

STUDY INVOLVEMENT AMONG WOMEN STUDENTS

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ABSTRACT

The Present research was undertaken to investigate the study involvement among women students in relation to academic stream and academic achievement. The sample consists of 406 women subjects of Senior Secondary Schools who were selected through random cluster sampling technique. The data were collected through, Study Involvement Inventory by Asha Bhatnagar and Socio-Economic Status Scale Questionnaire by Jalota et al.

The results of the study revealed that academic achievement had significant influence on study involvement of women students. Streams however, were not found to be important factors in study involvement.

INTRODUCTION

Although provision of educational opportunities to woman has been important programme in education sector since independence, the education system of our country has not been able to make desired contribution towards woman equality. In view of the above, the National Policy on Education (NPE) envisaged that education would be used as a strategy of achieving a basic change in the status of women.

Fifth Survey of Educational Research (1997) indicates that while researchers are becoming more sensitive to problems of women and girls from different groups of the population, they generally lack feminist perspective of woman studies. This is the need of the hour that girls and women should be studied as learners so that their special problems of education may be understood properly and existing educational provisions may be modified accordingly.

CONCEPT OF STUDY INVOLVEMENT

According to Sherif and Cantril (1947) involvement is a condition of total participation of the self as a knower, organizer, observer, status seeker and as a socialized being. Working with persistence and imagination and sharing the responsibility for own learning. Yan Off (1973) defined study involvement as a degree of affect or feeling of being actively involved in one's own learning process. It is held

by psychologists that effective and efficient learning depends on involvement of students in studies. This belief has been asserted in various forms by Dewey (1938), Tyler (1950), Carroll (1963) and Rothkopf (1970). 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.

NEED OF RESEARCHING THE STUDY INVOLVEMENT

A look at final results of any examination easily reveals the fact that women students are on the top of the list. One of the reasons for this generally held is their deep involvement in studies. They are considered as more committed learners than male counterparts. In spite of this, study involvement among women students has not been extensively investigated. Therefore, the present researcher planned the study to explore the relation of study involvement among women with certain background variables such as residential background, type of institution, academic stream, SES and academic achievement.

OBJECTIVES OF THE STUDY

The present study was conducted with the following objectives:

1. To ascertain the difference in study involvement of women students of science and arts stream.

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- To find out the difference in study involvement of high and low achieving women students.

HYPOTHESES OF THE STUDY

In order to achieve these objectives the following hypotheses were framed:

- There is a significant difference in mean scores of study involvement of women students of science and arts streams.
- High and low achieving women students have significant difference in their study involvement.

METHODOLOGY

Sample: The sample comprised 406 women students of grade XII of govt. managed and privately managed senior secondary institutions of Shimla. Random cluster sampling technique was used for selecting the students.

Research Method: The present study was conducted through descriptive method of research.

Variables: Academic stream and academic achievement were the independent variables and study involvement was the criterion variable.

Tools Used: The following tools were used in the study for data collection:

- Socio Economic Status Scale Questionnaire by Jalota et al.
- Study Involvement Inventory by Dr. Asha Bhatnagar.

Above mentioned both tools have satisfactory indices of reliability and validity.

CLASSIFICATION OF SUBJECTS

Subjects in high and low SES were classified on the basis of top and bottom 27% dichotomy, as suggested by Kelly.

STATISTICAL TECHNIQUE USED

Mean S.D. and 't' test were used for analysis of the data.

RESULTS AND DISCUSSION

The obtained statistics have been presented in Table-1.

Significance of Difference in Mean Scores of Study Involvement of Women Students

Groups	N	Mean	SD	't' Value
Science Stream	235	56.77	5.78	.086 NS
Arts Stream	171	56.713	7.01	
High Achieving	115	60.052	4.099	8.176 **
Low Achieving	180	54.939	6.641	

(Significant at 0.05 Level, NS = Not Significant at 0.01 Level)

It is evident from Table that the 't' value of 0.086 did not come out to be significant ($P > 0.05$, df 404). It suggests that there was no significant difference between women students of science and arts streams with regard to study involvement.

Table further reveals that 't' value (8.176) corresponding to high and low achieving women students was found to be significant at .01 level of confidence with df = 293. It implies that both the groups differed significantly on study involvement. Because mean difference was in favour of former group, it may be said that high achieving women students had significantly higher level of study involvement than low achieving women students.

Thus in view of above findings, research hypotheses relating to stream were rejected and research hypotheses pertaining to academic achievement were accepted.

As regard streams, no significant difference was found in study involvement of women students. The result is corroborated by the finding of Sharma (1996) and Sood (2000). It appears women students by nature have study involvement irrespective of streams. They are sufficiently self-motivated towards their study in each stream.

Another finding reveals that high achieving women are superior to low achieving women students with regard to study involvement. This finding is in agreement with the results of Bhatnagar (1983) who reported that high involvement group of boys and girls obtained higher marks in examination than low involvement group of boys and girls respectively. It is logical to assume that more the involvement in studies, higher is the achievement or vice-versa.

RECOMMENDATION

The study involvement of these women students need to be enhanced who come from low academic achievement. Teachers should devise appropriate devices to harness their level of study involvement and apply them in their classrooms.

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