
27. I check the conclusions using empirical evidences.
28. I do not try to understand the detailed meaning and scope of concepts in content matter.
29. Before arriving at conclusions I thoroughly check the facts required for it.
30. I arrive at conclusions only after cautions and detailed study.
31. Before accepting concepts from study materials I thoroughly check every details related to it.
32. To study a lesson I need more time than others.

APPENDIX VIII

UNIVERSITY OF CALICUT

DEPARTMENT OF EDUCATION

APPROACHES TO STUDYING INVENTORY

Response Sheet

Name of the Student ....................................................Age.....................

Class.......................................No. .........................................Boys/Girls

Name of the School.................................................................................

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Si.  No. | **Always** | **Sometimes** | Never | **Si.**  **No.** | **Always** | **Sometimes** | Never |
| 1 |  |  |  | 17 |  |  |  |
| 2 |  |  |  | 18 |  |  |  |
| 3 |  |  |  | 19 |  |  |  |
| 4 |  |  |  | 20 |  |  |  |
| 5 |  |  |  | 21 |  |  |  |
| 6 |  |  |  | 22 |  |  |  |
| 7 |  |  |  | 23 |  |  |  |
| 8 |  |  |  | 24 |  |  |  |
| 9 |  |  |  | 25 |  |  |  |
| 10 |  |  |  | 26 |  |  |  |
| 11 |  |  |  | 27 |  |  |  |
| 12 |  |  |  | 28 |  |  |  |
| 13 |  |  |  | 29 |  |  |  |
| 14 |  |  |  | 30 |  |  |  |
| 15 |  |  |  | 31 |  |  |  |
| 16 |  |  |  | 32 |  |  |  |