

Influence of Sex on Students' Study Orientation at Secondary Level

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Abstract

The influence of sex on students' study orientation at secondary level was compared and measured through a modified Study Orientation Scale (SOS), which consists 52 items on different aspects of study habit. The study was conducted in the year 2014 for obtaining data of students' study orientation. The scale was administered on the sample of 360 students those were studying in class X in different schools of Purulia district. Similarly, academic achievement was measured through marks obtained by the students in the school level examination of class IX. The analysis of data revealed that the boys and girls have average level study orientation. The girls are slightly better than the boys in respect of their study orientation. The study also revealed that sex doesn't show any significant influence on students' study orientation in secondary schools.

Key words: Study orientation, Academic achievement, Study Orientation Scale, Secondary School, Sex.

INTRODUCTION

Study orientation simply means how a pupil manages his or her time in such a way that he/her lessons in school regularly. It becomes a habit or a way of life for the child, just like brushing the teeth after eating, taking a bath everyday, washing hands before eating, or saying a prayer before sleeping. It is true that we are all born with the ability to learn. We do it every day of our lives, often without being aware of it. However, studying is a special form of learning and it is achieved with some specific purpose in mind. All of us need to learn how to study [1]. If we want to do best that we can, as a student, we need to understand what would we want out of studying and what learning means to us.

A student who has his or her proper study orientation cannot sleep or go to school without studying the assigned lessons. As a teacher educator the investigator feels that a student can be intelligent and have self confidence in class compared to those do not have their proper study orientation. A student who does not have good study orientation he/she cannot do well in class performance. Good study orientation is the tools to success. Study habits have tremendous effect on the achievement [5]. Poor study method clearly disrupt the progress of students [6]. Lee [7] found that development of study skills, increased student achievement. Young [10] observed that students' study habits seem to show differences in how they learn and how serious they are about learning.

The performance of every individual is not equal. There is a lot of variability and dispersion. A number of factors influence the child's achievement. Gender of the child is one of those factor that influences the child's academic achievement [4]. Sarwar¹, Bashir, Khan, and Khan [8] observed that male and female students have significance difference in their study orientations. Singh (1984) found that study habits of boys and girls differed significantly at

different levels of academic achievement. Vijayalaxmi and Natesan [9] also showed that girls have a higher academic achievement compared to boys. Nagaraju [3] found that students in Secondary Schools in India usually do not devote sufficient time to their studies and seldom have proper study habits. However, the study habits significantly influenced on reading achievement of high school students. Without well-developed study orientation, a student cannot perform well in class, develop less self confidence and surely, he or she cannot reach his or her ambition in life.

In spite of our every effort for creating good study orientation among the school students the goal, in respect of their academic performance, is far to achieve. There is a clear distinction in academic performance among the high and low achievers in school. We see that a major portion of the students are not competent in higher education and failed to achieve their desired goal due to their lack of proper study orientation. It is easier to us if we try to build the proper study orientation from the early stage of individual's life. The main hurdle in promoting a good study orientation today is that there is a lack of proper knowledge regarding the development of study orientation and correlation between study orientations of high and low achievers. Keeping in view of the above the present study was an attempt to find out the answer of the following question -

Is there any relation between sex and study orientation of secondary school students?

OBJECTIVE

The objectives of the study were:

1. To find out the study orientation level among the boys and girls in secondary school.
2. To study the influence of sex on study orientation of secondary school students.

HYPOTHESIS

To realize the above objectives the following null hypotheses were formulated for testing:

1. There would not be, in general, good study orientation among the boys and girls in secondary school.
2. There would be no significant difference between boys and girls' in respect of their study orientation.

METHODS

The present study was conducted by using survey research method. The study was conducted on 360 secondary school students among them 207 were boys and 153 were girls. The students getting more than 60% marks were taken as high achievers and the students getting less than 45% marks were taken as low achievers. The sample was taken from 10th grade students those were studying at secondary schools under WBBSE in Purulia district of West Bengal. The Stratified Random Sampling technique was used to collect the sample for the present study. For sampling, the population was divided into two strata viz. boys and girls. Required samples were collected from each stratum.

A Study Orientation Scale (SOS) was developed on the lines of M. Mukhopadhyay and D. N. Sansanwal's Study Habit Inventory [2] scale keeping in view its relevance and suitability for the students of Purulia in West Bengal. The final form of the scale was consisting 52 items and it was divided into the following sub-components namely Comprehension (12 items), Concentration (10 items), Task Orientation (9 items), Study Sets (7 items), Interaction (3 items), Drilling (4 items), Supports (4 items), Recording (2 items) and Language (1 item). The

items of the scale were arranged randomly in the scale to avoid any mechanistic pattern of response.

ANALYSIS AND INTERPRETATION

To test the hypotheses of the study mean, SD (Standard Deviation) and t- test techniques were employed and results have been presented in Table 1 and Table 2.

Hypothesis 1: There would not be, in general, good study orientation among the boys and girls in secondary school. In order to find out the study orientation level among the boys and girls of secondary school students mean and SD were computed to test the hypothesis 1. The result of mean and SD have been presented in Table 1.

Table 1: Mean and SD on study orientation scores of boys and girls of secondary school.

Category	N	Mean	SD
Boys	207	124.60	19.40
Girls	153	127.75	19.06

It is evident from Table-1 that the mean and SD of boys and girls study orientation scores are 124.60 & 19.40 and 127.27 & 19.06 respectively. It shows that the study orientation level is average in both the cases i.e. boys and girls. The mean value of study orientation levels of girls is slightly more than the boys. It is concluded that the boys and girls of secondary school do not have good study orientation. Hence, hypothesis 1 is accepted for the variable sex.

Hypothesis 2: There would be no significant difference between boys and girls' in respect of their study orientation. In order to find out the significant difference between boys and girls of secondary school in study orientation t-test technique was used to test the hypothesis 2. The results of t-test have been presented in Table 2.

Table 2: Computed t-value on study orientation scores of boys and girls students.

Variables	No. of Students	Study Orientation scores		Mean difference	df	t value
		Mean	σ			
Boys	207	124.60	19.40	3.15	358	1.54*
Girls	153	127.75	19.06			

* = t value is not significant at 0.05 level

It is seen from Table-2 that the boys and girls of secondary school have secured mean 124.60 and 127.75 respectively in their study orientation. Comparison of the mean of the two groups indicates that the girls have secured a higher mean than compare to the boys of secondary schools. The calculated t-value for the sex variable is 1.54, which is not significant at 0.05 level of significance. Hence, the null hypothesis 2 is accepted. It may be interpreted that the difference of mean of study orientation scores between the boys and girls is not significant and sex has no significance influence on study orientation of the students. In other words the boys and girls of secondary schools do not differ significantly in study orientation.

FINDINGS

The statistical treatment of the data reveals the following findings of the study –

1. The mean value of the study orientation scores of boys and girls are 124.60 and 127.75 respectively which is in average as per study orientation norms. Hence, the boys and girls both have average study orientation level.
2. The mean value of boys (124.60) is less than that of girls (127.75). It is concluded that the study orientation of girls are slightly better than boys.

3. Sex doesn't show any significant influence on students' study orientation scores. It means the boys and girls of secondary schools do not differ significantly in their study orientation.

CONCLUSION

It is concluded that the study orientation level of boys and girls are average and the study orientation of girls are slightly better than boys. It is also concluded that there is no significant difference in the study orientation of boys and girls. To sustain and increase the good study orientation efforts are to be taken by the teachers as well as parents. They should try to inculcate in their students to plan a balanced activities for studying each subject soon after class.

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