ANALYSING THE RELATIONSHIP BETWEEN MONEY MANAGEMENT AND SOCIAL INTERACTION OF THE HIGHER SECONDARY SCHOOL BOYS

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ABSTRACT

Discipline is one of the most effective factors in learning process. In the modern educational plans, the main purpose of discipline is to create the educational environment and opportunities for learning process. Indeed, discipline is an instrument for realizing the high educational goals that leads to the students' growth and progress in every dimension. In order to this, the student will acquire a level of self-discipline and self-control. The main objective of this study is to examine the significant relationship between money management and social interaction factors of self discipline. It basically used the descriptive research design in carrying out the study and in selecting the respondents, random sampling were undertaken to 63 students in Government Higher Secondary school Handwara in rural District Kupwara of Jammu & Kashmir state, India. The structured questionnaires were used to gather the information Data were analyzed using statistical tools such as frequencies, percentages, mean, standard deviation, regression and correlation. Findings of the study revealed that 100% were boys under the age group of 16 years. Majority of boy's father's occupation was employee and 84.1 per cent of the mother's functioning as house wife/home maker. Mean responses of money management and social interaction showed that there was no significant difference between money management and social interaction of the students. Money management and social interaction showed a positive no significant correlation at 1% level. Both self discipline factors have an impact on students' discipline behavior at school with 0.001 where the results were not statistically significant 1% level. This may be due to money management and social interactions among the students, whom cannot able to manage the money spending for their personnel factors and cannot, have social assessment between family and friends. This can be interpreted that as the money management and social interaction factors were related together for a student's activity at school and home. Interestingly, the studying hours which are used to be a predictor of students' academic performance is found to have no relationship to academic performance that can also be interpreted that, regardless of whether the student spent short or long time with their studies, the results might be the same.

Keywords: *Money Management, Students' Performance, Social Interaction, Discipline*

INTRODUCTION

Individuals live in communities which governed by laws and regulations and the nature relations between individuals and between them is organized on the basis of their values, customs, traditions, and social foundations, so an individual must comply with those

laws and regulations governing the lives of individuals and society so that sets off on his behavior and practice of combined constants to control those behaviors and practices to fit into the society of socially acceptable behaviors.

The ability of the individual to control himself is one of the mental health conditions, the normal individual is the one who can control the desires, and be able to defer the loading of their needs and to give up the immediate pleasures for the sake of reward futures, far-reaching and more lasting, (Sami, 1995; Akers, 1991). Points to the self-control as an adjustment process of the individual with social norms and laws governing the members of the community, and (Karoly, 1993) knew as the internal processes that help the individual to direct his behavior towards the desired activities by changing thoughts and behavior, intentionally or in automated through a range of skills, and (Epstein, 1997) knew act in a way that helps to change the results of our behavior, either (Skinner) defined it as an individual to control the environmental effects according to the specific steps to replace a particular behavior, (Corsini, 1994), as defined it by the (Marion, 1997) as control the emotions and tolerance when facing with frustration and the ability to delay the rapid loading of their needs, as defined by (Du paul, 1998) that a set of declared and hidden activities carried out by the individual to increase or decrease behavior has, and (Abdel, 1998) sees the self-control is the ability to subdue the selfish motives of the individual, While (Zimmerman, 2000) sees that self-control is one of the components of self-regulation, unlike (Richardson, 2000), who believes that self-regulation and self-control are synonym terms have the same meaning, (Fox, 2000) distinguish between the two types of the control are the direct control that we practice in our daily lives such as an obligation forms appropriate behavior or daily routine, self-control that is required foresight about the future and the future vision through self-confidence and sense of self-worth, So the self-control expresses the ability of individuals to command and control over their behavior and practices and their emotions in several ways, through the selection of standards, self-contracts , observation ,self-reward and self-punishment.

Some studies have shown features of the individual who has the ability to self-control, which include: increased perceptions of the individual and his ability to control environmental factors and increase the motivation to do requested change, and led the individual to reduce dependence on others (Hudley, 1999; Goldstein, 1994).

Effective discipline helps in the achievement of goals, expectation and expectation and responsibility in students (Dunham, 1984).Good discipline creates a good image of the school and prepares learners for the future. Disruptive behavior amongst learners eliminated if there is good discipline at school. The implementation of effective discipline at school is a key for the learner in his journey to adulthood. By definition discipline refers to the ability to carry out reasonable instructions or orders to reach appropriate standards of behaviors. It is understood to be that abstract quality in a human being which is associated with and manifested by a person's ability to do things well at the right time, in the right circumstance, without or with minimum supervision (Ngonyani, 1973).

Based on above literatures, the main objective of this study is to examine the relationship between money management and social interaction factors related to students' performance. It also investigates the relationship between some demographic variables and the students' academic performance.

Research Hypothesis

i. There is a relationship between money management and social interaction among the selected students.

RESEARCH METHODOLOGY

Research Method

This study utilized the descriptive research design which mainly employed the survey research questionnaires. This study is a descriptive-survey research that its statistical population includes all of the students in the Government Higher Secondary school Handwara in rural District Kupwara of Jammu & Kashmir state. According to Marsman (1999), descriptive design is a purposive process of gathering, analyzing and tabulating data about prevailing conditions, practices, beliefs, processes, trends and cause and effect relationship and then making adequate and accurate interpretation about such data with the aid of some simple percentile and statistical method.

Population and Sampling

In considering the sample of this study, the researchers employed the random sampling for the total population of 1773 students from the Government Higher Secondary school Handwara in rural District Kupwara of Jammu & Kashmir state. The sample chosen for this research study was 63 students of class 11th out of the total roll of 590 of the class 11th of the institution.

Research Instruments

This study primarily used the structured questionnaires to gather the information. The self-made questionnaire is divided into two sections. The first section contains the demographic profile of the respondents and the second section shows the questions pertaining to the time management and work motivation.

The questions regarding the money management assess the ability of the student to manage the money and his spend analysis. It also assesses that how much money a person spends daily out of his available money, if he is making choices between the costs available between the items to be purchased in the market. One question is to assess the ability to preserve the money for future use.

The questions regarding social interactions assess the ability of the student to interact with the other community members, the aspects of confrontation with the parents and co-members in the school and the ability to accept the suggestions of the others; moreover what is the classroom acceptance of the student.

There are five types of choices given to the questions as 'Always', 'usually', 'Sometimes', 'Rarely' and never. After collecting the information of observations of different activities made by the parent and teacher, the investigator has to tick the suitable choice. Five point scales has been used to score each item of the questionnaire.

Reliability and Validity of the Instrument

The instruments used in this study was examined and assessed for its face and content validity. The face validity is endeavored through examining thoroughly the layout and structure of the instrument while validity is achieved through testing and re-testing the instruments used to ensure reliability of the instruments used.

Data Gathering Procedure

The data were gathered with the consent of the Headmaster of the Government Boys Higher Secondary School Handwara District Kupwara state Jammu & Kashmir. The questionnaires were then distributed to the 63 respondents and the responses were all retrieved within one week. Because of the accessibility of the information, retrieval of the data was done as desired.

Data Analysis

In this study, the data were analyzed quantitatively with the use of statistical tools. Mean standard deviation was done to find the mean values of the variables. T test analysis was carried out to evaluate the difference between self discipline factors of this study. Correlation coefficient was used to find out the interrelationship between the variables at 0.5% level.

RESULTS AND DISCUSSION

Demographic characteristics of the selected subjects: Out of 63 students who participated in the study, 100% were boys. Regarding the occupation of the father of the selected subjects, for about 17.5 per cent, 20.6 per cent and 30.2 per cent of them were working as skilled labor, business man, and employee in a company. Results of mother revealed that, 84.1 per cent of the mother's working as house wife/home maker. Results of birth order of the subjects showed that, 30.2 per cent of the boys were born as a second child in their family and 27 per cent of the boy's subjects were born as a first child. A detailed data was already expressed in my previous article.

Mean paired 't' test of self discipline factors

Table -1

Self discipline factors	Mean ± Std. Deviation	Std. Error Mean	t	Sig.
Money Management	31.57 ± 5.63	0.71	0.386	0.70^{NS}
Social Interaction	32.93 ± 5.33	0.67		

The results of table-1 indicate that the mean responses of the students' money management and social interaction self factors. Mean scores of money management was 31.57± 5.63 and mean scores of social interaction was 32.93± 5.33. The 't' value was 0.386 which shows that there was no significant difference between the money management and social interactions of selected students, so the null hypothesis is accepted.

Correlation between the respondents' self discipline factors

Table -2

Correlations	Money management	Social Interaction
Money management	1	
Social Interaction	0.214	1

The findings clearly show that, when applying the correlation to determine the relationship between self discipline factors, only the two independent variables namely

money management and social interaction of respondents have significant relationship with their correlate values of 0.214 which showed positive no significant correlation level.

This may be due to money management and social interactions among the students, whom cannot able to manage the money spending for their personnel factors and cannot, have social assessment between family and friends. This can be interpreted that as the money management and social interaction factors were related together for a student's activity at school and home. Interestingly, the studying hours which are used to be a predictor of students' academic performance is found to have no relationship to academic performance that can also be interpreted that, regardless of whether the student spent short or long time with their studies, the results might be the same. Also, specialization has nothing to do with students' academic performance. Therefore, the hypothesis is accepted.

**Regression analysis of the selected self discipline variables**

Table -3

Model	R	R Square	Adjusted R Square	Mean Square	F	Sig.
1	0.214[a]	0.046	0.030	77.015	2.917	0.093[aNS]
a. Predictors: (Constant), Social Interaction						
b. Dependent Variable: Money management; NS-Not significant						

The table-3 shows the results of regression analysis between the independent and the dependent variables. The results from R Square of 46% explain the variability of the dependent variable and independent variables namely: time management and work motivation. Both self discipline factors have no impact on students' discipline factors at school with 0.09 where the results were statistically was not significant. This can be interpreted that, when students shows the attitude of the student towards spending too much of money for unknown causes and not having proper communication between family members and friends and the ability to accept the suggestions of the others; moreover that is the classroom acceptance of the student. A histogram figure -1 depicted how the independent and dependant variables over merged with each other through regression analysis.

Self-control is influenced by individual factors such as mental abilities and the level of mental maturity and cognitive abilities which the individual has, studies have shown that there was a positive correlation between the mental abilities of the individual and the level of self-control (Davis and Pratt (1995); Carlson and Moses (2001); Keenan, 1999), as well. Self-control was influenced by the gender variable where studies have shown that females are more self-control than male (La Grang and Silverman, (1999), Gibbs et,al., (1998), Cochran et.al., (1995), Wood et.al., (1993), Gottfredson and Hirschi (1990), Weinberg et.al., (1990). Previous studies have also showed that the self-control was influenced by the age (Longshore (1998) and Taylor et.al., (2001)), Previous experiences (Thompson and Calkins, (1996)), the economic and social level of the family, and the culture of the society in which the individual lives ((Gibbs et,al., (1998), Creenchan (1995)).

Figure -1

Histogram

Dependent Variable: Money management

Mean =6.94E-18
Std. Dev. =0.992
N =63
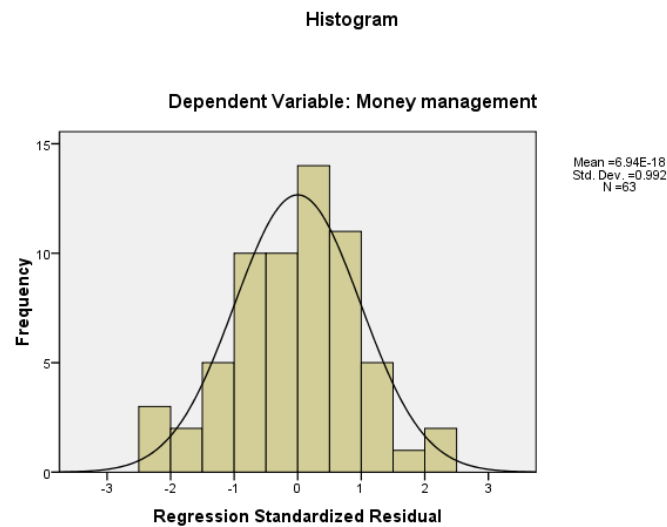
Chi-square analysis of self discipline factors

Table -4

Chi-Square Tests		
	Value	**Sig. (2-sided)**
Pearson Chi-Square	4.191E2[a]	0.013[*]
Likelihood Ratio	200.356	1.000
a. 396 cells (100.0%) have expected count less than 5. The minimum expected count is .02.		

From the top row of the last table-4, Pearson Chi-Square statistic, $\chi 2 = 4.19$, and p <0.013; ie, there was significant difference between the money management and social interaction of the selected students. So, the hypothesis is accepted, since p<0.05 (in fact p<0.013).

DISCUSSION

Research has shown that learners, who dislike school, perform poorly academically, have limited career objectives, and are more likely to be disruptive (Cotton, 2006:2). Therefore, researchers believe that social involvement in school activities could help learners to be more positive about attending school. Cotton (2006:2) recommends that underachieving learners should be helped through a remedial program, which would also create a more positive attitude towards schoolwork if the learners in question start to show signs of improvement. Teachers' positive attitude to their profession also plays a significant role in learners' attitudes toward school.

According to Gaustad (1992), the creation of an accepting social climate, characterized by a genuine concern for learners as individuals, is also typical of a well-disciplined school. Good self-control has been related to many positive outcomes related to health, success, wellbeing, and crime avoidance (Baumeister & Vohs, 2004; De Ridder, Lensvel-Mulders, Finkenauer, Stock, & Baumeister, 2012; Duckworth, Quinn, & Tsukayama, 2012; Duckworth & Seligman, 2005; Goldfried & Merbaum, 1973; Moffitt et al., 2011;

Tangney, Baumeister, & Boone, 2004; Zettler, 2011). Policy-makers have considered large-scale programs aimed at improving self-control with the hope of improving the health and wealth of the citizenry and reducing crime (Moffitt et al., 2011).

CONCLUSIONS

Based on these findings, it can be concluded that money management and social interaction has no significant relationship on students' self discipline. Some demographic variables also significantly correlates to students' performance which in this study include educational degree and age of the respondents being proven to be significantly correlated. This study declared that efficiency in money management and social interaction discipline on the learning process and its realization with focus on the students' skills. The results of this study indicated that both. The study recommends that the application of the self discipline scale on a large and different samples to make sure the psychometric properties of the scale in different cultures Allowing to obtain criteria to the scale , In addition to conducting studies aimed at identifying the correlation relationship between self-control and self-management skills and other variables.

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