

Institutional constraints and academic performance of the students in higher education: A case study of Arts and Science college students in Chennai district.

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Abstract: Higher education in India has been undergoing serious transition especially after globalization. Globalization propelled the need to provide more skilled employees with adequate competence. Thus, the higher education expansion is becoming imperative. The changing dynamics in labour market also influenced higher education system in India. Tamil Nadu hold remarkable position in higher education when compare to rest of the Country. However, some kind of lacunas in addressing the issues of socially deprived sections of the society as private institutions constitute larger proportion of colleges. The present study made an attempt to map out the issues of higher education system in Tamil Nadu within the globalized context. The study conducted with 500 students studying in Arts and science colleges located in Chennai. The study found that socio-economic conditions of the HH, incentives of the State, pedagogic procedure have largely influence the academic performance of the students especially hails from rural and socially backward communities.

Key Words : Higher education, Labour Market, Globalization, socially deprived.

1. INTRODUCTION:

India holds a noteworthy position in the universal education industry with substantial contribution. In is also note that India's higher education system is the world's third biggest in terms of pupil's enrollment, next to China and the United States. During the forthcoming year, India will be one of the prominent education hubs. India's Higher Education sector experienced the spectacular escalation in the number of Universities/University and colleges since independence despite the fact the escalation of the institutions is not adequate when compare to requirement. The active participation of private sector in higher education has seen important determinants for extreme transitions in the field. Currently over 60% of higher educational institutions located in India are owned by private sector. The number of Universities has heightened into 34 times from 20 in 1950 to 903 in 2019. Tamil Nadu has got 50 universities including deemed Universities largely governed by private, 552 engineering colleges and 1150 arts colleges. There has been constant transformation happening in Higher education system especially after the implementation of new economic policy during the time needed skillful employees so escalation of higher education institute was taken place to meet out the requirement of the industries. Furthermore, Knowledge is power. The more knowledge one has, the more empowered one is. The country's Gross Enrolment Ratio or GER in higher education has witnessed an escalation from 24.5% in 2015-16 to 25.2% in 2016-17. In addition, according to All India Higher Education Survey (AIHES) of 2016-17, Tamil Nadu has the highest GER in the country at 46.9%, which is higher than the national average. Besides, the goal of the government to heighten its contemporary gross enrolment ratio to 30 % by 2020 will too boost the growth of the distance education in India. However, access to higher education in India have been dismal proportion for the economically weaker sections as private educational institutions cost is excessive and unaffordable for them. But, with regard to Tamil Nadu enrollment ratio is far higher than the national average and also Government several schemes and progammes have enabled the socially and economically underprivileged sections of the society to get higher education despite the fact that private players play essential role. In the same line, ASSOAM reports indicated that lacunas in capabilities and skill of the aspirants seeking for job impelled to review the quality of higher education imparted to the knowledge society. Despite these challenges higher education system of India equally has lot of chances to overcome these challenges and have the competence to make its uniqueness at international level. Though, it wants greater transparency and accountability, the importance role of universities and colleges in the new millennium, and emerging scientific research on how people learn is of utmost important. India provides highly skilled people to other countries therefore; it is very easy for India to transfer our country from a developing country to a developed country. The changing dynamics interests have transformed higher education into a one among the priority sector within society, appropriate for the productive sector and proficient of leading the economic, social and human development of their corresponding societies. Recognizing fundamentals of a global higher education scenario might allow considering actions, which open up alternative visions of the future.

2. MATERIALS:

Data and source

The required data for the study have been collected from 500 pupils studying in Arts and Science colleges located in Chennai district. The samples collected from Government, Government aided and Private colleges across Chennai.

3. ANALYSIS:

Table. 1. Model Fitting

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.743(a)	0.702	0.667	3.79	1.021

- A. Predictors: (Constant) Gender, HH income, Caste, Place of domicile.
- B. Dependent Variable: Performance of students

Table. 2. ANOVA for independent variables

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	564.2	5	112.8	4.16	.002(a)
	Residual	13412.2	495	27.1		
	Total	13976.4	500			

Table. 3. Coefficients for independent variables

	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	Std. Error
Performance of the students	1.98	73.81		1.46	0.001
Gender	0.30	11.73	0.64	0.42	0.002
HH income	0.69	16.33	0.68	0.36	0.001
Caste	0.96	9.41	0.66	0.48	0.004
Place of domicile	0.99	29.64	0.86	0.30	0.001

$$\text{Performance of the students} = 1.98 + (0.64 \cdot \text{Gender}) + (0.68 \cdot \text{HH income}) + (0.66 \cdot \text{Caste}) + (0.86 \cdot \text{Place of domicile})$$

(0.002)
(0.001)

(0.04)
(0.001)

4. RESULT:

Out of the total sample nearly 60 % of the college students interviewed for the study for the study are female and 40 % are male pupils. The information pertaining to age implied that around 37.1 % of the college students interviewed for the study for the study are between 18 to 20 years followed by 31.4 % have represents from upto 18 years category and 22.9 % of the students approached for the study represents from the category between 20 years to 22 years. Almost 74.3 % are Hindu religion followed by 17.1 % represents from Christians, 8.6 % belongs to Muslims. Around 20 % belongs to (FC) followed by 48.6 % belongs to Backward Class (BC) and 17.1 % belongs to Most backward Class (MBC) 11.4 % belongs to Scheduled Caste (SC) and 2.9 % belongs to (ST). Around 31.4 % HH annual income ranges from 1 lakh to 2 lakhs followed by 31.4

% earn more than 3 lakhs and around 25.7 % get between 2 lakhs to 3 lakhs. With regard to insights on college atmosphere 5.7 % stated good teaching, 2.9 % opined amicable ambience, 8.6 % stated nice environment, 5.7 % opined feel secured and 77.1 % stated all the above. Around 42.9 % stated friends helped to finish the assignment followed by 34.3 % stated help to write down the notes and 22.9 % opined clarified the doubts. It is apparent from the empirical verification that fellow pupils have generous enough to help each other. With respect to analysis of the influence of the socio-economic conditions on academic performance, the regression outcome displays that the estimated p value is 1.586 which significantly greater than the table value 1.45 at 5 % notable level, All the predictors utilized to estimate the intensity of the various socio-economic indicators are noteworthy at $\alpha = 5\%$ levels, P- Value is greater than the table values, Hence model is noteworthy at 5% , the β value of the gender (0.64) HH income (0.68) caste (0.66) place of domicile (0.86) are greater than the table value. since the calculated value is greater than the table value the hypothesis is rejected and indicated that all the independent variables have strong influence on dependent variables at 5 % importance.

5. CONCLUSION:

Higher education in Tamil Nadu unleash significant development in labour market, enhanced the competence, skills, civilized attitude etc. The development of higher education system is the outcome of the government affirmative action, civic awareness propelled by the various social movements, philanthropic organizations constructed educational institutions and the institutional arrangements have paved way for development in higher education. However, HH income, poverty, prospective for employment opportunities have also stronger determinants of access to higher education. Despite the fact, access to higher education have supported by affirmative actions but still lacunas in implications of affirmative actions, enhancement of private institutions have inhibited the space for deprived sections of the society to obtain benefits out of the higher education system. Whatever development made through the systematic affirmative actions may be affected through obsessive involvement of private players in higher education which neither fruitful nor ensure equitable civilized society which everyone aspired for. Thus, government need to adopt the needed polices and implement the same with higher surveillance to enhance the quality of higher education with equity.

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