



HABIT FORMATION AND SELF-ESTEEM AMONG THE B.Ed. STUDENTS IN CHENNAI

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Abstract:

Self-esteem is self-assessment. The purpose of self-esteem is to feel and imagine that people nurtured in their mind over time about their self. Habit formation is an essential goal for behaviour change interventions because habitual behaviours are elicited automatically and are therefore likely to be maintained. This study helps us identify the individual's different dimensions of self-esteem like competency, global, scale, moral or self-control, social, family and physical appearance. And also to determine the change of breaking of the habit that affects the individual's performance. The need for the study is to analyses the level of self-esteem and habit formation. The main aim of the study is to know the relationship between self-esteem and habit formation. The specific objective of the present study is to find out correlations between self-esteem and habit formation. There are 50 samples used for this study. Female students selected for this research, this research constructed on a general statistic method. A questionnaire is given by normative survey method by abstracting from individuals by providing appropriate instructions. The tools used for this investigation are questionnaire and playing cards—quantitative and Qualitative analysis used in this research. This research's significant finding is that if the students have good habit formation, then if they have low or poor habit formation, their self-esteem level is also low or deficient. So, there is a positive and moderate correlation between self-esteem and habit formation for B.Ed students in Chennai district.

Key Words: Self-esteem, Habit formation, Questionnaire and Playing Cards.

INTRODUCTION:

Education is the process of facilitating learning. Knowledge, skills, values, beliefs and habits of a group of people are transferred to other people, through storytelling, discussing, teaching, training or research. Psychology is the scientific study of the mind and behaviour, according to the American Psychological Association. Psychology is a multifaceted



discipline and includes many sub-fields of study such as human development, sports, health, clinical, social behaviour and cognitive processes.

Self-esteem is a measure of how much you value, respect, and feel confident about yourself. Self-esteem has been a hot topic in psychology for decades, going about as far back as psychology itself. Even Freud, who many consider the founding father of psychology, had theories about self-esteem at the heart of his work. Those who believe in himself and ability they are having High Self-Esteem. Those who don't believe in himself are having Low Self-Esteem. Habit formation is the process by which new behaviours become automatic. The good news is that, through repetition, it's possible to form- and maintains new habits.

NEED AND SIGNIFICANCE OF RESEARCH:

The study of self-esteem is to feel and imagine that people nurtured in their mind over time about themselves. Children with high self-esteem usually feel good about themselves and better resolve their conflicts with other children and are resistant to deal with problems. The most significant human traits to achieve objectives are self-esteem and habit formation. Having a strong will and self-confidence, decision-making power and originality, creativity, sanity and mental health is directly related to self-esteem and sense of self-worth. Over time, an individual faces many life situations. Depending upon the success or failure and one's reaction to every significant situation in life, self-esteem grows stronger or gets considerably weakened. Self-esteem is described as the evaluation that one makes about oneself, based on one's self-worth. Habit formation makes the individual know how their habit formation is formed or broke through trials.

The study's significance is to identify the individual's different dimensions of self-esteem like competency, global, scale, moral or self-control, social, family, and physical appearance and help us identify the change of breaking the habit the individual's performance.

OBJECTIVES OF THE RESEARCH:

1. To study the Self-Esteem and Habit Formation among the B.Ed students.
2. To study the relationship between self-esteem and habit formation among B.Ed students.

**HYPOTHESES:**

1. There is no relationship between self –esteem and habit formation.

RESEARCH DESIGN:

Nature of study	Variables	Tools	Samples	Analysis	Statistic
General statistic method: normative survey method.	Self-esteem Habit formation	No. of 83 Positive and Negative questions. Playing cards	B. Ed students – 30	Quantitative and Qualitative	Percentage Mean, Standard deviation, correlation of coefficient.



ANALYSIS AND INTERPRETATION:

Frequency Distribution of Personal Variables Selected for this Study

Variables	Frequency	Percentage
Location:		
Urban	29	96.67
Rural	1	3.33

INFERENTIAL ANALYSIS:

Null Hypothesis- 1. There is no relationship between self –esteem and habit formation.

	Self-esteem	Habit formation	r-value	Level of significance
Mean	226.90	2.5680	0.470	S*
Median	230.00	2.0150		
Mode	235 ^a	2.00 ^a		
Std. Deviation	24.488	1.67182		



A. Multiple modes exist. The smallest value is shown.
NOTE: S* denote the significant level of 0.05 level.

	Self-esteem	Habit formation
Self esteem	Pearson	1
	Correlation	.470*
		.010
		29
Habit formation	Sig. (2-tailed)	1
		29
	N	.470*
		.010
	Pearson	.010
	Correlation	29
		30
	Sig. (2-tailed)	
	N	

*. Correlation is significant at the 0.05 level (2tailed).

MAJOR FINDINGS:

1. This study's major findings observed 'r' value stating, "There is a relationship between self-esteem and habit formation".
2. The students who have low self-esteem are also having a low level of habit formation.
3. The students who have moderate self-esteem are also having an average level of habit formation.
4. The students who have high self-esteem are also having a high level of habit formation.
5. There is a positive and moderate correlation between self-esteem and habit formation for B.Ed students in Mother Teresa women's university in Chennai district.



RECOMMENDATIONS:

1. Causative factors of increasing shyness, and the remedial measures and their effects on children shyness can be taken up.
2. Correlation studies of shyness with related behavioural problems like fears and phobias, withdrawnness etc., can be attempted.
3. Parents and teachers' perception of children's shyness and self-esteem compared to children self-perception could make an interesting study.
4. Relationship between teachers and parents' adult shyness and their children's shyness could also be studied to determine the influence of an adult on habit formation and self-esteem.
5. Effect of curricular and co-curricular activities of school on habit formation and self esteem of the children can be studied.
6. Variables like socio-economic status, type of school, parental educational qualification, religion, etc., can be taken to study locus of control.
7. Correlation studies with other psychological aspects like intelligence, interests, attitudes, self-esteem, and personality could be undertaken to get to a holistic picture of locus of control.

EDUCATION IMPLICATIONS:

Every child should given opportunities to experience social situations. There is a definite need to develop social skills. For self-esteem and habit formation, which constitute an important dimension of personality to grow healthily, primarily parents should care for a rising their children in a healthy family environment full of love, respect and security, considering the fact at the basics of the personality are established in the early years of life. It is essential to set up healthy communication with children. The children who can develop healthy communication have more confidence in themselves, and thus, they have a higher degree of self-control.



Parents and teachers should know the importance of habit formation and make the children develop the right habits. It helps the children get self-confidence by practising and making the habit formation quickly.

CONCLUSION:

Self-esteem shows a strong relationship with our everyday behaviour. Habit formation helps us to develop habit formation positively. If the students have good habit formation, then their self-esteem level is also good or high. If the students have low or poor habit formation, their self-esteem level is too low or deficient. This study is making progress on how self-esteem relates to habit formation, how people with high self-control use habits to achieve their goals, and how habit performance is influenced by self-esteem.

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