

INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, ECONOMICS & MANAGEMENT

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A STUDY ON HIGHER SECONDARY STUDENTS' FAMILY ENVIRONMENT AND ACHIEVEMENT IN ECONOMICS IN TIRUNELVELI DISTRICT

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ABSTRACT

The aim of this study is to find out the Family Environment and Achievement in Economics of higher secondary students in Tirunelveli District. 1060 Higher secondary students were taken as sample. The tool used to find out the Family Environment is constructed and standardized by Harpeet Bhatia and N. K. Chnadha (1993). The Academic achievement in Economics was found out using the tool constructed by the investigator. The mean value of Family Environment scores 226.45 (65.63%) indicates that the higher secondary students are having good Family Environment. The mean value of Achievement in Economics scores (M=75.47) indicates that the higher secondary students are having high Achievement in Economics. There is significant difference between male and female, rural and urban Higher Secondary students with respect to their Family Environment. There is no significant difference between Day scholar and Hostel staying, Government and Aided Higher Secondary school students with respect to their Family Environment. There is significant difference between male and female Higher Secondary students with respect to their Achievement in Economics. There is no significant difference between rural and urban, Day scholar and Hostel staying, Government and Aided Higher Secondary school students with respect to their Achievement in Economics.

KEYWORDS

family enviromnet, secondary students.

INTRODUCTION

Family environment refers to the conditions, influences and forces prevailing in a place where students are living with their family, which may affect their nature of behaviour, growth, development and maturity.

According J.C. Agarwal (2001), an adjusted person is expected to know the adequate philosophy of life, awareness of one's assets and limitations, balanced level of aspiration, neither too low, satisfaction of basic needs, rational and appreciative attitude, flexible behaviour, strong will to face challenges, realistic perception of life, respect for oneself and others and homely feeling with the environment.

Home is the place where all people got energy and refreshment, etc to proceed his life. The environment of the home will add additional happiness to the family. Hence home environment plays a vital role in one's life. A home can made a person to achieve many.

No other factor influences children as deeply as their families. As a social unit with genetic, emotional, and legal dimensions, the family can foster the child's growth, development, health, and well-being. The family can provide the child with affection, a sense of belonging, and validation. Every area of a child's life is affected by the family.

ACHIEVEMENT IN ECONOMICS

Economics is the study of how people and societies allocate resources. Economics is the study of how people get the things they want and need and how these things are distributed. Economics is vital Social Science directly related to day to day life. Its concern with is with individual, local and global activities. Therefore, it is taught at school level with a view to strengthen students' understanding of socio-economic aspects and their roles in the development.

The present context of Globalization, privatization, Liberalization has produced many challenges for all walks of and most of them are in socio-economic concern. Therefore, the knowledge of economics is become essential for the peoples in diversified fields. Keeping this view NPE (1986) has recommended to introduce economics as one of the subject for higher secondary school level. Economics is a subject studied from XI standard. Since it is a newly introduced at Higher Secondary level, the factors affecting its achievement are to be considered seriously. One of the factors which contribute much on students' achievement ion subjects is Family Environment.

NEED AND IMPORTANCE OF THIS STUDY

It is known that several environmental factors too, influence the pupils' academic achievements. In the normal Indian classroom climate, teachers have to teach students hailing from socio-cultural and economic backgrounds. This naturally leads to a number of problems in instruction, the factors influence the teaching and learning process. Family environment influences much on Students' development, hence the instigator decided to take up this study.

OBJECTIVES OF THE STUDY

1. To find out the Family Environment of Higher Secondary students.
2. To find out the Achievement in Economics of Higher Secondary students.
3. To find out whether there is any significant difference between the selected pairs of sub samples in respective of Family Environment of higher secondary students.
4. To find out whether there is any significant difference between the selected pairs of sub samples in respective of Achievement in Economics of higher secondary students.

METHOD OF STUDY

The present investigation was undertaken by using normative survey method.

TOOL USED

Family Environment Scale constructed and standardized by Harpeet Bhatia and N.K.Chnadha(1993)

RELIABILITY

The reliability of the adjustment inventory was established by the investigator by using split-half method, which was found to be 0.95.

VALIDITY

The investigator also ensured the validity of the tool by using content validity. It means to get opinion from the area experts and experts in Educational Research. The author of the tool also found the construct validity.

Academic achievement Test Questions for Economics Subject prepared by the Investigator was used to get Academic achievement scores.

STATISTICAL TECHNIQUES

In this present investigation the following Statistical techniques were used.

Descriptive Analysis

- i) Measures of central tendency (Mean)
- ii) Measures of variability (Standard Deviation)

Differential Analysis

- iii) Independent sample 't' test

SAMPLE OF THE STUDY

The present study consists of 1060 Higher Secondary Students studying in Tirunelveli district of Tamilnadu State. The sample was selected by using simple random sampling technique. The sample forms a representative sample of the entire population. Due Proportionate weightage was given to various sub-samples.

DESCRIPTIVE AND DIFFERENTIAL ANALYSIS**ANALYSIS OF MEAN AND SD SCORES OF FAMILY ENVIRONMENT OF THE HIGHER SECONDARY STUDENTS**

To find out the Family Environment of Higher Secondary students mean and SD are calculated.

TABLE NO.1: MEAN AND SD SCORES OF FAMILY ENVIRONMENT OF THE HIGHER SECONDARY STUDENTS

Sample	N	Mean	SD
Entire Sample	1060	226.45	35.11

The mean value of Family Environment scores 226.45 (65.63%) indicates that the higher secondary students are having good Family Environment.

ANALYSIS OF MEAN AND SD SCORES OF ACHIEVEMENT IN ECONOMICS OF THE HIGHER SECONDARY STUDENTS

To find out the Achievement in Economics of Higher Secondary students mean and SD are calculated.

TABLE NO.2: MEAN AND SD SCORES OF ACHIEVEMENT IN ECONOMICS OF THE HIGHER SECONDARY STUDENTS

Sample	N	Mean	SD
Entire Sample	1060	75.47	11.08

The mean value of Achievement in Economics scores (M=75.47) indicates that the higher secondary students are having high Achievement in Economics.

ANALYSIS OF MEAN AND SD SCORES OF FAMILY ENVIRONMENT OF THE MALE AND FEMALE HIGHER SECONDARY STUDENTS**NULL HYPOTHESIS**

There is no significant difference between Male and Female Higher Secondary students with respect to their Family Environment.

TABLE NO.3: THE SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE MEANS OF FAMILY ENVIRONMENT SCORES OF THE MALE AND FEMALE STUDENTS

Sub-Samples	N	Mean	SD	t-value	Significance at 0.05 level
Male	460	220.62	38.57	4.78	Significant
Female	600	230.92	31.51		

From the above table, since the 't' value is significant at 0.05 level, the above null hypothesis is rejected and it is concluded that there is significant difference between male and female higher secondary school students with respect to their Family Environment.

ANALYSIS OF MEAN AND SD SCORES OF FAMILY ENVIRONMENT OF THE RURAL AND URBAN HIGHER SECONDARY STUDENTS**NULL HYPOTHESIS**

There is no significant difference between rural and urban Higher Secondary students with respect to their Family Environment.

TABLE NO.4: THE SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE MEANS OF FAMILY ENVIRONMENT SCORES OF THE RURAL AND URBAN STUDENTS

Sub-Samples	N	Mean	SD	t-value	Significance at 0.05 level
Rural	560	223.69	37.30	2.70	Significant
Urban	500	229.53	32.24		

From the above table, since the 't' value is significant at 0.05 level, the above null hypothesis is rejected and it is concluded that there is significant difference between rural and urban Higher Secondary students with respect to their Family Environment.

ANALYSIS OF MEAN AND SD SCORES OF FAMILY ENVIRONMENT OF THE GOVERNMENT AND AIDED HIGHER SECONDARY STUDENTS**NULL HYPOTHESIS**

There is no significant difference between Government and Aided Higher Secondary School students with respect to their Family Environment.

TABLE NO.5: THE SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE MEANS OF FAMILY ENVIRONMENT SCORES OF THE GOVERNMENT AND AIDED STUDENTS

Sub-Samples	N	Mean	SD	t-value	Significance at 0.05 level
Govt.	571	225.73	33.93	0.79	Not significant
Aided	489	227.28	36.45		

From the above table, since the 't' value is not significant at 0.05 level, the above null hypothesis is accepted and it is concluded that there is no significant difference between Government and Aided Higher Secondary students with respect to their Family Environment.

ANALYSIS OF MEAN AND SD SCORES OF FAMILY ENVIRONMENT OF THE DAY SCHOLAR AND HOSTEL STAYING HIGHER SECONDARY STUDENTS**NULL HYPOTHESIS**

There is no significant difference between Day scholar and Hostel staying Higher Secondary students with respect to their Family Environment.

TABLE NO.6: THE SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE MEANS OF FAMILY ENVIRONMENT SCORES OF THE DAY SCHOLAR AND HOSTEL STAYING STUDENTS

Sub-Samples	N	Mean	SD	t-value	Significance at 0.05 level
Day scholar	571	222.10	36.61	1.59	Not significant
Hosteller	489	227.17	34.82		

From the above table, since the 't' value is significant at 0.05 level, the above null hypothesis is accepted and it is concluded that there is no significant difference between Day scholar and Hostel staying Higher Secondary students with respect to their Family Environment.

ANALYSIS OF MEAN AND SD SCORES OF ACHIEVEMENT IN ECONOMICS OF THE MALE AND FEMALE HIGHER SECONDARY STUDENTS

NULL HYPOTHESIS

There is no significant difference between Male and Female Higher Secondary students with respect to their Achievement in Economics.

TABLE NO. 7: THE SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE MEANS OF ACHIEVEMENT IN ECONOMICS SCORES OF THE MALE AND FEMALE STUDENTS

Sub-Samples	N	Mean	SD	t-value	Significance at 0.05 level
Male	460	74.53	11.22	2.43	Significant
Female	600	76.20	10.82		

From the above table, since the 't' value is significant at 0.05 level, the above null hypothesis is rejected and it is concluded that there is significant difference between male and female higher secondary school students with respect to their Achievement in Economics.

ANALYSIS OF MEAN AND SD SCORES OF ACHIEVEMENT IN ECONOMICS OF THE RURAL AND URBAN HIGHER SECONDARY STUDENTS

NULL HYPOTHESIS

There is no significant difference between rural and urban Higher Secondary students with respect to their Achievement in Economics.

TABLE NO.8: THE SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE MEANS OF ACHIEVEMENT IN ECONOMICS SCORES OF THE RURAL AND URBAN STUDENTS

Sub-Samples	N	Mean	SD	t-value	Significance at 0.05 level
Rural	560	75.06	11.48	1.29	Not significant
Urban	500	75.93	10.48		

From the above table, since the 't' value is not significant at 0.05 level, the above null hypothesis is accepted and it is concluded that there is no significant difference between rural and urban Higher Secondary students with respect to their Achievement in Economics.

ANALYSIS OF MEAN AND SD SCORES OF ACHIEVEMENT IN ECONOMICS OF THE GOVERNMENT AND AIDED HIGHER SECONDARY STUDENTS

NULL HYPOTHESIS

There is no significant difference between Government and Aided Higher Secondary School students with respect to their Achievement in Economics.

TABLE NO.8: THE SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE MEANS OF ACHIEVEMENT IN ECONOMICS SCORES OF THE GOVERNMENT AND AIDED STUDENTS

Sub-Samples	N	Mean	SD	t-value	Significance at 0.05 level
Govt.	571	75.82	11.07	1.02	Not significant
Aided	489	75.06	10.97		

From the above table, since the 't' value is not significant at 0.05 level, the above null hypothesis is accepted and it is concluded that there is no significant difference between Government and Aided Higher Secondary students with respect to their Achievement in Economics.

ANALYSIS OF MEAN AND SD SCORES OF ACHIEVEMENT IN ECONOMICS OF THE DAY SCHOLAR AND HOSTEL STAYING HIGHER SECONDARY STUDENTS

NULL HYPOTHESIS

There is no significant difference between Day scholar and Hostel staying Higher Secondary students with respect to their Achievement in Economics.

TABLE NO.9: THE SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE MEANS OF ACHIEVEMENT IN ECONOMICS SCORES OF THE DAY SCHOLAR AND HOSTEL STAYING STUDENTS

Sub-Samples	N	Mean	SD	t-value	Significance at 0.05 level
Day scholar	152	74.56	10.95	1.09	Not significant
Hosteller	908	75.62	11.03		

From the above table, since the 't' value is significant at 0.05 level, the above null hypothesis is accepted and it is concluded that there is no significant difference between Day scholar and Hostel staying Higher Secondary students with respect to their Achievement in Economics.

FINDINGS OF THE STUDY

The mean value of Family Environment scores (65.63%) indicates that the higher secondary students are having good Family Environment.

The mean value of Achievement in Economics scores (M=75.47) indicates that the higher secondary students are having high Achievement in Economics.

There is significant difference between male and female higher secondary students with respect to level of Family Environment.

There is significant difference between rural and urban Higher Secondary students with respect to their Family Environment.

There is no significant difference between Government and Aided Higher Secondary students with respect to their Family Environment.

There is no significant difference between Day scholar and Hostel staying Higher Secondary students with respect to their Family Environment.

There is significant difference between male and female higher secondary students with respect to level of Achievement in Economics.

There is no significant difference between rural and urban Higher Secondary students with respect to their Achievement in Economics.

There is no significant difference between Government and Aided Higher Secondary students with respect to their Achievement in Economics.

There is no significant difference between Day scholar and Hostel staying Higher Secondary students with respect to their Achievement in Economics.

RECOMMENDATIONS

The result of this study shows that higher secondary students are having good Family Environment. Hence, to sustain and to increase the quality, efforts are to be taken by the parents.

There is significant difference between male and female, rural and urban, higher secondary school students with respect to their Family Environment from these results it is evident that these variables are influencing higher secondary students Family Environment. Hence, these variables need to be considered by the parents. There is no significant difference between Government Aided Higher Secondary school students and Day scholar and Hostel staying students with respect to their Family Environment.

Hence, Causes for the differences are to be studied and the negative causes should be eliminated to increase good Family Environment among the higher secondary students. Teachers should inculcate their parents to Plan to provide a good environment to their children.

The result of this study shows that higher secondary students are having high Achievement in Economics. Hence, to sustain and to increase the quality, efforts are to be taken by the parents.

There is significant difference between male and female, higher secondary school students, with respect to their high Achievement in Economics. From this, it is evident that gender influences higher secondary students' Achievement in Economics. Hence, gender difference should be considered while framing the methodology for teaching Economics. There is no significant difference between rural and urban Government and Aided Higher Secondary school students and Day scholar and Hostel staying students with respect to their Achievement in Economics. From these results it is evident that these variables are not influencing higher secondary students' high Achievement in Economics. Hence, Causes for the differences are to be studied and the negative causes should be eliminated to increase high Achievement in Economics among the higher secondary students. Teachers should inculcate their parents to Plan to provide a good environment to their children.

CONCLUSION

This study shows the nature of Family Environment and Achievement in Economics of higher secondary students in Tirunelveli district students. Further this study reveals the differences in influence by the demography of the students. To sustain and to increase good Family Environment and achievement in Economics, special concern is to be extended among the Parents. Parents should be met by the teachers frequently report about students' positives and negatives and needs.

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