

Study Involvement of Adolescent Students In Relation To Their Noise Sensitivity

Dr. G. Ramanathan^{1*}

ABSTRACT

The present study made an attempt to know the study involvement of adolescent students in relation to their noise sensitivity. The present study consists sample of 274 students selected through stratified random sampling technique. Coefficient of correlation and t-test was applied for data analysis and hypothesis testing. Results revealed that there is no relationship between adolescent students study involvement and noise sensitivity. Findings also show that adolescent students' study involvement depends on their noise sensitivity.

Keywords: *Involvement, Noise Sensitivity*

Involvement may be exclusively educational, for example, committing significant vitality to studying, investing abundant time on campus, or associating every now and again with faculty and students. Involvement may likewise be extracurricular, such as, effectively taking an interest in student organizations. Whatever the sort of contribution, it can significantly affect the student's college experience.

Student involvement is the amount of physical and psychological vitality that the student commits to the academic experience (Astin 1984). Study involvement measures the degree to which a person identifies psychologically with his or her study and holds negotone attitude of study. It has been defined as an individual's psychological identification or commitment to this work. It means one's having interest or love is the work associated with it children who like their study or goal proficiency and more than who do not like their study involvement is their nationalization of values about the goodness of scholastic opportunity or the importance of work in the worth of the individual. There are various concept towards study involvement could be grouped into four distinctive categories. (1) Work as a focal life interest, (2) Active cooperation in the study, (3) Performance as central to self esteem, and (4) Performance consistent with self concept.

¹ Assistant professor, Department of Psychology, Govt. Arts College Coimbatore, India

*Responding Author

Study Involvement of Adolescent Students In Relation To Their Noise Sensitivity

Children do assist then meet their intrinsic needs in which turn increases their sense of proficiency and competency and does challengeable work. Study involvement also positively related curricular and co curricular activities organized.

Noise sensitivity

Aggravating sounds are alluded to as noise, and if sufficiently amazing in degree, intensity or recurrence alluded to as noise pollution. Noise pollution is often due to human activities of one sort or another and has been on the rise along with human population and use of various technologies.

Noise is a predominant element in many academic learning situations in spite of endeavors to control commotion levels by school staff and administration (Enmarker and Boman, 2004). As students frequently add chose foundation commotions to the blend (e.g., TV, Music) while as undertaken their academic assignments like, homework finish and studying at home (Patton et al.,1983), it is clear that a lot of academic work is completed within the background noise. This may not be an ideal decision as background noise may negatively affect psychological and academic performances by creating diversion from the task needing to be done. Noise affects Cognitive processes viz alertness, sensation, perception, attention and also motor performance (Rylander 2004). Noise has been delegated a physical (Pacak and Palkovits 2001), Psychosocial (Babisch 2003) and a natural stressor (Berglund et al., 1999).

Noise sensitivity is seen as an identity that which clarifies the frequently impressive individual variety in the level of inconvenience produced by environmental sounds. Each person is affected differently by sound. Some people are more or less sensitivity to sound those others. Same type of sounds may see very pleasant to same people, but irritating and unpleasant to others. Imagine selecting a random sample of people from a city, street and placing them in a room where they would hear recording of sounds such as varying styles of music a barking dog bothered by any of the sounds. Some people might be bothered by all of them and still other might be bothered by a select few.

REVIEW OF LITERATURE

Research has indicated that student involvement is a noteworthy contribution to gainful results of the undergrad experience (Foubert and Grainger, 2006). Thakur (2012) examined the study involvement among 406 female students. Results revealed that institution type and socio economic status had significant influence on study involvement among female students. While as residence locality was not found an imperative factors in study involvement. Jayanthi (2010) analyzed the study involvement of higher secondary students in relation to achievement in English among 950 students in Cuddalore district. Findings show a significant relationship between the study involvement and the achievement in English. Soderlund *et al.*, (2007) found a beneficial outcome of repetitive sound memory execution for kids with ADHD, for both

Study Involvement of Adolescent Students In Relation To Their Noise Sensitivity

medicated and non-medicated children. Elliott (2002) found that superfluous background speech adversely affected children's serial recall as compared to silent and tone conditions. He also found that noise impaired psychological process and expel attention from the task. Vastfjall (2002) examined that people who are in bad mood respond more negatively to noise than those who are not, Job (1999) Stansfeld (1992) and Taylor (1984) reveal that major factor contributing to individual differences in noise perception is noise sensitivity. Zimmer and Meier (1999) clarify that the more sensitive people are to noise, the more annoyed they react. Pascarella & Smart (1991) also found that involvement among college sports have positive impact on student satisfaction. It also improves the probability that students would be all the more socially dynamic in college. Whalen *et al.*, (1979) likewise found that large amounts of surrounding environmental noise reduce academic assignments and expanded the rates of diverting and off-undertaking conduct for youngsters who are hyperactive.

Objectives

1. To know the influence of adolescent students study involvement depends on their noise sensitivity.
2. To examine the students' study involvement in terms of their noise sensitivity.

Hypotheses

1. There is no relationship between adolescent students' study involvement and noise sensitivity.
2. Respondents do not differ in their adolescent students of high noise sensitivity and low noise sensitivity.

RESULT AND DISCUSSION

Table No -1, Showing the coefficient of correlation between adolescent student's study involvement and noise sensitivity

Test study involvement	N	r	Level of Significance
Noise sensitivity	274	0.61	0.01

There are 274 adolescent students involved in the study and the coefficient of correlation between study involvement and noise sensitivity is 0.61 which is statistically significant 0.01 level. The table reveals the fact that adolescent students' study involvement depends on their noise sensitivity. Hence the null hypothesis that there is no relationship between adolescent students' study involvement and noise sensitivity is not accepted.

Table No-2, Showing students' study involvement in terms of their noise sensitivity

Noise sensitivity	N	Mean	SD	Sum	t-ratio	Level of Significance
High	124	62.41	5.74	0.52	14.01	.01
Low	150	57.76	6.91	0.56		

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Showing adolescent students' study involvement is compared in terms of their noise sensitivity. There are 124 adolescent students fall under high noise sensitivity category and their mean study involvement score is 62.14. Their SD and SEM are 5.74 and 0.52 respectively. There are 150 adolescent students who fall under low noise sensitivity category and their mean study involvement score is 51.75. Their SD is 6.91 and SEM 0.56. The t-ratio (14.01) is statistically significant and hence it is clear that high noise sensitivity students show more involvement in their studies than students belonging to low noise sensitivity category. Hence the null hypothesis that adolescent students of high noise sensitivity and low noise sensitivity do not differ in their study involvement is not accepted.

FINDINGS

Result shows that adolescent students' study involvement depends on their noise sensitivity. Survey explain that adolescent students of high noise sensitivity and low noise sensitivity.

CONCLUSION

The present study aimed to investigate the study involvement of adolescent students in relation to their noise sensitivity. The samples were 274 selected. Statistical tools used correlation and independent sample t-test was applied. The Result concluded that there is a significant relationship between school going adolescent students study involvement and noise sensitivity. Further also the result proves that adolescent student with high noise sensitivity show more study involvement than students with low noise sensitivity.

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Conflict of Interests

The author declared no conflict of interests.

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Study Involvement of Adolescent Students In Relation To Their Noise Sensitivity

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