

# ECONOMIC BACKGROUND OF COMMERCE STUDENTS OF BANGALORE CITY: A COMPARATIVE STUDY OF GOVERNEMENT AND PRIVATE COLLEGES

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## ABSTRACT

Commerce education is a stream among all orders in current education system and to some degree unique in relation to different controls. After the approach of liberalization of Indian economy, the administrative pattern is wailing in various fields of tasks. Increasingly over the legislature of India has permitted numerous private sectors just as multinationals with a view to firm challenge for the improvement of Indian education and technology which looks for legitimate administration. Hence there is a need to enhance the economic level of the students which further improves the level of education. This paper goes for exploring the economic background of commerce students of government and private colleges of Bangalore city.

**Keywords:** *Commerce, Economy, Education, Knowledge and Skills, Teachers motivation, Student's Efficiency, Performance & Development.*

## 1. INTRODUCTION

Today many organizations are following the data and information and faced with massive amounts of data that in many cases, proper management and exploitation of them is another matter. Today, organizations increasingly are separated based on their knowledge and knowledge in the organization's competitive advantage in the global economy. Intellectual capital as a powerful force is being replaced rather than physical assets. So the topic of workforce learning and development today is a particularly important issue like e-learning [5]. In the age of informatics and IT, changes are not limited only to teaching-learning process, but it also changes educational structures, behavioural paradigms, and even instructional content and education organization is expected to play

role in solving educational, social, cultural, and economic problems and grow people independent, flexible, and proportionate to specific needs and keep the step with individual and pluralism in the society and it presupposes a special approach in educational system, because as students see IT they can attain much information in a short time.

One of the private players in the field of education who cooks such major changes in the market is the Institute of Chartered Financial Analyst of India (ICFAI). Diverse programs identified with accounting and finance is presented like Chartered Financial Analyst (CFA), the Master of Science programs in Accounting, Finance, Banking, Insurance and so on. ICFAI has distinguished every one of these programs as professional courses. The second zone of Commerce education is the Bachelor of Commerce and the Master of Commerce and then at last to M. Phil, and Ph.D. Program. There is a dire need to update the current business education system to adapt up to the dynamic world (Hugar, 2007). It is extremely hard to characterize the concept of Commerce education. A few different branches of commerce like management, economics, measurements, and so on have outgrown commerce education and are at close with the commerce education itself. Keeping in perspective on the above certainties and demand of the time, prospects of Commerce as Education and Profession seem to have exceptionally bright future in India. To profit the benefit of this requirement, many individuals have opened educational institutions to teach understudies in the field of Commerce and Management.

Commerce offers foundation for many, professional vocations like Finance, Planning, Accountancy, Tax Practitioners, Banking and so forth, besides academics, look into, and many more. The persons having a style for accounting, finance, commodities, marketing and trading and so on for the most part pick Commerce as a first career decision. As a stream of study, Commerce can be examined directly following 10 years of schooling. After the 10 years of schooling, commerce is available as an option in 10+2 or the Higher Secondary dimension. This makes ready for higher examinations in commerce related subjects. The undergraduate and postgraduate education in Commerce is offered at University departments and associated schools spread the nation over. Specializations are offered at post graduate and at research levels.

## 2. OBJECTIVE OF THE STUDY

- To examine the socio-economic status and educational background of commerce students in Bangalore city.
- To compare the quality of learning in Government and Private Colleges with respect to Bangalore city.
- To analyze the relationship between the study variables involved in evaluating the socio-economic status using various statistical tools.

### 3. REVIEW OF LITERATURE

**Abdul Aziz. M et al. (2015)<sup>1</sup>** examined a quickly developing agro based district of Assam need dependable higher educational institutions to bestow commerce education as indicated by the requirements of the ages. To defeat the issues of commerce education in the district, the undertaking of our predecessors and other social thinkers of various fields are over enduring. Because of their untiring endeavors, a couple of educational establishments in higher auxiliary and degree level have been set up to bestow commerce education among the understudies of Darrang district which are hindered various issues.

**Dr. Sanjay Aswale (2015)<sup>2</sup>** concluded that education is a procedure that instructs us to learn. Also, learn empowers us to create things in an imaginative way. The training is not just information of certainties yet additionally to have values. Since 1991 the world is changing quick. The period of 21st century has tremendously impacted the different components of Commerce training. It is scrutinized that Commerce courses were not ready to meet the distinctive sorts of difficulties presented by Trade and Business. It is requirement for development and advancements in trade training. The education was not practical-oriented and did not prompt create skills and characteristics of students to confront the work circumstance. In this context this paper examines at the changing dimensions of Commerce education in 21st century.

**D. Obul Reddy (2007)<sup>3</sup>** examine that the paper is a target contemplation about the Commerce Education – its goals, its issues, its activity potential, its quality and its importance to the present day needs of our nation. Ideally, such universities might be approached to have industry linkage with a Memorandum of Understanding with industry as to handy preparing, visitor addresses, educator preparing and so forth. The admission to such courses must be specific and limited. Then again, the assessment framework should work like the quality control research center of a modern foundation.

### 4. SAMPLING DESIGN

#### Population of the Study

The Population for the proposed research includes 247 college students in commerce department at Bangalore city.

#### Sampling Method

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<sup>1</sup> Abdul Aziz. M , “Problems and Challenges of Commerce Education in Darrang District, Assam”, IOSR Journal Of Humanities And Social Science (IOSR-JHSS) Volume 20, Issue 7, Ver. III (July 2015), PP 14-21 e-ISSN: 2279-0837, p-ISSN: 2279-0845. www.iosrjournals.org

<sup>2</sup> Dr. Sanjay Aswale (2015), “Changing Dimension of Commerce Education in 21<sup>st</sup> Century”, Head & Research Guide, Department of Commerce, SCSC College, Omerga , January 2015.

<sup>3</sup> D. Obul Reddy ( 2007 ) , “REVITALISING COMMERCE EDUCATION”, Vidyasagar University Journal of Commerce Vol. 12, March 2007.

Random Sampling method was employed. The survey was based on college students in commerce department at Bangalore city.

### Statistical tool used for analysis

- ANOVA
- Chi-Square
- Correlation Analysis

## 5. DATA ANALYSIS AND INTERPRETATION

### 5.1 ONE WAY ANOVA (AGE)

H<sub>01.1</sub>: There is no significant difference between age with regards to the Knowledge and Skills, Teachers Motivation, Students efficiency and Performance & Development.

TABLE - 1

Dimensions		Sum of Squares	Df	Mean Square	F	Sig
Knowledge and Skill	Between Groups	87.372	3	29.124	.823	0.482
	Within Groups	8602.142	243	35.400		
	Total	8689.514	246			
Teachers motivation	Between Groups	28.810	3	9.603	.338	0.798
	Within Groups	6911.020	243	28.440		
	Total	6939.830	246			
Student's Efficiency	Between Groups	16.239	3	5.413	.266	0.850
	Within Groups	4949.235	243	20.367		
	Total	4965.474	246			
Performance and Development	Between Groups	115.531	3	38.510	1.495	0.216
	Within Groups	6257.902	243	25.753		
	Total	6373.433	246			

**Significant at 0.05 level****Analysis:**

It can be seen from Table-1 that null hypotheses are accepted as the p values are greater than 0.05 for Knowledge and Skills, Teachers Motivation, Students efficiency and Performance & Development.

**Discussion:**

There is no significant difference between age group with regards to the Knowledge and Skills, Teachers Motivation, Students efficiency and Performance Development.

**ONE WAY ANOVA (PARENTS MONTHLY INCOME)**

H<sub>01.1</sub>: There is no significant difference between parent's monthly income with regards to the Knowledge and Skills, Teachers Motivation, Students efficiency and Performance & Development.

**TABLE – 2**

Dimensions		Sum of Squares	Df	Mean Square	F	Sig
Knowledge and Skill	<b>Between Groups</b>	490.195	4	122.549	3.617	0.007
	<b>Within Groups</b>	8199.319	242	33.881		
	<b>Total</b>	8689.514	246			
Teachers motivation	<b>Between Groups</b>	273.922	4	68.481	2.486	0.044
	<b>Within Groups</b>	6665.908	242	27.545		
	<b>Total</b>	6939.830	246			
Students Efficiency	<b>Between Groups</b>	33.235	4	8.309	.408	0.803
	<b>Within Groups</b>	4932.239	242	20.381		
	<b>Total</b>	4965.474	246			

Performance and Development	<b>Between Groups</b>	296.890	4	74.222	2.956	0.021
	<b>Within Groups</b>	6076.543	242	25.110		
	<b>Total</b>	6373.433	246			

**\*Significant at 0.05 level**

#### Analysis:

It can be seen from Table - 2 that null hypotheses are accepted as the p values are greater than 0.05 for Students efficiency. For other variables namely Knowledge and Skills, Teachers Motivation and Performance Development the null hypotheses are rejected as the p values are lesser than 0.05 level.

#### Discussion:

There is a significant difference between parent's monthly income with regards to the Knowledge and Skills, Teachers Motivation and Performance Development. There is no significant difference exist between parent's monthly income and student efficiency.

## 5.2 CHI-SQUARE

### TABLE – 3

#### Association between Age and Parent's Monthly income

H<sub>02.1</sub>: There is no significance difference between age and parent's Monthly income

Factor	Value	Df	Symp. Sig. (2-sided)	Statistical Inference
Pearson Chi-Square	136.157 <sup>a</sup>	12	0.000	$X^2 = 136.157^a$ <b>Df = 12</b> <b>P = .000 &lt; 0.05</b> <b>*Significant at 5% level</b>
Likelihood Ratio	177.327	12	0.000	
Linear-by-Linear Association	57.553	1	0.000	
N of Valid Cases	247			

**\*Significant at 5% level**

**Analysis:**

It can be seen from Table - 3 the P value is lesser than our chosen Significance at = 0.05 levels, the null hypothesis is rejected.

**Discussion**

It is therefore concluded that there is an association between age and parent's monthly income.

**5.3. CORRELATION ANALYSIS**

## 1. Correlation between the knowledge and skills with student's efficiency

The following table gives the correlation between the knowledge and skills and student's efficiency:

**TABLE - 4**

**Table showing the correlation between the knowledge and skills with student's efficiency**

<b>Correlations</b>			
		<b>Knowledge and skills</b>	<b>Students Efficiency</b>
<b>Knowledge and skills</b>	<b>Pearson Correlation</b>	1	0.000
	<b>Sig. (2-tailed)</b>		0.998
	<b>N</b>	247	247
<b>Students Efficiency</b>	<b>Pearson Correlation</b>	0.000	1
	<b>Sig. (2-tailed)</b>	0.998	
	<b>N</b>	247	247

\*Significant at 0.05 level

**INFERENCE**

It can be understood from the Table - 4 that the correlation coefficient between the knowledge and skills and student's efficiency is 0.998. This implies that there is no correlation between the knowledge and skills and student's efficiency.

**Result**

It can therefore be concluded that there is no correlation between knowledge and skills with student efficiency.

## 2. Correlation between the knowledge and skill &amp; performance and development

The following table gives the correlation between the knowledge and skill & performance and development:

**TABLE 5**

Table showing the correlation between the knowledge and skill and performance and development

<b>Correlations</b>			
		<b>Knowledge and Skill</b>	<b>Performance and Development</b>
<b>Knowledge and Skill</b>	<b>Pearson Correlation</b>	1	.116
	<b>Sig. (2-tailed)</b>		0.049
	<b>N</b>	247	247
<b>Performance and Development</b>	<b>Pearson Correlation</b>	.116	1
	<b>Sig. (2-tailed)</b>	0.049	
	<b>N</b>	247	247

Significant at 0.05 level

## INFERENCE

It can be understood from the Table - 5 that the correlation coefficient between the knowledge and skill and performance and development is 0.049. This implies that there exists a positive correlation between the knowledge and skill and performance and development.

## Result

It can therefore be concluded that there is a correlation between knowledge and skills with performance and development.

## 6. CONCLUSION

This paper investigates the economic background of commerce students at government and private colleges in Bangalore. The analysis is conducted at student level. The researcher has keen interest to know how much and what level above all this factor and variable is influenced to each other based on socio-economic status of the students particularly upon education and career of them. Based on the results from the study, it was found that there were not many differences between public and private colleges (Commerce).

In determining access to education for students' household income is found to be an important factor; this is because there are many demands (money) associated with college and educational process ranging from semester fees, tuition fees, hostel fees, transportation fees etc. The link between socio-economic and educational background of the parents and student educational process had been highlighted by number of studies. The view is based on various factors in particular the household income and socio-economic status of the parents. From the



table values it is been concluded that using ANOVA analysis, there is no significant difference between age group with regards to the Knowledge and Skills, Teachers Motivation, Students efficiency and Performance Development. Also there is no significant difference between monthly income group with regards to the Knowledge and Skills, Teachers Motivation and Performance Development. There exists a significant difference between monthly income and student efficiency.

Using Chi-Square it is therefore concluded that there is an association between age and parent's monthly income. Using correlation analysis, it implies that there exists a positive correlation between the knowledge and skills and student's efficiency and there exists a positive correlation between the knowledge and skill and performance and development.

All the studies agreed that student's enrolment, retention and completion can seriously be affected by the low socio-economic status and low educational level of the parents which resulted to poverty. Also the income of parents affects the student's education. In short, majority of the private college respondents and public college respondents felt that public institutions quality of education is comparatively proves better than private colleges.

## 7. REFERENCES

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