CHAPTER 5

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

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5.1 Introduction

In this study, first four chapters deal with Introduction, Review of Literature, Plan and Procedure and Findings and Interpretation of the Study. The present fifth chapter deals with the discussion of the hypotheses, conclusions and recommendations for further studies, Hypothesiswise results are discussed in the present chapter.

5.2 Hypothesiswise Discussion

Hypothesis No. 1 :

'There is no relationship between students' home environment and their academic achievement'.

The present research finding is, there is relationship between students' home environment and their (annual) academic achievement.

It is also found that there is no relationship between students' home environment and their (S.S.C.) academic achievement. Thus, the result shows that the Hypothesis No. 1 is partially rejected. This is possible because some students get adjusted with any type of

educational and emotional climate in the home environment. Their academic achievement remains the same. It is not affected by the type of home-environment which they possess. In some cases students are emotionally attached with the house. In such situations emotional happiness in the home is positively related to achievement, whereas emotional disturbance in the home appeared to contribute negatively to achievement.

The students do not bother about their home environment upto S.S.C. level. They get adjusted with whatever educational and emotional climate available to them in their home. Their feelings are not matured to think about home environment and hence there is no relationship between students' home environment and their (S.S.C.) academic achievement. At college level students feel importance of availability of educational facilities to academic achievement and hence there is relationship between students' home environment and their academic achievement.

Hypothesis No. 2 :

'There is relationship between students' educational climate in the home and their academic achievement'.

The result supports hypothesis No.2. This shows that educational facilities available in the home helps in influencing academic achievement in the college. If a student is provided with necessary text books, study room, proper ventillation, lighting and ventilation in the study room, good quality of food at appropriate time in the home, then it helps to improve students' achievement.

Hypothesis No.3 :

'There is relationship between students' emotional climate in the home and their academic achievement.'

The result supports hypothesis No.3. This shows that emotional happiness in the home is positively related to achievement on the other hand emotional disturbance through death, divorce, disruption in the home appeared to contribute negatively to achievement.

Hypothesis No.4 :

'There is no relationship between students' socio-economic status and academic achievement of the first year college students.'

The result shows hypothesis No.4 stands. This may

be possible because socio-economic status is not related with academic achievement.

Hypothesis No.5 :

'There is no relationship between economic management and academic achievement groups of the first year college students.'

The result shows that hypothesis No.5 is rejected.

This is possible because proper money management practice may influence academic achievement of the students in the college.

Hypothesis No. 6(a) :

'There is no significant difference amongst the students of different facilities in relation to their home environment.'

The result shows that hypothesis No.6(a) is partially rejected.

There is significant difference amongst the students of different faculties in relation to their home environment.

Hypothesis No. 6(b) :

'There is no significant difference amongst the students of different faculties in relation to their socio-

economic status.' The result shows that hypothesis No. 6(b) is rejected. t value is significant either at .01 or .05 level in all the cases.

There is significant difference amongst the students of different faculties in relation to their socio-economic status. In above case, Home Science and Science students hold high socio-economic status than students from Arts and Commerce faculties. Commerce students come from low socio-economic status.

Hypothesis No. 6(c) :

'There is no significant difference amongst the students of different faculties in relation to their economic management.'

The result shows that hypothesis No. 6(c) is partially rejected. t value is significant in some cases. In above case Home Science students have better money management practices than that of Arts, Commerce and Science students.

Hypothesis No. 7(a) :

'There is no significant difference between male and female students in relation to their home environment.'

The result shows that hypothesis No. 7(a) stands.

t value is not significant at both the levels. It can be said from this that there is no difference between male and female students in relation to their home environment.

Hypothesis No. 7(b) :

'There is no significant difference between male and female students in relation to their socio-economic status.'

The result shows that hypothesis No.7(b) is rejected. t value is significant at .01 level. There is significant difference between male and female students in relation to their socio-economic status. In above case girls are coming from high socio-economic status group than male students.

Hypothesis No. 7(c) :

'There is no significant difference between male and female students in relation to their economic management.'

The result shows that hypothesis No. 7(c) is rejected. t value is significant at .01 level. It can be said from this that female students have better money management practices than male students.

Hypothesis No. 8(a) :

'There is no significant difference amongst the students of different age groups in relation to their home environment.'

The result supports hypothesis No. 8(a). t value is not significant in all the cases. This shows that home environment has no concern with various age groups of children in the family.

Hypothesis No. 8(b) :

'There is no significant difference amongst the students of different age groups in relation to their socio-economic status.'

The result shows that hypothesis No. 8(b) is partially rejected. In above case, young students have high socio-economic status and older students are having low socio-economic status. There is significant difference amongst the students of different age groups in relation to their socio-economic status.

Hypothesis No. 8(c) :

'There is no significant difference amongst the students of different age groups in relation to their economic management.'

The result supports hypothesis No. 8(c). t value is not significant in all the cases.

Hypothesis No. 9(a) :

'There is no significant difference between previous (S.S.C.) achievement of the students in relation to their home environment.'

The result shows that hypothesis No. 9(a) is partially rejected.

In above case low and medium achievers have better home environment and bright students come from low home environment. t value is not significant in some cases.

Hypothesis No. 9(b) :

'There is no significant difference between the previous achievement of the students in relation to their socio-economic status.' The result shows that hypothesis No. 9(b) is rejected. t value is significant in all the cases. In above case high (bright), medium and low achievers possess respectively high, medium and low socio-economic status.

Hypothesis No. 9(c) :

'There is no significant difference between the previous (S.S.C.) achievement of the students in relation to their economic management.'

The result shows that hypothesis No. 9(c) is partially rejected.

In above case, bright achievers possess better economic management practices. The findings also shows that low and medium achievers do not have good economic mamagement practices.

Hypothesis No.10(a) :

'There is no significant difference between the present (annual) achievement of the students in relation to their home environment.'

The result shows that hypothesis No. 10(a) is partially rejected. In the above case medium achievers hold better home environment. Findings also show that low as well as high achievers possess fair type of home environment.

Hypothesis No. 10(b) :

'There is no significant difference between the present (annual) achievement of the students in relation to their socio-economic status.'

The result shows that hypothesis No. 10(b) is partially rejected. In above case bright achievers hold high socio-economic status. It can also be said from findings that low and medium achievers come from low socio-economic status.

Hypothesis No. 10(c) :

'There is no significant difference between the present (annual) achievement of the students in relation to their economic management.'

The result shows that hypothesis No. 10(c) is partially rejected. In above case it is found that low achievers have better money management than medium and high achievers.

5.3 Recommendations for Further Studies

1. Further studies are needed to confirm the findings and could be carried out on a large scale with various different colleges.
2. Research is also needed to identify the elements in the home environment that contribute to achievement.
3. Study is needed to identify the factors or elements in college environment which contribute to academic achievement.

4. Study is also needed to find out contribution of economic management towards academic achievement.

5. Standardized tool for measuring socio-economic status for combined urban and rural sample should be developed.

6. Standardized tools for measuring college or home environment may be developed.

7. Standardized tools for measuring economic management of students at college level may be developed.

8. The investigator related the variables to the achievement at the First Year degree examination. Longitudinal studies covefing the achievement at the examination held at the end of first year, second year, third year and fourth year are needed.

9. Experimental tryout may be taken to reduce wastage and stagnation at the college level (professional and non-professional are necessary).

10. Predictive value of the examination mafks on which admissions are based to professional and non-professional college need to be studied.

The above listed problems are only suggestive and not exhaustive. If the study could help the prospective researcher to provide leads for further research, then it can be said that the labour of present investigator

is well paid and purpose of the study is also fulfilled. This study will help the college teachers, parents, administrators and educators to understand the contribution of the variables (Home-Environment, Socio-Economic Status, and Economic Management) to academic achievement.

The results of the study may enable to reduce the greater number of failures by providing suitable guidance services.