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EXTENT OF STUDY INVOLVEMENT OF ADOLESCENT STUDENTS AT HIGHER SECONDARY LEVEL

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Abstract

An attempt was made in the present investigation to find out the extent of Study Involvement of adolescent students at higher secondary level in Kerala. Normative survey method is adopted. Stratified random sampling technique was used. The results indicate that the difference between the frequencies of the different categories of students' response is statistically significant. Majority of the adolescent students (39.30%) have high involvement in study and 33.50% have low involvement in study.

INTRODUCTION

Student Involvement occurs when "students make a psychological investment in learning. They try hard to learn what school offers. They take pride not simply in earning the formal indicators of success (grades), but in understanding the material and incorporating or internalizing it in their lives" Newmann (1992). It is increasingly seen as an indicator of successful classroom instruction, and as a valued outcome of school reform. Students are engaged when they are involved in their work, persist despite challenges and obstacles, and take visible delight in accomplishing their work Schlechty (1994). Student Involvement also refers to a "student's willingness, need, desire and compulsion to participate in, and be successful in, the learning process promoting higher level thinking for enduring understanding" Bomia et al.(1997)." Involvement in Learning, student involvement takes the form of participation in academically related activities, out of class activities, and interactions with faculty, staff, and peers. Activities related to academics could include: attending class prepared for discussion and the day's lesson; participating in study groups; and/or membership in academic honor programs or societies, career-related organizations, and performance groups in the arts. Involvement in outside-of class, or co-curricular activities, could include campus based student organizations, college athletic or intramural sports, employment on-campus, and volunteer service experiences. Student engagement is also a usefully ambiguous term that can be used to recognize the complexity of 'engagement' beyond the fragmented domains of cognition, behaviour, emotion or affect, and in doing so encompass the historically situated individual within their contextual variables (such as personal and familial circumstances) that at every moment influence how engaged an individual (or group) is in their learning.

Study Involvement

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 and develops positive attitudes towards learning and facilitates creative productivity. The term "student Involvement" has been used to depict student's willingness to participate in routine school activities, such as attending classes, submitting required work, and following teachers' directions in class, Chapman (2003). That includes participating in the activities offered as part of the school program, Natriello (1984) and student participation in school reform activities, Fletcher, A. (2005). Students who are involved show sustained behavioral involvement in learning activities accompanied by a positive emotional tone. They select tasks at the border of their competencies, initiate action when given the

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opportunity, and exert intense effort and concentration in the implementation of learning tasks; they show generally positive emotions during ongoing action, including enthusiasm, optimism, curiosity, and interest Skinner & Belmont (1993). Study involvement has been found to be positively related to student achievement by several researchers like Eugene and Anderson. It is necessary to determine such involvement among students to understand and guide them better so that they can become mature citizens and are able to face the challenges of life. “Meaningful Student Involvement is the process of engaging students in every facet of the educational process for the purpose of strengthening their commitment to education, community and democracy.” Adam Fletcher (2003).

NEED AND SIGNIFICANCE OF THE STUDY

Learning occupies an important place in the school programme. In fact, schools are set up for making children to learn. In learning there is an interaction of the environment with the organism. Learning is the acquisition of habits, knowledge and attitudes. It involves new way of doing things, and it operates in individuals attempts to overcome obstacles or to read just too new situations. Student’s involvement in education occurs through intrinsic motivation. A child whose needs, motives and interest have properly been taken care of will be found more happy and successful as a learner, and will be able to develop qualities of a good person. The term active learning is used for all class room strategies that involve student’s doing things and thinking about what they are doing. That’s why; several psychologists and psychiatrists have presented different criteria of study involvement. The study throws lights towards the various measures that can be adopted by the teacher as well as parents to enhance study involvement among students, by leading them to success.

OBJECTIVE OF THE STUDY

1. To identify the extent of Study Involvement of adolescents at higher secondary level.

HYPOTHESES OF THE STUDY

1. The extent of Study Involvement of adolescent students at higher secondary level is not evenly distributed.

METHODOLOGY

Normative survey method is adopted for the study. The present study has been envisaged on a sample of three thousand and six higher secondary adolescent students from 18 higher secondary schools of Ernakulam, Kottayam, Thrissur and Idukki districts. Stratified random sampling technique was used for selecting sample from the population.

Tool Used:

Study Involvement Inventory (Developed and Standardized by Dr Asha Bhatnagar, 1982, New Delhi).

Statistical Techniques Used:

Chi-Square test & Percentage were used for analyzing the data.

ANALYSIS AND INTERPRETATION OF DATA

To identify the extent of Study Involvement of adolescents at higher secondary level

Extent of study involvement of adolescent students at higher secondary level were found out by classifying them in to three groups namely high involvement, average involvement and low involvement based on their scores in the study involvement inventory. The frequency of different categories of responses



of adolescent students for each item in the domestic violence scale was computed and chi-square test was applied.

The details of chi-square and frequencies and percentages of adolescents at Higher Secondary level with respect to the level of dimension wise social intelligence scores for the total sample is given in table 1

Table 1. Significance of Difference of the Range of Scores of Adolescent Students at Higher Secondary Level with respect to the Level of Total Scores of Study Involvement for the Whole Sample

Sl.No.	Level	N	Percentage	Chi-square
1	High Involvement	1181	39.30	132.26**
2	Average Involvement	1118	37.20	
3	Low Involvement	707	33.50	
Total		3006	100	

** Significant at 0.01 level

The table 1 shows that the result of chi-square analysis, the tabled value of chi-square for (5-1) = 4 df is 13.83 at 1% level of significance and 9.49 at 5% level of significance. The calculated value of chi-square is 132.26 is much higher than the table value at both the level of significance. So there is a significant difference in the distribution of scores of study involvement of adolescent students at higher secondary level for the whole sample. The table shows that out of the 3006 adolescent Higher Secondary students 39.30 percent are having high level of study involvement, 37.20 per cent have average level of study involvement and 33.50 per cent have very low level of study involvement.

The above data is very clear from the figure 5.9.

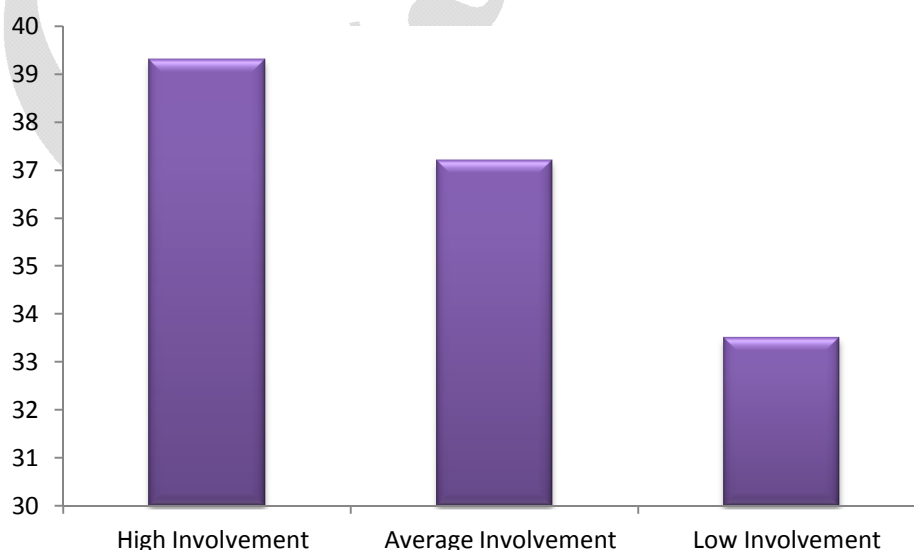


Figure 1. Level of Total Study Involvement Scores of Adolescent Students at Higher Secondary Level



Tenability of Hypothesis

Hypothesis: The extent of Study Involvement of adolescent students at higher secondary level is not evenly distributed.

The extent of Study Involvement of adolescent students at higher secondary level is not evenly distributed. Hence this hypothesis is substantiated.

MAJOR FINDINGS OF THE STUDY

- The results indicate that the difference between the frequencies of the different categories of students' response is statistically significant.
- The analysis clearly shows that out of the 3006 adolescent Higher Secondary students 39.30 percent are having high level of study involvement, 37.20 per cent have average level of study involvement and 33.50 per cent have very low level of study involvement.

EDUCATIONAL IMPLICATIONS

- Primary prevention programs such as community education campaigns involving use of the mass media, education through the publication of information packages, pamphlets and videos as well as school programs is useful for children.
- Curriculum which emphasizes positive role models, the teaching of alternative conflict resolution strategies and co-operative play is beneficial for students.
- Participating more in sports and extracurricular activities at school is worthy for them.
- Counselling in the school by professionals or school counsellors is beneficial for the children who have low study involvement.
- Secondary prevention programs like home visits and parenting programs for identified at risk populations is worthy for them.

SUGGESTIONS FOR FURTHER RESEARCH

- A study of this kind can be conducted among the students at primary and secondary level.
- The study can be extended to other areas like achievement, social intelligence, social skills, home learning environment etc.
- The present study was confined to four districts of Kerala. It can be extended to other districts of Kerala to arrive at more reliable and precise result.
- A study can be done for the development of innovative strategies for enhancing study involvement of students.

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