
**A Study Involvement of Higher Secondary Students with regard
to their Gender and Stream of Study in Lakhimpur District
Assam**

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ABSTRACT:

The aim of this study was to find out the differences, if any, in the study involvement between girls and boys and commerce and science students and to determine the interaction effects of gender and stream of study on the study involvement of the students. 136 Higher Secondary students of two Colleges of Lakhimpur district of Assam constituted the sample of the study. The Study Involvement Inventory by Dr. Asha Bhatnagar was used to measure study involvement of the students. Results were computed with the help of Mean, Standard Deviation, t-test and Two-way ANOVA.

Key Words: *Study Involvement, Higher Secondary students, Gender, Stream of study, Achievement, Affiliation, Autonomy, Deference, Recognition, Order, Aggression, Abasement, Nurturance, Succorance.*

INTRODUCTION:

Study involvement means the involvement of students in scholastic pursuits. Each pupil joins an institution while being exposed to certain unique experiences of life . Under such conditions any kind of commonality collates a handful of students as peer-mates. Consequently one's feelings, thought processes and perceptions are modified and strengthened within the group he or she belongs. These internal aspects have a very important role to play in the effectiveness of the student in a given environment. One important variable reflecting such internal processes and influencing the efficiency with which a student is capable of handling the stressors in the educational environment is his/her involvement in studies.

Study involvement includes different aspects within it. In the present study, study involvement is measured in ten need areas namely Achievement, Affiliation, Autonomy, Deference, Recognition, Order, Aggression, Abasement, Nurturance and Succorance.

The present study is concerned with gender differences and steam of study differences in study involvement. Gender differences have come on the hotlist of critical issues around the world. Hausman. Tyson and zahidi (2009) reported that there is no country in the world that has yet reached equality between men and women in different critical areas such as economic participation or education. So it is very necessary that researches be conducted regarding gender differences in different fields.

Whether study involvement differs between gender and stream of study can be only known through research investigations. Such studies offer educators much implications and guidance on specific directions to take in the field of education. Hence the investigators have taken up this study in hand.

OBJECTIVES

1. To examine the differences in the study involvement between the science and commerce Higher Secondary Students.
2. To examine gender differences in the study involvement of the Higher Secondary students.
3. To examine the interaction effects of gender and stream of study on the study involvement of the Higher Secondary students.

HYPOTHESES

1. There is no significant difference in the study involvement between the science and commerce Higher Secondary Students.
2. There is no significant gender difference in the study involvement of the higher Secondary students.
3. There is no significant interaction effects of gender and stream of study on the study involvement of the Higher Secondary students.

DELIMITATIONS OF THE STUDY

The present study was delimited to:

1. Two colleges of Lakhimpur district of Assam.
2. 136 Higher Secondary students from these two colleges.
3. This study is confined to one dependent variable i.e. study involvement having ten priority areas, and two independent variables namely gender and stream of study.

SAMPLE

A total of 136 Higher Secondary students of Lakhimpur district of Assam formed the sample for this study. The sample was selected using the stratified random sampling technique.

TOOLS USED:

To measure the study involvement of the students, the study involvement inventory by Dr. Asha Bhatnagar (1982) was used.

METHODOLOGY

Since the aim of this study was to obtain precise information concerning the current status of study involvement from the present sample of students, the descriptive research method was found to be the best suited method for this study.

STATISCAL ANALYSIS

For analysis of the data of the present study, the statistical measures of mean, standard deviation, t-test and two-way ANOVA were utilized.

ANALYSIS AND RESULTS:

For the analysis of the data collected for the present study, first the mean scores and standard deviation for the different groups (i.e. Commerce students, Science students, male students, female students, Commerce male students, Commerce female students, Science male students and Science female students) were found out regarding the ten need areas and involvement in studies. Then F-ratios and post ANOVA t-tests were conducted to find out the results. A look into the tables below will provide a clear idea of the results:

Table-1

‘F’ RATIOS ON TEN NEED AREAS AND INVOLVEMENT IN STUDIES

S.No.	Need Areas	Stream of Study	Gender	Interaction
1	Achievement	11.05**	0.02	0.17
2	Affiliation	3.29*	3.24	0.89
3	Autonomy	1.77	0.12	0.33
4	Deference	4.98**	0.05	0.13
5	Recognition	0.39	1.82	3.69
6	Order	3.94*	0.92	1.17
7	Aggression	2.53	1.07	0.87
8	Abasement	2.34	5.06	2.55
9	Nurturance	0.16	2.37	0.55
10	Succorance	1.33	0.26	0.01
11	Involvement	1.11	1.51	2.33

*Significant at 0.05 level, **Significant at 0.01 level

Table-2

POST ANOVA ‘t’ RATIOS ON NEED AREAS (STREAM EFFECT)

Need Areas	Groups	Mean Difference	Standard Deviation	‘t’ ratios
Achievement	Commerce vs Science	1.01	0.51	1.98**
Affiliation	Commerce vs Science	0.45	0.41	0.97*
Deference	Commerce vs Science	0.67	0.45	1.50**
Order	Commerce vs Science	0.66	0.35	1.86*

Note: *Significant at .05 level, ** Significant at .01 level

Table-3

POST ANOVA ‘t’ RATIOS ON NEED AREAS OF RECOGNITION (INTERACTION EFFECTS)

SI NO.	Groups	Mean Difference	Standard Deviation	‘t’ ratios
1	Commerce female vs Commerce male	0.11	0.30	0.37
2	Commerce male vs Science Male	0.08	0.35	0.23*
3	Commerce male vs Science female	0.32	0.74	0.43**
4	Commerce female vs Science male	0.21	0.74	0.29
5	Science female vs Science male	0.27	0.76	0.35

Note: *Significant at .05 level, **Significant at 0.01 level

From the tables above, the main findings are summarized as follows:

Regarding stream of study:

1. Stream of study has no significant independent effect on the need areas Autonomy, Recognition, Aggression, Abasement, Nurturance, Succorance and over all involvement in studies.
2. Stream of Study has significant independent effect on the need areas of Achievement, Affiliation, Deference and Order.
3. The Commerce students have a higher need for Affiliation than the Science students.
4. The Commerce students have a higher need for Achievement than the Science students.

5. The Science students have a higher need for Deference than the Commerce students
6. The Science students have a higher need for Order than the Commerce students.
7. The Science students have a higher need for Recognition than the Commerce students

Regarding gender:

8. Gender has no significant independent effect on the need areas of Achievement, Affiliation, Autonomy, Deference, Recognition, Order, Aggression, Nurturance, Succorance and overall involvement in studies.
9. The girls were found to have higher “Abasement” need than that of the boys.

Regarding interaction effects:

10. No significant interaction effect of stream of study and gender was found on need areas of Achievement, Affiliation, Autonomy, Deference, Aggression, Abasement, Nurturance, Succorance and overall involvement in studies.
11. The Commerce male students have a lower need for “Recognition” than the Science male students.
12. The Commerce female students have a lower need for “Recognition” as compared to Commerce male students and Science male students.

DISCUSSION AND CONCLUSION:

From the study, it was found that stream of study has no significant independent effect on the need areas Autonomy, Recognition, Abasement, aggression, Nurturance, succurance and overall involvement in studies. This may be because, no matter, in whatever stream they may study, the students get adequate opportunity to have free interaction among themselves, similar type of exposure in colleges, home etc. and as a result their needs in these areas are satisfied more or less equally.

The Commerce students have expressed strong need for achievement than the science students. May be because Science students have higher job prospects after completion of their studies than the Commerce students and this might lead the Commerce students to express a strong need for achievement.

The Commerce students are found to have higher affiliation needs than the Science students. This may be attributed to the fact that the commerce students get more leisure time as

compared to the Science students and want good companions to spend their leisure time with.. But Science students have very less leisure time and hence may have a little less of this need than the Commerce students.

No significant gender difference was found on the need areas of Achievement, Affiliation, Autonomy, Deference, Recognition, Order, Aggression, Nurturance, Succorance and overall involvement in studies. This may be attributed to the fact that now females mostly enjoy equal status with males and receive equal love, affection, recognition and freedom at home, school and society.

Regarding “Abasement” girls were found to have higher need for it than the boys. This may be because girls are naturally more emotional and sensitive than boys.

Stream of study and gender have no significant, joint effects on need areas like achievement, affiliation, Autonomy, Deference, Order, Aggression, Abasement, Nurturance, and Succorance and Involvement in studies. No significant gender difference can be largely attributed to the fact that now females share equal status and opportunities with males.. It can also be concluded that due to the functioning of the three streams in the same campus and providing scope for free interactions and getting equal opportunities, the different needs of different categories of students are more or less equally satisfied and they have similar type of involvement in studies.

Differences were found between different groups with regards to Recognition. So those who feel high recognition need should be given ample opportunities to showcase their talents in their fields of proficiency.

This study has wide connotations for students, teachers, guardians and planners. The teacher has to provide better avenues for the students to learn and should motivate them. Courses should be restructured which will attract students and keep them occupied. The students should involve themselves in academics as well as in extra curricular activities so that they benefit themselves as well as the society.

However before generalizing the findings of the study, it must kept in mind that the total sample consisted of 136 Higher Secondary students of two colleges, which may not be very representative of the total population. And yet again, involvement of students in studies is related to many factors like home background, socio-economic status, intelligence, availability of study materials, quality of study materials etc. and these factors were not controlled in the present study. So while conducting further similar studies, large

representative sample should be taken in order to validate the present findings and intervening variables like socio-economic status, intelligence etc. may be controlled.

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