

AN ANALYSES OF STUDY INVOLVEMENT OF SECONDARY SCHOOL STUDENTS IN RELATION TO ACADEMIC ACHIEVEMENT AND GENDER

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Abstract

This study focuses on analysing the involvement of secondary school students in their studies in relation to their academic achievement and gender in the Kalahandi district of Odisha, India. To achieve this objective, a descriptive survey method was employed. A total of 40 secondary school students (20 boys and 20 girls) were randomly selected from the district. The investigator used a standardized Study Involvement Inventory developed by Dr. Mrs. Asha Bhatnagar (1979) to assess their study involvement, while academic achievement was measured using school examination records. The findings revealed no significant statistical difference in the study involvement of secondary school students with respect to gender. Similarly, there was no significant difference in academic achievement between genders. However, the study did find a significant statistical relationship between study involvement and academic achievement across genders. This relationship may be influenced by various factors, including differences in learning styles, motivational factors, societal and cultural expectations, and self-regulation. Understanding these gender-specific factors can aid educators, parents, and policymakers in developing targeted strategies to enhance study involvement and academic achievement for all students.

Keywords: Secondary School, Study Involvement, Academic Achievement

1. Introduction

Education is a dynamic process that involves students in a complex journey. It requires access to resources and quality teaching, as well as active participation and commitment from the students. In secondary education, students go through important developmental stages. Here, the focus is on the connection between the extent of students' immersion in their studies and their academic success. How much time and effort students put into their studies greatly affects their academic achievement. This relationship is complex and influenced by many factors like personal motivation, learning strategies, and external support. Secondary school students find it particularly challenging to manage this because of the demands of a tough curriculum and high academic expectations.

This study aims to explore the connection between study involvement and academic achievement. It provides insights that contribute to the ongoing conversation about achieving excellence in education.

2. Conceptual Framework:

Study Involvement: Study involvement refers to the extent to which students engage in their academic activities.

Academic Achievement: Academic Achievement indicates the level of success reached by an individual or a group after finishing an academic program. In this study, academic achievement specifically refers to the students' academic performance measured by the percentage of total marks they obtained individually in their most recent School Annual Examination.

3. Review of Related Literature:

Many studies have been conducted in India and abroad to find the relationship between study involvement and academic achievement of secondary school students in relation to their gender and locality of the institution. Some of the findings directly related to the present studies are discussed below:

Ganesan (2014): Revealed a significant relationship between study habits and academic achievement among XI Standard students in Sivaganga district, Tamil Nadu.

Hangsingh & Handique (2015): Highlighted the significant impact of study habits on academic achievement of secondary school students in Lakhimpur and Dhemaji Districts, Assam.

Illahi and Khandai (2015): In Pulwama, college females outperformed males academically, although both genders had similar study habits.

Julius & Evans (2015): Observed a significant effect of study habits on the academic achievement of 9th class students at Spicer higher secondary school, Pune.

Sherafat & Murthy (2016): Identified study habits as an important correlate of academic achievement among secondary and senior secondary school students in Mysore City.

Bhat & Khandai (2016): Reported no significant difference in study habits between male and female college students, with females performing better academically in District Pulwama, J&K.

Vasu & Venkatarathanam (2017): Found that males had better study habits than females among upper primary school students in Vellore District, Tamil Nadu.

Ebele & Olofu (2017): Revealed a significant relationship between study habits and academic performance in Biology among secondary school students in the Federal Capital Territory, Abuja.

Sakirudeen & Sanni (2017): Found a significant relationship between study habits and academic performance in Mathematics among secondary school students in Uyo Local Education Council.

Looyeh et al. (2017): Found a significant relationship between study habits and academic performance among Medical Science students.

Lalrintluangi (2018): Highlighted significant differences in study habits and academic achievement among undergraduate students in Aizawl City, Mizoram.

Bhovi and Patted (2018): Highlighted the interdependence of study habits and academic achievement among secondary school students in Dharwad district, across rural and urban settings.

Silverrajoo & Hassan (2018): Reported a weak relationship between study habits and academic achievement among health science students.

Jafari et al. (2019): Revealed a direct and significant relationship between study habits and academic achievement in medical sciences students.

Kaur and Singh (2020): Revealed a negative correlation between study habits and academic performance, with no gender differences.

Tus et al. (2020): Indicated average study habits among senior high school students and emphasized improving note-taking and reading proficiency.

Asha & Anju (2020): Established a positive correlation between study habits and academic achievement among high school pupils.

Nonglait & Laitthma (2020): Found no significant relationship between study habits and academic achievement among student teachers in Khasi Hills District, Meghalaya.

Bhagat & Wadhawan (2021): Identified a significant relationship between study habits and academic performance among adolescents in a private school in Delhi.

Gahir et al. (2022): Found a strong positive relationship between study habits and academic achievement among secondary school students in Sambalpur for both boys and girls.

While many studies have been conducted on study habits and academic achievements in different locations, subjects, grade levels, and samples, their findings have been contradictory. Few studies are found in the context of Odisha to investigate these variables.

4. Statement of the Problem:

The problem is stated as “An analyses of study involvement of secondary school students in relation to academic achievement and gender.”

5. Objectives of the Study:

The present study has the following objectives

1. To study the study involvement of secondary school students with reference to gender.
2. To study the academic achievement of secondary school students with reference to gender.
3. To study the relationship between study involvement and academic achievement of secondary school students.

6. Hypotheses of the Study:

H01: There is no difference in study involvement of secondary school students irrespective of their gender.

H02: There is no difference in academic achievement of the secondary school students due to gender .

H03: There is no relationship between study involvement and academic achievement of secondary school students irrespective of gender.

7. Research Methodology:

I. Sample for the Study

A sample of 40 secondary students of class IX, selected randomly from the Koksara Block of Kalahandi district.

II. Tools

1. Scale of Study Involvement Inventory developed and validated by Asha Bhatnagar (1979), this scale was used for the study.
2. The marks of the last annual examinations were obtained from the authorities of high schools for academic achievements. Since these are common examinations, the scores obtained by the students are considered standard scores.

III. Statistical Techniques Used

In the present study, the relevant data collected were analysed using the following statistical tools to arrive at meaningful conclusions:

1. Descriptive Analysis (Mean & Standard Deviation)
2. Differential Analysis (t-test)
3. Correlation Analysis (spearman's correlation 'r')

8. Analyses and Interpretation of Data:

8.1: H01: There is no difference in study involvement of secondary school students with respect to gender.

Table 1: Gender wise Means, SD, and ‘t’ value of the study involvement scores of Secondary School Students

Gender	N	Mean	SD	“t”	Significance at 5% level
Boys	20	19.4	3.71	0.144	Not Significant
Girls	20	29.0	3.3		

8.2: H02: There is no difference in Academic Achievement of secondary school students with respect to gender.

Table 2: Gender wise Means, SD, and ‘t’ value of the Academic Achievement scores of Secondary School Students

Gender	N	Mean	SD	“t”	Significance at 5% level
Boys	20	328.8	73.7	0.012	Not Significant
Girls	20	337.9	72.6		

8.3: H03: There is no relationship between study involvement and academic achievement of secondary school students with respect to Gender.

Table 3: Showing relationship between Study Involvement and Academic Achievement of secondary school students with respect to Gender.

Gender	N	r	Significance at 5% level
Boys	20	0.66	Significant
Girls	20	0.329	

9. Major Findings:

There is no significant statistical difference in study involvement of secondary school students with respect to gender.

There is no significant statistical difference in Academic Achievement of secondary school students with respect to gender.

There is significant statistical relationship between study involvement and academic achievement of secondary school students with respect to Gender.

10. Conclusions:

It was observed that there is no significant statistical difference in study involvement of secondary school students with respect to gender. Consequently, the study suggests focusing

on developing study involvement among students, regardless of their gender. Additionally, it was found that there is no significant statistical difference in academic achievement of secondary school students with respect to gender. This could be attributed to increased awareness and implementation of gender equality initiatives in schools, creating a more balanced learning environment. Although gender does not significantly influence the level of study involvement or academic achievement among secondary school students, the study revealed a significant statistical relationship between study involvement and academic achievement with respect to gender. The reasons for this relationship may vary, including differences in learning styles, motivational factors, societal and cultural expectations, and self-regulation. Understanding these gender-specific factors can help educators, parents, and policymakers develop targeted strategies to improve study involvement and academic achievement for all students. Despite the valuable insights of the study, its scope was limited to Kalahandi District Board of Secondary Examination affiliated secondary schools of 9th class students. Therefore, further research is needed to explore these issues across different contexts and age groups.

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