Socio-Cultural Determinants of Academic Performance of the Students: Evidence form Province No. 7, Nepal

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Abstract: *The descriptive and explorative study has aimed to analyze the influence of socio-cultural factors in academic performance of the students. The academic performance has considered as dependent variable and ethnicity, gender, legacy of the family and genetic characteristics considered as explaining variables for the study. The correlation and regressionhave been observed to analyze the relationship between academic performance and socio-cultural variables. The result from the empirical evidence has not found in accordance with the priory assumptions. The academic performance of the students has been decreased as the level of education gone up. The majority of the students have secured medium score. The percentage of student secured first division and distinction has been decreased as the level gone up and the percentage of the student having passed division has been increased as the level of education increased. The correlation between variables found low except genetic characteristics and ethnicity. Most of the variables have been found insignificant to influence the students' academic performance. Thus, the evidence from Provence no. 7 Nepal has been supported the belief that all the students are like as raw soil. They can be converted as human capital desired by the educational institution and teachers.*

Keywords: student, academic performance, socio-cultural variables, correlation, and regression

1. Introduction

Regarding the performance of a person; two thoughts have been evolving like as two parts of the coin. Some people believe that, a child is a raw soil and it can be converted into any shape of pot. This statement emphasis that all students are equal. If we provide same facilities and environment, they perform equally well. On the other hand, some people believe that every and each person has inborn characteristics and that is the key to success and failure. The success of a person can be varied. A very successful person in academic achievements may be normal in real life and a failure person in academic achievements can be very successful in real life. A person can be satisfied in her/his performance and another person may not be satisfied in the same achievements. A people can be success differently, for instance in profession, business, leadership and so on. Therefore, existence of different school of thoughts is not unnatural. However, this study has been analyzing the academic performance only. So, the assumptions of all the people are same only the environmental factors very the performance has been considered as the base line of the study.

Socio-cultural factors for instance; ethnicity, gender, legacy of the family, and genetic characteristics might influence the performance of the students. Ethnic culture might influence a child from the very beginning, the rituals, customs, belief and tradition may differentiate a child to understand rather than other. That way of understanding could be better or poor than other. Gender, the growth of different gender could be differently, and the understanding could be in same line. This might influence the academic performance differently. The legacy of the family, some of the family in the society represents the former kingdom family, these family try to differentiate them by providing better educational

environment rather than other this could differ the academic performance of the student. Genetic characteristics, it could differentiatethe understanding of the child. It carries some features of the ancestors, if the ancestor was different, the features obviously different than other. That differentiate a child from other and that differentiate the performance of the students. Therefore, this study has been attempted to examine the relationship between academic performance and socio-cultural factors, for instance ethnicity, gender, family legacy and genetic characteristics.

Regarding the determinants of the students' performance various studies have been done and they have established theories. Family legacy could be an influencing variable to the academic performance of the students. If the child belongs to royal family in their ancient era, normally these families might have more wealth, higher social status and fame. To maintain their status the family members, provide better educational environment and spent more money that could support children's academic performance. Further, the child of aboriginal family got better understanding of the customs, values, and environmental factors, that could support to understand the contents of the study and success could be higher rather than other children. The royal and aboriginal might have more access in job opportunities, idea of business, knowledge of international trends, these factors also could be supportive to the student's academic performance. Gallop (2016) come up with the very surprising finding, that the academic performance of the aboriginal children has been found lower success rather than other family's children. The study has conducted considering the postsecondary students as sample in Canada. The study has suggested that, the students understand main stream values and behaviors. So, the educational institutions have to better understand how to create positive and supportive

relationship between these students and their peers and instructors. These developed positive relation should incorporated on institutional planning and teaching plan.

Gender differentiates development of body structure, psychology, preferences and the directions of parents to their child. For instance, in developing countries like in Nepal the parents do not allowed to their daughters go away for further study. Some of the parents allowed with some precautions and prerequisite. From the very beginning the parents teach rituals and cultural things. Later the nature has ruled them to be a mother. The whole surroundings insist them to choose differently. Though, a girl was better in math and science in school level rather than a boy. The later choice kept them in lesser number rather than male in technological field. The study of (Linver, Davis-Kean & Eccles, 2002) has come up with the findings of lower participation of female in the technological field. Even the young female has higher performance in math and science rather than young male. It is also found that the interest and preference of young female child has higher rather than the grown-up female and low participation of female in math, science and information technology rather than male.

Ethnicities, in developing nations like in Nepal still different casts have been existed. The family background, their language, their traditional profession and pronunciation might influence the academic performance. (Urien, 2003) stated that the personal and family background, study discipline and degree have been significantly influencing the academic performance of the students. The study has taken 156 students as sample from the University of Lausanne and the analysis has been done by using regression considering the average grade point as dependent variable.

Further this study has introduced genetic characteristics as a new variable that also differ the performance of the students. For instance, a child of Brahamin family seems more cleaver rather than other. A child of Thakuri (Royal family) and Kshetri seems stronger and braver rather than other. Similarly, a child of Aadabasi (aboriginal) and Janajati (Scheduled Cast) seems more laborious rather than other. These characteristics might influence the academic performance of the students. These characters may influence the personal characteristics for instance, competence, time management, interaction with teacher, communication, understanding and anxiety. (Tabil & Sansgiry, 2012) examined the academic performance of the university students considering average grade as dependent variables and test competence, time management, strategic management and test anxiety as an independent variable. For the study of relationship between study management and academic result 199 students were selected from Islamabad Rawalpindi. The Five Point Likert scale was used to determine the conclusion. The result prevailed that the time management, test anxiety, test competence and test anxiety were significantly related with the students' academic performance. Mbogo (2016) found that the lack of finance in academic performance, teachers' friendly interaction, inspiration of further study, family

responsibility, language proficiency and age factors significant factors that affect the academic performance of the students. The study incorporated 27 graduate students of the Africa International University (AIU). The information was collected through semi-structured questionnaire and analysis was made by using chi-square correlation approach. (Mushtaq & Khan, 2012) found that the learning facilities, communication, proper guidance and family stress were the significant variables that affect the acad3mic performance of the students. The study was conducted considering the intermediate students of private college in Rawalpindi Islamabad. The four-hypothesis test was examined out of them, the three-hypothesis were accepted, and one hypothesis was rejected.

2. Conceptual Framework
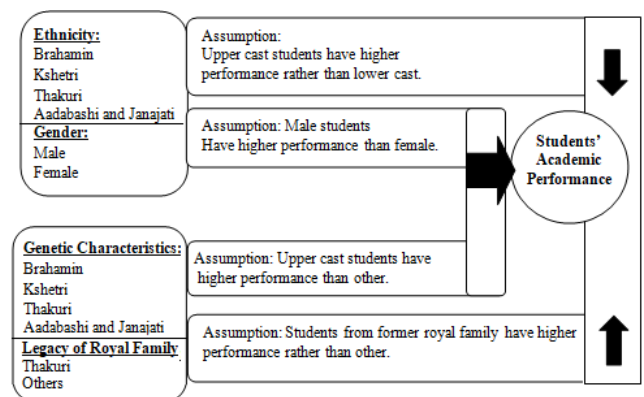
In the above figure the students' academic **performance has been considered as dependent variable** and ethnicity, gender, legacy of former royal family and genetic characteristics as independent variables. These independent variables have been interlinked each other also. It is presumed that; the upper cast students might have better performance rather than other. Because the students of upper cast family have been more educated and provide more appropriate environment for the study to their children. Another, presumption has considered the performance of the male students should have better performance rather than female students. Because, in the context of Nepal the parents spend more money for the education of their sons rather than their daughters. Further the parents desired to have their daughters with them until marriage. This desire bound the female students go away from family to get better education. After marriage the nature has ruled them to be mother these responsibilities have been kept them behind rather male. The legacy of royal family has not only name and fame but also higher economic condition. The parents of the former family do provide more focus in the education of their children rather than other. Further the children may face lesser economic trouble rather than other. The final assumption that the students having genetic characteristic of upper scheduled cast should have better academic performance rather than other. Because the parents of upper cast have been better education and access in the higher level of profession and job than other parents. The education and access in higher position may boost their confidence level. The genetic of the parents have been transformed to their children. This is established theory for instance, the child

three child out of four of taller parents have been taller. Similarly, the intellectual characteristics also transformed.

3. Methodology

This paper has been designed in descriptive and explorative. It is descriptive in the sense that the influence of two variables; gender and ethnicity on academic performance have been already established. The relationship between academic performance and these two variables have been analyzed from the evidence of Province no. 7 of Nepal. This paper also has been explored the relationship of two new variables; legacy of former royal family and genetic characteristics with students' academic performance, thus the descriptive and explorative research design has been used. Thus, the dependent variable has been considered average score of the students' the students securing first division and distinction (60% and above) has grouped in one group, similarly the students securing second division (45% - 59.99%) have kept in second group and finally, the students secured third division (35% - 44.99%) have been kept in third group. This paper has been used correlational and regression analysis to draw the conclusions.

The purposive sampling method has been used to select the samples and 114 students of Master of Business Studies (MBS) program considered as sample. Kailali Multiple Campus is first ranked public campus of Nepal. Until 2018 there has been only seven campus conducting MBS program in Province no. seven. The Kailali Multiple Campus has been holding around half,out of the total students of this Province. From all parts of this region has been studying in this campus, thus the selection of sample assumed to be unbiased. The data have been collected form campus administration, which was provided by the students to the administration of the campus.The study has covered 342 observations; 114 of school leaving certificate (SLC), 114 observations from intermediate and 114 observation belongs to bachelor level. The sampled observation has been presented in the appendix 1.

Regression Model

$$SAP_i = \beta_{1i} + \beta_{2i}E + \beta_{3i}G + \beta_{4i}GC + \beta_{5i}FRFL + u_i$$

The above regression model has been developed considering the students' academic performance in average as dependent variable and ethnicity, gender, genetic characteristics and former royal family legacy as an independent variable.SAP_i has been representing the students' academic performance of the ith level. The β_i coefficient has been representing the slope. The notations E, G, GC, and FRGL have been representing the ethnicity, gender, genetic characteristics and former royal family legacy. To examine the relationship the following hypothesis has been developed.

Ho: There has no significance difference of ethnicity in students' academic performance.
H1: There has significance difference of ethnicity in students' academic performance.

Ho: There has no significance difference of gender in students' academic performance.
H1: There has significance difference of gender in students' academic performance.
Ho: There has no significance difference of genetic characteristics in students' academic performance.
H1: There has significance difference of genetic characteristics in students' academic performance.
Ho: There has no significance difference of legacy of royal family in students' academic performance.
H1: There has significance difference of legacy of royal family in students' academic performance.

This paper has been considered the socio-cultural determinants only. Though the academic performance of the students' might be influenced by socio-cultural factors as well as socio-economic factors, individual characteristics, institutional policy and grading system, cooperation and efficiency of mentor's excreta. Thus, the findings of this paper could be relevant for the socio-cultural determinants only. The sampled students are from the Tribhuvan University, Higher Secondary Education Board (HSEB) and, Higher Secondary Education Board (HSEB) and Board of Nepal Board of Nepal. The grading systems of the different universities have different. Thus, the findings might not entirely applicable to the other universities. The socio-cultural values of the different places have different, which could differently affect the performance of the students. Thus, the findings of this paper would be applicable to the Provence seven of Nepal and society which have similar socio-cultural values. The paper has considered the sample from the regular students. Thus, the findings may not applicable to the students of open universities and partial students.

4. Result and Discussion

The evidence has found that,out of total sampled students 49 percent students has secured first division and distinction, 50 percent students have secured second division and one percent students have secured passed division in SLC. In Intermediate level 29 percent students have been secured first division and distinction, 61 percentage students secured second and 10 percentage students secured third division. Similarly, in Bachelor level 23 percentage students secured first division and distinction, 58 percentage student's secured second division and 19 percent student secured third division. The number of students who secured first division has been decreased from 49 percent to 29 percent in Intermediate and it reached to 23 percent in Bachelor level. This implies that higher the education level lowered the academic performance. Similarly, the percentage of the students who have been secure second division has been increased, which was 50 percent in SLC. It increased to 61 percent in intermediate level and decreased to 58 percent in Bachelor level. The percentage of the students who have secured passed division has increased. It was 1 percent in SLC. It became 10 percent in Intermediate level and 19 percent in Bachelor level.In general, when the level has gone higher the load of students has been shifted to lower grade. So, the government of Nepal and educational institution should improve educational policy

and pedagogy of teaching that would support to enhance the academic performance of the students. The number of
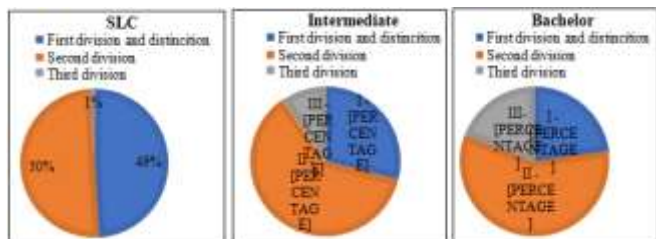

Figure 1: The academic performance of the students in School Leaving Certificate (SLC), Intermediate and Bachelor
(starting from the left the first pie-chart showed the result of the students of SLC, second pie-chart showed the result of intermediate level and the third pie-chart showed the result of the students of Bachelor level)

Ethnicity

The ethnic character has categorized into four categories; Brahman, Kshetri, Aadabsahi Janagati and Thakuri. The province no. 7 has been covering mountainous, hill and plain area. In mountainous and hilly region, the Kshetri has highest population and in plain area Aadabashi has been highest population. Out of total sampled student 44 percent from Brahman, 38 percent from Kshetri (Thakuri were 14 percent and other Kshetri 24 percent) and Aadabashi Janajati were 18 percent. The participation of the Brahaman student has higher than other cast, this implies that the parents of Brahman family have been more conscious rather than other.
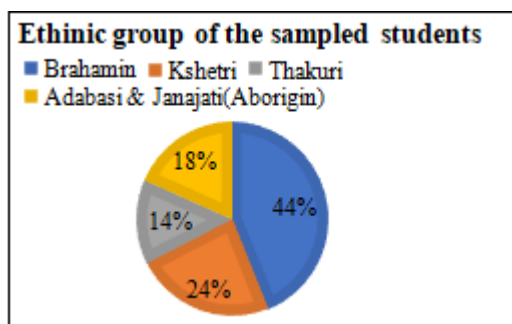

Figure 2: The Percentage of the Sampled Student based on Ethnicity

Brahman

Figure: 3: The academic performance of the students in School Leaving Certificate (SLC), Intermediate and Bachelor of Brahman student

(starting from the left the first pie-chart showed the result of the students of SLC, second pie-chart showed the result

students securing first and distinction, second division and third division has presented in the following pie chart.

of intermediate level and the third pie-chart showed the result of the students of Bachelor level)

The academic performance of the student has been decreased as the level gone up. The 57 percentage of the students have been secured first division in SLC that has decreased to 25 percent in Bachelor level. Whereas, 2 percent of the student has passed in third division has increased to 14 percent in Bachelor level. Thus, in case of the Brahman students' higher the level lowered the performance and vice versa.

Kshetri

Figure 4: The academic performance of the students in School Leaving Certificate (SLC), Intermediate and Bachelor of Kshetri student

(starting from the left the first pie-chart showed the result of the students of SLC, second pie-chart showed the result of intermediate level and the third pie-chart showed the result of the students of Bachelor level)
The majority of the student have been scored medium grade (ie. Second division) and the percentage of the students who have secured first and distinction have decreased in intermediate and again it has increased in bachelor level. The percentage of the students securing lower grade have been increased as the level increased.

Thakuri

Figure 5: The academic performance of the students in School Leaving Certificate (SLC), Intermediate and Bachelor of Thakuri student

(starting from the left the first pie-chart showed the result of the students of SLC, second pie-chart showed the result of intermediate level and the third pie-chart showed the result of the students of Bachelor level)

The academic performance of the Thakuri student has decreased as the level gone up rather the rate of decreased has been found higher than other students. The 56 percent students have been secured the first division and distinction in SLC and it has decreased to 19 percent in

Bachelor Level. Whereas no one student has in passed division in SLC, it gone up to 25 percent in Bachelor Level.
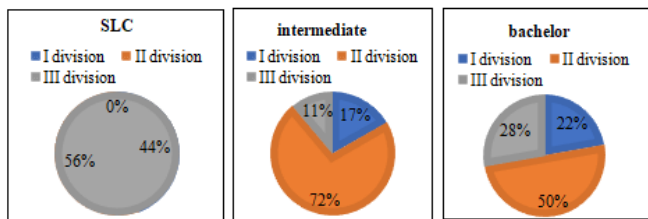
Aadibashi Janajati

Figure 6: The academic performance of the students in School Leaving Certificate (SLC), Intermediate and Bachelor of Aadabashi Janajati student

(starting from the left the first pie-chart showed the result of the students of SLC, second pie-chart showed the result of intermediate level and the third pie-chart showed the result of the students of Bachelor level)

The majority of the student has secured second division in all level. The performance of the students has been decreased as the level gone up. In SLC 44 percent of the student has secured first division and distinction. It has decreased to 17 percent in intermediate level and again increased to 22 percent in bachelor level. None of the student have secured third division in SLC. It has gone up 28 percent in Bachelor Level. Thus, the performance of the students has decreased as the level gone up.

Finally, the priory assumption was that the students of the Brahman family student have been higher performance rather than other has not supported by the empirical evidence. All the students' academic performance has decreased as the level gone up. The decreased proportion of the Thakuri student found higher than other. The performance of the students of Ksehtri and Aadabasijanajati has increased from Intermediate level to Bachelor level. The majority of the student has been scored medium score.

Gender: Female

Figure 7: The academic performance of the students in School Leaving Certificate (SLC), Intermediate and Bachelor of Female student

(starting from the left the first histogram showed the result of the students of SLC, second pie-chart showed the result of intermediate level and the third pie-chart showed the result of the students of Bachelor level)

The majority of the female student have been secured medium score. The percentage of the student has been decreased from 48.2 percent to 19.7 percent from SLC to Bachelor level. Similarly, the percentage of the student having passed division has been increased 1.79 percent to

19.6 percent from SLC to Bachelor Level. In general, the performance of the student has been decreased as the level increased.
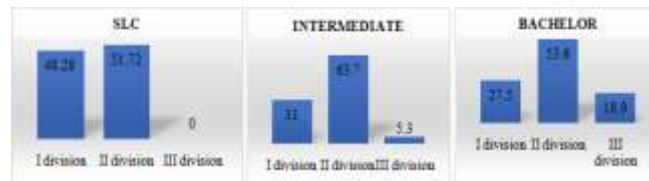
Male

Figure 8: The academic performance of the students in School Leaving Certificate (SLC), Intermediate and Bachelor of Male student

(starting from the left the first histogram showed the result of the students of SLC, second pie-chart showed the result of intermediate level and the third pie-chart showed the result of the students of Bachelor level)

The evidence has showed that the performance of the male student has been decreased as the level gone up. Majority of the student have secured medium score. The percentage of the student has decreased from 48.28 percent to 27.5 percent from SLC to Bachelor Level. Similarly, the percentage of the student having passed division has been increased from 0 percent to 18.9 percent. In comparison with female student the decreased rate of performance has found low. The evidence hasnot supported fully that the priory assumption that the performance of the male student is higher than female student. But the percentage of the students securing first division and distinction has higher than female.

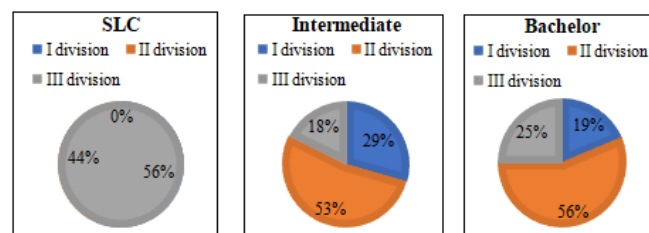### Former Royal Family Legacy
Thakuri

Figure 9: The academic performance of the students in School Leaving Certificate (SLC), Intermediate and Bachelor of Thakuri student

(starting from the left the first pie-chart showed the result of the students of SLC, second pie-chart showed the result of intermediate level and the third pie-chart showed the result of the students of Bachelor level)

The academic performance of the Thakuri student has decreased as the level gone up rather the rate of decreased has been found higher than other students. The 56 percent student have been secured the first division and distinction in SLC and it has decreased to 19 percent in Bachelor Level. Whereas no one student has in passed division in SLC, it gone up to 25 percent in Bachelor Level
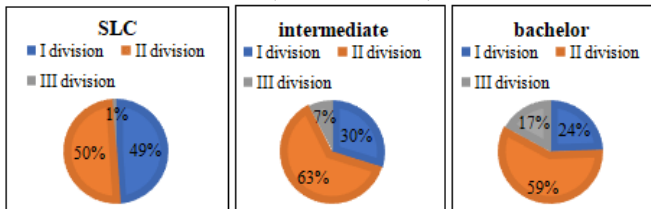
Other (Non-Thakuri)

Figure 10: The academic performance of the students in School Leaving Certificate (SLC), Intermediate and Bachelor of Other (Non-Thakuri) student
(Starting from the left the first pie-chart showed the result of the students of SLC, second pie-chart showed the result of intermediate level and the third pie-chart showed the result of the students of Bachelor level)

The majority of the students have been secured medium score. The performance of the student has been decreased as the level gone up. The percentage of the student decreased from 49 percent to 24 percent from SLC to Bachelor Level. The percentage of the student having passed division has increased from 1 percent to 17 percent. The priori assumption was that the performance of the Thakuri student have higher performance than other. Which is not supported by the evidence the decreased rate of the performance of Thakuri student has higher than other.

Genetic Characteristics

The priori assumption was that the higher cast student for instance Brahman and Thakuri student have higher performance than other. The evidence did not support the assumption. The performance of the student has decreased as the level gone up. Further the majority of the students has secured medium score, whether they are upper cast or low.

Correlation
Table 1: Correlation between Academic Performance and Socio-Ethnic Variables

	Ethnicity	Gender	GC	FRFL	AP in SLC	AP in Intermediate	AP in Bachelor
Ethnicity	1	-.194	1.000	-.733	.030	.120	.064
Gender		1	-.194	.094	.001	.113	.080
GC			1	-.733	.030	.120	.064
FRFL				1	.063	-.004	-.061
AP in SLC					1	.471	.238
AP in Intermediate						1	.464
AP in Bachelor							1

Pearson Correlation

All the variables have low correlation except correlation of former royal family legacy with ethnicity and genetic characteristics. The association between former royal family legacy and ethnicity and genetic characteristics has found negative. The association between genetic characteristics and ethnicity has found fully positively corelated. Ethnicity has found positive and low correlation with all level of academic performance. Similarly, the association between gender and all level academic

performance has found low and positive correlation. In the same way, the correlation between genetic characteristics and academic performance of all level have found low and positive. Whereas, the correlation between former royal family legacy and academic performance have found low and negative for intermediate and bachelor level but positive for SLC.

Relationship (Regression)

The relationship between students' academic performance and socio-cultural variables have been observed considering average score of the student as dependent variable and ethnicity, gender, genetic characteristics and former royal family legacy as independent variable. The four regression models have been developed. The first model represent has been considered average score of SLC as dependent variable. Similarly, model two and three have been considered average score in intermediate level and bachelor level as dependent variable. All three models have been considered as independent variables; ethnicity, gender, genetic characteristics and former royal family legacy.

Table 2: Relationship between Academic performance and Socio-cultural Variables

	Constant	Ethnicity	Gender	GC	FRFL	Adjusted R^2	F - Value
Model: 1	0.819 (1.533)	0.095 (1.46)	-0.006 (-0.06)	0.095 (1.46)	0.296 (1.482)	-0.0037	0.861
Model: 2	0.547 (0.9277)	0.173 (2.313)	0.161 (1.453)	0.173 (2.313)	0.354 (1.545)	0.0302	2.162
Model: 3	1.733 (2.601)	0.0508 (0.603)	0.1082 (0.866)	0.0508 (0.603)	-0.025 (-0.087)	-0.0139	0.486

Students' academic performance has been considered as dependent variable and ethnicity, gender, genetic characteristics and former royal family legacy have been considered as independent variables at 5% level of significance.

The first model has been considered hypothesis that, H0 = there has no any significant influence of socio-cultural variable on students' academic performance of SLC. The t-value is less than 2 so, do not reject null hypothesis. This implies that the socio-cultural variables have no significant impact on students' academic performance form the evidence of SLC result. Similarly, second hypothesis was H0 = there has no significant influence of socio-cultural variable on academic performance of intermediate level. Two variables ethnicity and genetic characteristics have found significant and gender and former royal family legacy found insignificant. The third hypothesis was that H0 = there has no significant impact of socio-economic variable on students' academic performance. All the t-values have found less than 2, this implies that do not reject null hypothesis. Thus, the socio-cultural variables have no significant impact on students' academic performance of bachelor level.

Finally, the significance of socio-cultural variables has no significant impact on students' academic performance.

5. Implication

It has found that the insignificant impact of socio-cultural variables on students' academic performance. Similarly, the very low correlation between students' academic performance and socio-cultural variables. However, the performance of the student has been decreased as the level has gone up. This finding could be a milestone to chance the educational policy and pedagogy of teaching. If the socio-cultural variables have no significant impact, then why the performance has been decreased as the level gone up. This finding has been indicating that there has some deficiency in decatenation pedagogy and scoring policies. Thus, the education policy of the institution and teaching pedagogy should be upgraded.

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