



SELF-INVOLVEMENT OF X STANDARD STUDENTS

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ABSTRACT

The present study was explored to find out the self-involvement of X standard students. Survey method was employed. The sample consisted of 1000 X standard students in Chennai. Data was analyzed using by t-test and F-ratio. Results found that there is significant difference in self-involvement of X standard students in terms of medium of instruction, father's educational qualification and mother's educational qualification.

KEYWORDS : Self-Involvement, X Standard Students.



INTRODUCTION

Self-Involvement is our own interest and caring only about someone and own needs. Involvement is a very special state of mind. They fully experience, sensations and meanings. All qualities involvement is the condition that brings about the deep level of learning. Involvement is a very special state of mind that can be observed both in babies and adults. Children with a high level of involvement are highly focused and observed by their activity. They show interest, motivation and even fascination. That is why they tend to persevere in their efforts to succeed in a task. Their mimic and posture indicate intense mental activity. They fully experience sensations and meanings. A strong sense of satisfaction results from the fulfillment of their exploratory tasks. When there is involvement we know children are operating at the very extremes of their capabilities.

OBJECTIVES OF THE STUDY

- To find out the significant difference in self-involvement of X standard students based on medium of instruction, father's educational qualification and mother's educational qualification.

HYPOTHESES

1. There is no significant difference in self- involvement of X standard students with respect to medium of instruction.
2. There is no significant difference in self- involvement of X standard students with respect to father's educational qualification.
3. There is no significant difference in self- involvement of X standard students with respect to mother's educational qualification.

RESEARCH METHOD & SAMPLE

Survey method was used for this study. A sample of 1000 10th standard students was selected from government and private schools in Chennai.

DEVELOPMENT OF THE TOOL

Self-Involvement Questionnaire (SIQ) developed by the investigator with five factors and ten items in each factor. Total 50 items SIQ is designed to bring out the opinion of samples concerned about their Self-Involvement. The reliability of Self-Involvement Questionnaire has been established by calculating the Cronbach Alpha (r=0.85) and the intrinsic validity was established by taking the square root of reliability coefficient i.e. $\sqrt{r} = \sqrt{0.79} = 0.888$. Thus from the two co-efficient, it may be inferred that this tool is highly reliable and valid.

DATA ANALYSIS

Table 1: Self-Involvement of X Standard Students based on Medium of Instruction

| Factors of Self-Involvement | Medium of Instruction | | | | t-value | p-value |
|-----------------------------|-----------------------|------|---------|------|---------|----------|
| | Tamil | | English | | | |
| | Mean | SD | Mean | SD | | |
| Accountability | 6.21 | 1.47 | 6.49 | 1.42 | 3.083 | 0.002** |
| Implicit Motivation | 5.27 | 1.63 | 5.61 | 1.63 | 3.385 | 0.001** |
| Concern | 4.99 | 1.97 | 5.74 | 1.70 | 6.390 | <0.001** |
| Self Conscious | 6.17 | 2.19 | 6.94 | 1.87 | 5.979 | <0.001** |
| Self Reflection | 5.90 | 2.02 | 6.73 | 1.76 | 6.923 | <0.001** |
| Overall Self-Involvement | 28.49 | 7.03 | 31.49 | 5.70 | 7.391 | <0.001** |

From Table-1, it can be seen that the mean score of overall Self-Involvement was high for the students studying in English medium (31.49) and low for the students studying in Tamil medium (28.49). The t-values calculated for the overall Self-Involvement and its five factors with respect to Medium of Instruction reveals that the students differ significantly in the overall Self-Involvement and all its five factors namely Accountability, Implicit Motivation, Concern, Self-Conscious and Self-Reflection at 0.001 level. This shows the parental motivation to inspire more Self-Involvement among students studying in English medium Schools than the students studying in Tamil Medium as there is always a hefty competition to excel one another in private schools. Besides, the students in English medium Schools get humiliated if they don't prove their involvement in studies through high scores even in slip tests. Hence, it is inferred that Self-Involvement of students in English medium Schools is invariably higher than Tamil Medium school students.

Table 2: Self-Involvement of X Standard Students based on Father's Educational Qualification

| Factors of Self-Involvement | Father's Educational Qualification | | | | F | p-value |
|-----------------------------|------------------------------------|-----------------------------|-----------------------------|-----------------------------|--------|----------|
| | Illiterate | Up to H.Sc. | UG | PG | | |
| Accountability | 5.59 ^a (1.56) | 6.35 ^b (1.42) | 6.41 ^b (1.46) | 6.46 ^b (1.38) | 8.562 | <0.001** |
| Implicit Motivation | 4.85 ^a (1.79) | 5.52 ^b (1.56) | 5.43 ^b (1.65) | 5.56 ^b (1.60) | 4.142 | <0.001** |
| Concern | 4.17 ^a (1.92) | 4.94 ^b (1.98) | 5.56 ^c (1.81) | 5.63 ^c (1.76) | 18.267 | <0.001** |
| Self Conscious | 5.33 ^a (2.40) | 6.06 ^b (1.98) | 6.78 ^c (2.08) | 6.82 ^c (1.85) | 16.954 | <0.001** |
| Self Reflection | 5.27 ^a (2.32) | 5.88 ^b (1.93) | 6.49 ^c (1.90) | 6.56 ^c (1.77) | 14.082 | <0.001** |

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|--------------------------|------------------------------|------------------------------|------------------------------|------------------------------|--------|----------|
| Overall Self-Involvement | 25.17 ^a (8.33) | 28.66 ^b (6.68) | 30.64 ^c (6.40) | 31.02 ^c (5.46) | 22.166 | <0.001** |
|--------------------------|------------------------------|------------------------------|------------------------------|------------------------------|--------|----------|

From Table-2, it could be observed that mean score on overall Self-Involvement is high for students whose father’s educational qualification is PG level (31.02) the same was found to be low for the students whose father’s educational qualification is Illiterate (25.17).

The P-value is less than 0.01, with regard to overall Self-Involvement for all the five factors namely Group Accountability, Implicit Motivation, Concern, Self-conscious and Self-reflection. Based on Test Based on Duncan Multiple Range Test, Father's Educational Qualification, Illiterate, up to H.Sc., UG and PG level Significantly differed with Self-Involvement in all the five factors, Group Accountability, Implicit Motivation, Concern, Self-conscious and self-reflection at 1% level.

Table 3: Self-Involvement of X Standard Students based on Mother’s Educational Qualification

| Factors of Self-Involvement | Mother's Educational Qualification | | | | F | p-value |
|-----------------------------|------------------------------------|------------------------------|------------------------------|------------------------------|--------|----------|
| | Illiterate | Up to H.Sc. | UG | PG | | |
| Accountability | 6.39 ^b (1.56) | 5.99 ^a (1.53) | 6.45 ^b (1.39) | 6.50 ^b (1.38) | 6.122 | <0.001** |
| Implicit Motivation | 5.47 ^{ab} (1.79) | 5.19 ^a (1.63) | 5.45 ^{ab} (1.57) | 5.63 ^b (1.65) | 2.854 | 0.036* |
| Concern | 4.94 ^a (2.04) | 4.77 ^a (2.06) | 5.50 ^b (1.72) | 5.89 ^c (1.69) | 17.462 | <0.001** |
| Self Conscious | 6.07 ^a (2.16) | 5.77 ^a (2.16) | 6.85 ^b (1.91) | 7.02 ^b (1.97) | 20.935 | <0.001** |
| Self Reflection | 6.08 ^b (2.09) | 5.57 ^a (2.03) | 6.53 ^c (1.80) | 6.72 ^c (1.80) | 17.593 | <0.001** |
| Overall Self-Involvement | 28.94 ^a (7.50) | 27.18 ^a (7.59) | 30.77 ^b (5.62) | 31.76 ^c (5.56) | 23.757 | <0.001** |

From Table-3, it could be observed that the mean score on overall Self-Involvement is high for students whose Mother’s educational qualification is PG level (31.76) the same was found to be low for the students whose Mother’s educational qualification is Up to H.Sc. level (27.18).

This gives the valuable inference that highly educated mothers evince keen interest in the inculcation of Self-Involvement and foster rationality too in their children with dogged devotion compared to mothers with lower qualification or absence of literacy.

The P-value is less than 0.01, with regard to overall Self Involvement and for the four factors namely Group Accountability, Concern, Self-Conscious and self-reflection. Based on Test Based on Duncan Multiple Range Test, Father's Educational Qualification is Illiterate, Up to H.Sc., UG and PG level Significantly differed with Self-Involvement in Four factors namely Group Accountability, Concern, Self-Conscious and Self-Reflection at 1% level.

The P-value is less than 0.05, for the Factor namely Implicit Motivation. Based on Duncan Multiple Range Test, Father's Educational Qualification is Illiterate, Up to H.Sc., UG and PG level significantly differed with Self-Involvement and its one of the factor namely Implicit Motivation at 5% level.

FINDINGS OF THE STUDY

- Overall Self-Involvement was high for the students studying in English medium (31.49) and Low for the students studying in Tamil medium (28.49).
- Overall Self-Involvement is high for students whose father’s educational qualification is PG level (31.02) the same was found to be low for the students whose fathers are Illiterates (25.17).

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- Overall Self-Involvement is high for students whose mother's educational qualification is PG level (31.76) the same was found to be low for the students whose mother's qualification is up to H.Sc. (27.18).

CONCLUSION

As Self-Involvement is an imperative for each and every move of a person in building a career or scoring good marks, it is the duty of parents and teachers in boosting the morale of students to help them achieve their goals. The parents should be educated to provide their children healthy emotional environment at home and also freedom of expression. The focus must be on the process of children's thinking, not just its products. Effective classroom is diverse classroom. Teachers must understand the process children use to gain an answer, not just the correctness of the answer. When teachers can appreciate a child's method of arriving at a particular answer, they are then in a position to provide the appropriate learning environment for that child. Thus, building on the child's current level of cognitive functioning. Recognition of the crucial role of children's self-initiated and active involvement in learning activities by the teachers is very important.

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