

A Research Analysis on Study Involvement among IX Standard Students

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ABSTRACT

The purpose of the study is to analyse the study involvement among IX standard students. The investigator has adapted random sampling technique. The sample consist 400 IX standard students in Kanchipuram District. The data were collected through survey method with study involvement inventory. The collected data were analyzed by applying descriptive, differential and ANOVA statistical techniques. The descriptive analysis revealed that the IX standard students have moderate level of study involvement. Differential statistical analysis shows that there is a significant difference between boys and girls students study involvement in IX standard. The girls' students have more study involvement than boys. The descriptive analysis also revealed that there is no significant difference between rural and urban students study involvement in IX standard. ANOVA results revealed that the there is no significant difference among IX standard students study involvement with respect to management of school and it also showed that there is significant difference among IX standard students study involvement with respect to the nature of school.

1. Introduction

Learning is the important aspect of human cognitive development. It happens from one's birth to lifelong. Learning will differ individual to individual based on their need, interest and level of involvement. These habits restore the involvement at maximum level and it is also essential for significant learning. Involvement can be summed up as the commitment of an individual within a given task. From this concept it known that study involvement is a vital component for learning and knowledge acquirement. Study involvement influences the student achievement in their subject. Student who has high level of study involvement can learn the difficult subject and concepts in effortlessly. In this circumstance it is important component for teachers to know their own students level of study involvement to improve the teaching-learning process in an effective manner.

2. Study Involvement

Study involvement is the learning characteristics of a learner to enhance his own learning. Involvement controls the students' attention, influences their motivation to learn, modify the choice of learning strategies, and affect their learning and achievement. It triggers self generated thoughts, self-interest and self-learning among learners. The combination of self-interest and self-learning are essential for successful learning. Study involvement boosts the capacity of easy understating and long-term memory among learners. It is necessary for teachers, students and educational administrators to understand and evaluate the level of study involvement among learners.

3. 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.

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. Bruin and Marieke (2018), Sebastian, James, Moon, Jeong-Mi, Cunningham and Matt (2017), and Kwan, Paula, Wong and Yi-Lee (2016) found that parental involvement and student achievement. Parental involvement positively correlated with students' achievement and their performance in learning. Principal reports of parent-initiated involvement positively predicted between-school differences in student achievement. The research reviews on study involvement shows the impotence of study involvement and students achievements on learning goals.

4. Significance of the study

The every goal is achieved through the efforts and involvement of an individual. Involvement creates interest, consciousness, intensity and internal state of mind among students to achieve the goal. This study involvement generates self-thoughts and self-learning behaviour. It enhances the interest of the learners to acquire knowledge, skill and attitude. Learners have their own choice in selecting the subjects and content to study. When the learners have high level of study involvement they will aim to acquire high knowledge, and skills in every subject. Study involvement has been found to be positively correlated to student achievement. It is necessary to determine such involvement among students to understand and guide them better. The teacher needs to understand the study involvement of the learners. It facilitates the teacher to

motivate the learners in a proper way to achieve the teaching-learning goals. The behavioural characteristics of study involvement have the attitude of searching new information to learn, arranging and maintaining the learning materials in a proper way. This type of behavior develops the learning achievements among learners. The study involvement habit promotes the individual learning capacity. This research analyse the study involvement among IX standard students. It evaluates the level of study involvement and differences among learners.

5. Objectives of the study

1. To find out the level of study involvement among IX standard students
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 with respect to study involvement
5. To find out the difference between rural and urban among IX standard students with respect to study involvement
6. To find out the difference among government, government aided and unaided self-financed schools IX standard biology students with respect to study involvement
7. To find out the difference among boys, girls and co-education schools IX standard students with respect to study involvement

6. Hypotheses of the study

1. There will be no significant difference between boys and girls IX standard students in their study involvement
2. There will be no significant difference between rural and urban IX standard students in their study involvement
3. There will be no significant difference among Government, Government Aided and Unaided school IX standard students in their study involvement
4. There will be no significant difference among Boys, Girls and Co-education school IX standard students in their study involvement

7. Research Method

The investigator adopted the normative survey method to find out the study involvement among IX standard students.

7.1. Population for the study

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

7.2. Sample

The investigator has adapted random sampling technique, 8 schools were selected randomly and the students were selected randomly in IX standard from each school. Totally the sample consisted of 400 IX standard students in Kanchipuram District.

7.3. Tool used in the study

Study Involvement inventory were used in the study. It is 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

7.4. 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

7.5. Validity

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.

8. Statistical Techniques Applied

The investigator has applied the following statistical techniques for analysis of the data.

- i. Descriptive Statistics
- ii. 't' test and
- iii. ANOVA

Table .1
Study Involvement Level of IX Standard Students

Study Involvement	Low	Moderate	High
	62 (15.5%)	297 (74.3%)	41 (10.2%)

It is inferred from the above table that the IX standard student study involvement level is found that (15.5 %) as low, (74.3%) as moderate and (10.2%) 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

Study Involvement	Boys			Girls		
	Low	Moderate	High	Low	Moderate	High
	41 (16.7%)	185 (75.2%)	20 (8.1%)	21 (13.6%)	112 (72.7%)	21 (13.6%)

It is inferred from the above table that the IX standard boys' student study involvement level is found that (16.7 %) as low, (75.2%) as moderate and (8.1%) are in high level and

(13.6 %) as low, (72.7%) as moderate and (13.6%) are in high level in girls students. Therefore it is stated as study involvement is moderate in boys and girls IX standard students.

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

Study Involvement	Rural			Urban		
	Low	Moderate	High	Low	Moderate	High
	34 (17.2%)	135 (68.2%)	29 (14.6%)	28 (13.9%)	162 (80.2%)	12 (5.9%)

It is inferred from the above table that the IX standard rural student study involvement level is found that (17.2 %) as low, (68.2%) as moderate and (14.6%) are in high level and

(13.9 %) as low, (80.2%) as moderate and (5.9%) are in high level in urban students. 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 Boys and Girls IX Standard Students Study Involvement

Study Involvement	Boys (N = 246)		Girls (N = 154)		't' value
	Mean	S.D	Mean	S.D	
	57.81	5.27	59.17	4.95	2.60*

*Significant at 0.05 level

From table-4, it is inferred that the 't' value obtained between boys and girls for the Study Involvement (2.60) 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 .5
Independent sample 't' test between the Mean scores of Rural and Urban IX Standard Students Study Involvement

Study Involvement	Rural (N = 198)		Urban (N = 202)		't' value
	Mean	S.D	Mean	S.D	
	58.32	5.63	58.35	4.72	0.06**

** Not significant at 0.05 level

From table-5, it is inferred that the 't' value obtained between rural and urban for the Study Involvement (0.06) is not significant at 0.05 level. Thus it is showed that there is no

significant mean difference between the rural and urban IX Standard Students in their Study Involvement.

Table .6
'F' test among Government, Government Aided and unaided Self- financed Schools IX Standard Students Study Involvement.

Study Involvement	Source of variation	Sum of squares	Mean square variance	df	'F' Value
		Between	29.50	14.76	2
	Within	10745.75	27.07	397	

** Not significant at 0.05 level

From table-6, it is inferred that the 'F' values obtained among Government, Government Aided and Unaided Self-financed Schools IX Standard Students in their Study Involvement (0.54) is not significant at 0.05 level. So it is

inferred that there is no significant difference among Government, Government Aided and Unaided Self-financed Schools IX Standard Students in their Study Involvement.

Table .7
'F' test among Boys, Girls and Co-education Schools IX Standard Students Study Involvement

Study Involvement	Source of variation	Sum of squares	Mean square variance	df	'F' Value
		Between	187.25	93.63	2
	Within	10588.00	26.67	397	

*Significant at 0.05 level

From table-7, it is inferred that the 'F' values obtained among Boys, Girls and Co-education Schools IX Standard Students in their Study Involvement (3.51) is significant at 0.05 level. So it is inferred that there is significant difference among Boys, Girls and Co-education Schools IX Standard Students 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 no significant mean difference between the rural and urban IX standard students in their study involvement.
6. The 'F' values obtained among Government, Government Aided and Unaided Self-financed schools IX standard students in their study involvement revealed that there is no significant difference among Government, Government Aided and Unaided Self-financed schools IX standard students in their study involvement.
7. The 'F' values obtained among Boys, Girls and Co-education schools IX standard students in their study involvement revealed that there is significant difference among Boys, Girls and Co-education schools IX standard students 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, type and nature of the schools. The descriptive analysis showed that there is a

moderate level of study involvement. The 't' value between boys and girls was found that 2.60 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.

11. Conclusion

Learning is interstice when the learners have involvement in their learning. The habit, attitude and interest of the learners towards the study develop their study involvement. It influences the achievement in learning. Therefore, it is important for teachers and educational administrators to understand the students study involvement. This research has found that the level of study involvement and significant difference between boys and girls study involvement. It shows that the nature of study involvement among IX standard students.

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