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Page No.: 28 - 37

STUDY INVOLVEMENT OF IX STANDARD STUDENTS IN KANCHIPURAM DISTRICT: A SURVEY

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ABSTRACT

Study involvement plays an important role in students' academic performance and success. It is necessary to know every students behaviour of in their study involvement. The objective of the study is to find out the study involvement of IX standard students. The researcher adopted survey method. The investigator has adopted random sampling techniques to collect the data. The sample consists of 300 IX standard students at Kanchipuram district in Tamil Nadu. The collected data were analysed through using descriptive, 't' test and ANNOVA statistical techniques. The descriptive analysis showed that moderate level of study involvement among IX standard students. The 't' test showed that there is a significant difference between rural and urban as well as boys and girls IX standard students in their study involvement. Rural students have more study involvement than urban. Girls have more study involvement than boys. ANNOVA results revealed that there is no significance difference among IX standard students study involvement with respect to mother's income and it also showed that there is no significance difference among IX standard students study involvement with respect to father's educational qualification.

Introduction

In every individual achievement of goal depends on their involvement. In learning process learner required study involvement to learn their learning with their own interest and effective performance in their learning. Students involvement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their

education. There is a strong belief in study involvement has a strong positive effect on students academic performance. Involvement has been conceived in different ways by different authors the concept of involvement which is detained as an identification with the task to be accomplished the degree of involvement is determined by the (i) number of needs satisfied, and (ii) the extent of their satisfaction through the performance of the task. Study involvement in view of Morse and Wingo (1970) implies keen interest in the task, working with persistence and imagination and sharing the responsibility for own learning. Yan Off (1973) defined study involvement as a degree of affect or feeling of being actively involved in one's own learning process. Involvement in studies not only makes the learning a pleasant activity but also yields enhancement in learning outcomes of higher order thinking, develops positive attitudes towards learning and facilitates creative productivity.

Research Reviews

The following research reviews of study involvement are briefly explained to show the importance of study involvement in learning and achievements of the learners. Zedan, Raed (2021) found that Parental Involvement as a Predictor of Classroom Climate, Motivation for Learning, and Learning Achievements The findings indicate that the more learners include their parents in the school day and believe that they support them and believe in the importance of education, and the more the parents participate in school activities and maintain contact with teachers and become involved when a problem arises, their children's motivation and achievement level will be higher. Liu, Yanhui, Sulaimani, Mona F and Henning, John E.(2020) conducted a study on “The Significance of Parental Involvement in the Development in Infancy”. This study recommends that parental involvement should be considered as an affluent resource and a useful tool because it could provide rich information about infants' individual needs and positively help infant teachers to improve their instructional skills. Van Houtte, Mieke (2017) researched gender differences in context: the impact of track position on study involvement in flemish secondary education. They found that boys are, generally, less involved in studying than girls, and boys are more affected by track position than girls are, enlarging the gender gap in the lower tracks. Naik, Sapna, Wawrzynski, Matthew R., Brown and Joelle (2017) conducted a study on international students' co-curricular involvement at a university in South Africa. They found that the differences in the continuous learning outcome variables for those international students who were involved in co-curricular experiences to those who held leadership positions within the curricular experiences.

Significance the of the study

Study involvement has been found to be positively related to students' achievement. It is necessary to teachers should understand their learners study involvement to guide them for better performance and success. This process makes teaching and learning process in meaningful way. In each and every students they have their own nature of involvement. Individual difference are there in involvement they have creative involvement, gaming involvement and extra - curricular involvement. Here the study involvement satisfy the learners involvement in their subject. To create study involvement behaviour among learners the teacher has to apply various strategies in their teaching and students learning it create high level of study involvement. The researcher analyse IX standard students study involvement behaviour to understand.

Objectives of the study:

1. To find out the level of study involvement among IX standard students in Kanchipuram district
2. To find out the level of study involvement among IX standard students with respect to gender
3. To find out the level of study involvement among IX standard students with respect to locality of school
4. To find out the difference between boys and girls among IX standard students in their study involvement
5. To find out the difference between rural and urban IX standard students in their study involvement
6. To find out whether there is difference among IX standard students with respect to their mother's income in their study involvement
7. To find out whether there is difference among IX standard students with respect to their father's education in their study involvement

Hypotheses

1. The level of the study involvement of IX standard students is high
2. There is no significant difference between boys and girls IX standard students in their study involvement
3. There is no significant difference between rural and urban IX standard students in their study involvement

4. There is no significant difference among IX standard students with respect to their mother's income in their study involvement
5. There is no significant difference among IX standard students with respect to their father's education in their study involvement

Method of study : The researcher adopted Survey method to collect the data.

Population for the study: The population for the study consisted of selected school students studied in IX standard at Kanchipuram District in Tamil Nadu.

Sample: The investigator has adapted random sampling technique. To collect data, the tool was administered among IX standard students in eight schools at Kanchipuram District, Tamil Nadu. Totally the sample consisted of 300 students.

Tool used in the study: Study Involvement inventory was used in the study. It was constructed by Dr. (Mrs). Asha Bhatnagar. The tool consists of 40 items. Each item measures the study involvement of the respondent. Each item has answered by choosing any one of the following options. 1. Yes 2. Undecided 3. No.

Validity: Initially the tool was in English. The investigator translated each items English into Tamil language, then the translated items were given to subject experts and they were requested to given their suggestion for establishing the validity of the inventory. The experts verified and analysed all the particulars. They expressed their satisfaction regarding the items preparation based on the objectives, theories and concepts related to the topic what it is supposed to measure.

Reliability: Since the tools has been translated from English into Tamil. The investigator established the reliability. The test-retest method was used to find the reliability of the tool. In order to establish reliability, the investigator administered the study involvement inventory to 50 students from Loyola Higher Secondary School, Kuppyanallur. After an interval of 15 days the same tool was administered to the same set of students and the co-efficient of the reliability was established. The reliability co-efficient is 0.726.

Statistical Techniques Applied: The investigator has applied the following statistical techniques to analyse the collected data.

1. Descriptive Statistics
2. Differential Analysis
3. ANOVA

Table .1

Level of Study Involvement IX Standard Students

Variable	Low		Moderate		High	
	No	%	No	%	No	%
Study Involvement	38	12.67	218	72.67	44	14.66

It is inferred from the above table that the IX standard student study involvement level is found that (12.67 %) as low, (72.67%) as moderate and (14.66%) are in high level. It also revealed that most IX standard students have moderate level of study involvement.

Table . 2

Study Involvement Level of IX Standard Boys and Girls Students

Variable	Boys						Girls					
	Low		Moderate		High		Low		Moderate		High	
Study involvement	No	%	No	%	No	%	No	%	No	%	No	%
		19	11.7	121	74.2	23	14.1	19	13.9	97	70.8	21

It is inferred from the above table study involvement 11.7 % of the boys have low 74.2 % of the boys have moderate and 14.1 % of the boys have high level. And girls 13.9 % of the students have low, 70.8 % of the students have moderate and 15.3 % of the students have high level. Therefore it is stated as study involvement is moderate in boys and girls IX standard students.

Table .3
Level of Study Involvement IX Standard Rural and Urban Students

Variable	Rural						Urban					
	Low		Moderate		High		Low		Moderate		High	
Study involvement	No	%	No	%	No	%	No	%	No	%	No	%
		27	17.6	107	69.9	19	12.4	17	11.6	109	74.1	21

It is inferred from the above table study involvement 17.6 % of the rural students have low, 69.9 % of the rural students have moderate and 12.4 % of the rural students have high level. And urban 11.6 % of the students have low, 74.1 % of the students have moderate and 14.3 % of the students have high level. Therefore it is stated as study involvement is moderate in rural and urban IX standard students.

Table .4
Independent sample 't' test between the Mean scores of Rural and Urban IX Standard Students Study Involvement

Variable	Rural(N= 153)		Urban(N=147)		't' value
	Mean	S.D	Mean	S.D	
Study Involvement	51.36	9.03	48.59	10.77	2.41*

*Significant at 0. 05% level

From table- 4, it is inferred that the 't' value obtained between rural and urban for the Study Involvement (2.41) is significant at 0.05 level. Thus it is showed that there is significant mean difference between the rural and urban IX Standard Students in their Study Involvement. Rural students have more Study Involvement than urban.

Table .5
Independent sample 't' test between the Mean scores of Boys and Girls IX Standard Students Study Involvement

Variable	Boys (N= 163)		Girls (N= 137)		't' value
	Mean	S.D	Mean	S.D	
Study involvement	48.36	10.98	51.94	8.33	3.21*

*Significant at 0. 05% level

From table- 5, it is inferred that the ‘t’ value obtained between boys and girls for the Study Involvement (3.21) is significant at 0.05 level. Thus it is showed that there is significant mean difference between the boys and girls IX Standard Students in their Study Involvement. Girls’ students have more Study Involvement than boys.

Table .6
‘F’ test among Mother’s income of IX Standard Students Study Involvement.

Variable	Source of variation	Sum of Square	Means square variance	df 2	‘F’ value
Study involvement	Between	306.38	153.19	297	1.54**
	Within	29593.62	99.64		

** Not significant at 0.05 level.

From table-6, it is inferred that the ‘F’ values obtained among mother’s income of IX Standard Students in their Study Involvement (0.72)) is not significant at 0.05 level. So it is inferred that there is no significant difference among below 5000, 5001to 10000,10001 to 15000 and above 15000 to in their Study Involvement.

Table .7
‘F’ test among Father’s Educational Qualification of IX Standard Students Study Involvement.

Variable	Source of variation	Sum of Square	Means square variance	df 2	‘F’ value
Study involvement	Between	593.91	197.97	297	2.00**
	Within	29306.09	99.01		

** Not significant at 0.05 level.

From table-7, it is inferred that the ‘F’ values obtained Fathers educational qualifications of IX Standard Students in their Study Involvement (2.00)) is not significant at 0.05 level. So it is inferred that there is no significant difference among illiterate, upto X std, Graduate and professional education to in their Study Involvement.

9. Findings

1. It is found that the IX standard students have moderate level of study involvement.
2. It is found that the IX standard boys and girls students have moderate level of study involvement.
3. It is found that the IX standard rural and urban students have moderate level of study involvement.
4. It is found that there is significant mean difference between the boys and girls IX standard students in their study involvement. Girls' students have more study involvement than boys.
5. It is found that there is significant mean difference between the rural and urban IX Standard Students in their Study Involvement. Rural students have more Study Involvement than urban.
6. The 'F' values obtained among mothers occupation of IX Standard Students in their Study Involvement there is no significant difference among below 5000, 5001 to 10000, 10001 to 15000 and above 15000 to in their Study Involvement..
7. The 'F' values obtained Fathers educational qualifications of IX Standard Students in their Study Involvement revealed that there is no significant difference among illiterate, upto X std, Graduate and professional education to in their Study Involvement.

10. Discussion

The purpose of the study was to find out the study involvement among IX standard students. Normative survey method was applied to collect the data on study involvement among IX standard students. The collected data were analyzed based on the gender, locality of the students, difference among mother's income. and Father's Education . The descriptive analysis showed that there is a moderate level of study involvement. The 't' value between boys and girls was found that 3.21 and it shows there is difference in boys and girls study involvement. It is concurred with research findings of Van Houtte, Mieke (2017) who found that boys are, generally, less involved in studying than girls, and boys are more affected by track position than girls are, enlarging the gender gap in the lower tracks. Girl students have conscious awareness on their study to achieve the learning goals. They show more interest to learn new information through innovative learning strategies. These kinds of learning habits differentiate the girls from the boys in their study involvement. This research study showed the temperament of study involvement among IX standard students.

Conclusion

The present study showed that the study involvement behaviour of IX standard students. This research has found that the level of study involvement and significant difference between boys and girls in their study involvement. It also found that there is no significance difference among IX standard students with their respect to mother's income and father's education. The study reveals that study involvement behaviour of IX standard students in their various background and nature. It is helpful to teachers to understand students study behaviour and their circumstances. With this awareness teachers apply various strategies to enhance study involvement behaviour among students those who are have less involvement in their study.

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