CHAPTER - V

ACADEMIC PERFORMANCE OF UNIVERSITY STUDENTS

5.1 Academic Performance of Students Having Different Characteristics.

5.2 Effect of Socio-economic Background and Academic Life on the Academic Performance of Students.

5.3 Combined Effect of SEB and AL on the Academic Performance of Students.

5.4 Conclusion.

CHAPTER - V

ACADEMIC PERFORMANCE OF UNIVERSITY STUDENTS

In the preceding chapter the cosmopolitan character of MSU has been analysed and interpreted. It is clear that MSU has a cosmopolitan character, and has students with divergent socio-economic background. In the present chapter, it is intended to analyse and interpret, (i) the academic performance of students having different characteristics, and (ii) the effect of socio-economic background and academic life on the academic performance of students. To analyze the data in respect of each faculty, statistical techniques viz., 't' tests and ANOVA were applied. The details of analysis and interpretation of data has been presented in what follows.

5.1 Academic Performance of Students Having Different Characteristics

The characteristics of students taken here are sex, caste, religion, residence, and domicility. The difference in the academic performance of university students in respect of these characteristics viz.,male and female, high caste and low caste, Hindu and non-Hindu, hostelites and non-hostelites, rural and urban, and Gujarati and non-Gujarati are analyzed and interpreted. With regard to the academic performance of male and female students it can be seen from Table-19 that in the case of Medical Faculty, the female students did significantly better than male students in their academic performance. The studies conducted by Izadi (1977) and Nair (1982) also revealed that female students were high achievers than male students. Whereas Table-19 further reveals that the male students of Engineering and Fine Arts were significantly better than

Table-19

Facultywise Mean, SD and 't' Value of Male and Female Students' Academic Performance

Faculty	Sex	N	Mean	SD	SED_m	't' Value
1.Arts	Male	21	53.19	9.49	2.41	0.05
	Female	48	53.08	8.63		
2.Science	Male	64	56.14	7.90	2.09	1.36
	Female	56	58.98	7.90		
3.Commerce	Male	52	52.52	7.35	1.39	0.35
	Female	38	53.00	5.85		
4. Education & Psychology	Male	4	57.00	14.14	7.39	0.50
	Female	17	60.65	8.93		
5.Law	Male	22	56.27	5.30	1.32	0.51
	Female	5	55.60	1.52		
6.Fine Arts	Male	6	70.67	5.28	3.60	2.96*
	Female	5	60.00	6.44		
7.Engineering	Male	263	64.45	6.79	1.25	3.20**
	Female	38	60.45	7.24		
8.Medicine	Male	57	57.01	5.44	1.48	2.43*
	Female	5	60.60	2.88		
9. Applied Science	Male	21	60.00	5.92	2.45	0.20
	Female	14	59.50	7.80		
10.Social Work	Male	8	59.13	4.61	4.88	1.37
	Female	5	65.80	10.28		
11. Home Science	Male	1	47.00	-	-	-
	Female	22	64.27			

Note : * shows that 't' value is significant at 0.05 level &
**shows that 't' value is significant at 0.01 level.

female students in their academic performance. Some of the foreign researchers viz., Rowell (1973) and Black (1974) similarly found in their studies that academic performance is not independent of sex. But in rest of the faculties of MSU viz., Arts, Science, Commerce, Education & Psychology, Law, Applied Science, Social Work, and Home Science, the

male and female students did not differ significantly in their academic performance. It might be because the aptitude, motivational level, academic interest etc. might be existing equally among the male and female students. But many psychological attributes are related to sex, and the academic achievement also depends on some of the psychological attributes. So we can not accept that academic performance is independent of sex. It can be said that the attributes of male viz., achievement motivation, interest, and aptitude etc. might be more essential in Engineering and Fine Arts courses for better academic performance and hence the male students were having better academic performance than female students in these two faculties. The reverse may be the case with Medical faculty that female students were having better academic performance. At the same time we can not discard that students' academic performance might have been associated with vary many other factors, specially the academic facilities they might be getting at home and the socio-economic background which they were having. These are discussed in what follows.

It can be seen from Table-20 that the high caste and low caste students of Commerce, Education & Psychology, Law, Engineering and Applied Science did not differ significantly in their academic performance but the high caste students were significantly better than the low caste students in their academic performance in the faculties of Arts and Medicine. It might be due to the fact that, (i) there was strict reservation of seats for scheduled caste and scheduled tribe students. As a results the students with low academic achievement get enrolled, (ii) Most of these SC and ST students belong to the lower strata of the society i.e.,low economic background,uneducated parents in low level of occupation and might be having low educational facilities at home. The general caste students of Arts faculty were similarly performed better than low caste

Table-20

Mean, SD and 't' Value of General Caste & Low Caste Students: Facultywise

Faculty	Caste	N	Mean	SD	SED_m	't' Value
1.Arts	General	63	53.76	8.82	2.71	2.74**
	Low	6	46.33	6.06		
2.Science	General	120	57.41	7.93	-	-
	Low	-	-	-		
3.Commerce	General	86	52.71	6.76	3.57	0.08
	Low	4	53.00	6.98		
4.Education & Psychology	General	16	61.19	9.94	4.78	1.09
	Low	5	56.00	9.14		
5.Law	General	23	56.13	4.91	2.60	0.05
	Low	4	56.25	4.79		
6.Fine Arts	General	11	65.82	7.85	-	-
	Low	-	-	-		
7.Engineering	General	278	64.11	6.97	1.47	1.43
	Low	23	62.00	6.74		
8.Medicine	General	55	57.85	5.15	2.16	2.25*
	Low	7	53.00	5.42		
9.Applied Science	General	33	59.39	6.07	10.55	0.67
	Low	2	66.50	14.85		
10.Social Work	General	13	61.69	7.69	-	-
	Low	-	-	-		
11.Home Science	General	23	63.47	7.38	-	-
	Low	-	-	-		

Note : * shows that 't' value is significant at 0.05 level &
** shows that 't' value is significant at 0.01 level

students in their class; this might be because large percentage of low caste students were enrolled in this faculty due to the fact that it is less expensive and less time consuming (Kothari, 1982). So that they can earn and learn. In addition to these, the second point mentioned above regarding low educational facilities at home may hold true. But it can be

seen from the column-3, Table-25 that socio-economic background does not have significant effect on the academic performance of students in most of the faculties. So the second point mentioned above can be discarded on this ground. But a low degree of difference must have been contributed by this factor which has been discussed at length later in this chapter. However, this can also be substantiated from the research findings of Aikara (1980) that the SC and ST college students were lower in academic performance and socio-economic background than general caste students. Nair (1982) also found that the pass percentage of SC and ST students was much lower than the general caste students. But Sinha (1970) found that high caste and low caste students did not differ in their academic performance. The present study also reveals that the general caste and low caste students of Education & Psychology, Commerce, Law, Engineering and Applied Science did not differ significantly in their academic performance. Such a phenomenon must have occurred due to the fact that these students did not differ in their socio-economic background and must have similar past academic records, aptitude and interests, etc.

About the difference in the academic performance of Hindu and non-Hindu students, it can be seen from Table-21 that the Hindu and non-Hindu students of Commerce, Medical, Applied Science, Home Science, Arts, Science, Education & Psychology, Law, and Fine Arts faculties did not differ significantly in their academic performance. In this regard Sinha (1970) also found that no significant difference exists in the academic performance of students of different religions. It is because the aptitude required for different courses does not depend on religions, and although the Hindus are educationally advanced than Muslims in India, it does not mean that non-Hindus do not have aptitude. Moreover, India is a secular country. Hence

Table-21

Mean, SD and 't' Value of Hindu and Non-Hindu Students' Academic Performance: Facultywise

Faculty	Religion	N	Mean	SD	SED_m	't' Value
1. Arts	Hindu	60	52.82	9.10	2.57	0.89
	Non-Hindu	9	55.11	6.86		
2. Science	Hindu	113	57.40	8.19	1.64	1.40
	Non-Hindu	7	58.87	3.82		
3. Commerce	Hindu	84	52.88	6.81	2.31	1.03
	Non-Hindu	6	50.50	5.36		
4. Education & Psychology	Hindu	18	59.34	9.08	9.07	0.48
	Non-Hindu	3	63.67	15.27		
5. Law	Hindu	24	55.96	4.97	2.07	0.83
	Non-Hindu	3	57.67	3.12		
6. Fine Arts	Hindu	7	65.00	9.73	4.05	0.56
	Non-Hindu	4	67.25	3.40		
7. Engineering	Hindu	287	64.21	6.78	2.37	2.41*
	Non-Hindu	14	58.50	8.73		
8. Medicine	Hindu	59	57.14	4.89	7.47	0.47
	Non-Hindu	3	60.67	12.90		
9. Applied Science	Hindu	33	59.91	6.75	4.16	0.46
	Non-Hindu	2	58.00	5.66		
10. Social Work	Hindu	13	61.69	7.69	-	-
	Non-Hindu	-	-	-		
11. Home Science	Hindu	18	63.95	7.23	4.30	0.45
	Non-Hindu	5	62.00	8.83		

Note : * shows that 't' value is significant at 0.05 level.

it was expected that no significant difference will be found in the academic performance of students of different religions. But it was found that the Hindu students of Engineering faculty were having better academic performance than non-Hindu students. It might be because the Hindu students of Engineering were having originally better academic performance than their classmates and may be from

high socio-economic background. As the past academic records affect positively the academic performance, that might have happened here as well and socio-economic background might have provided good academic facilities at home.

The available researches on the academic performance of rural and urban students, presented in Chapter-II reveal contradictory results. In some of the studies the rural students were found as having better academic performance than urban students and the vice-versa was also found in some other studies. With regard to the academic performance of rural and urban students, Table-22 presents facultywise the academic performance Mean Scores. It reveals that rural and urban students of Arts, Science, Commerce, Education & Psychology, Engineering, Medical, Social Work and Home Science did not differ significantly in their academic performance. But the urban students of Law and Applied Science were significantly better than rural scudents in their academic performance. Sinha (1965 and 1970) in two of his consecutive studies also reported that most of the rural students were low achievers. But opposite result was noted by Singh (1965) who reported that university students from rural areas were high achievers. The contradicting results arrived at by the above quoted studies might be because of the socio-psychological factors and academic facilities available to most of the students of the urban or rural areas where these studies were conducted. However, the high academic performance of urban students found in some of the faculties viz., Law and Applied Science, cannot be attributed to the urban characteristics alone rather it must be due to the greater academic facilities available to these students and their socio-economic background.

Table-22

Mean, SD and 't' Value of Rural and Urban Students' Academic Performance: Facultywise

Faculty	Rural/ Urban	N	Mean	SD	SED_m	't' Value
1.Arts	Rural	25	51.60	9.77	2.32	1.03
	Urban	44	53.98	8.25		
2.Science	Rural	51	56.08	7.38	1.45	1.53
	Urban	69	58.30	8.45		
3.Commerce	Rural	39	53.25	7.66	1.48	0.64
	Urban	51	52.31	5.96		
4. Education & Psychology	Rural	9	62.22	11.45	4.53	0.88
	Urban	12	58.25	8.47		
5.Law	Rural	13	54.08	4.29	1.71	2.33*
	Urban	14	58.07	4.58		
6.Fine Arts	Rural	-	-	-	-	-
	Urban	11	65.82	7.85		
7.Engineering	Rural	61	63.70	6.70	0.97	0.31
	Urban	240	64.00	7.05		
8.Medicine	Rural	36	56.53	6.23	1.27	1.46
	Urban	26	58.38	3.71		
9. Applied Science	Rural	6	55.00	4.20	2.11	2.74**
	Urban	29	60.79	6.66		
10.Social Work	Rural	3	63.00	6.56	4.60	0.37
	Urban	10	61.30	8.27		
11.Home Science	Rural	4	65.25	6.65	3.76	0.82
	Urban	19	63.16	7.71		

Note : * indicates that 't' value is significant at 0.05 level &
** indicates that 't' value is significant at 0.01 level.

It has been mentioned in Chapter-I that the academic facilities available to a student depend to a great extent on the factor where he resides. The academic facilities is one of the determinants of students' academic performance. It can be seen from Table-23 that the hostelites and non-hostelites students of Science, Law, Engineering, Medical,

Applied Science, Social Work, Home Science, Commerce, and Education and Psychology faculties did not differ significantly in their academic performance. It might be due to the fact that MSU is largely a residential university and had enough library facilities. The university is situated in the midst of the city. So, the students who reside at home or hostel, both have easy access to the university library. However, in majority of faculties viz., Science, Commerce, Education and Psychology, Law, Fine Arts, Engineering, Medicine, Applied Science, Social Work and Home Science, the non-hostelites were having better academic performance than the hostelites. Similar findings were noticed by Sinha (1965, 1970) and Lojka (1977). But reverse was the case with Arts students i.e., the hostelites were having significantly better academic performance than the non-hostelites. It can be hypothesized that such a phenomenon in Arts faculty might have occured due to the sincerity and high academic life of the Arts students who stay at hostel. Of course, it is not within the scope of the present study to ascertain this hypothesis and hence it requires further exploration.

Out of the total students at MSU about twenty-two per cent belong to other than Gujarat state (See Table-4, Chapter-IV). About the academic performance of these students Table-24 reveals that the Gujarati and non-Gujarati students of Arts, Science, Commerce, Education and Psychology, Law, Fine Arts, Applied Science, Social Work and Home Science did not differ significantly. But the non-Gujarati students of Medical and Engineering were having better academic performance than their Gujarati classmates and the difference was found statistically significant. Table-24 further reveals that in majority of the faculties the non-Gujarati students were having better academic performance. It might be due to the fact that the non-Gujarati students were mostly the wards of

Table-23

Mean, S.D. and 't' value of Academic Performance of Students Reside at Hostel and Out of Hostel.

Faculty	Resident	N	Mean	SD	SED_m	't' Value
1.Arts	Hostel	19	57.32	6.94	2.04	2.84**
	Home	50	51.52	9.00		
2.Science	Hostel	47	57.43	6.74	1.42	0.04
	Home	73	57.49	8.76		
3.Commerce	Hostel	10	53.40	5.66	1.95	0.39
	Home	80	52.64	6.88		
4. Education & Psychology	Hostel	8	62.13	9.92	4.45	0.79
	Home	13	58.62	9.87		
5.Law	Hostel	6	54.83	4.99	2.29	0.74
	Home	21	56.52	4.81		
6.Fine Arts	Hostel	9	63.45	6.45	2.62	4.98**
	Home	2	76.50	2.12		
7.Engineering	Hostel	148	63.36	6.44	0.80	0.35
	Home	153	64.51	7.42		
8.Medicine	Hostel	47	56.94	5.82	1.24	1.24
	Home	15	58.47	3.48		
9. Applied Science	Hostel	8	58.50	5.15	2.27	0.75
	Home	27	60.19	7.05		
10.Social Work	Hostel	9	59.56	4.50	6.05	1.15
	Home	4	66.50	11.73		
11.Home Science	Hostel	16	62.00	8.35	2.74	1.82
	Home	7	67.00	4.71		

Note : ** indicates that 't' value is significant at 0.01 level.

non-Gujarati settled down at Gujarat and they belong to higher strata in the society. It is because these people have high mobility in the society. So the high socio-economic background of these students provide enough academic facilities and thereby high academic performance. Further, probably the students were not only having high academic performance at MSU

Table-24

Mean, SD, and 't' Value of Gujarati and Non-Gujarati Students' Academic Performance : Facultywise.

Faculty	Domicility	N	Mean	SD	SED_m	't' Value
1. Arts	Gujarati	43	51.54	8.50	2.18	1.92
	Non-Gujarati	26	55.73	8.92		
2. Science	Gujarati	63	57.73	9.73	1.43	0.39
	Non-Gujarati	57	57.18	5.57		
3. Commerce	Gujarati	77	52.78	6.77	2.01	0.19
	Non-Gujarati	13	52.39	6.70		
4. Education Psychology	Gujarati	11	57.64	8.96	4.29	1.11
	Non-Gujarati	10	62.40	10.52		
5. Law	Gujarati	20	55.10	4.40	2.12	1.91
	Non-Gujarati	7	59.14	4.98		
6. Fine Arts	Gujarati	1	75.00	-	-	-
	Non-Gujarati	10	64.90	7.62		
7. Engineering	Gujarati	241	63.47	7.00	0.96	2.48*
	Non-Gujarati	60	65.85	6.53		
8. Medicine	Gujarati	60	57.20	5.41	0.86	3.83**
	Non-Gujarati	2	60.50	0.71		
9. Applied Science	Gujarati	28	59.88	6.88	2.62	0.12
	Non-Gujarati	7	59.57	6.02		
10. Social Work	Gujarati	5	60.00	6.67	4.24	0.65
	Non-Gujarati	8	62.75	8.51		
11. Home Science	Gujarati	18	62.38	7.49	3.33	1.57
	Non-Gujarati	5	67.60	6.31		

Note: *indicates that 't' value is significant at 0.05 level &
**indicates that 't' value is significant at 0.01 level.

but they would be better in their own local university also. The reason thereby, in their own locality also they might belong to higher strata of the community. Further in the faculties of Engineering and Medicine, there was cent per cent reservation of seats for candidates having Gujarati domicile. But the wards of non-Gujarati settled down in

Gujarat and the Central Government's employee viz., IPS, ICS, and Defence etc. are also admitted. The parents of these students must have high socio-economic background which provided enough academic facilities to their wards. So it might have helped these students to have high academic performance.

5.2 Effect of Socio-Economic Background and Academic Life on the Academic Performance of Students

One of the objectives of the study is to study the effect of socio-economic background and academic life of students on their academic performance. To analyse the data pertaining to this objective, 2 x 2 factorial design (Edwards, 1971) has been applied. The details of analysis and interpretation are presented in what follows.

In a two way (2 x 2) factorial design the effects are of two types. The first one is the main effect of the two independent variables on the dependent variable i.e., the academic performance here. The second one is the interaction effect or combined effect of the independent variables on the dependent variable. To find out these two types of effects facultywise, ANOVAS were carried out. The details of calculation are given in Appendix-XIII. The summary of these ANOVAS presented in Table-25 reveals that (column 2, Table-25) academic life had significant effect on the academic performance only in case of the Arts, Science and Commerce students. The other independent variable viz., socio-economic background had significant effect on academic performance of the Arts students only (see column 3, Table-25). It further reveals that no significant interaction effect of academic life and socio-economic background on academic performance was found in any of the faculties (see column 4, Table-25). The main

Table-25

Calculated 'F' Value in 2 x 2 Factorial Design : Facultywise

Faculty	Academic life AL	Socio-economic back-ground SEB	AL X SEB	'df' of error vari-ance
1. Arts	7.26**	4.79*	0.003	65
2. Science	7.91*	0.08	0.05	116
3. Commerce	11.74**	0.72	0.00	86
4. Education & Psychology	0.02	0.12	1.53	1[illegible]
5. Law	1.25	3.53	0.01	23
6. Fine Arts	0.13	1.28	0.80	7
7. Engineering	0.03	0.33	1.69	29[illegible]
8. Medicine	0.01	0.24	0.01	58
9. Applied Science	0.10	2.72	0.02	31
10. Social Work	1.00	4.00	0.68	9
11. Home Science	0.19	0.01	1.39	19

Note : 1. For the Academic Life, Socio-Economic Background and the Interaction Effect the df = 1 in case of all the faculties.

2. * indicates that 't' value is significant at 0.05 level.

** indicates that 't' value is significant at 0.01 level.

effect and interaction effect noticed from Table-25 help to raise some subsequent questions. They are: (1) why academic life significantly affects the academic performance of Arts, Science and Commerce students only and not the academic performance of students of Education and Psychology, Law, Fine Arts, Engineering, Medicine, Applied Science, Social Work and Home Science. Similarly, (2) why socio-economic background significantly affects the academic performance of only Arts students and not in any other

faculties. Lastly, (3) why the interaction affect of academic life and socio-economic background were insignificant in all the faculties. An attempt has been made to explain them in the following.

The faculties of Arts, Science and Commerce are general streams of education, whereas other faculties viz., Education & Psychology, Law, Fine Arts, Engineering, Medicine, Applied Science, Social Work and Home Science are more of technical and professional in nature. Only in the general streams of education, the academic life had significant effect on the academic performance of students. It might be because in the general education, the courses are more of literal and theoretical but in the technical and professional courses, they are more of practical in nature where the field works are involved. So the defects might be lying in the questionnaire on academic life which takes much into consideration the general aspects of academic life rather than the practicals and field works. It means that the nature of academic life of students differ from faculty to faculty. Probably due to this reason the measured academic life had no effect on the academic performance of the students of technical and professional courses. However, it can be said that the potentiality of the students rather than their mere involvement in academic activities or academic life decides the academic performance. This phenomenon may exist specially more in case of the technical and professional courses and hence the academic life had no significant effect on the academic performance of students in the technical and professional courses.

The effect of socio-economic background on the academic performance of Arts students was found as significant. In this regard it can be argued that in case of the Arts students the educated parents can provide some

guidance and good economic background provides more educational facilities to the students. Probably due to that the socio-economic background had significant effect on the academic performance of these students. But in case of Science, Commerce, Education and Psychology, Law, Fine Arts, Engineering, Medical, Applied Science, Social Work and Home Science faculties the effects were insignificant. It might be because at the advanced level of education, potentiality of the students, rather than educational and occupational level of parents or economic background counts much. In this regard the findings of Rajaguru (1975) and Forsyth (1970) can be taken into consideration. They found that socio-economic status is positively related to the academic performance of university students. Of course the present study also reveals the same fact that students with low SEB were low achievers and with high SEB were high achievers, except in case of Fine Arts faculty where the reverse was found (see Figure-3) and the effect was significant only in case of Arts faculty. In case of Fine Arts faculty the students with low SEB were high achievers and the vice-versa. It might be because the students with low SEB were having high aptitude and putting more efforts than the students with high SEB. However, it can be said that irrespective of the nature of effects, socio-economic background does not affect significantly the academic performance of students in any of the faculties except Arts.

5.3 Combined Effect of SEB and AL on the Academic Performance of Students

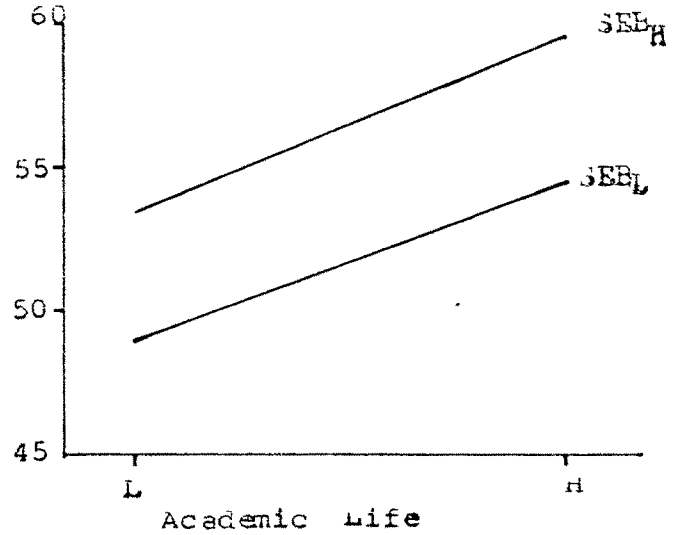
Regarding the interaction effect or combined effect of socio-economic background and academic life on the academic performance of students, it can be seen from Table-25 (column fourth) that none of the interaction 'F' values were found significant. It means that in case of all the faculties, the four groups of students i.e., (i) high

SEB and high AL, (2) high SEB and low AL, (3) low SEB and low AL, and (4) low SEB and high AL were having similar academic performance at their final examination. It means that socio-economic background and academic life had no significant combined effect on the academic performance of students. There was also no supportive research based evidence available regarding this. But it can be logically argued that socio-economic background and academic life did not affect the academic performance of students. It was because as mentioned earlier, it might be the aptitude and interest of the students that decide the academic performance.

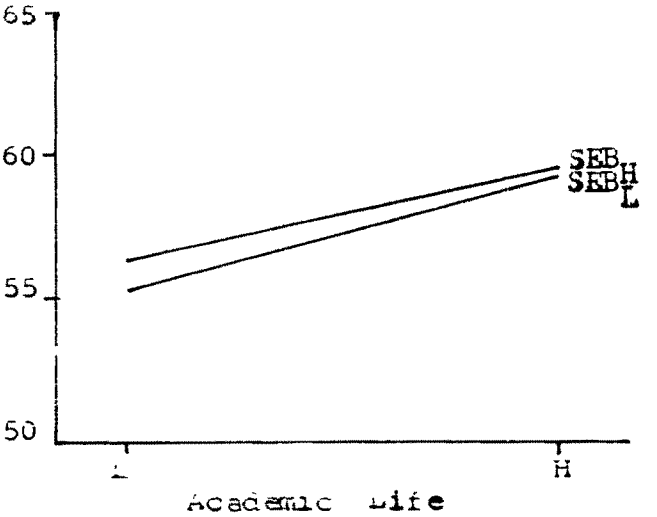
It is evident from the above analysis and interpretation of data that academic life and socio-economic background did not affect the academic performance of students significantly. However, the figural representation of the interaction effects in Figure-3 reveal that the nature of interaction of SEB and AL on academic performance of students differ from faculty to faculty. It can be seen from the figures that the nature of interaction of the two variables are of three types. In the first type, the students having low SEB and low AL were having low academic performance, and the low SEB and high AL or high SEB and low AL were having middle level academic performance. Further those students who had high level of SEB and AL were having high level of academic performance. It means there was positive interaction effect of SEB and AL on the academic performance of students. The faculties where this phenomenon exists are Arts, Science, Commerce, Law, and Applied Science (see Fig.3). It might be due to the fact that generally students with low level of past academic records enrolled in these faculties and they might not be having the required aptitude like students of other faculties viz., Medical and Engineering. So in case of these students, it is the academic facilities and activities that affect the academic performance of students positively.

Figure

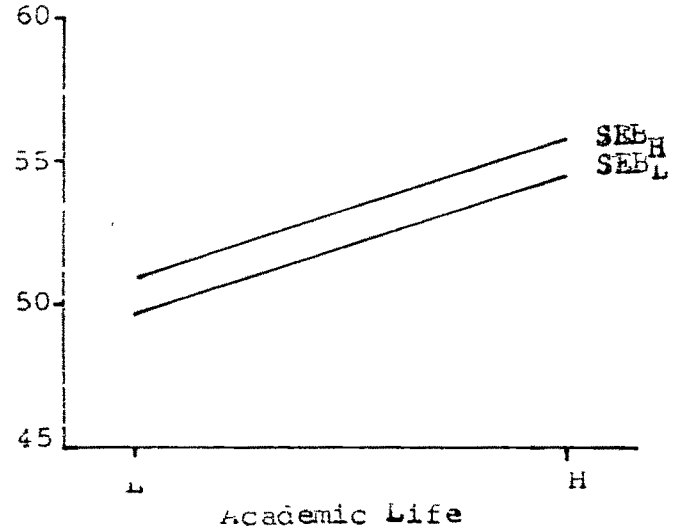
Interaction of Socio-Economic Background
Performance of Stude



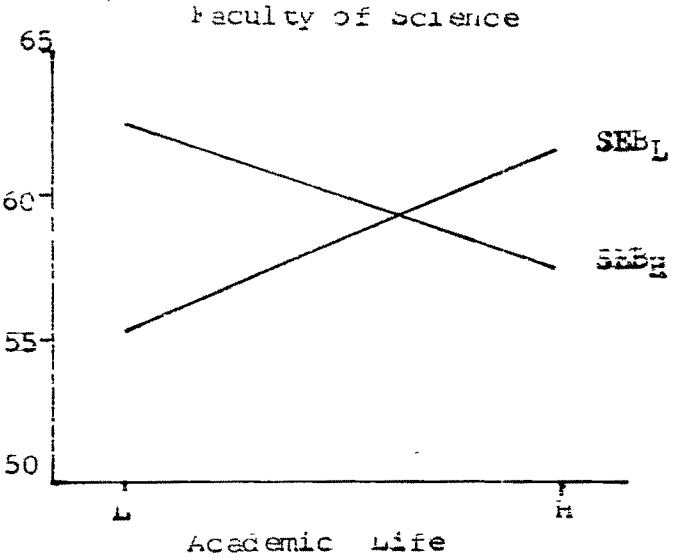
Academic Life
Faculty of Arts



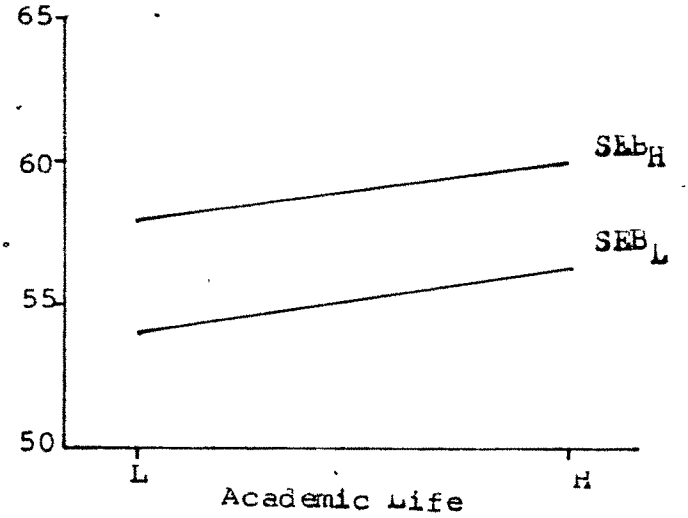
Academic Life
Faculty of Science



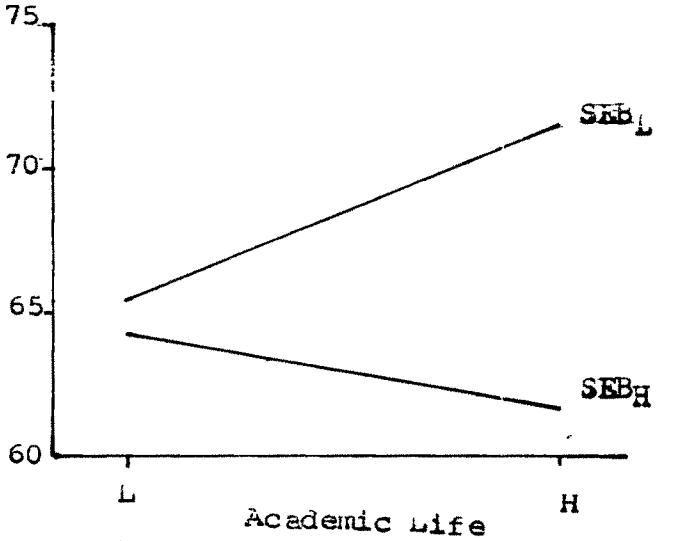
Academic Life
Faculty of Commerce



Academic Life
Faculty of Edu. & Psy.



Academic Life
Faculty of Law



Academic Life
Faculty of Fine Arts

The second type of interaction noticed from the Figure-3 was that the students with high SEB and high AL or low SEB and low AL were low achievers. But the students who were low either in SEB or AL and high in any one of the two were having high academic performance. This type of interaction between SEB and AL on academic performance was found in the faculties of Education & Psychology, Engineering and Home Science. It might be due to the fact that low SEB must have pressurized the students and foster their academic performance by creating interest in the students for study. Besides this, those students who had low AL were also high achievers might be because their high SEB must have given enough facilities for studying and those students must have the requisite potentialities.

Another type of interaction was found in the faculties of Fine Arts, Social Work and Medicine. In case of the Fine Arts faculty, the students with low AL and high or low SEB were having almost similar academic performance but with high AL and high or low SEB they differ much. The students having low SEB with high AL were high achievers. The reverse was found in case of Social Work and Medical faculties. In these two faculties the students with low AL were high achievers. It must be due to the main effect of AL than SEB. It was because SEB does not seem to affect the academic performance. However, it can be said that although the nature of interaction of SEB and AL on academic performance differ from faculty to faculty, none of them were found as significant.

5.4 Conclusion

It can be concluded here that significant difference did not exist in the academic performance of students with different characteristics viz., sex, caste, religion, region, residence and rural-urban in most of the faculties. But the faculties where the students in respect of the

above characteristic differ significantly in their academic performance were also probably not due to these characteristics. It seems that the differences were due to some psycho-social factors associated with these characteristics. It was found that academic life had significant main effect on the academic performance of Arts, Science and Commerce students but in other faculties it had no significant effect. However, it was further hypothesized that the nature of academic life essential for good academic performance differ from faculty to faculty, specially between the general and professional or technical courses. It was probably due to the fact that significant effect of AL on academic performance of students of only general courses viz., Arts, Science and Commerce was found. But the probability of the significant effect of academic life on the academic performance of students in other faculties which are professional or technical in nature was not discarded. The study further reveals that socio-economic background had no significant effect on the academic performance of students in any of the faculties except Arts faculty. It was however argued and also substantiated by certain studies that students after coming to higher level of education, realize their potentialities and responsibilities. Hence in majority of the faculties the effect of socio-economic background on academic performance was insignificant. In the faculty of Arts, socio-economic background was having significant effect on academic performance which might be because the educated parents were able to guide their wards unlike other faculties where parents may not be able to provide proper guidance. It was also found that academic life and socio-economic background had no significant interaction effect on the academic performance of students in any of the faculties. The conjecture put forward was that it was the potentiality of students that counts much for the academic performance of students.