Research Article

Assessment of Family Income on Academic Performance of Undergraduate Students: A Case Study at the Seremban Campus

Syasya Nuraliah Mohd Shamsul Annuar[1], Norsharina Shahidan[2], and Isnewati Ab Malek[3,*]

[1] College of Computing, Informatics and Media, Universiti Teknologi MARA Cawangan Negeri Sembilan, Kampus Seremban, 70300 Malaysia; syasya.nuraliah8@gmail.com ; ORCID ID: https://orcid.org/0009-0001-8622-9724

[2] College of Computing, Informatics and Media, Universiti Teknologi MARA Cawangan Negeri Sembilan, Kampus Seremban, 70300 Malaysia; sharinashahidan1012@gmail.com ; ORCID ID: https://orcid.org/0009-0005-7648-0455

[3] College of Computing, Informatics and Media, Universiti Teknologi MARA Cawangan Negeri Sembilan, Kampus Seremban, 70300 Malaysia; isnewati@uitm.edu.my ; ORCID ID: https://orcid.org/0009-0009-7189-0497

* Correspondence: isnewati@uitm.edu.my; 019-4512306.

Abstract: *Academic success is crucial to each student's well-being and contribution to the educational institution. Students who do well at college have a better chance of transitioning to adult life and finding success in their careers and finances. Academic success affects behaviours as well as relationships with peers and family members. Hence, this study attempts to find an association between family income and the undergraduates' academic performance. The analysis revealed that most students had monthly family income ranges between RM4850 which are from B40 families with 50.79%. Aside from that, most of the undergraduate students in UiTM Seremban campus are female which requires 194 with a frequency of 50.79%. Additionally, as the p-value (0.000) is smaller than the significance level, alpha, of the chi-square test of independence, it was shown that family income was substantially correlated with academic performance, as measured by the CGPA of students at UiTM Seremban Campus.*

Keywords: Academic performance; CGPA; family income; Pearson Chi-Square.

1. INTRODUCTION

Academic performance is a gauge of a student's success across different academic disciplines. Academic performance is often evaluated by lecturers and education officials through continuous evaluation, grade point averages, and outcomes from standardised tests. An evaluation of a student's academic success is based on their cumulative grade point average (CGPA). The cumulative grade point average (CGPA) is a gauge of a student's overall academic achievement that accounts for the average of all examination grades throughout all university semesters (Ali, Jusof, Ali, Mokhtar, & Salamat, 2009). According to Cheam et al. (2021), academic performance can be divided by two, with 0 being assigned to students with CGPAs below 3.00 and 1 being assigned to students with CGPAs of 3.00 or higher.

Academic achievement is influenced by several factors, including family income. Reindolf Yao Nani Adzido (2016) found that a student's academic performance is highly impacted by their family's income. Students who live in poverty or have low family incomes often lack the resources they need to

achieve at the same levels of academic success as students who do not live in poverty (Misty and Laura, 2011). The results of the study by Fayegh, Rumaya, and Talib (2010) also indicate that the family income of high school students may have an effect on their capacity to learn. However, a further result made by Cooter et al. (2004) reveals that medical students from lower family income range categories have success both in undergraduate and postgraduate clinical studies. Mushtaq and Khan (2012) also came to the same conclusion that there was no statistically significant correlation between parental income level and student academic achievement.

Therefore, the purpose of this study was to assess the association between family income and students' academic performance. This study only focused on students who are currently studying in UiTM Negeri Sembilan, Seremban Campus for session 1 2022/2023.

2. METHOD & MATERIAL

5203 students of all genders, academic disciplines, and levels of study made up the population that Academic Affairs provided. Based on that demography, Krejcie and Morgan (1970) recommended a sample size of 382 responses from undergraduate students at the Campus. An online survey was used to collect the data for this study.

3. FINDINGS

This study examined the association between family income and students' academic performance on the UiTM Seremban campus. In total, 382 people participated in this survey. An analysis of gender and monthly family income for undergraduate students at the UiTM Seremban campus is presented in Table 1.

Table 1. Crosstabulation of gender and family income of students

	Family Income (RM)			**Total**
	B40	M40	T20	
Male	101	75	18	194
Female	93	64	31	188
Total	194	139	49	382

A total of male students at UiTM Seremban have a monthly maximum family income of less than or equal to RM4,850, which corresponds to the description code of B40 is 101 respondents while a total of female students is reported by 93 respondents. The range of monthly family income from RM4,851 to RM10,970 is followed by a description code of M40, with a total of male students is 75 and female students is 64. Finally, a description code of T20 denotes a total of 18 male students and 31 female students monthly family income of RM10,971 and higher.

Figure 1 displays a pie chart of respondents' academic achievement among UiTM Seremban students. According to the data, 134 respondents have a current CGPA of less than 3.00, which accounts for 35% of them, while 248 respondents, or 65% of them, have a CGPA of 3.00 or above.

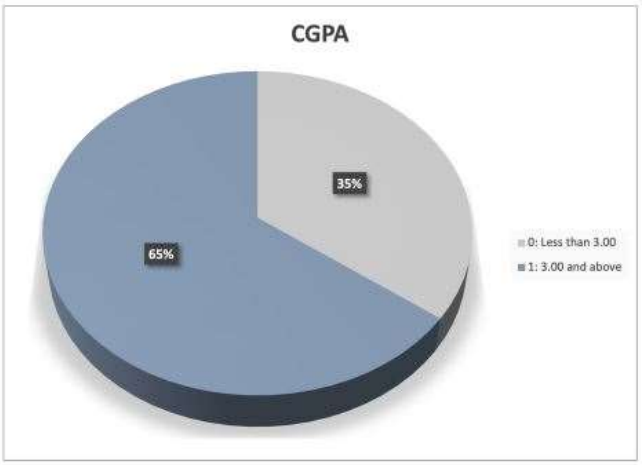

Figure 1. Percentage of academic performance

The results of the Chi-Square Test of Independence between family income and undergraduate students' academic achievement are presented in Table 2.

Table 2. Chi-Square Test of Independence

	Value	df	p-value
Pearson Chi-Square	18.419a	2	0.000

Based on the p-value of the Pearson chi-square test, the null hypothesis is rejected for no association between family income and academic performance. Since the p-value is less than 0.05, it can be concluded that there is a significant association between family income and academic performance at a 5% level of significance. This study is in line with a study by Misty & Laura (2011), students who live in poverty or originate from low-income families usually lack the resources needed to perform academically on par with their peers who do not. However, the findings of the study by Cooter et al. (2004) demonstrated that medical students from lower socioeconomic or socioeconomically disadvantaged homes excel in undergraduate and postgraduate clinical programmes.

4. CONCLUSION

Family income and undergraduate students' academic performance are significantly correlated, as evidenced by the p-value for the chi-square test of independence was less than the alpha value, 0.05. The results of this study may be different for other campuses because it only examined the Seremban campus. On a larger campus, several factors could be present that have an impact on undergraduate students' academic success. In a future study, it is advised that the researchers include additional factors that influence students' academic achievement, such as their mother's or father's educational background.

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