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STUDY INVOLVEMENT OF HIGHER SECONDARY STUDENTS

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Abstract:

Study involvement has been one of the focus areas of research as its post-effect on academic performance can't be taken on a lighter note. The authors used data form a well-planned and selected representative of sample in Villupuram district to examine the study involvement of higher secondary school students. Adapting survey method and simple random sampling, a total of 200 sample was drawn from twelve higher secondary schools. Study Involvement Inventory, constructed and standardized by Asha Bhatnagar was used and the collected data were statistically treated using mean, standard deviation and t-test. The results suggested that the level of study involvement was average. No significance of difference was found with respect to the background variable variables gender, location of school, type of school, parental income and parental education.

Key Words: Study Involvement & Higher Secondary Students

Introduction:

Education is a term that is embedded with the related terms like teaching, learning and study. While 'education' is a wider term, 'study' is a specific term that refers to a specific activity that causes learning. The success of educational achievement largely depends on the amount of effort, commitment and involvement that one has put in studying. Involvement refers to the investment of physical and psychological energy in various objects (Astin, 1984). If a country's destiny is shaped in the classroom, as asserted by the Kothari Education Commission, it is apt to say that the success of classroom teaching-learning depends on the efforts of students to study. Not underestimating this factuality, it has been the repeated sayings of teachers and parents to the students to study well.

Background of the Study:

Azurdee (2010) assessed the relationship between student involvement and academic performance in higher education reveled significant relationships between Grade Point Average (GPA) and the number of student organizations in which they participated, officer status within student organizations, and the length of time of participation in student organization. Mohamedayupkhan and Mani (2014) found that there exists no significant difference in the study involvement of higher secondary school students based on gender. Parameswari and Maharishi (2015) studied the influence of academic motivation on study involvement among adolescents and found that there is a significant gender difference in academic motivation but no significant difference in the academic motivation based on type of family and area of living. Sekar and Lawrence (2015) found that there is no significant difference between male and female B.Ed. college teacher trainees in their study involvement.

Significance of the Study:

Studying is a skill and not everyone masters with the art and skill of studying. Some succeed with ease, some with struggles, some with special assistance and some others don't. To study is not an option, but an obligation for the successful completion of an educational course. The future of an individual, whether s/he is at the school/college level, in the pursuance of higher education and in the employment, be it private or government sector, depends on the efforts shown in studying. Higher secondary course is the terminal point of school education and the beginning of collegiate education. The selection of general or professional or technical education depends largely on the marks scored at the higher secondary public examination and so this course is of greater significance. Student involvement refers to the quantity and quality of the physical and psychological energy that students invest (Astin, 1984). The investigators, having long-served in the field of education, have shown a special interest in finding out the study involvement of higher secondary students, so that it could be of help in improving the academic performance of this student population. Hence the study is significant.

Objectives of the Study:

- ✓ To find out the level of study involvement of higher secondary students
- ✓ To find out whether there is any significant difference in study involvement of higher secondary students with regard to gender, location of the school, type of school, and parental education.

Hypotheses of the Study:

- ✓ The level of study involvement of higher secondary students is low.
- ✓ There is no significant difference between higher secondary boys and girls in their study involvement.

- ✓ There is no significant difference between higher secondary rural and urban students in their study involvement.
- ✓ There is no significant difference between higher secondary students studying in government and Private schools in their study involvement.
- ✓ There is no significant difference between higher secondary students studying in government and Private schools in their study involvement
- ✓ There is no significant difference between higher secondary students whose parents are educated and uneducated in their study involvement.

Methodology:

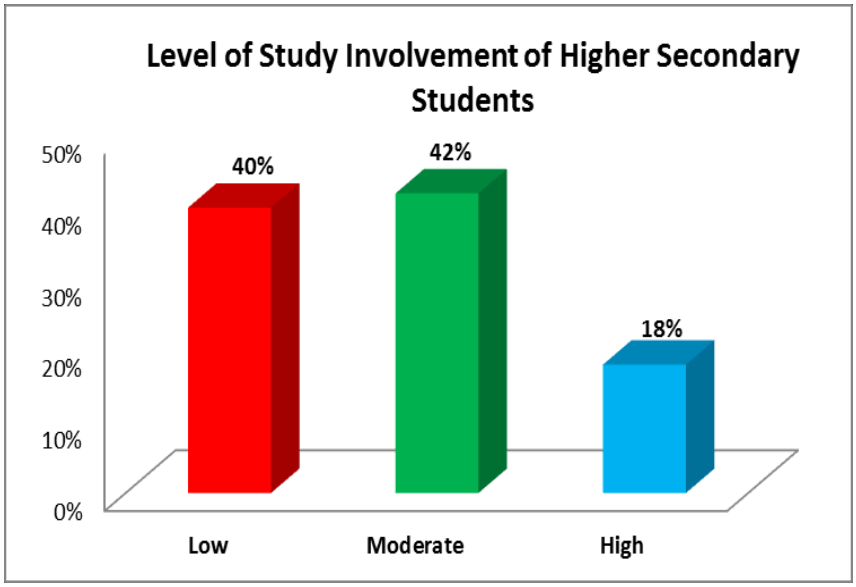
Normative survey method has been adopted in this study. Simple random sampling technique was used to select the sample. The size of the sample is 200 students drawn from 12 higher secondary schools in Villupuram district. 'Study Involvement Inventory' constructed and standardized by Bhatnagar (1982) was the tool used for collecting data. The tool has 40 items in a Likert type format with three point response scale with the options 'Yes', 'Undecided' and 'No'. There are 28 positive items and they are assigned the value of 2, 1 and 0; the remaining 12 items are negative and they are assigned the value in the reverse order of 0, 1, and 2. The total scores of the respondent are obtained by adding the scores of all the individual statements in the inventory. The range of the score lies between 80 the maximum, and 0 the minimum. The score ranging from 63-80, 53-62 and 16-52 implies high, average and low study involvement respectively. The Tamil version of the tool has a high content validity as expressed by the experts in the field of education and Psychology. Descriptive and inferential statistical analyses were done to draw the research conclusions.

Data Analysis:

$H_0$1: The level of study involvement of higher secondary school students is low.

Table 1: Study involvement of higher secondary school students

Variable	Low		Moderate		High	
Study involvement	N	%	N	%	N	%
	80	40	84	42	36	18



The results of percentage analysis as shown in Table 1 shows that 40% of higher secondary students have low, 42% of them have moderate and 18% of them have high level of study skills.

$H_0$2: There is no significant difference between higher secondary boys and girls in their study involvement.

Table 2: Difference between higher secondary boys and girls in their study involvement

Group	**Number**	**Mean**	**SD**	**' t ' value**	**Level of significance at 0.05 level**
Boys	100	41.00	9.15	0.91	Not significant
Girls	100	52.58	9.27		

From the Table 2 , it is found that the calculated ' t ' value (0.91) is lesser than the table value (1.96) at 0.05 level. Hence the null hypothesis is accepted. There is no significant difference between higher secondary boys and girls in their study involvement.

$H_0$3: There is no significant difference between higher secondary rural and urban students in their study involvement.

Table 3: Difference between higher secondary rural and urban students in their study involvement

Group	Number	Mean	SD	' t ' value	Level of significance at 0.05 level
Rural Schools	50	54.34	8.34	1.18	Not significant
Urban Schools	150	53.88	9.61		

From the Table 3, it is found that the calculated ' t ' value (1.18) is lesser than the table value (1.96) at 0.05. Hence the null hypothesis is accepted. There is no significant difference between higher secondary rural and urban students in their study involvement.

$H_0$4: There is no significant difference between higher secondary students studying in government and Private schools in their study involvement.

Table 4: Difference between higher secondary students studying in government and Private schools in their study involvement

Group	Number	Mean	SD	' t ' value	Level of significance at 0.05 level
Govt. School Students	50	54.34	8.34	1.18	Not significant
Private Schools Students	150	53.88	9.61		

From the Table 4, it is found that the that the calculated ' t ' value (1.18) is lesser than the table value (1.96) at 0.05 level. Hence the null hypothesis is accepted. There is no significant difference between higher secondary students studying in government and Private schools in their study involvement.

$H_0$5: There is no significant difference between higher secondary students whose parents are educated and uneducated in their study involvement.

Table 5: Difference between higher secondary students whose parents are educated and uneducated in their study involvement

Group	Number	Mean	SD	' t ' value	Level of significance at 0.05 level
Educated Parents	116	54.47	8.78	0.81	Not significant
Uneducated Parents	84	53.33	10.02		

From the Table 5, it is found that the that the calculated ' t ' value (0.81) is lesser than the table value (1.96) at 0.05 level. Hence the null hypothesis is accepted. There is no significant difference between higher secondary students whose parents are educated and uneducated in their study involvement.

Findings of the Study:

- ✓ The level of study involvement of higher secondary students is at average level.
- ✓ There is no significant difference between higher secondary boys and girls in their study involvement.
- ✓ There is no significant difference between higher secondary rural and urban students in their study involvement.
- ✓ There is no significant difference between higher secondary students studying in government and Private schools in their study involvement.
- ✓ There is no significant difference between higher secondary students studying in government and private schools in their study involvement
- ✓ There is no significant difference between higher secondary students whose parents are educated and uneducated in their study involvement.

Conclusion:

Effort should be made by the teachers, administrators and parents to increase the level of study involvement as the level of study involvement of the students as it is found to be average, No significant of difference was found among the higher secondary students in their study involvement with respect to gender, location of school, type of school and parental education. This suggests that study involvement of higher secondary students is not affected by these factors and provides a possibility that all students can do well in study involvement if they put in proper efforts with dedication and commitment in turn it will increase the academic performance of the students in future.

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