Research Paper

Socio-Economic Status and Academic Performance of Students in Higher Education: A Study of Mokokchung District, Nagaland

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ABSTRACT: *Socioeconomic Status has a vital role in determining the academic performance of students. Academic Achievement varies for children from different social backgrounds. The present study intends to examine the influence of socioeconomic status on academic performance of higher education students in Mokokchung district, Nagaland. Two colleges, Jubilee Memorial College and Fazl Ali College were selected for the present study, and a sample of 30 students was collected purposively through a well structured questionnaire. For analysing data, revised Kuppuswamy socioeconomic status scale 2018, co-efficient of correlation and simple regressions were used. From the study it was found that there is significant association between family socioeconomic status and academic performance of the students. The study further found a significant difference between female and male students in their academic performance.*
KEYWORDS*: Socio-economy, academic performance, higher education*

I.   INTRODUCTION

Education is important as it facilitates quality learning throughout one's life. The opportunity that education affords to individuals and societies brings the issue of quality and equality of opportunities in higher education "Higher education is of paramount importance for economic and social development. Institutions of higher education have the main responsibilities for equipping individuals with the advanced knowledge and skills required for positions of responsibility in government, business and the professions" –World Bank. Higher education influences all levels of education by affects every field of human endeavor providing human resources for production, planning, management and scientific and technological development. It therefore influences the future of the state and nation.

Today many countries are on the brick of a further increase in access to secondary and higher education and in effecting spectacular improvements in the quality of education offered at all levels. As increasing number of students complete their basic education, their demand for higher education is similarly increasing. Especially, educating girls and women is probably the single most effecting investment a developing country can make. It creates a multitude of positive remunerations for families including better family health and nutrition, improved birth spacing, lower infant and child mortality rate and enhanced educational attainment of children.

The whole process of education focuses on academic performance of the students through teaching- learning process. However, the differences in academic performance as related to poor educational standards in most regions attracted attention in this field. Academic performance is influenced by various factors like Socio Economic status (SES), gender, age, classroom environment and many more. Among all, SES has a vital role in determining the academic performance of students. When understanding a family's SES, the household income, earner's education and occupation are examined, as well as combined income, versus with an individual, when their own attributes are assessed.

II.   LITERATURE REVIEW

Ahmar and Anwar (2013) examined the effects of gender and socio-economic status on academic achievement of higher secondary school students of Lucknow city and found that those who belonged to high socio-economic status showed better performance.

Akhtar (2012) in his study observed the factors number of siblings and transport facility has negative effect on achievement. It further found that majority of the students of middle class were average achievers and the students belonging to lower class remain low achievers.

Aliyu (2016) in his study investigates the influence of socio-Economic status of secondary students in Nassarawa Zonal Education Area of kano state, Nigeria and found that there is a significant relationship between the family socio-economic status and academic achievement. Further, Faaz and Khan (2017) in their study also observed a positive significant correlation between SES and academic achievement.

Farooq *et al* (2011) examined the factors affecting students' academic performance employing Standard t-test and ANOVA. Their study revealed that socio-economic status and parents' education have a significant effect on students overall academic achievement. Among gender, it was further found that girls perform better than the male students.

Juma (2016) in his study ' Influence of Parental Socio-Economic status on students' Academic Performance in public secondary schools in Tana River County, Kenya' found factors such as that parents' income, occupation and parental involvement in education influences students' academic performance. Similarly Oyancha, Njoroge and Newton (2015) in their study found that higher the parent's socio-economic status the higher the academic performance of the students. In other words, parents' socio-economic status was found to have a positive influence on the performance of the students.

Rather and Sharma (2015) in their study revealed an intimate relationship between SES and academic grades of the students. Across gender, male students were observed to perform better than the female students.

III. OBJECTIVES
1.   To study gender-wise academic performance of the students
2.   To study the socio-economic effects on academic performance of the students
3.   To find out the academic difference between Jubilee Memorial College and Fazl Ali College
4.

IV. HYPOTHESIS
1.   There is significance difference between male and female in their academic performance
2.   There is significant difference between socio-economic status and academic performance of the students
3.

V.   METHODOLOGY
Area of the study: Purposively, Mokokchung district was selected for the present. And out of four existing colleges in the district, two colleges namely Jubilee Memorial College and Fazl Ali College were selected.

Sampling: Using purposive random sampling technique 30 students were collected, taking 15 students from each college. Further, informations on academic achievement were collected for one programme i.e. from 1st to 5th semester based on the mark scored in their university exams.

Analytical Tools: In the present study basic statistical tools viz. as ANOVA and correlation coefficient were used to analyze the data. Further, revised Kuppuswamy's socio-economic status scale 2018 was used to classify the respondents accordingly.

VI. RESULTS AND DISCUSSIONS
a.   Academic performance (AP): From Table 1 it is observed that the mean mark was 68.11 with a standard deviation of 6.90. The table further showed that out of 30 students, 36.67% performed above average, 63.33% were at average and below average performance was nil. This indicates that the level of performance of the students in Mokokchung district is average.

Table 1: Distribution of students in the Levels of performance

Level	Marks	No. of respondents	%	Mean	S.D
Above average	70 and above	11	36.67		
Average	50 and above and less than 70	19	63.33		
Below average	40 and above but less than 50	-	-	68.11	6.90
Total		**30**	**100.0**		

Source: Field survey, 2019

b.   Gender-wise performance: Table 2 shows that the academic performance among female students (52.9%) were far better off than its male counter parts (15.4%) at the marks 70 and above while male students were found performing better in the marks 50 and above (but less than 70) compared to female students. In other words, female students rate higher academic performance than male across gender in the study.

Table 2: Gender-wise academic performance of the students

Level	Marks	Male		Female	
		No. of students	%	No. of students	%
Above Average	70 and above	2	15.39	9	52.94
Average	50 and above Less than 70	11	84.61	8	47.06
Below average	40 and above Less than 50	-	-	-	-
Total		**13**	**100**	**17**	**100.0**

Source: Field survey, 2019

Hypothesis Testing (H₁):   There is significance difference between male and female in their academic performance

From the ANOVA Table 3 is observed that our calculated value (F = 9.11) is greater than the table value (4.20) at 1% level of significant. Hence, we reject the null hypothesis and conclude that there is significant difference between male and female in their academic performance.

Table 3: ANOVA test

Gender	N	Mean	Std. Deviation	Std. Error Mean	F	T value
Male	13	64.26	6.37	1.77	9.11	4.20*
Female	17	71.05	5.89	1.43		

df = 28; * significant at 1% level

c.   Socio- Economic status (SES) and Academic Performance (AP): Kuppuswamy's socio- economic status scale was used to determine the socio-economic status of the respondents. Table 4 shows that 43.3% of the sample students were from the lower middle level followed by upper level (26.7%), upper middle level (13.3%), upper lower level (10%) and lower (6.7%) respectively. Hence, according to Kuppuswamy's scale majority of the students were from the lower middle families in the study.

Table 4: Socio-economic status according to Kuppuswamy's scale 2018

Level	Scores	No of respondents	%
Upper	26-29	8	26.67
Upper middle	16-25	4	13.33
Lower middle	11-15	13	43.33
Upper lower	5-10	3	10.0
Lower	<5	2	6.67
Total		**30**	**100.0**

Source: Field survey, 2019

Table 5: Socio-economic status and level of academic performance of the students

Level of academic performance	Socio-economic status					
	Upper	Upper middle	Lower middle	Upper lower	Lower	Total
Above average	8	3	-	-	-	**11 (36.67)**
Average		1	13	3	2	**19 (63.33)**
Below Average	-	-	-	-	-	**-**
Total	8	4	13	3	2	**30 (100.0)**

Source:Field survey, 2019

Further Table 5 shows a relative comparison of socio-economic status with the level of academic performance of the students. It is found that 63.33% of the students were performing at average level. This is because majority of them were from the lower middle level hence, their academic performance is seen to have direct

relation with their family status. Further, 36.7% were performing above averages that were of the upper and upper middle level. This indicates that socio-economic status has direct bearing with the level of academic performance of the students.

Hypothesis Testing (H$_2$): There is significant difference between socio-economic status and academic performance of the students

Kruskal- Wallis test in Table 6 shows that calculated value (H = 17.69) is greater than the tale value (7.81). Hence, there is found to have significant association between socio-economic status (SES) and academic performance (AP) of the students.

Table 6: Kruskal-Wallis Test

Particulars	N	Mean	Std. Deviation	t-value	H
AP	30	68.11	6.90	7.81[*]	17.69
SES	30	15.00	6.16		

df = 3;   *significant at 1% level

d.   College-wise Academic performance: The difference in academic performance between the students of Jubilee Memorial College and Fazl Ali College is shown in Table 7. It is seen from the table that 60% of the Jubilee Memorial College students scored above average level as compared to students of Fazl Ali College (13.33%). This indicates that Jubilee Memorial College is performing better than its counterpart college in Mokokchung district.

Table 7: Academic performance of students between JMC and FAC

Level	Marks	Jubilee Memorial College		Fazl Ali College	
		No. of students	%	No. of students	%
Above Average	70 and above	9	60	2	13.33
Average	50 and above Less than 70	6	40	13	86.67
Below Average	40 and above Less than 50	-	-	-	-
Total		**15**	**100.0**	**15**	**100.0**

Source: Field study, 2019

VII.   CONCLUSION

From the present study it is concluded that there is direct relationship between socio-economic status and academic achievements of the students in higher education. Across gender it was found that female students were performing better compared to male students. Further, it was found that students of Jubilee Memorial College were shown improved performance than Fazl Ali College comparatively. The study suggests institution to focus on career guidance and to offer counseling courses. This is expected to enhance personality development among students in future. Further, teachers should put more effort in his/her teaching using right pedagogy and identifying the students he/she is dealing with.

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