



## **STUDY INVOLVEMENT OF HIGHER SECONDARY SCHOOL STUDENTS**

**Dr. V. Ambedkar**

Associate Professor, Education Wing (DDE), Annamalai University, Annamalai Nagar,  
Chidambaram, Tamil Nadu.

### **ABSTRACT**

The present study was aimed to find out the study involvement of higher secondary school students. For this purpose, a sample of 300 higher secondary school students was chosen from Cuddalore district. Data was analyzed by t-test. Results found that there is significant difference in study involvement of higher secondary school students based on sex variation and parental education.

**KEYWORDS:** Study Involvement, Higher Secondary School Students.

### **INTRODUCTION**

The teaching is a relationship with the pupil develops his all the academic powers. Education, according to the eminent American educationist John dewy, it is a tri-polar process namely, Teacher, Pupil and Society/Curriculum. In its broader meaning, the teaching process is the mutual exchange or relationship between these three components. Teaching is an interactive process primary involving classroom talk which takes place between teacher and pupil and occurs during certain definable activities".

### **NEED AND IMPORTANCE OF THE STUDY**

The study involvement is only fruitful, if the students what they are studied in full involvement to be followed in their life, through that students should have all goodness in their life. The study involvement of the students is depending up on the skills and abilities of the teachers. Hence teachers should have teaching comprehensive to get combined study involvement of the students. The study involvement helps the students to get involvement in all aspects for achieving victories in their life in future.

### **OBJECTIVES OF THE STUDY**

- To study the significant difference in study involvement of higher secondary school students in terms of sex variation and parental education.

### **HYPOTHESES**

1. There is no significant difference in study involvement of higher secondary school students with regard to sex variation.

2. There is no significant difference in study involvement of higher secondary school students with regard to parental education.

### METHOD & SAMPLE

Survey method was employed. The sample consisted of 300 higher secondary school students in Cuddalore District. Out of them 45 were boys and 255 were girls.

### TOOL

- Study Involvement Scale by Dr. Asha Bhatnagar (2000).

### DATA ANALYSIS

**Table 1: Study Involvement of Higher Secondary School Students based on Sex Variation**

Sex Variation	N	M	SD	MD	t-value	Inference	Level of Significance
Boys	45	59.60	1.25	4.6	4.2	Significant	0.01
Girls	255	64.02	0.90				

Table-1 shows that the calculated t-value is 4.2 found to be significant at 0.01 level. Hence the hypothesis-1 is rejected. Thus there is significant difference in study involvement of higher secondary school students in terms of sex variation.

**Table 2: Study Involvement of Higher Secondary School Students based on Parental Education**

Parental Education	N	M	SD	MD	t-value	Inference	Level of Significance
Literate	211	64.07	0.91	3.05	3.17	Significant	0.01
Illiterate	89	61.02	1.10				

### CONCLUSIONS

- Girls have high study involvement than their counterparts.
- Parents who are literate have high study involvement than illiterate parents.

### RECOMMENDATIONS

- Effective teaching strategies must be enveloped to enhance the study involvement.
- Self-access learning packages prepared by experts in the field may be introduced for the common use of the higher secondary school students.

### REFERENCES

1. Mohamedayupkhan, M. & Mani, S. (2012). A Study on Higher Secondary Students Personal Problems, Study Involvement and Academic Achievement. International Journal of Science and Research (IJSR), 3(5), 876-882. ISSN (Online): 2319-7064.

2. Ramanathan, G. (2016). Study Involvement of Adolescent Students in relation to their Noise Sensitivity. The International Journal of Indian Psychology, Vol. 4, Issue 1, No. 80, pp.180-184.
3. Jayanthi, N.L.N. (2010). Study Involvement of Higher Secondary Students in Relation to Achievement in English. Sadhana Journal of Bloomers of Research, 121-124.