CHAPTER **3**

# PLAN AND PROCEDURE

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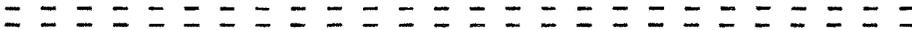
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# III

## Plan and Procedure

## 3.1 Need for Planning

Planning becomes a vital part in any kind of research methodology. The value of planning, whether assumed or based on evidence probably lies in the fact that it is done ahead of the job. Preplanning permits the job to be seen as a whole, and not only are parts combined smoothly but they are also seen in proper perspective to each other. Any researcher needs to plan for following things in his/her methodology e.g. type and construction of the tool, type of sample, method of administering the tool and analysis of data. Here the researcher has tried to touch each of these aspects in details in the following pages.

The present study is concerned with finding out the relationship between following broad variables and the academic achievement of the students :

1. Home Environment

2. Socio-Economic Status

3. Economic Management

## 3.2 Description of the Tool

The investigator decided to use the following things as suitable tools for measuring the above variables :

(1) Home Environment :

Questionnaire-cum-Rating Scale was prepared by the investigator.

(2) Socio-Economic Status :

Socio-Economic Status Scale was modified on the basis of original Kuppuswamy SES Scale and National Classification of Occupation (1968) edition.

Information from urban as well as rural household was gathered from this SES Scale.

(3) Economic Management :

A Questionnaire was prepared by the investigator.

These tools are described in details in the following pages.

## 3.3  Home Environment

Since suitable tool to measure home environment of the college students was not available hence the investigator herself developed a questionnaire cum rating scale for measuring the home environment. The investigator decided to study the following four main areas which will facilitate for getting total picture of home environment of a particular student :

1. Educational facility ( Home, School )

2. Emotional climate in the home

3. Parental opinion for education

4. Parental encouragement to academic achievement.

The above four areas were selected on the basis of their importance as revealed by previous researches ( Chapter 2, Review of Literature ).

The items in the area (a) Educational facilities -- cover some of the very important educational facilities which should be available to a student in the house. These facilities are described as follows :

1. Possession of necessary text books for studies :

Text books play a very important role in students' academic life. Without text books, reading becomes impossible.

A student feels handicapped in his class and loses his concentration towards the subject matter in the class and in homework. This indirectly may lower his academic achievement.

2. Provision for payment of tuition fees in time :

Money is needed everywhere. Without money education becomes impossible. Every student should pay tuition fees in time which helps to keep his / her mind free to learn. Payment of tuition fees regularly provides security for a student to be on the roll in the class.

3. Provisions of newspapers, educational magazines, and Journals at home :

Our nation is progressing at a rapid rate. Everyday either there is something new ( ideas ) comes up in the life or new change takes place in the environment. This may be physical, social or political change. One must have little knowledge about this because it influences every individual's life directly or indirectly. It also leads to success in the life. This knowledge is available only through magazines, journals or daily newspapers.

4. Provision of separate study room in home :

It is good to have separate study room for a student in the home which provides silence while studying. But very few students can afford this opportunity of having separate study room in the home.

5. Ventilation at the place of Study :

One can study properly if the air circulation is maintained properly in the house. Any student cannot concentrate properly on his / her study if the place of study is suffocated in the home.

6. Availability of suitable furniture for study purposes :

Suitable furniture for study specially lay emphasis on proper size of table and chair which gives comfort while studying. ( Table and chair should have proper - normal-height and width. Chair should also have a back rest. Proper construction of table and chair helps to maintain good posture while studying.

7. Proper lighting facilities for study purposes :

Every individual should have normal light for study purposes in the home. If the light is too bright or too dull

then it creates tension on the nerves of the eyes, with the result, student cannot study efficiently.

8. Noisy atmosphere outside the house :

Student feels disturbed if the atmosphere around the house is noisy. Every student needs a peaceful atmosphere to concentrate on his / her study.

9. Quality of food available in the home :

Here the emphasis is laid on the quality of food available in the home instead of quantity of food available in the home. Quality of food refers to the food which contains all the nutrients in proper proportion e.g. protein, carbohydrate, fats, vitamins and minerals.

10. Availability of snacks or mid-day meals at appropriate time :

Every student should get snacks or mid-day meals at appropriate time which keep the student fully energetic, healthy and cheerful for ever. Small packets of nutritious food during every interval in the school or colleges helps the child in his / her growth and development.

## 11. Student's assistance to parents in their work :

If the student needs to assist his parents in the work then that reduces his time for study in the house and indirectly affects his achievement in the school or colleges e.g. in case of girls they are expected to help their mothers in cooking of food, cleaning of house, washing of clothes etc. if needed which reduces their time for study in the home.

Thus, educational facilities cover the various educational facilities available to a student in the house e.g. necessary text books, tuition fees, newspapers, educational magazines, journals, study room proper ventillation and lighting in studyroom, suitable furniture for study and so on.

The items in the area (b) Emotional climate in the home touch or focus different home conditions that make the student worry or relax. These emotional conditions in the home are described as follows :

## 1. Love of parents towards children in the family :
If the student gets love from his / her parents, then the student feels emotionally secured and it helps to progress in studies.

2. Affection of family members and parents towards
   children :

Same way as love, if the student gets affection from
his parents, then that helps to create emotional
stability in students. Affection refers to the feeling of
attachment with the parents and family members in the
home.

3. Feeling of loneliness : Find

Student develops feeling of loneliness if he is kept
alone and, when parents are away from home. In such case
student may feel scared at any time and may lead to any
emotional and mental disorder and affects his achievement.

4. Ill health of parents :

It leads the student to worry about parents. Student
develops the feeling of nervousness and it also affects
his academic progress.

5. Low educational level of parents :

Student feels shy if his parents have low educational
level. In short, he feels shy about his parents
educational standard, and this hampers his academic progress.

**6. Low occupational level of parents :**

Same way low educational level, student feels shy
if his parents have low occupational level. Low financial
status of family affects the student in his academic
progress.

**7. Quarreling nature of brothers and sisters :**

It leads the student to develop feeling of nervous-
ness and mental depression. This influences his academic
progress.

**8. Unhappy relations between parents and other**
**family members  in the family :**

It leads the student to worry about his family
members.

**9. Orthodox nature of parents :**

It refers to old thoughts of parents in every aspect
of life and also hampers student's academic progress.

The items in the area (c)  Parental Opinion for
Education refers to the opinion which parents attach to
education of their children. These opinions are described
in detail as follows :

1. Parents consider education as a means of success
   in life :

If an individual is qualified, then in every walk  of
life he can understand what is good and bad and acts
accordingly which leads to success in life.

2. Parents consider education for meeting problems
   of day to day life :

If a person is educated then through his knowledge,
he can solve problems of day to day life, e.g. In shopping,
he can count money properly, can read instructions on
labels, can look into the quality of item purchased and
so on. In short, education helps him in purchasing daily
goods.

3. Parents believe that education is useful for
   improving one's own status in society :

If a person is educated, then he can earn more
through his knowledge and more and more facilities to
improve his own status in society e.g. he can buy
wrist-watch, radio, cycle and television and car etc.

4. Parents value education as a means for progress of
   the nation :

Through education every individual is progressing in

his own life and indirectly it leads to progress of nation as a whole.

5. Parents consider that education enables people make the best possible use of their abilities :

This may be ability of writing, reading, sketching, painting, cutting etc. one can make the full use of these abilities with the help of education.

6. Parents consider that education is for developing a real love for knowledge :

This means education helps to develop real strong liking for knowledge.

7. Parents value education to get a better job :

Through higher and better qualification one can get a better quality of job.

8. Parents think that education helps a person to use his leisure time in a better way :

Educated person can make best use of abilities as a hobby during his leisure time e.g. painting, writing stories, sketching etc.

9. Parents feel that education helps to develop personality of an individual :

Through education, one can make best possible use of his abilities, improves his own status in society, can get a better job and achieves success in life and this indirectly leads to develop personality of an individual.

Parental encouragement to academic achievement : This includes different processes or ways of encouraging students in their studies.These processes or ways are described asfollows :

1. Parents exert pain to check educational progress :

When parents take pain to check educational progress then student also becomes aware of his own progress and it helps to improve his academic achievement.

2. Parents advise child to be in the company of brighter students :

Child develops habit of studying and will achieve academic success if he remains in the company of brighter students. Child remains bright in his thinking hence parents insist child to be in the company of brighter students.

3. Parents encourage to study regularly :

If the child studies regularly in the home then it helps the child to progress in his studies hence the parents insist the child to study regularly.

4. Parents give gift :

Parents give gifts, when child studies hard and secures high rank in the examination, the gifts encourage the child to perform well in the examinations.

5. Parents insist on understanding rather than cramming at the time of reading :

If the child reads by understanding each and every lesson then he will never forget what he reads. After some times, cramming may allow the child to forget what he read from the books. Hence reading by understanding is encouraged by parents.

6. Parents try to know and solve the problems which hinder educational progress :

If the parents try to know and solve the problem which hinder educational progress then it helps the child in his academic success.

7. Parents value education to get a better job :

Through higher and better qualification one can get a better quality of job.

8. Parents think that education helps a person to use his leisure time in a better way :

Educated person can make best use of abilities as a hobby during his leisure time e.g. painting, writing stories, sketching etc.

9. Parents feel that education helps to develop personality of an individual :

Through education one can make best possible use of his abilities, improves his own status in society, can get a better job and achieves success in life and this indirectly leads to develop personality of an individual.

Keeping in view the aspects mentioned earlier the investigator has constructed nearly sixty to seventy five statements for each area. These papers were presented for discussion to fifteen staff members of Maharaja Sayajirao University of Baroda. The purpose of

the study was made known to them personally by the
investigator. They were requested to indicate the
suitability of the item. The items which were agreed
by all, were retained for inclusion in the questionnaire.
The investigator with the help of her guide also tried
to see the suitability of the language, directiveness
and clarity of the items used. In the first two areas
(a) Educational facility and (b) Emotional climate in
the home. Statements were prepared for getting 'Yes'
or 'No' answers. Statements constructed were positive
as well as negative ( See Appendix No. 1 ).

## 3.4 Socio-Economic Status

### Instruments available for measuring socio-economic status - a brief review :

In foreign countries several scales have been
developed, using different criteria for measuring the
socio-economic status ( SES ) of the home.

Taussig (1929) developed a scale taking income as
the criterion. Chapin (1928) placed weight on cultural
factors of the home namely cultural possessions,
effective income, material possessions, and participation
in group activity of the community.

Cattel (1942) and Cantrill (1943) devised scales considering the prestige value of the occupations.

The Chapman - Sims scale (1925) from which Sims score card was developed later, included items on occupation of latter parents' education, number of books in the home, newspapers and magazines taken and material possessions such as piano, telephone, car and so on.

Leahay's scale (1936) known as the Minnesota Home Status Index covered six aspects of home background - occupational status, education of parents, economic status, cultural status, sociability and children's facilities.

Warner and his associates (1949) used occupation, source of income, type of housing and neighbourhood and Hollingshed (1958) used residential address, occupation and education as criteria for developing their scales.

In Indian context Rahudkar (1960) Freeman (1961), Lewis and Dhilon (1955) and Pareek and Trivedi (1961) developed scales for measuring socio-economic status of rural families. Varma (1962) and Kuppuswamy (1962) devised scales for measuring the socio-economic status

of urban families.

Rahudkar rated the farm families in Nagpur
Extension Block. Freeman's measurement of status of
families in Uttar Pradesh was based on material possessions
such as land, house, type of house, animals, bullocks
cart, cycle, torch, iron plough and watch. Lewis and
Dhilon used seven factors as criteria for measuring
social status - (1) Land owned ( irrigated and non -
irrigated ) (2) Land mortgaged, (3) amount of credit and
debt (4) type of house structure, (5) income from non-
agricultural occupation and (6) ownership of livestock
and (7) bullock cart. Pareek and Trivedi used as many
as nine factors as criteria for assessing social status
namely (1) caste (2) occupation of the head of the family
(3) education of the head of the family (4) social
participation of the head of the family (5) land owned
or cultivated (6) type of house, (7) farm power (livestock,
tractor etc.) (8) material possession ( bullock cart,
cycle, radio, chairs, improved agriculture implements
and (9) family ( type of family, size, distinctive
features ).

Varma's criteria of measurement of social status
included items on composition of family, educational level

of members ( particularly female members ), source of
income and relatives and their social position.
Kuppuswamy (1962) developed his scale using only three
variables as criteria namely education, income and
occupation of father or guardian.

Description of Kuppuswamy's SES Scale

In this scale each variable was scaled on a seven
point scale and weightages for each of the items in the
variables were determined on the basis of the author's
clinical experience and the ratings of the social
workers.

The SES was determined by the total  score got by
adding the individual scores on the three variables -
education, income and occupation. The total score for any
individual on this scale ranged from 3 to 29. On the basis
of the total score, the social classes were divided into
the following five categories :

| | SOCIO-ECONOMIC STATUS SCALE CLASS | TOTAL SCORE |
|---|---|---|
| I | Upper | 26 – 29 |
| II | Upper – Middle | 16 – 25 |
| III | Lower – Middle | 11 – 15 |
| IV | Upper – Lower | 5 – 10 |
| V | Lower | Below 5 |

After brief review was made relating to several SES scales available and since suitable SES scale for the study was not available, investigator came to conclusion of modifying the scale on the basis of original Kuppuswamy SES scale. Kuppuswamy's scale was developed using only three variables as criteria namely education, income and occupation of father or guardian. Beside these three variables, investigator wanted some more information regarding the students residing in urban as well as rural areas in relation to socio-economic status e.g. number of organizational membership, agricultural land, type of house, farm power, material, possession, earning members and dependent members. The investigator tried to score the categories of occupation according to National classification of occupation (1968) revised edition. Categorization of various aspects is given in the Appendix No.1. Scores were given to each of the items and finally all these response score is totalled to get a total socio-economic status score.

3.5   Economic Management

A questionnaire was prepared for getting information about economic management of student. Information in the

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questionnaire was collected on the following aspects
e.g. amount of money for pocket expense available to
a student, various sources of getting pocket money e.g.
from relatives, scholarships etc., amount of saving in
Rupees per month, reasons for planning or not planning
of spending pocket money, reasons for keeping or not
keeping accounts of expenditure by students, reasons for
saving or not saving money, ways of saving, benefits of
money management, students were also told to prepare
monthly expenditure record sheet. In short, this part of
the study was conducted to find out how many students plan
their expenditures, keep records of the expenditure, observe
saving habits and their opinions towards practices
mentioned above and to find out the average expenditure
of items like food, clothing, education, entertainment,
postage, gifts and charity and savings. Additional
relevant questions asked were about overspending and the
sources of obtaining extra income, sources of learning
money management and the use of the knowledge of money
management which they believed will be useful in future
life.

The results obtained were expressed in numbers and
percentages.

## 3.6 Pre-pilot Study

Keeping in mind all the above points, investigator constructed a questionnaire for pre pilot study. In the questionnaire background information regarding name, age in completed years, sex, faculty, address and percentage of S.S.C. examination are taken care of by the investigator. In the questionnaire there are three major sections. They are as follows :

Section    I     :  Socio-economic Status

Section   II    :  Home Environment

Section  III   :  Economic Management

The questionnaire was pretested on five students randomly selected from the first year of the Maharaja Sayajirao University of Baroda to check the clarity and content of the questionnaire and also to see whether the respondents were able to provide information which was asked in the questionnaire or not. Brief information regarding sample used for pre pilot study is given as follows :

Table :3.1: Distribution of Sample according to Sex

| Sex | Number | Percentage |
|-----|--------|------------|
| Male | 3 | 60 |
| Female | 2 | 40 |
| Total | 5 | 100 |

Table :3.2: Distribution of Sample according to
Age Group of the Students

| Age in Completed Year | Number | Percentage |
|---|---|---|
| 16 - 18  years | 4 | 80 |
| 19 - 21  years | 1 | 20 |
| Total | 5 | 100 |

## 3.7  Pilot Study

Pilot study was done with  necessary modifications
in the questionnaire and it was given to hundred
students of first year of the Maharaja Sayajirao
University of Baroda. Twenty five students from each of
the Science, Commerce, Arts and Home Science Faculty
were selected, thus, the total sample for pilot study
was consisted of hundred students. The brief information
regarding sample used for pilot study is given as
follows :

Table :3.3: Distribution of Sample according to
Sex

| Sex | Number | Percentage |
|---|---|---|
| Male | 46 | 46 |
| Female | 54 | 54 |
| Total | 100 | 100 |

Table :3.4: Distribution of Sample according to
Age Group of the Students

| Age in Completed Years | Number | Percentage |
|---|---|---|
| 16 - 18 | 76 | 76 |
| 19 - 21 | 22 | 22 |
| 22 and above | 2 | 2 |
| Total | 100 | 100 |

## 3.7.1 Analysis of the Pilot Study :

Data collected at the pilot testing was analysed
by using statistical techniques. In this research,
following tools were constructed by the researcher.

1. Socio-Economic Status Scale
2. Home-Environment ( Rating Scale )
3. Economic Management ( Questionnaire )

To see the reliability and validity of the
constructed tools, the following statistical techniques
were applied.

For socio-economic status scale, to see the
reliability,  split half technique was found more
suitable. The score on odd and even items was
correlated by product moment coefficient of correlation

method, coefficient of correlation 'r' of SES scale
was 0.399.

Validity of the tool was found out with the help
of experts' judgements, SES scale was given to fifteen
persons who were experts and researchers. They went
through the scale and examined each item considering
its weightage on a socio-economic status scale. Thus
this scale is considered valid by its construct and
face validity. The second tool of Home-Environment was
finalised on the basis of chi square technique as well
as measures of central tendency. In this questionnaire
four areas are covered.

1. Educational facilities

2. Emotional climate in the home

3. Parental opinion for education

4. Parental encouragement to academic achievement

In the first two areas (a) Educational facilities
and (2) Emotional climate in the home, statements were
prepared for getting 'Yes' or 'No' answers, statements
constructed were positive as well as negative. Students
were told to tick mark ( ✓ ) the appropriate
responses 'Yes' or 'No' answers. The positive response

was coded by a score of '2' and negative response was
coded by a score of '1' and thus the total score was
obtained for the area.

The tool of Home Environment was finalised on the
basis of chi square technique. Chi square is used to find
out the difference between expected and observed
frequencies. In this study chi square was calculated to
find whether each statement is significant or not in the
area of educational facilities and emotional climate in
the home.

In the area of educational facilities - there were
fourteen statements. Out of them three statements (whose
chi square value were not significant at .05 or .01 level.
They were rejected and eleven statements were retained
in the final questionnaire. The chi square value for each
statement was shown in the Table 3.5 on the next page.

Table :3.5: The Chi Square Value of each Statement in the
area of Educational Facilities

| Sr. No. | Statements | Chi-Square Value | |
|---|---|---|---|
| 1. | I possess necessary text-books for my studies | 64 | ** |
| 2. | I find it difficult to pay for my tuition fees in time | 4 | * |
| 3. | My parents cannot afford to pay for my private tuitions. | 3.24 | NS |
| 4. | I get newspapers, educational magazines and journals at home. | 12.96 | ** |
| 5. | I have separate study room in my house. | 4.84 | * |
| 6. | My place of study is full ventillated. | 40.96 | ** |
| 7. | There is suitable furniture for my study. | 10.24 | ** |
| 8. | I do have proper lighting facilities for study in my home. | 32.00 | ** |
| 9. | I feel disturbed in my studies by the noise outside my house. | 5.76 | * |
| 10. | I have shortage of clothes for attending the college. | 0.04 | NS |
| 11. | I am satisfied with the quality of food in the home. | 73.96 | ** |
| 12. | I get snacks or mid-day meals at appropriate time. | 43.56 | ** |
| 13. | I have to assist my parents in their work. | 25.00 | ** |
| 14. | I have my own vehicle for attending the college. | 1.00 | NS |

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** Significant at .01 level
.* Significant at .05 level
NS Not Significant

In the area of Emotional climate in the home, there were thirteen statements, out of them four statements whose chi square were not significant at .05 or .01 level, they were rejected and nine statements were retained in the final questionnaire. The chi square value for each statement was shown in the following Table 5.6 .

Table :5.6: The Chi-square values of each Statement in the Area of Emotional Climate in the Home

| Sr. No. | Statements | Chi-square Values |
|---|---|---|
| 1. | I get love from my parents. | 96.04 ** |
| 2. | My parents and family members are affectionate to me. | 77.44 ** |
| 3. | I feel lonely when my parents are away from home. | 46.24 ** |
| 4. | I am worried about ill-health of my parents. | 43.56 ** |
| 5. | I feel shy for the low educational level of my parents. | 19.36 ** |
| 6. | I feel shy of the low occupational level of my parents. | 27.04 ** |
| 7. | I have no freedom to do what I want to do. | 1.96 NS |
| 8. | I am worried about poverty of my family. | 1.96 NS |
| 9. | I feel very bad for fault finding nature of some of my family members. | 3.24 NS |
| 10. | My brothers and sisters keep quarreling with me. | 51.84 ** |

( Continued... )

(Table 3.6 continued)

| Sr. No. | Statements | Chi-square Values |
|---|---|---|
| 11. | I feel worried about unhappy relations between my parents and other members in the family. | 17.64 ** |
| 12. | My parents are orthodox in nature. | 5.76 * |
| 13. | My parents keep their feelings unconcerned when I am ill. | 3.24 NS |

** Significant at .01 level
* Significant at .05 level
NS Not Significant

In the area of parental opinion for education and parental encouragement to academic achievement - statements were rated on the basis of five point scale. The total score was found out by adding ratings of all the statements. To find out the category of the parental opinion for education and parental encouragement to academic achievement, the mean and SD of both the areas were found out and those who fall above mean were categorised as possessing high favourable opinion towards respective aspects and who fall below mean were categorised as low group. Rest of them were in the average category. They were termed as high, average and low groups.

Questionnaire for Economic Management was finalised on the basis of experts' opinion and the percentages for each

aspect were found out, on the basis of the pilot study and statistical findings, final tools were prepared and the data were collected.

3.8 Sample for Final Data Collection

1. The total number of students in the sample was 693. The sample (was) consisted of actual ( total ) number of students from four faculties as presented below in Table 3.7.

Table :3.7: Facultywise Classification of the Sample

| Faculty | No. of Students (Sample) |
|---------|--------------------------|
| Science | 199 |
| Commerce | 200 |
| Arts | 200 |
| Home Science | 94 |
| Total | 693 |

The above sample of 693 consisted of both male and female students.

3.9 Collection of Data

For final data collection, appointments were made with the concerned heads of the respective faculties to find the

most convenient time for administration and also to coordinate the investigators and respondents time schedule. Usually the visits were made by the investigator herself. Questionnaire was printed in English language hence there was no problem of understanding for students coming from English medium schools. The investigator being familiar with Gujarati language facilitated communication with students from Gujarati medium schools. Investigator remained present in the class and gave instructions for filling up the questionnaire from time to time to students during data collection. In order to fulfill the objectives of the study, questionnaires were constructed in following three different sections :

SECTION   I   :   SOCIO-ECONOMIC STATUS SCALE

SECTION  II   :   HOME ENVIRONMENT

SECTION III   :   ECONOMIC MANAGEMENT

Every student took round about forty five minutes to fill up the complete questionnaire.

## 3.10  Scoring

Socio-economic Status :

Socio-economic Status Scale was modified by the investigator on the basis of original Kuppuswamy SES Scale

and National Classification of Occupation (1968) revised
edition. Score was fixed to each of the items and
finally all these responses score is totalled to get a
total socio-economic status score.

Home-Environment :

In first two areas (a) Educational facility and
(b) Emotional climate in the home, statements were
prepared for getting 'Yes' or 'No' answers.

Statements constructed were positive as well as
negative. Students were told to tick mark ( ✓ ) the
appropriate responses 'Yes' or 'No'. The positive
response was coded by a score of '2' and negative response
was coded by a score of '1' and thus the total score was
obtained for each area. In (c) and (d) areas of parental
opinion for education and parental encouragement to
academic achievement five point rating scale was used
for getting the responses. Each area consisted of nine
positive statements. Students were told to tick mark ( ✓ )
the appropriate alternative against each statement with
which they agree. The description of alternatives is as
follows :

| Alternatives | | | Scoring |
|---|---|---|---|
| Not at all | – | Never | 1 |
| Seldom | – | Once a week | 2 |
| Occasionally | – | 2 to 3 times a week | 3 |
| Frequently | – | Alternate day | 4 |
| Always | – | Everyday | 5 |

Scoring of each statement in area was totalled and thus total score was obtained for each area.

Economic Management :

Questionnaire was prepared for getting 'Yes' or 'No' answers. Percentages were calculated for each item in the questionnaire.

## 3.11 Analysis of Data

The investigator decided certain codes for analyzing the data. Accordingly she coded all the answer sheets and found out the scores for each student. Then the data were further analysed with the help of computer, and necessary statistics such as mean, standard deviation, t-value and coefficient of correlation for different variables were calculated.

# CHAPTER III

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