

Study Involvement of Senior Secondary School Students of Sikkim

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DOI: <https://doi.org/10.51583/IJLTEMAS.2025.140500059>

Received: 17 May 2025; Accepted: 19 May 2025; Published: 13 June 2025

Abstract: The present study is on "Study Involvement of Senior Secondary School Students of Sikkim". Quantitative research method was employed. A sample of 400 senior secondary school students was selected from East Sikkim. Out of 400 students, 200 students were selected from government schools and 200 students from private schools in which 100 male and 100 female from both the institutions. The sample was collected by way of Random Sampling Techniques. The findings of the study suggested that mean value of arts, science and commerce do not coincide, which indicate the fact that the commerce students study involvement is slightly better as compare to arts and science. It was also found that mean value of General, OBC, ST and SC students do not coincide, which indicate the fact that the ST students study involvement is slightly better as compare to General, OBC and SC students.

Keywords: Study Involvement, Senior Sec. School etc.

I. Introduction

The involvement of students in their academic activities (studies) is known as study involvement. Involvement is defined as identification with the work to be completed. Interest in any field will compel people to become fully involved. This participation is determined by psychological and environmental factors. Factors such as school, classroom environment, teacher, and individual interest all contribute to kids' academic achievement (Maheswari & Singh, 2015).

Astin (1984) defined student involvement as the amount of physical and psychological energy that a student commits to their academic experience. A highly involved student is one who, for example, invests significant attention to studying, spends a lot of time on campus, actively engages in student organizations, and communicates regularly with instructors and other students. A typical uninvolved student, on the other hand, ignores schoolwork, spends little time on campus, avoids extracurricular activities, and communicates with instructors and other students seldom. The hypothesis states that the more involved a student is in college, the more student learning and personal development will occur.

Study involvement entails "a keen interest in the task, working with persistence and imagination, and sharing the duties of own learning" (Morse and Wingo 1970). Yan Off (1973) defined "study involvement" as a level of affect or sensation of actively participating in one's own learning process. Participation in studies not only makes learning enjoyable, but it also improves learning outcomes of higher order, fosters positive attitudes toward learning, and enables creative creativity. Study participation is a process that helps students improve their abilities, capacities, and competences."

According to Bhatnagar (1982), study participation is also described as "a relationship between involvement and need satisfaction, a positive relationship that exists between personal involvement of individuals in any activity and the satisfaction of their needs." The process of improving students' abilities, skills, and competencies is known as study participation.

Significance of the study

Students must actively participate in their studies since it has a direct impact on their academic progress and personal growth. Active participation in learning improves students' conceptual understanding, critical thinking skills, and ability to retain information. It also promotes self-discipline, responsibility, and a strong work ethic, all of which are necessary for future academic and professional success. Furthermore, active participation in studies boosts confidence, reduces academic stress, and prepares students to solve real-world problems by fostering analytical and research-oriented thinking.

The importance of study involvement goes beyond just getting good scores. It teaches students important skills like time management, self-motivation, and perseverance, which are useful in both academic and professional settings. Engaged students are more likely to do well, participate in intellectual discussions, and contribute to novel ideas. Furthermore, study participation promotes a culture of lifelong learning, encouraging students to remain curious and open to new information. It also improves their capacity to work both independently and collaboratively, preparing them for further education and future professions. Finally, study participation is critical to academic performance, personal development, and long-term success.

Statement of the Problem

Study participation is critical in determining students' academic progress, personal growth, and eventual professional preparation. This issue is important because it investigates how student participation in learning affects performance, motivation, and the entire educational experience. Understanding study involvement assists students in identifying issues such as a lack of desire, distractions, or poor study habits, as well as providing insights into ways for improving learning results. Furthermore, this research can help to

improve education by emphasizing the importance of active engagement, self-discipline, and good study practices in academic accomplishment. Investigating study involvement also benefits educators, policymakers, and students by providing strategies for increasing engagement, improving learning environments, and promoting a culture of excellence.

In this context, the investigator makes an earnest effort to study the study involvement of senior secondary school students in government and private schools of Sikkim.

Hence, the problem is stated as “Study Involvement of Senior Secondary School Students of Sikkim”.

Objectives of the Study

- To study the difference between boys and girls of senior secondary school students in terms of Study involvement.
- To study the difference between Private and Government senior secondary school students in terms of Study involvement.
- To study the difference between different streams of senior secondary school students in terms of study involvement.
- To study the difference between social categories of senior secondary school student in terms of study involvement.

Hypotheses of the Study

- There is no significant difference between boys and girls of senior secondary school students in terms of Study involvement.
- There is no significant difference between Government and private senior secondary school students in terms of Study involvement.
- There is no significant difference between different streams of senior secondary school students in terms of study involvement.
- There is no significant difference between social categories of senior secondary school students in terms of study involvement.

Operational Definition

The different key terms in the title of the study and to be used in the body of study is operationally defined as follows:

Study Involvement- Study involvement means involvement of students in their scholastic pursuits (studies). It is the process where a student involves in their studies whole heartedly. This involvement makes the students conscious about the subject they studied. Without complete involvement of students, they cannot excel good performance. In order to become a good performer they need to involve themselves in the studies. Study Involvement in this study means the study habits or study interest of the secondary school students.

Senior Secondary School Students- senior secondary school students means the students studying in senior secondary level i.e. xi and xii standards after completion of their secondary standard.

II. Review of Related Literature

Review of related literature plays a vital role or major step in research. It must precede any well planned research study. One of the early steps in planning a research work is to review the studies done in the relevant area of interest. It gives the researcher an indication of the direction to proceed; it provides an understanding of the status of research in the field. The review of literature provides the rationale or basis for formulating hypotheses providing explanations and suggesting further researches. It provides dues of methodology and instrumentation. It helps the investigator to proceed on his work in the light of previous work or similar work and minimizes wrong move.

A review of related studies promotes a greater understanding of the problem and its crucial aspects and ensures the avoidance of unnecessary duplication. It is an indispensable part of any research project. It is also an important prerequisite to actual planning and then execution of any research work. The key to the vast house of published literature of India and abroad opens doors of significant problems, explanatory hypothesis and provides helpful orientation, paving the way for the insights and much higher level of generalizations. Besides, it provides comparative data in this light of which the investigator enables to compare and interpret his findings. A researcher would know what is already known about the problem and how others have investigated it. A summary of the writing of recognized authorities and of previous researches provides evidence that the researcher is familiar with what is already known and what is still unknown and untested.

Studies conducted in India

Visvanathan and Krishna (2018) Conducted study on Study Involvement of Higher Secondary Students. Adapting survey method and simple random sampling, a total of 200 sample was drawn from twelve higher secondary schools. Study Involvement Inventory, constructed and standardized by Asha Bhatnagar was used and the collected data were statistically treated using mean, standard deviation and t-test. The results suggested that the level of study involvement was average. No significance of difference was found with respect to the background variable variables gender, location of school, type of school, parental income and parental education

Dash (2023) 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.

Ali (2024) Conducted study on Study Involvement and Academic Achievement of Secondary Students in West Bengal. This study aims to investigate the relationship between study participation and academic success. For data collection in this study, the researcher employed a mixed sample strategy in addition to a descriptive survey method. 600 samples were chosen for this investigation. The scale of study involvement was created by researchers. The study's conclusion is that (i) among secondary school pupils; there is a mean difference between study involvement and academic achievement. (ii) There is no average difference in the amount of study time spent by male and female secondary pupils. (iii) There is no average difference in the amount of study time spent by secondary pupils in rural and urban areas.

III. Method of the Study

The Design

The purpose of the study was to study the study involvement of senior secondary school students of Sikkim. Therefore, the present study was based on the descriptive survey method.

Population

The entire group from which the sample is drawn is known as population. A population is a well define group of individuals or observations. In the present study, senior secondary school students of Sikkim (government and private) schools were taken. The investigator decided to collect 400 samples from the population.

The Sample

The representative proportion of the population is called a sample. A sample of 400 senior secondary school students was selected from East Sikkim. Out of 400 students, 200 students were selected from government schools and 200 students from private schools in which 100 male and 100 female from both the institutions. The sample was collected by way of Random Sampling Techniques.

Table 3.1: The distribution of the Sample

SL.No.	Independent Variable	Categories	N	Total Sample
1	Gender	Boys	200	400
		Girls	200	
2	Management	Government	200	400
		Private	200	
3.	Streams	Arts	134	400
		Science	132	
		Commerce	134	
4	Social Status	General	121	400
		OBC	121	
		ST	119	
		SC	39	

The Tools

To assess the Study Involvement of senior secondary school students, of Sikkim the following tools was used:

Study Involvement Inventory developed by Asha Bhatnagar (1982). The inventory contains 40 items. The ten need areas (Murray, 1938) taken into consideration for the inventory are:

- Abasement
- Achievement
- Affiliation
- Aggression
- Autonomy
- Deference
- Nurturance
- Order
- Recognition
- Succorance

Scoring

All statements are scored as 2,1 and 0. However, the direction of the scoring varies between positively worded statements and negatively worded statements. Item Nos, 13 and 37 are scored in a reversed order.

Reliability

The test-retest reliability of the inventory is .87 (N=150) with a time interval of one month. The split-half reliability applying the Spearman-Brown formula has been found to be .67 (N=150) with an index of reliability of .70.

Validity

Inventory has high content and constructs validity as expressed by 33 experts of Psychology. It is expected that other types of validity will be established in due course. When the inventory is used more and more by research workers and guidance worker.

The Procedure

Data were collected from the senior secondary schools (both private and government) students of East Sikkim. Here the researcher used standardized tools in order to collect the information regarding study involvement of senior secondary school students. The questionnaires were distributed to 400 senior secondary school students. The data collected was scored, analyzed and interpreted as per the manual and finally, interpretation of data was done.

Techniques of Data Analysis

In the present study, descriptive statistical techniques were employed for collection of data. To assess the Study Involvement of senior secondary school students Sikkim, the important statistical measures used were Mean, S.D., t-test, F- test.

Analysis and Interpretation of Data

The data may be adequate, valid and reliable to any extend, it does not serve any worthwhile purpose unless it is carefully edited, systematically classified and tabulated, scientifically analyzes, intelligently interpreted and rationally concluded.

Organization of Data

After having administered the test, the investigator assessed the answer sheets. The test was scored so that statistical treatment could possible.

Analysis of Data

The details of the analysis of data collected from the selected sample on Study Involvement of Senior Secondary School Students of Sikkim are presented as under.

Table 4.1. Summary of the 't' Result for the Boys and Girls of Senior Secondary School Students in terms of Study Involvement.

Variable	Gender	N	Mean	S.D	t-value	Remark
Study Involvement	Boys	200	108.51	10.53	1.26	Not Significant
	Girls	200	109.67	7.64		

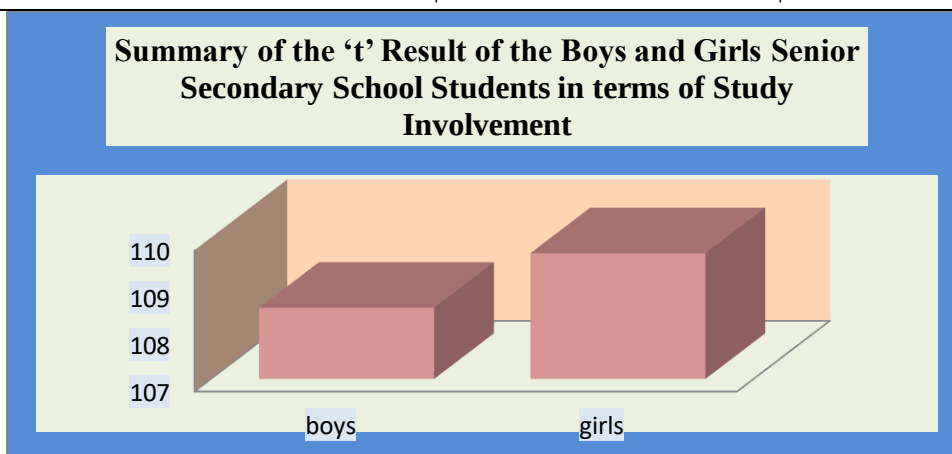


Fig.1. Bar Graph showing the mean value of Boys and Girls Senior Secondary School Students in terms of Study Involvement

The mean scores, S.Ds and 't' values of Study Involvement concern to boys and girls are incorporated in table no. 4.1. It can be understood that 't' value belongs to Study Involvement is not significant.

It is also clearly depicted from the figure no.1, that mean value of boys and girls almost do coincide, which indicate the fact that the scores are normally distributed.

Hence, it may be inferred that boys and girls senior secondary school students exhibits more or less similar attitude towards study involvement.

Therefore, the null hypothesis frame for Study Involvement states that, there is no significant difference between boys and girls of senior secondary school students in terms of Study Involvement is accepted.

Table 4.2. Summary of the 't' Result of the Government and Private Senior Secondary School Students in terms of Study Involvement

Variable	Management	N	Mean	S. D	t-value	Remark
Study Involvement	Government	200	109.54	7.86	1.02	Not Significant
	Private	200	108.59	10.40		

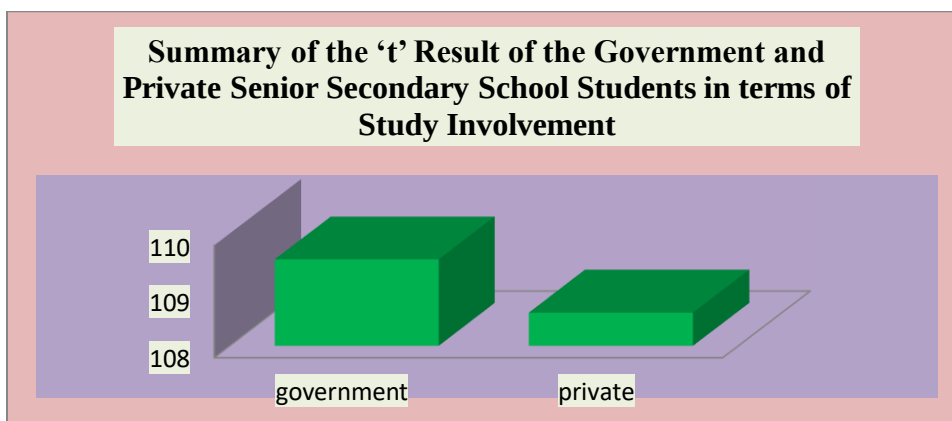


Fig.2. Bar Graph showing the mean value of Government and Private Senior Secondary School Students in terms of Study Involvement

The mean scores, S.D and 't' values of Study Involvement concern to Government and Private school are incorporated in table no. 4.2. It can be understood that 't' value belongs to Study Involvement is not significant.

It is also clearly depicted from the figure no. 2, that mean value of government and private school students almost do coincide, which indicate the fact that the scores are normally distributed.

Hence, it may be inferred that government and private senior secondary school students exhibits more or less similar attitude towards study involvement.

Therefore, the null hypothesis frame for Study Involvement states that, there is no significant difference between government and private senior secondary school students in terms of study involvement is accepted.

Table 4.3. Summary of the 't' Result of the Government and Private Senior Secondary School Students in terms of Study Involvement and Emotional Maturity.

Variable	Streams	N	Mean	S. D	F	Remark
Study Involvement	Arts	134	108.96	10.96	5.99	Significant at both level
	Science	132	107.48	8.54		
	Commerce	134	111.22	7.43		

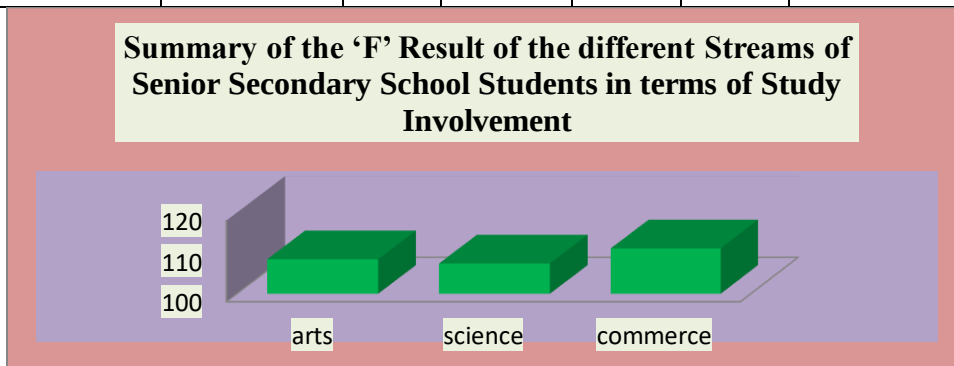


Fig.3. Bar Graph showing the mean value of Different Streams of Senior Secondary School Students in terms of Study Involvement

The mean scores, S.D and 'F' values of Study Involvement concern to different Streams are incorporated in table no. 4.3. It can be understood that 'F' value belongs to study involvement has found significant at both the levels.

It is also clearly depicted from the figure no. 3, that mean value of arts, science and commerce do not coincide, which indicate the fact that the commerce students study involvement is slightly better as compare to arts and science.

Hence, the null hypothesis frame for Study Involvement states that, there is no significant difference between different streams of senior secondary school students in terms of study involvement is rejected.

Table 4.4. Summary of the 'F' Result of the Social Category of Senior Secondary School Students in terms of Study Involvement

Variable	Social Categories	N	Mean	S.D	F	Remark
Study Involvement	General	121	109.26	8.13	3.38	Significant at 0.05 level
	OBC	121	107.64	7.21		
	ST	119	111.02	11.41		
	SC	39	107.13	9.58		

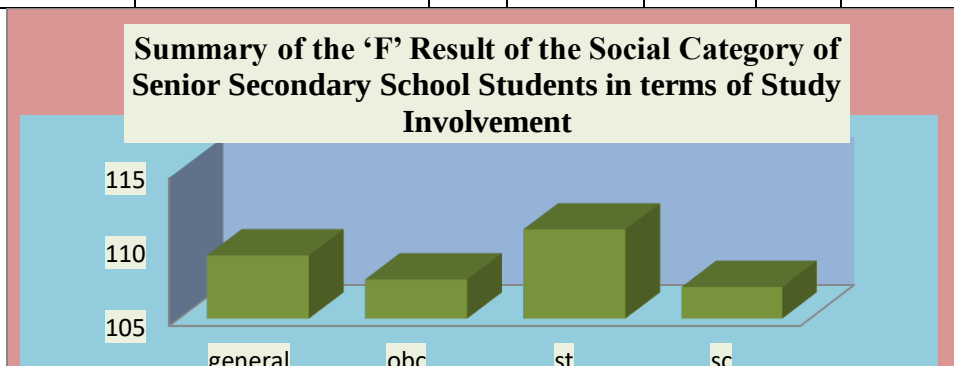


Fig.4. Bar Graph showing the mean value of the Social Category of Senior Secondary School Students in terms of Study Involvement

The mean scores, S.D and 'f' values of Study Involvement concern to Social Category are incorporated in table no. 4.4. It can be understood that 'F' value belong to study involvement has found statistically significant at 0.05 level.

It is also clearly depicted from the figure no. 4, that mean value of general, OBC, ST and SC students do not coincide, which indicate the fact that the ST students study involvement is slightly better as compare to general, OBC and SC students.

Hence, the null hypothesis frame for Study Involvement states that, there is no significant difference among social categories of senior secondary school students in terms of study involvement is rejected.

IV. Conclusion

Study participation is "a relationship between involvement and need satisfaction, a positive relationship that exists between personal involvement of individuals in any activity and the satisfaction of their needs," according to Bhatnagar (1982). Students' skills, talents, and competences are improved through the process of study involvement. According to Eugene and Anderson (1994), student achievement is favorably correlated with study involvement. Determining this kind of involvement among pupils is essential to better understand and mentor them so they can grow up to handle all the strange stages of life. The mean values of the arts, sciences, and commerce did not coincide in the current study, which suggests that students in commerce are somewhat more involved in their studies than those in the arts and sciences. Additionally, it was shown that the mean values of General, OBC, ST, and SC students do not coincide. This suggests that ST students are somewhat more involved in their studies than General, OBC, and SC students.

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