Chapter-V

SUMMARY AND CONCLUSION

5.1 SUMMARY OF THE STUDY

5.1.1 Background of the Study

Education shapes the personality as desired by the Individual and society. One of the most important outcomes of any educational set up is the academic achievement of the students. So, the educational status of the student is highly depicted through academic achievement. Academic achievement and its correlates is a popular field of research. Many studies were conducted on academic achievement of the students in relation to psycho-social and cognitive factors such as intelligence, cognitive styles, self-concept, emotional maturity, adjustment, home environment, school environment.

Academic Achievement

Achievement helps in stating students successful or unsuccessful and preferring students for different courses and selecting for different job opportunities. It is the level of learning in a particular part of subject in terms of knowledge, understanding, skill and application usually evaluated by teachers in the form of test scores in their examination.

Academic achievement is a key mechanism through which students learns about their talents, abilities and competencies which are an important part of developing career aspirations (Lent, Brown and Hackett, 2000). Good (1973) defined academic achievement as, “knowledge attained or skills developed in the school subjects, usually designated by test scores or by marks assigned by teachers, or by both.” Academic achievement is a multidimensional phenomenon. There are many factors which affect academic achievement namely cognitive styles, intelligence, personality, motivation,
school environment, home environment, interests, aptitudes, family background, socioeconomic status of the parents and many more other factors influenced the academic achievement. In the present study the researcher selected family environment, mass media and socio-economic status selected to find out the effect of these variables on academic achievement of secondary school students of Bangalore District.

**Family Environment**

Academic achievement of students is affected by many factors that may improve it. Family environment is one of them. Family is the environment where the children learned to use their facilities and understand and cope with the physical world. In family children get education, learn lifetime values and obtain strength needed to become personalities. The use of computer and mobile technologies helps students in developing their own images at home. Using of computers, laptops and internet and adopt new strategies and approaches for solving academic problems at home. The family continues to occupy the most crucial role in the development of the child. Family environment is the effective in bringing proper development of personality and appropriate adjustment with self and members of family and bolds individual’s behaviour. The family environment includes relationship, personal growth, parental care and treatment, and deep influence on the nature of values. The children learn to respect people who live close to us and also observe their parents and choose their own path in life. Hence the role of family has been praised in the personality development of students.

Kazmi et al., (2011) evaluated the impact of father’s style with their children at home and their achievement at school and also found the results of the study that father’s involvement had positive relationship with overall academic achievement of their children. Shailendra Singh (2013) conducted a study on impact of family environment on academic achievement of secondary school students and reported that
school performance of children has been found to have significant and positive relationship with children’s perception of overall family environment.

Ramaprabou (2014) studied to find out the effect of family environment on the adjustment patterns of adolescents and found that family environment factors viz., cohesion, expressiveness, conflict, acceptance and caring, independence, active-recreational orientation, organization and control together showed significant effect on the adjustment patterns of the students. Kuldip Kaur Grewal (2014) investigated on academic achievement of adolescents in relation to family climate and concluded that there existed a positive relationship between family climate and academic achievement and also significant difference exists in academic achievement of female adolescents due to highly satisfactory family climate and highly dissatisfactory family climate.

Therefore it can be summed up that family environment including family climate, home environment, parental encouragement, involvement, parental interest; styles and behaviour have direct influence on the academic achievement of the students. Family environment is found to be more important that can influence the achievement of the students. Educated parents provide conducive family environment that entails parental encouragement that can maintaining achievement motivation and interest among students that in turn influence on their academic achievement.

**Mass Media**

Academic achievement of students is affected by many factors that may improve it. Mass media is one of the factor impacts on academic achievement of the students. Media is one of the foremost useful kindnesses of human life. Media affect our modern life in nearly every way. There are a variety of mediums from which people can pick and access information from such as radio, television, Internet, or even cell phones. Consequently, the media holds a very powerful capacity to set a social issue. Mass media has become an integral part of our lives and can not be separated from our life. Particularly for the urban people, the need for information is more
important than ever. Our values and way of life in the society in this information era are strongly influenced by the mass media like radio, newspapers, television, video and internet. Therefore, mass media are the main means of educating the society. These are the cheapest and quickest means of the education for the people. The impact and motivation is very quick through mass media.

In this era of globalization, mass media plays a crucial role in shaping the attitudes, values, and behaviors of school going children. School going children are exposed to many forms of mass media like radio, magazines, newspapers, television, music videos, videogames, internet, cell phones etc. Mass media provides education in two ways: one is formal and another one is informal. In formal type, it directly imparts syllabus based education to students. Radio and television are broadcasting such programmes in various formats. Radio and television have extended their helping hand by broadcasting educational programmes for educationally deprived classes and motivates them to pursue their education through distance education. Through this, students can learn and understand their syllabus much similar to the students learning in the classrooms.

Impact of Media in Education

**Television:** Television programme stimulate visits to the zoo, libraries, bookstores, museums and other active recreational settings, and educational videos can certainly serve as powerful teaching devices.

**Radio:** Radio is a powerful mass media used in education for disseminating information, imparting instruction and giving entertainment. Radio has the power to bring the world to the classroom, and programme could be presented as textbooks on the air.
Mobile Devices: The advents of mobile devices have changed the learning methods of students. Students store all their notes in mobiles and study from it because it’s easy and convenient.

Internet: The Internet has a significant potential for providing children and youth who with access to educational information, and can be compared with a huge home library. Regardless of gender, race, age, geographic location, language or any disability, internet gives an equal chance to all to progress in the field of education. Opportunity gives the student to reach the material and respond in many ways. Present information to give the students through various senses and in many modes. Distribute it over distances to reach the student wherever he happens to be, instead of bringing him to the teacher. Store information until it is needed or wanted.

Jackson et al., (2006) explained that access at home computer having positive impacts on reading score and overall GPA among low income students. Andrews et al. (2006) found that positive media could promote pro-social behavior. Kaiser Family Foundation (2006) found that in a recent American study, only 38% of parents believed that television mostly helped children’s learning, but they were relieved to make use of media, because they saw advances in the educational quality of media content. Jude (2012) examined influence of electronic media resource on students’ reading competence at the senior secondary school level in Nigeria. The study adopted an ex-post facto research design and used a sample size of 1,090 students. The researchers developed two sets of instruments called Electronic Media Resource Questionnaire (EMRQ) and Reading Competence Test (RCT) for the study. The findings revealed that students who had access to television and radio programmes excelled significantly higher than those who lacked the exposure.

From the above studies, it was observed that mass media was influenced on academic achievement. Mass media plays a crucial role in the life of school going children. It has both positive and negative impacts. The use of computer and mobile
technologies helps students in developing their own images at home. Using of computers, laptops and internet and adopt new strategies and approaches for solving academic problems. The influence of mass media on the psychosocial growth of school going children is thoughtful. The beneficial and harmful effects of mass media are on school going children’s mental, social life as well as academic achievement. Therefore, it is necessary to know the knowledge of mass media is essential for secondary school students.

**Socio-Economic Status**

Socio-Economic Status (SES) is one of the most widely used contextual variables in educational research which is often used to find its impact and correlation with academic achievement. SES describes the position of an Individual group in a population of society, reflecting the over all hierarchy. The most frequently used indicators of socio-economic status are income, education and occupational categories. The term socio-economic status means the background of one or more persons in the society on the basis both of social class and financial situation. Socio-economic status refers to as a finely graded hierarchy of social positions which can be used to illustrate a person’s overall social position or reputation. It can be indicated by a number of sub concepts such as employment status, occupational status, educational attainment and income and wealth (Graetz, 1995). The socio-economic status of a child is usually determined by parental educational level, parental occupational status and income level (Jeynes, 2002).

The socio-economic status (Socio-economic status of parent means educational level of parents, the income of family, environment in the family and standard of living of the family) of parents plays an important role in the academic achievement and social behaviour of the students.

Alam (2006) and Ritu Chandra (2013) found that socio-economic status is significantly related with student’s achievement and Suleman et al., (2013) in their
study concluded that parental socio-economic status affects the academic achievement of students at secondary level. It is found that socio-economic status of the students is a very important aspect in the teaching learning process and is a major factor which influences the level of Achievement of the students in the modern society. So, the purpose of present study is to find whether there is any significant relationship exists between the socio-economic status and academic achievement of IX standard students of Bangalore Urban and Rural Districts and also find out the effect of socio-economic status on academic achievement. Further the researcher intended to know the status of academic achievement and socio-economic status of the students.

5.1.2 Need and Importance of the Study

Adolescence is a period of span of growth and development of all the internal and external organs of the body. To the maximum, all psychological changes occur. It is a period of stress, strain, storm and strife. Adolescents want to analyze the world. Moral development reaches the peak. Intelligence is flourished to the core during this period and finds critical power of observation, logical reasoning and imagination. There will be utmost development of sensation, realization, perception, conception, imagination, memory, association, disassociation, comparison, contrast, generalization, problem-solving ability, decision-making ability etc.

Education is not merely the acquisition of knowledge but also includes proper utilization of knowledge for the improvement of quality of human life. One of the most important outcomes of any educational set up is the academic achievement of the students. So, the educational status of the student is highly depicted through academic achievement. Academic achievement has become an index of a child’s future in this highly competitive world. The entire effort of education is towards improving the academic performance of the pupils. Different researchers have taken up various studies regarding academic achievement. Academic achievement and its correlates is a popular field of research. Many studies were conducted on academic achievement of
the students in relation to their intelligence, cognitive styles, self-concept, emotional maturity, adjustment, home environment, school environment.

Family is traditionally seen as the fundamental unit in the organisation of society. From it stem the habits that set the pattern for social development and adjustment. The child in the family is the recipient of whatever constructive influences that may result from the interrelations of his family with the social order. Families have the most central enduring influence on the lives of children. Only a family can provide the children’s need for social and emotional support, socialisation and coping with life skills. Families transmit and interpret values to their children and often serve as the children’s link with the larger world especially during the early years of life. A child matured and cared under the protective security, guidance, love, affection and disciplinary vigil of both the parents is likely to nurture into a sound and healthy adult. Thus there is a growing recognition that both parents are important factors for the sound personality development of the child.

With the breakdown of joint family system and the advent of high living index, both parents are out for work leaving very little time to spend with their children. Interaction between parents and children has weakened. Sometimes parents are not in a position to train the children even in the basic emotional skills. As a consequence, these children are becoming more and lonelier and are getting emotionally dwarfed. Research findings suggest that adolescents living in parent-absent families face a set of problems including increased risk of delinquent behaviours, reduced school performance and difficulties in forming meaningful relationships with others (Eberhardt and Schill, 1984). It leads to emotional maladjustment and strained relations with peers. Jerslid (1963) reported that many delinquents are emotionally maladjusted or have some personality disorders which make their life a burden to them and to others.

According to Daniel Goleman, ‘handling relationships’ -the degree to which an individual forms and maintains relationships reflects one’s level of self-awareness and
social competence from their family through their parents. Thus the presence or interaction with both the parents is an important factor in the healthy development of social skills including the ability to maintain healthy Interpersonal Relationships with others. The case of adolescents is not different from this. Since adolescence is a period of great excitability and turbulent emotions they need more care and attention from their parents. Thus deprivation experiences lead to adverse consequences.

Family environment factors on home adjustment revealed that home adjustment is influenced by degree of support and help and commitment in the family (cohesion), extent to which set rules are followed in the family (control) the amount of anger and aggression in the family (conflict) the degree of interest in political, social and cultural activities (intellectual-cultural orientation) and the extent to which family members are assertive, self sufficient and make their own decisions (independence). This is in accordance with the study of Enos and Handal (1985), which states that adolescent psychological adjustment, and satisfaction is significantly related to level of perceived conflict in the family.

Factors of independence and conflict emerged as predictors of academic achievement. Independence positively contributes to academic achievement, when adolescents perceive their families as self sufficient, having freedom to make their own decisions then academic performances increases. Conflict on the other hand negatively contributes to academic performance. When adolescent perceive more anger, criticism and arguments in the family their academic performance goes down (Bernard, 1991).

Parents who create home atmosphere, which fosters learning have children who are academically inclined (White, 1982). It may be concluded from the above results that socio-emotional adjustment is influenced by degree of support, help and commitment in the family (cohesion), extent to which set rules are followed in the family (control), the amount of anger and aggression in the family (conflict), the degree of interest in political, social and cultural activities (intellectual-cultural orientation)
and the extent to which family members are assertive, self sufficient and make their own decisions (independence) (Mohanraj and Latha 2005). If adolescents are unconditionally accepted and cared in the family, then they show poor adjustment because parental support for social interaction influences the social and total adjustment.

In case of active recreational orientation, if adolescents are more engaged in recreational activities then they spend less time with their peers, neighbors and family members and also they are less serious towards their goals which show adverse effect on socio-emotional adjustment of adolescent girls. If adolescents act openly and express their feelings and thoughts directly then it affects the degree of commitment, help, and support of family members provided from one another which affects the adjustment of adolescent girls. (Bronstein et al. 1996) revealed that non-hostile expression of emotion within the family (both observed and self-reported) appears to have provided a buffer against psychological problems over the transition to middle school and to have enhanced concurrent and long-term developmental outcomes, as evidenced by greater peer popularity, more positive self-concept for girls, and more positive social behavior in the classroom for boys. Parents’ and children’s levels of observed emotionality were highly inter-correlated, suggesting that parents were modeling a level of emotional expressiveness that was similar to the level they allowed or supported in their children.

Organization also shows adverse effect on social adjustment of adolescent girls because families with happy, harmonious parental marriage experience fewer problems and a higher well-being than those from divorced and materially distressed families. These findings are in agreement with previous research of Berndt and Keefe (1995). Dasgupta and Basu (2002) reported that emotional maturity may have played an important role in determining good marital relations thereby improving father-child relationship by minimising the intensity of conflicts between spouses and their children.
Huxley (2006) described that emotionally healthy parents showed patience, did not enforce physical punishment, value autonomy, were warm and provided rationales and explanations for rules they set to follow. Adams and Bennion (1990) found that parental control, exercised in a supportive environment, is widely recognized as a facilitator of social development in adolescents. Ahmed and Nigam (2009) studied that academic achievement motivation is significantly related to favorable and unfavorable home environment of higher secondary students.

Numerous studies conducted suggest a significant effect of television on an individuals’ attitude and behavioural traits (Williams, 1986; Doordarsha Study, 1994; Gupta & Nagar, 1994). Large by modernizing peoples’ traditional values and attitudes. One of the challenges in the realm of environmental sustainability is to keep traditional attitudes and values alive by strengthening the link between environmental conservation and the conservation of cultural heritage. The media, on the contrary, could prove to be fatal to environmental consciousness by successfully obliterating the harmonious link that exists between nature and culture. Environmental education is one of the tools to help meet the aims of conservation. The media could take up a crucial role by providing technical information about relevant environmental problems and possibilities, and about appropriate innovations (Singhal & Rogers, 1989). In an approach to create conservation education strategy, the use of various forms of mass media, such as radio, television, newsletters, etc., has been highly recommended to reach out to the masses effectively in terms of cost, time and efficacy (Bhuju, 1987).

Very little research is conducted on the academic achievement of secondary students in relation to their family environment, mass media and socio-economic status and much work needs to be done with reference to each variable and its interaction with each other. In the light of the observations and also on the literature available the researcher is prompted to undertake a study to find out whether the factors such as family environment, mass media and socio-economic status effect the academic
achievement of secondary school students especially in Bangalore Urban and Rural Districts. The present study would therefore definitely help the parents, teachers, educationist, psychologists and sociologists in creating a friendly atmosphere which may contribute to the academic achievement of the student and also will equip the students with the best facilities to attain excellence in academic achievement.

5.1.3 Statement of the Problem

The problem selected for the study is “A STUDY OF EFFECT OF FAMILY ENVIRONMENT, MASS MEDIA AND SOCIO-ECONOMIC STATUS ON ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS OF BANGALORE DISTRICT.”

5.1.4 Objectives of the Study

The objectives of the present study are as follows:

1. To investigate the effect of independent variables namely Family Environment, Mass Media and Socio-Economic Status on Academic Achievement of secondary school students.

2. To study the effect of background variables such as sex, type of school management, locality, type of family, religion on Academic Achievement of secondary school students.

3. To investigate the main and interaction effect of independent variables such as Family Environment, Mass Media and Socio-Economic Status on Academic Achievement of secondary school students.

4. To find out main and interaction effect of background variables namely sex, type of school management, locality, type of family, religion on Academic Achievement of secondary school students.
5. To study the relationship of Academic Achievement of secondary school students with their Family Environment, Mass Media and Socio-Economic Status.

6. To examine the Family Environment, Mass Media and Socio-Economic Status would turn out to be significant predictors of the Academic Achievement of secondary school students.

5.1.5 Scope of the Study

The present study was attempted to investigate the relationship of academic achievement of secondary school students with their family environment, mass media and socio-economic status. Academic Achievement was considered as the dependent variable and the independent variables such as family environment, mass media and socio-economic status with few background variables such as sex, type of school management, locality, type of family and religion were selected. The study was constituted with a sample of secondary school students drawn from various secondary schools of Bangalore Urban and Rural districts recognized by Government of Karnataka representing three types of management (private aided, unaided and government) giving representation to sex (boys and girls). The descriptive analysis, Pearson’s Product Moment Coefficient of Correlation, ‘t’ test, One-way ANOVA (F-Test), Two-way ANOVA, Multiple Correlation and Multiple Regression were applied to realize the objectives and hypotheses. Data was collected and analyzed with the help of Statistical Package for Social Sciences (SPSS) package 20 Version and Microsoft Excel 2010. Based on the data analysis major findings and conclusion were drawn.

5.1.6 Variables of the Study

The present study has been under taken employing the following variables.

1. **Dependent variable**

   Academic Achievement
II. **Independent variables**

1. Family Environment
2. Mass Media
3. Socio-Economic Status

III. **Background variables**

1. Sex
2. Type of School Management
3. Locality
4. Type of Family
5. Religion

5.1.7 **Statement of Hypotheses**

**Set-1: Hypotheses based on ‘t’ test**

1. There is no significant difference in the Academic Achievement of secondary school boys and girls.
2. There is no significant difference in the Academic Achievement of secondary school students studying in urban and rural schools.
3. There is no significant difference in the Academic Achievement of secondary school students belonging to nuclear and joint family.

**Set-2: Hypotheses based on One-way ANOVA**

4. There is no significant difference in the Academic Achievement of secondary school students studying in different types of school management.
5. There is no significant difference in the Academic Achievement of secondary school students belonging to different types of religion.
6. There is no significant difference in the Academic Achievement of secondary school students having different levels of family environment.

7. There is no significant difference in the Academic Achievement of secondary school students having different knowledge levels of mass media.

8. There is no significant difference in the Academic Achievement of secondary school students having different levels of socio-economic status.

**Set-3: Hypotheses based on Two-way ANOVA**

9. There is no significant main and interaction effect of sex and type of management on Academic Achievement of secondary school students.

10. There is no significant main and interaction effect of sex and locality on Academic Achievement of secondary school students.

11. There is no significant main and interaction effect of sex and type of family on Academic Achievement of secondary school students.

12. There is no significant main and interaction effect of sex and religion on Academic Achievement of secondary school students.

13. There is no significant main and interaction effect of sex and family environment on Academic Achievement of secondary school students.

14. There is no significant main and interaction effect of sex and mass media on Academic Achievement of secondary school students.

15. There is no significant main and interaction effect of sex and socio-economic status on Academic Achievement of secondary school students.

16. There is no significant main and interaction effect of type of management and locality on Academic Achievement of secondary school students.

17. There is no significant main and interaction effect of type of management and type of family on Academic Achievement of secondary school students.
18. There is no significant main and interaction effect of type of management and religion on Academic Achievement of secondary school students.

19. There is no significant main and interaction effect of type of management and family environment on Academic Achievement of secondary school students.

20. There is no significant main and interaction effect of type of management and mass media on Academic Achievement of secondary school students.

21. There is no significant main and interaction effect of type of management and socio-economic status on Academic Achievement of secondary school students.

22. There is no significant main and interaction effect of locality and type of family on Academic Achievement of secondary school students.

23. There is no significant main and interaction effect of locality and religion on Academic Achievement of secondary school students.

24. There is no significant main and interaction effect of locality and family environment on Academic Achievement of secondary school students.

25. There is no significant main and interaction effect of locality and mass media on Academic Achievement of secondary school students.

26. There is no significant main and interaction effect of locality and socio-economic status on Academic Achievement of secondary school students.

27. There is no significant main and interaction effect of type of family and religion on Academic Achievement of secondary school students.

28. There is no significant main and interaction effect of type of family and family environment on Academic Achievement of secondary school students.

29. There is no significant main and interaction effect of type of family and mass media on Academic Achievement of secondary school students.
30. There is no significant main and interaction effect of type of family and socio-economic status on Academic Achievement of secondary school students.

31. There is no significant main and interaction effect of religion and family environment on Academic Achievement of secondary school students.

32. There is no significant main and interaction effect of religion and mass media on Academic Achievement of secondary school students.

33. There is no significant main and interaction effect of religion and socio-economic status on Academic Achievement of secondary school students.

34. There is no significant main and interaction effect of family environment and mass media on Academic Achievement of secondary school students.

35. There is no significant main and interaction effect of family environment and socio-economic status on Academic Achievement of secondary school students.

36. There is no significant main and interaction effect of mass media and socio-economic status on Academic Achievement of secondary school students.

Set-4: Hypotheses based on Pearson’s Product Moment Coefficient of Correlation

37. There is no significant relationship between Academic Achievement of secondary school students and their family environment.

38. There is no significant relationship between Academic Achievement of secondary school students and their knowledge of mass-media.

39. There is no significant relationship between Academic Achievement of secondary school students and their parental socio-economic status.

Set-5: Regression Analysis

40. Family Environment is not found to be the significant predictor in predicting the Academic Achievement of secondary school students.
41. Mass Media is not found to be the significant predictor in predicting the Academic Achievement of secondary school students.

42. Socio-Economic Status is not found to be the significant predictor in predicting the Academic Achievement of secondary school students.

5.1.8 Sampling Design

The population of the study includes all the students of IX class, studying in secondary schools in Bangalore Urban (North and South) and Rural District which follow State syllabus. The population of the Bangalore North, South and Rural districts are 55,232, 74,198 and 13,977 respectively during the year 2012-13 from private aided, unaided and government schools and selected 5% of the total population.

The sample for the present study consisted of 900 students studying in Ninth class. The stratified random sampling technique was adopted in two stages. In the first stage the stratification was made on the basis of type of management of school (Government, Private Aided and Private Unaided) and locality (Urban and Rural).

The sample unit is school. 45 secondary schools located in Bangalore Urban and Rural Districts were randomly selected for the investigation. Among them 15 government, 15 private aided and 15 private unaided schools were selected, out of which 23 were urban and 22 were rural schools.

In the second stage of stratification students studying in these schools both boys and girls were selected. From each division of 15 schools, 300 students studying in IX class were selected (75 Boys and 75 Girls). From each school 10 boys and 10 girls were selected at random.
5.1.9 Research Tools used in the present study

The following tools were used in the present study

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Variable</th>
<th>Tools</th>
<th>Developed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Academic Achievement</td>
<td></td>
<td>Collected from Office records</td>
</tr>
<tr>
<td>2</td>
<td>Family Environment</td>
<td>Family Environment Scale</td>
<td>Developed by Harpreet Bhatia and Chadha (2010)</td>
</tr>
<tr>
<td>4</td>
<td>Socio-Economic Status</td>
<td>Socio-Economic Status Scale</td>
<td>Developed by Dr. Meenakshi (2004)</td>
</tr>
</tbody>
</table>

5.1.10 Statistical Techniques Used In Analyzing Data

The following statistical techniques and purpose for which they were used as follows:

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Statistical techniques used</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pearson’s Co-efficient of Correlation</td>
<td>To find out the significant relationship between Variables</td>
</tr>
<tr>
<td>2</td>
<td>‘t’ test Analysis</td>
<td>To examine the significant differences between groups.</td>
</tr>
<tr>
<td>3</td>
<td>Analysis of Variance (One-way ANOVA)</td>
<td>To examine the significant differences among groups.</td>
</tr>
<tr>
<td>4</td>
<td>Analysis of Variance (Two-way)</td>
<td>To test main and interaction effect of independent and background variables.</td>
</tr>
<tr>
<td>5</td>
<td>Multiple Regression and Multiple Correlation</td>
<td>To identify the significant predictors of the criterion variable.</td>
</tr>
</tbody>
</table>
5.2 MAJOR FINDINGS OF THE STUDY

The following are the major findings of the study.

I. ‘t’ test Results

1. There was a significant difference in the Academic Achievement of secondary school boys and girls.

2. There was no significant difference in the Academic Achievement of secondary school students studying in urban and rural schools.

3. There was a significant difference in the Academic Achievement of secondary school students belonging to nuclear and joint family.

II One-way ANOVA (F-Test Results)

4. There was a significant difference in the Academic Achievement of secondary school students studying in different type of school management. The private unaided schools students better achievement than private aided and government school students.

5. There was no significant difference in the Academic Achievement of secondary school students belonging to different type of religion.

6. There was a significant difference in the Academic Achievement of secondary school students having different levels of family environment. The students having high level family environment had better achievement than moderate and low levels of family environment.

7. There was a significant difference in the Academic Achievement of secondary school students having knowledge of different levels of mass media. The students having high level mass media knowledge had better achievement than moderate and low levels of mass media knowledge.
8. There was a significant difference in the Academic Achievement of secondary school students having different levels of socio-economic status. The students having high level socio-economic status had better achievement than moderate and low levels of socio-economic status.

IV. Two-Way ANOVA Results (Main and Interaction Effects)

9. There was a significant main and interaction effect of sex and type of management on Academic Achievement of secondary school students.

10. There was a significant main effect of sex; but there is no main effect of locality on Academic Achievement of secondary school students and no interaction effect of sex and locality on Academic Achievement of secondary school students.

11. There was significant main effect of sex and type of family on Academic Achievement of secondary school students and no interaction effect of sex and type of family on Academic Achievement of secondary school students.

12. There was no significant main effect of sex and religion on Academic Achievement of secondary school students and no interaction effect of sex and religion on Academic Achievement of secondary school students.

13. There was no significant main effect of sex; but there is a significant main effect of family environment on Academic Achievement of secondary school students and no interaction effect of sex and family environment on Academic Achievement of secondary school students.

14. There was a significant main effect of sex and mass media on Academic Achievement of secondary school students and no interaction effect of sex and mass media on Academic Achievement of secondary school students.

15. There was no significant main effect of sex, but there is a significant main effect of socio-economic status on Academic Achievement of secondary school
students and no interaction effect of sex and socio-economic status on Academic Achievement of secondary school students.

16. There was a significant main effect of type of management, but there is no significant main effect of locality on Academic Achievement of secondary school students and no interaction effect of type of management and locality on Academic Achievement of secondary school students.

17. There was no significant main and interaction effect of type of management and type of family on Academic Achievement of secondary school students.

18. There was a significant main effect of type of management, but there is no significant main effect of religion on Academic Achievement of secondary school students and no significant interaction effect of type of management and religion on Academic Achievement of secondary school students.

19. There was a significant main and interaction effect of type of management and family environment on Academic Achievement of secondary school students.

20. There was a significant main and interaction effect of type of management and mass media on Academic Achievement of secondary school students.

21. There was a significant main effect of type of management and socio-economic status on Academic Achievement of secondary school students and no significant interaction effect of type of management and socio-economic status on Academic Achievement of secondary school students.

22. There was no significant main effect of locality; but there is a significant main effect of type of family on Academic Achievement of secondary school students and no interaction effect of locality and type of family on Academic Achievement of secondary school students.

23. There was no significant main and interaction effect of locality and religion on Academic Achievement of secondary school students.
24. There was significant main effect of locality and family environment on Academic Achievement of secondary school students and no interaction effect of locality and family environment on Academic Achievement of secondary school students.

25. There was no significant main effect of locality, but there is a significant main effect of mass media on Academic Achievement of secondary school students and significant interaction effect of locality and mass media on Academic Achievement of secondary school students.

26. There was no significant main effect of locality, but there is a significant main effect of socio-economic status on Academic Achievement of secondary school students and no interaction effect of locality and of socio-economic status on Academic Achievement of secondary school students.

27. There was no significant main and interaction effect of type of family and religion on Academic Achievement of secondary school students.

28. There was no significant main effect of type of family; but there is a significant main effect of family environment on Academic Achievement of secondary school students and interaction effect of type of family and family environment on Academic Achievement of secondary school students.

29. There was significant main and interaction effect of type of family and mass media on Academic Achievement of secondary school students.

30. There was no significant main effect of type of family; but there is a significant main effect of socio-economic status on Academic Achievement of secondary school students and no interaction effect of type of family and socio-economic status on Academic Achievement of secondary school students.

31. There was significant main effect of religion and family environment on Academic Achievement of secondary school students and no interaction effect
of religion and family environment on Academic Achievement of secondary school students.

32. There was no significant main effect of religion; but there was a significant main effect of mass media on Academic Achievement of secondary school students and no interaction effect of religion and mass media on Academic Achievement of secondary school students.

33. There was no significant main effect of religion; but there was a significant main effect of socio-economic status on Academic Achievement of secondary school students and no interaction effect of religion and socio-economic status on Academic Achievement of secondary school students.

34. There was significant main and interaction effect of family environment and mass media on Academic Achievement of secondary school students.

35. There was significant main and interaction effect of family environment and socio-economic status on Academic Achievement of secondary school students.

36. There was a significant main and interaction effect of mass media and socio-economic status on Academic Achievement of secondary school students.

IV. Correlation Results (‘r’ value)

37. There was a significant positive relationship between Academic Achievement of secondary school students and their Family Environment.

38. There was a significant positive relationship between Academic Achievement of secondary school students and their Mass Media exposure.

39. There was a significant positive relationship between Academic Achievement of secondary school students and their parental Socio-Economic Status.
V. Regression Analysis Results

40. Family Environment was found to be the significant predictor in predicting the Academic Achievement of secondary school students. The Family Environment accounted for 20.88% of variance in the criterion variable.

41. Mass Media was found to be the significant predictor in predicting the Academic Achievement of secondary school students. The Mass Media accounted for 2.96% of variance in the criterion variable.

42. Socio-Economic Status was found to be the significant predictor in predicting the Academic Achievement of secondary school students. The Socio-Economic Status accounted for 3.96% of variance in the criterion variable.

5.3 EDUCATIONAL IMPLICATIONS

From the present study, the correlation result shows that there was a positive significant relationship between Academic Achievement and Family Environment of secondary school students and also the ‘t’ test result shows that students having high level of family environment have better academic achievement. Also, this variable was significant positive predictor in prediction of Academic Achievement (β=0.416, P<0.001; 20.88%). The findings of the study have important implications. From the correlation findings there was a significant positive relationship between family environment and academic achievement. The similar results supported with Shailendra Singh (2013). This implies that, it is more essential that family members and parents can work in providing conducive environment at home by way of giving good relationship, personal growth, better system maintenance, affection, security channelize energies in the right direction in order to enhance the achievement of the children. The results found that girls had better academic achievement than boys. The parents can be guided to encourage and appreciate their view helps their child to get motivated and to perform well in academics. The similar results supported by Rajesh Kumar (2014). So
that, family environment boosts up not only the achievement of students but also their abilities and healthy status. The private aided school students have better academic achievement than the private aided and government school students. To make the achievement to a high level, efforts must be taken to strengthen the family environment of children belonging to private aided and government schools. Therefore the secondary school students who are also the basic pillars of the educational system of India need to be provided all kind of support from the parents and family members and school to establish a strong community bond desirable for the progress of human kind.

From the present study, the correlation result shows that there was a positive significant relationship between Academic Achievement and Mass Media of secondary school students and also the ‘t’ test result shows that students having high level knowledge of mass media have better academic achievement. Also, this variable was significant positive predictor in prediction of Academic Achievement ($\beta=0.107$, $P<0.001; 2.96\%$). A high mass media exposure gives groom for more use with students reading or viewing more of write ups and programs related to educational aspects and more accessibility to the Internet, viewing specific educational channels are all that they can do distraction is less in this case thereby showing increased academic achievement of the students. Parents should play a vital role in educating their wards about the usefulness and value of educational programmes on discovery channel, animal plants, history channel, National Geographic channel and websites related to educational issues.

From the present study, the correlation result shows that there was a positive significant relationship between Academic Achievement and socio-economic of secondary school students and also the ‘t’ test result shows that students having high level knowledge of mass media have better academic achievement. Also, this variable was significant positive predictor in prediction of Academic Achievement ($\beta=0.118$, $P<0.001; 3.96\%$). Socio-Economic Status of the students belongs to rural or urban area
has influence on their Academic Achievement. It is suggested that unemployment should be controlled. Poor and average students should be provided scholarships and free books and stationeries. In addition, it is also recommended that government should take steps to raise socio-economic status of people. While financial assistance to schools and families in need is important, policies and programs that assist low-income parent in providing appropriate educational support for their children should also be promoted. The findings may help the teachers and school administrators for developing positive attitude towards education among the parents, so that they can earn more to educate their children to upgrade their educational and income level. It is essential that learning institutions should play an important role in encouraging and institutionalizing parental, instructional, and peer mentoring programs to develop good study habits and positive learning attitudes among students.

The ‘t’ test further showed that there is a significant difference in the Academic Achievement of secondary school boys and girls. The girls had better achievement when compared with boys. The study also showed that there was a significant difference in Academic Achievement of Secondary school students studying in different type of management. The students studying in private unaided schools are higher academic achievement than students studying in private aided and government schools. To make the achievement to a high level, efforts must be taken to strengthen the family environment of children belonging to private aided and government schools.

5.4 LIMITATIONS OF THE STUDY

The study has the following limitations:

1. Students working in the high schools affiliated to the state board of School education were selected for the present study.

2. The study was limited to 900 IX standard students only.
3. The study was limited to three independent (Family Environment, Mass Media and Socio-Economic Status) and one dependent variable (Academic Achievement) only.

4. Sample was restricted to Bangalore Urban and Rural districts only.

5.5 SUGGESTIONS FOR FURTHER STUDY

The following suggestions were presented for further research

1. Similar study can be undertaken in other districts of State of Karnataka of India also, since it is confined to Bangalore Urban and Rural districts only.

2. Study may be extended to larger sample drawn from the Karnataka state as a whole.

3. Similar study can be undertaken on primary school students also.

4. Similar study can be undertaken in order to find out other variables influencing the Academic Achievement of students.