

FACTORS INFLUENCING ACADEMIC PERFORMANCE OF
MALE MANAGEMENT UNDERGRADUATES
WITH SPECIAL REFERANCE TO THE SABARAGAMUWA
UNIVERSITY OF SRI LANKA

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A Thesis Submitted to the Faculty of Management Studies, Sabaragamuwa University
of Sri Lanka in Partial Fulfilment of the Requirements for the Honours Degree of
Bachelor of Science in Marketing Management

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ABSTRACT

The education plays an immense role in finetuning the human beings in all over the world. But there is an adverse trend is blooming when considering the future trends relating to the academic performances of undergraduates. Female undergraduates are outperforming their male counterparts leads to increment of performance gap between the two gender. The researcher was induced by the problem which relating to lower performance of the male undergraduates in the universities.

In order to standing with above problem, this study was conducted for identifying the factors that influence on male management undergraduates in SUSL. There were seven independent variables were employed as time management, attendance on lectures, peer influence, English knowledge, learning strategies, academic motivation and self-determination. The sample of the study was 297 students who are representing the 75% from the population. Since the population is known stratified simple random sampling technique was used under the probability sampling method. Hypothesis was tested to identifying the factors that influencing on academic performance of male management undergraduates. The results revealed that lecture attendance, peer influence, English knowledge, learning strategies and academic motivation has a positive impact on the academic performance of male management undergraduates in SUSL while time management is not a significance factor and self-determination describe the negative impact.

As for the main beneficiaries, directly finding of the study would assist for male management undergraduates in SUSL, in order to obtain high level of academic performances. Not only that relevant authorities able to get the understanding of the factors that influence on the students and convenience to get the decisions relating to the academic performance. Not only that this study would slightly contribute for the world issue to balance the performance differences among the two gender. For the wide generalizability, future researchers have great opportunity to find out the more factors that are relevant to the academic performance of male undergraduates in different contexts.

Keywords: Academic performance, lecture attendance, English knowledge, learning strategies.

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LIST OF ABBREVIATIONS

AP	- Academic Performance
GPA	- Grade Point average
UGC	- University Grants Commission
SUSL	- Sabaragamuwa University of Sri Lanka
AL	- Advanced Level
MGT	- Management

CHAPTER ONE

INTRODUCTION

1.1 Introduction

The purpose of this chapter is to provide a brief understanding on entire research study. In the beginning of the study convey the information about the background of the study, research problem, research questions, research objectives and hypotheses. Next gives an understanding on the significance of the study, limitations of the research, and the chapter organization.

1.2 Background of the Study

In the world education is a one of the most powerful weapons that can enhance the quality of human lives. Education lays the golden foundation for the successful future for people as well as the society. It is acting as a linking bridge between the people and employment which provides the great opportunity to become a productive person to the society. Education plays a vital role in human lives providing with better earning for themselves and contributing to the economy. Fernando (2017) emphasized that education is the most powerful path in acquiring knowledge, skills and nurturing positive attitudes, not only that proper educational level enhances productivity of any country as well as university education enhances the human capital of the country. Similarly, according to Sriyalatha (2016), there are three main mechanisms for building human capital such as experience, training and education among them education being the key for most individuals and it is empowering the acquisition of new skills and knowledge that ultimately increase productivity of the country. By referring a lot of researches, most of researchers stressed that the significant importance of education to the success

of economy. In order to approve that Alfian & Othman (2005) detailed that students are products of universities and upon graduation; they become the source of manpower for developing the country's economy. A 2010 review by Saxtion emphasized education is a "Public good" and it provides benefits to the society as well as the individuals (as cited in Sriyalatha, 2016).

Considering the significant importance of the education it is necessary to analyse the quality of the output of the universities. Hence better to start from observation regarding the entrance process of Sri Lankan universities, Fernando (2017) mentioned that the selection of students to state universities in Sri Lanka is highly competitive therefore students with a higher Z-score at the Advance Levels of the General Certificate Examination (G.C.E A/L) are qualified for a placement at a state university. In order to that based on GCE (A/L) examination results, about 15% of students, who are with the minimum qualification for university entrance grant, are admitted to 15 state universities by University Grants Commission (UGC), which is the governing body of state universities (Thayamathy, Elango&Karunarathna, 2018).The researcher able to conclude that the state universities are comprised with best of the best outcome of General Certificate Examination (G.C.E A/L).

Academic performance can be identified as a sign of quality outcome of university products. According to Sriyalatha (2016) academic achievement plays an essential role in producing the highest quality graduates and they will become dominant leaders and manpower for the country, not only that but also, they become key responsible persons of the country's economic and social development. In parallel to that Rowtho, (2018) explained the students' academic performance is measured by the Grade Point Average (GPA) which is a familiar measure of student performance that is commonly used in colleges, high schools and universities.

Because of the high validity of student academic performance, most of the researchers have interested in determining the factors that affect to academic performance of undergraduates. Sriyalatha(2016) emphasized many research studies have received considerable attention in identifying and understanding the variables that contribute to academic performance of the students. In global context there are significant numbers of researches that explored the different kinds of determinants of undergraduates that

affect to their academic performances. Findings of the studies are varying from area to area (rural to urban), region to region and countries to country as well as some students academically perform much better than others even in the same context (Panchadcharam & Karunarathna, 2018). As well as there may be significant differences in academic performance among the students in the same university. Some students are lower performing than other students and lower level of students' performance or higher level of failure rates may result in unacceptable levels of attrition, reduced number of graduates and increased cost of education (Crosnoe, 2004). That caused declines admission opportunities for students who are seeking higher degrees (Farooq, 2011). According to above factors and discussion it is not only affected to one side, but also inherent bad effect for different sides. According to Aturupane, Ebenezer & Shojo (2018) students' performance in universities should be a concern not only to the academics and educators, but also to corporations which are often said to be the "end user" in the supply chain of graduates for the labour market.

A trend which is gender gap in education performance is becoming unacceptable issue in worldwide (Ullah and Ullah, 2019). The gender gap is linked not only to differences in the number of students for each gender, but also to a distinctive difference in academic performance between the gender (Aturupane, Ebenezer & Shojo, 2019). Considering the academic performance of undergraduate's, female students are well performing academically than the male counterparts (Alanzi, 2018). GPA of female students is higher than that of male students as well as the difference between GPA of female students and GPA of male students is reasonably high (Thayamathy et al., 2018). Gender differences and the gender gap in education have become a critical issue around the world (Counter, Khurshid, Jalal, Castillo, White, Otero & Nicolaou, 2020). Still there is no country which has addressed the critical issue in academic performance differences between men and women in universities (Moldes, Biton, Gonzaga & Moneva, 2019). The academic performance differences between the genders have become a hot topic for investigation because it is an emergence trend in almost all universities of the world. Logical discussion arises a question that the academic performance differences among two groups that referring gender of student who are studying at the same university. When it comes to the developing countries, the gender difference trend in academic performance is growing considerably than developed

countries (Sutherland,2018). Considering the Sri Lankan context same trend is growing as the world (Sarma, Licht & Kalugalagedera, 2018)

According to Weerakkody & Ediriweera (2016) and Orendain & Djalante, (2020) there are limited number of researches conducted on management studies for state universities in Sri Lanka. Among them there was only one research (Rasika,2017) conducted on factors affecting academic performance of management undergraduates in SUSL. Not only that considering the academic performance among the male and female students in SUSL shows the same world trend which is male students' performances are less than their female counterparts. Further according to program review report done by the quality assurance unite of University Grants Commission in 2018 all the degree program of the Faculty of Management Studies of SUSL is recorded more than 80% for the grading of overall performances and accredited as an "A" graded faculty. Not only that according to the UGC they admitted students to the universities in a systematic way. Most of the time students with same range results for Advanced Level examination are admitted to the same particular universities by referring their Z-score values. Not only, the university and academic environment, infrastructure facilities, teaching techniques, mode of assessments and other external facilities are same to the both groups in SUSL. Because of those differences among the academic performance among the male and female the researcher is willing to explore the factors that effect on academic performance of male Management Undergraduates in SUSL. A 2010 review by Fogarty and Goldwater stated that whether one gender outperforms the other is a question that has remained open in the literature, primarily because measures have been confounded by rewards for effort (as cited in Alanzi,2018).

1.3 Research Problem

Explanation covers the two gaps remaining in the literature and empirical studies. The researcher has derived the problem statement as **“What are the factors affecting on academic performance of male management undergraduates of Sabaragamuwa University of Sri Lanka”**.

Considering the past literature have identified thousands of factors that impact on AP of undergraduates in globe, Malaysia (Badiozaman, Leong & Jikus, 2019), UK (Ineson, 2013), Nigeria (Oladokun, 2017), UAE (Yousef, 2018), Nigeria (Ebenuwa-Okoh, 2010). But territory to territory, country to country, region to region, university to university those factors might be differ based on cultural differences, development of technology, literacy rates, fields of academic (science, mathematics, technical, art, management...etc.) and climate so on (Cheesman & Raychaudhury, 2010). Therefore, directly those findings cannot be generalizable in a cross functional context because of diversity in findings among various countries. These differences among the cross functional culture has paved the path to explore the factors relating to academic performance for each and every country and academic institutes in order to get the better understanding of relevant factors to the particular university or country. Not only that most of the past researches conducted on factors that affect AP are based on fields of Science, engineering, Art, Nursing, Pharmacy and Psychology (Alanzi, 2018). When it comes to the Sri Lankan context there are a smaller number of researches conducted for state universities on factors affecting to academic performance of undergraduates. Among them there are few studies remaining for the field of management studies (Weerakkody & Ediriweera, 2016). In order to that there is great need to fill the gap remain in the literature by conducting a research on factors affecting undergraduates in management studies.

In the global context there are lot researches thoroughly stated that female students are outperforming than their male counterparts Australia (Watson, Handal & Maher, 2016), Romania (Bonaci, Mustat & Strouhal, 2014), (Sonnert & Fox, 2012), Malaysia (Badiozaman, Leong & Jikus, 2019). Even though most of past studies stated that the female undergraduates are better in their academic, there are less researches conducted on factors affecting on academic performance of male undergraduates Yousef (2018). Not only that considering the remaining few literature regarding the state universities

in Sri Lankan context, each and every researcher has stressed that gender is acting as an important role in determining AP among undergraduates as well as female undergraduates are leading in their AP than the male undergraduates in the same university, Eastern University (Panchadcharam & karunarathna 2018), University of Sri Jayewardenepura (Fernando, 2017), (Sriyalatha,2016), Eastern University (Priyankara&Hilal,2015), University of Kelaniya (Weerakkody & Ediriweera, 2016), University of Peradeniya (Ariyasinghe, Pallegama, 2012). But considering the Sri Lankan context no one has explored the reasons behind the lower performance of male undergraduates. Nevertheless, most of the researchers remain the question to review future researchers to explore the factors that influence on male management undergraduates under the part of future research studies. As cited in Alanzi (2018), one gender outperforms the other is a question that has remained open in the literature and it is needed to remove the aberration in AP among the students by researchers. Not only that, more foreign and Sri Lankan researchers have stressed regarding the outperformance of female than male undergraduates in same university. But there are handful research studies conducted on factors affecting to academic performance of male management undergraduates in Sri Lanka. Since factors affecting academic performance of male management undergraduate in Sri Lanka is untouched research area which opens for researchers to explore.

Female students are outperforming than male students is an emerging trend in the world (LMD,2020). When it comes to the Sri Lanka, according to (Daily News,2019) educational performance gap between genders, is a blooming trend as in the world. When analysing the past performance of management undergraduates in SUSL the above mention trend is numerically shows. Following tables are expressed accumulated GPA outcome of Management Undergraduates in SUSL. And Tables 1.1 showing the most of the highest performance are acquired by female undergraduates. And most of the male undergraduates earned general pass as their outcome. Though every input is same to the both parties but lower performance of male undergraduates is arising a question to explore for the researchers.

Table 1. 1 Final results of Management undergraduates (number of students)

Year	1st Class		2nd Upper		2nd Lower		Pass	
	Male	Female	Male	Female	Male	Female	Male	Female
2015	0	4	2	8	26	102	84	61
2016	1	4	5	17	27	96	87	65
2017	0	3	2	25	32	121	79	53
2018	0	7	1	28	11	118	69	43

Source: (Examination Branch, SUSL, 2018)

Above Table 1.1 express that good performance are earned by female students in the Faculty of Management Studies in past four years (2015,2016,2017 and 2018).

Table 1. 2 Percentage wise male students' contribution to the final results

Year	Male 1st Class Percentage	Male 2nd Upper Percentage	Male 2nd Lower Percentage	Male General P
2015	0.00%	1.79%		
2016	0.83%	4.		
2017	0.00%			
2018				

Source: (Examination branch, SUSL, 2018)

Table 1.2 clearly shows male students' distribution to the classes in the examination. Very lower level of contribution by male to the higher grades. Averagely three out of four from the total number of male students obtained general passes at the end.

According to census and statistics department,2018, 60% of students enrolling in universities were female, and 68.5% of those graduating was female too. Then the researcher able to conclude that pass out rate is high in female undergraduates than the male students considering the enrolment rates. The deficit in male students' percentage might be drop out or batch missing. Past studies revealed that less performances or inability to cope with studies may directly impact on the dropout rates and batch missing rates in universities. Then the ratio among gender is not a significant character assessing the performance of undergraduates. Considering the social theory that posits that the proportion in which the gender (minority and majority) is not impact on the academic performance of one gender (Sonnert & Fox,2012).

Not only that by analysing the reports of UGC (Figure 1.1), dropout rate from the batched of male undergraduates from the universities are high than female undergraduates. Sonnert & Fox (2012) stated that GPAs differ between women and

men, and GPA was found to be a particular strong predictor of retention for women and dropout rates for men from the universities (Buchmann & DiPrete, 2006), (Aitken, 1982). But considering the literature it is only one factor that impact on dropout rate, there are number of factors might be contribute to the dropout rate.

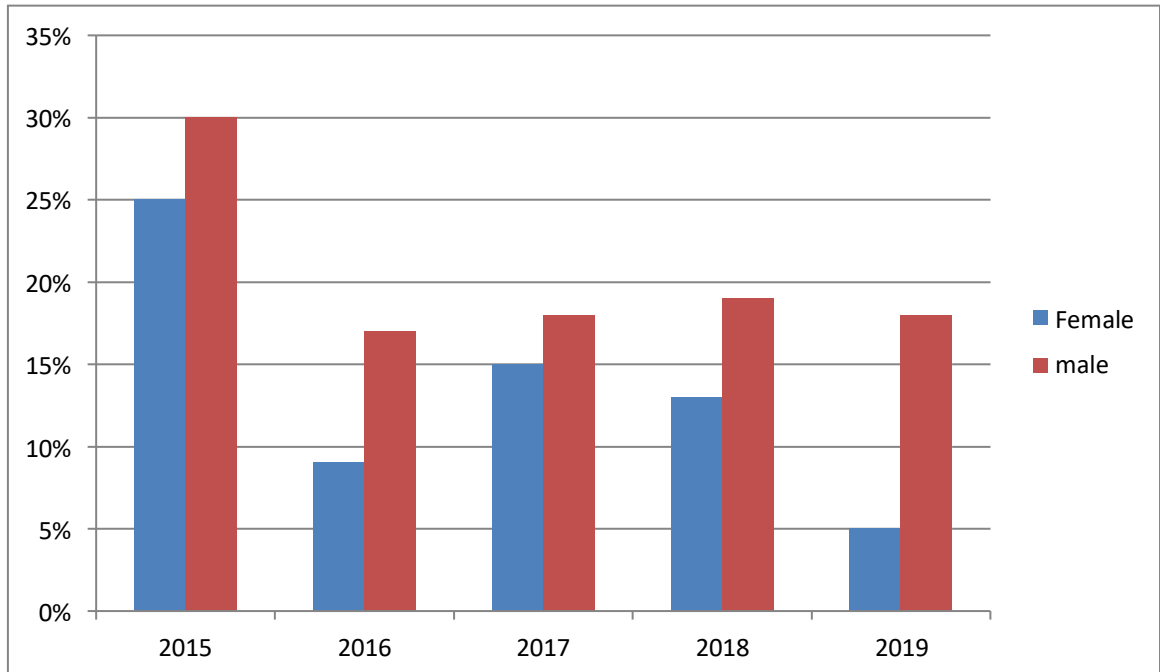


Figure 1. 1Dropout rates by gender in SUSL (MGT)

Source: (Sri Lanka University Statistics, UGC 2019)

Above Figure 1.1 shows the statistics that regarding the male and female undergraduates dropout rates by the percentage of MGT faculty in SUSL. In the figure, horizontal axis is representing the year of the students who graduated for the particular years and bars are indicated the percentages of students drop out from the university by male and female. From the 2015 graduated batch 30% of male students, from total number of male students were not participated for the convocation with particular batch. Comparing the other figures also derive the greater percentage of male students than the female students.

If this performance gap between the gender, trend would growth it will badly impact on educational sector not only that will impact on labour market in Sri Lanka. Therefore, each and every student's performance in universities should be the main and pivotal consideration not only to the academics, educators, and administrators of higher educational institutions as an institutional issue, but also to the policy makers and development practitioners as a national issue (Fernando, 2017).

1.4 Research Questions

In order to identifying the factors that influence on academic performance of male management undergraduates in SUSL, researcher has developed research questions as follows.

1. How does time management influence on academic performance of male Management Undergraduates in SUSL?
2. How does students' attendance on lectures influence on academic performance of male Management Undergraduates in SUSL?
3. How does peer influence is impact on academic performance of male Management Undergraduates in SUSL?
4. How does English knowledge influence on academic performance of male Management Undergraduates in SUSL?
5. How does learning strategies influence on academic performance of male Management Undergraduates in SUSL?
6. How does students' academic motivation influence on academic performance of male Management Undergraduates in SUSL?
7. How does self-determination influence on academic performance of male Management Undergraduates in SUSL?

1.5 Hypothesis Development

H1: Time management has an influence on academic performance of male Management Undergraduates in SUSL

H2: Students' attendance on lectures has an influence on academic performance of male Management Undergraduates in SUSL

H3: Peer influence has an impact on academic performance of male Management Undergraduates in SUSL

H4: English knowledge has an influence on academic performance of male Management Undergraduates in SUSL

H5: Learning strategies has an influence on academic performance of male Management Undergraduates in SUSL

H6: Academic motivation has an influence on academic performance of male Management Undergraduates in SUSL

H7: Self-determination has an influence on academic performance of male Management Undergraduates in SUSL.

1.6 Research Objectives

1. To examine the influence of time management on academic performance of male Management Undergraduates in SUSL.
2. To examine the influence of students' attendance on lectures on academic performance of male Management Undergraduates in SUSL.
3. To examine the peer influence is impact on academic performance of male Management Undergraduates in SUSL.
4. To examine the influence of English knowledge on academic performance of male Management Undergraduates in SUSL.
5. To examine the influence of learning strategies on academic performance of male Management Undergraduates in USSL.
6. To examine the influence of students' Self-motivation on academic performance of male Management Undergraduates in SUSL.
7. To examine the influence of self-determination on academic performance of male Management Undergraduates in SUSL.

1.7 Significance of the Study

Considering the academic significance of the study would contribute to the literature deficit regarding identifying determinants that impact on the academic performance of male management undergraduates would be filling by this study. When it comes to the practical significance of the study would stand for the main beneficiaries of this research are male management undergraduates of the Faculty of Management Studies. Through this research convenient to understand the most influential factors that effect on performance of male management undergraduates among time management, students' attendance on lectures, peer influence, English knowledge, learning strategies, Self-motivation, Self-determination. Therefore, study would be contributed to improve the productivity of male management undergraduates's AP.

Not only that considering recruitment qualification for particular jobs, GPA consider as one requirement indicator (some job vacancies are only open for the students with classes) and it inherent disadvantage for most male undergraduates. But finding of this research would significantly contribute to the increment of academic performance of male management undergraduates. By applying the different tactics based on the findings will help to remove the differences in AP and it will link with an individual's

well-being and opportunities for better living standards without any gender unbalance in labour market. Not only that Policymakers and development practitioners of the faculty would also benefit from this research, as they could ensure that limited public resources are used effectively and efficiently.

1.8 Limitations of the Study

When studying the literature, it is clear that academic performance influence by several other factors. But reviewing the past literature this research considers the most influential factors would effect on male undergraduates' academic performance. Since this study focuses only on seven selected factors such as time management, students' attendance on lectures, peer influence, English knowledge, learning strategies, Self-motivation, Self-determination. It is a limitation and future researchers able to conduct future studies by considering the impact of other factors on academic performance of students.

And factors that are influencing academic performance may be different from city to city or territory to territory. Hence, findings of this study cannot be generalized for all the areas in Sri Lanka factors that effect on academic performance will be differ from subject area to area, faculty to faculty and university to university. From the findings of this research unable to generalizes for other courses, faculties and universities. The sample has been limited only to male management undergraduates of SUSL. It may limit the generalizability of the research to the whole university and university system in the country. Future researchers would focus on cover the all the faculty within the university and universities within the country. Further primary data gathered using a structured questionnaire and it would limit the responses of the students.

1.9 Chapter organization

Chapter one conveys the details on background of the study and highlighted the problem to be addressed through the study. Standing on that base generated research questions, hypotheses and objectives are presented. At the bottom of the chapter provides brief significance and limitations of the study.

Chapter two consists with the literature for entire research study. And relevant theories are discussed not only that dependent and independents variables are explain through the Past literature.

Chapter three provides all the information about the methodology of the study. Such as conceptualization, operationalization, research philosophy, research approach, research

design, sample design, method of data collection, methodological limitations, methods for data analysis and time frame for the study.

Chapter four gives an idea about the analysis of data which has been collected by the researcher and discussion about the gathered data.

Chapter four contains with conclusion for the findings of the study, theoretical and managerial implications and directions for the future researchers.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Through this chapter the researcher provides a broad understanding about the factors determining the AP of undergraduates by getting the use of past studies literature which are highly recommended sources in worldwide such as Emerald insight, Wiley online, Science direct (Elsevier), sage publication, Taylor & Francis...etc. Predictor variable and other independent variables are described based on the theoretical background and relevant concepts under this session using previous studies.

2.2. Theoretical Background

In-depth study of literature regarding the academic performance clearly shows some theories that some researchers have used in their studies. In 1981, Walberg has introduced a theory of educational productivity and other most of the theories have been derived from this study. Considering the relationship between education and economic productivity, it is highly desirable that student educational achievement be as high as possible. For the purpose of increase the students' educational attainment, Welberg, 1981 introduced nine factor model of educational productivity (Fraser, Walberg, Welch & hatie, 1987). Considering the past literature most of the factors that are effect on academic performance of undergraduates are derived from the theory of educational productivity. Motivational System Theory, Implicit theories of intelligence are extended theories from Walberg's theory.

2.2.1 Theory of Educational Productivity (TEP)

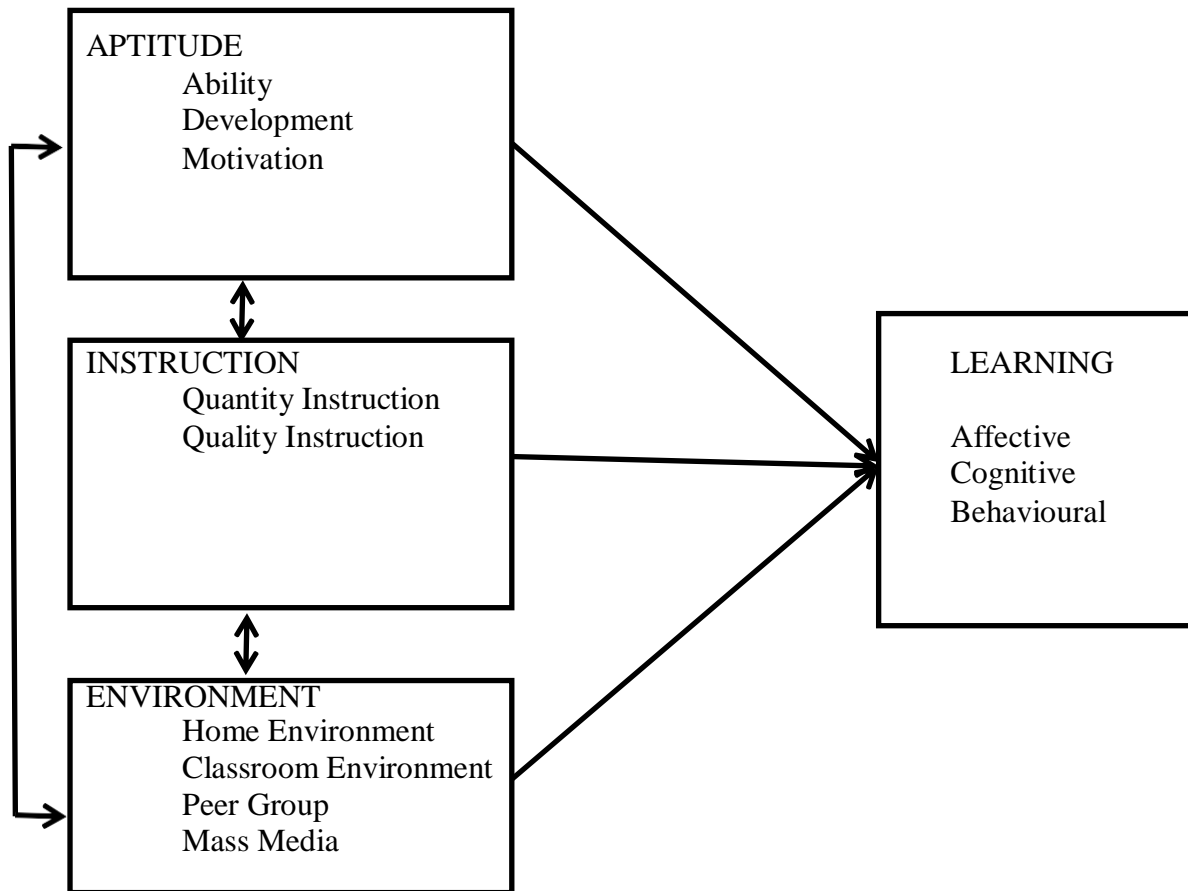


Figure 2. 1 Theory of Educational Productivity
Source: (Fraser, welberg , Welche & Hatiie, 1987)

In the Beginning of this research area, most of the researchers are emphasized only on psychological factors that are influence on academic performance of students. But after, various researchers expand the factors that impact on with different items. Through this theory of Welberg has mainly introduced aptitude, instruction and environment which are influenced on students' learning. Those variables are accounted for broad meanings that influencing on academic performance of students. Under above main three variables he has introduced another nine factors that directly influence on performance of students. According to Fraser, welberg , Welche & Hatiie, 1987 these nine factors are potent, consistent, and widely generalizable.

Under the students' aptitude variable ability, development and motivation cover the vast range of indicators that are considerably impact on success on students' academic life. Ability explains the prior achievement and knowledge acquired by students such

as language ability and other relevant subjects' knowledge in order to help increase the students' performance.

Development expressed as chronological age or stage of maturation of students. Motivation or self-concept is indicated by personality tests or the student's willingness to persevere intensively on learning tasks. Under the instruction variable quantity of instruction explain the amount time engage in learning. Quality of instruction includes psychological and curricular aspects such as their level of determination to achieve their academic goals. Considering the environment variable which is also derive a broad meaning to the academic achievements. Home environment explain the way of family background impact on the students' learning. Classroom environment express the physical and psychological environment in classroom and how the class attendance impact on increase the level of performance of undergraduates. Nine factor of Welberg theory, peer group influence for the academic performance determination explain how the peers of students' contribute their academic achievements as well as failures (Fraser, welberg , Welche & Hatiie, 1987). Most of the studies relating to academic performance are used the welberges' theory and changes done based on their situations of academic environment and research problem.

Based on the above theory there are number of researchers done researches on undergraduates' academic performance. Factors that are influence on academic performance can be vary from one situation to another situation based on the country, region, and university, even as per the course. According to the current study the researcher has explored the past literature and adopted conceptual frame work relating to particular research problem and research scope. The framework has been originated through the framework from determinants of academic performance of undergraduates of Fernando, 2017.

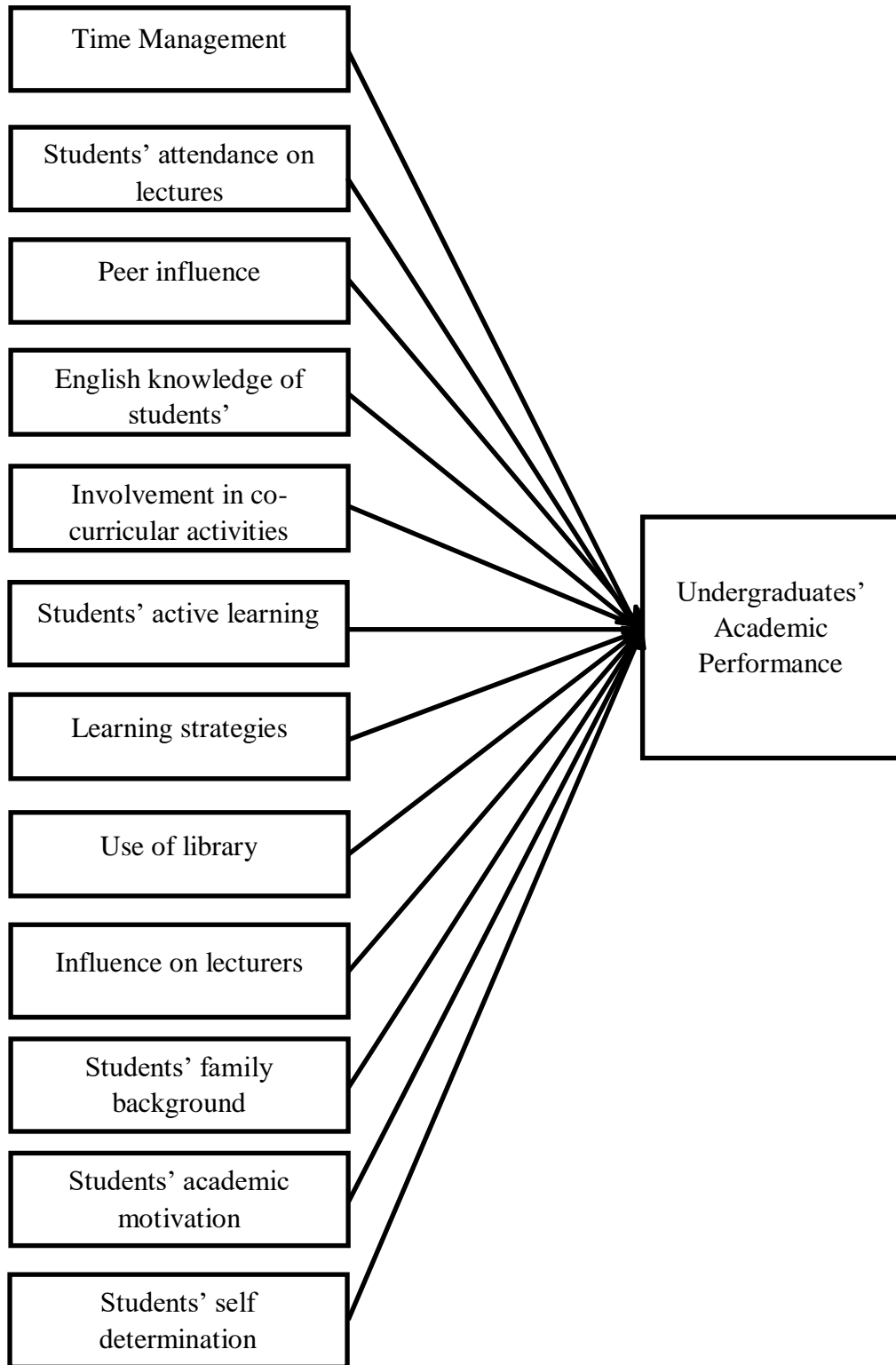


Figure 2. 2 Theoretical Framework
Source: (Fernando, 2017)

There were several factors considered by Fernando, 2017 such as time management, attendance on lectures, peer influence, English knowledge, students' active learning, learning strategies, use of library, influence of lectures, involvement in co-curricular activities, students' family background, students' academic motivation and students' self-determination.

For the current study researcher has adopted most relevant factors for the study such as time management, attendance on lectures, peer influence, English knowledge, learning strategies, academic motivation and self-determination.

Students' active learning is voluntarily asking questions, answer for the lectures' questions and participates for the volunteer presentations in class room. Those active learning opportunities are same for the both male and female students without any bias for one party (Freeman, Eddy, McDonough, Smith, Okoroafor, Jordta & Wenderoth, 2014). Then the marks for the sudden presentation and active learning opportunities are served equal for both parties without any condition. Further in Sri Lankan all most all the studies revealed that students' active learning is not a significance factor for increasing the examination results in state universities. Because of those factors the researcher had to ignore active learning as a variable for the current study. Not only that, most of the recent studies are revealed the utilization of library facility is getting low by the development of new technologies. Most of the library reference books are available on e-versions. Hence the impact of library facility on academic performance is degreasing with the increment of information on the internet (Shrestha, 2018). Therefore, researcher did not consider on library utilization in the study. Considering the influence of lecturers on academic performance of university students is most relevant topic in accounting academic performance of students (Yousef, 2017) but current study is conducting only for the male undergraduate's performance in undergraduate level. Hence this factor is no longer considerable indicators because lectures are doing their teaching for both male and female students at once without any discrimination based on gender (Ayodele, Oladokun, Gbadegesin, 2016). Then the current study is not using the influence of lecturers on academic performance as a determinant of the study. Family background is uncontrollable indicator for both female and male parties' academic performances in undergraduates' level (Schmuck, 2011).

Then there is no point in considering the family background when accounting the factors that influence on academic performance only for male undergraduates. Most of past studies revealed that co-curricular activities are positively correlated with academic performance of undergraduates' level (Morianana, Alós, Alcalá, Pino, Herruzo, Ruiz,2006). Not only male students & female students also contribute to the extra activities in universities without any difference (Worrell,2008). It is not about participation to extra activities all about the ability of manage the time for the studies (Steel, Ferrari, 2012). Researcher had to ignore the participation in extra activities because the researcher has employed the time management as a variable. Majority of studies revealed the positive impact of participating extra activities for the students is high. Based on the past literature the researcher has not considered above factors for the current study. The adopted conceptual frame work would presented through the chapter three.

2.3 Academic Performance and Grade Point Average (GPA)

Rowtho (2018) stated that the earliest publication, researches on Academic Performance area date from the beginning of the last century, and still this area is active to explore for new researchers. In higher education GPA consider as the strongest predictive factor of students' performance in different courses in worldwide Yousef (2017). Numerous studies have examined predictors of academic performance, Webb and Spearman (1915) proposed factor general intelligence as contributing factor to academic ability. In 1932, Flemming suggested personality and emotions impact on AP. Most of earliest studies revealed only regarding the psychological factors on performance. But by the time passing researches have revealed personal, environmental, economic, social factors are contributing to determining academic performance of undergraduates.

Academic Performance refers to how students deal with their studies and how they are cope with or accomplish different tasks given to them by their teachers (Banquil et al., 2009). Many researchers are trying to reveal the determinants of undergraduates' success on examination using a measure as the Grade Point Average (GPA). Different researchers are found out different findings through their studies on academic performance of undergraduates. Alfani & Othman (2005) conducted a research to understand students' performance in relation to the University of Malaysia and found that knowledge prior to entering the University such as Economics, Mathematics, and Accounting is crucial in assessing students in understanding courses in both Business

and Accounting programs. In that research also he revealed that the female students performed better than the male students.

Economists are interested in academic performance due to the expected impact on future equality of income and the external economic effect measured by society's productivity (Hojo, 2012). Examines what is responsible for different academic achievements by examining the socio-economic status of households that can help policymakers tackle social inequality indirectly in the long term. Academic productivity at exams are measured by the student's grade point in relation to the total points, a reasonably objective measure of student "job performance" provided by the advisor based on performance tests (Hysenbegasi, Hass & Rowland, 2005).

According to the Oladokun & Ayodele(2016) the actual performance of graduates in the industry directly related by academic achievements while they studying in the university. Hence academic performance is importance not only to the university whole economic status can be affected by the level of performance of undergraduates.

Factors that are effect on academic performances might be differ from faculty to faculty, university to university depending on the learning disciplines and environment. But in the same faculty performance differences between two genders are not generalizable because studies have been taken place in the same context. Then there is great need to explore the factors that effect on performance of low performing students. According to previous studies there are thousands of factors have been considered. Performances of undergraduates at Faculty of Science of Eastern University depend on gender, stream of study and proficiency in mother language and English language. According to Thayamathy et al (2018) that academic performances depend on gender and stream of study, there is no way to improve performances based on these two factors, because changing gender or stream of study is not possible. Hence need to find out reasons considering gender or subject areas are essential. Through this research study the researcher tries to find out factors that are effect on male management undergraduates because their performance is considerably lower than female students.

2.4 Time Management

Time is a priceless source and it is the only resource that cannot be changed, that cannot be restored after exhaustion, and that is fully used at the discretion of the owner. Nobody can control the movement of time but can be manage how to use it. All material and human resources that organizations have at their disposal can be improved or changed over time. However, the only the asset that cannot be exchanged, purchase, or

stored is time itself (Nasrullah & Khan, 2015). Even in the academic achievements, time management is playing a vital role in students' lives in order to achieving their academic goals. In most of past studies emphasized that the importance of time management for undergraduates to obtain their academic success.

Time management practices have been the research interests of educational researchers over time (Britton & Tesser, 1991; Olowookere, Alao, Odukoya, Adekeye & Agbude, 2015). Time management is made up of principles, practices, skills, tools, and systems that work together to make the most of students' time and improve the quality of their life (Aduke, 2015). Time management practices have been proven to be some of the top indicators toward achieving a high level of academic success and performance (Nasrullah & Khan, 2015). When it comes to the higher education time is very essential to success in academic performance, because in secondary education, there was the kind of learning that includes an explanation of everything. But, when students enter university, they find out that what they learn is a lecture, that only includes superficial information and the rest is their job to know about and explore further (Britton & Tesser, 2001). Time management is extremely important, especially for university students, as it boost their grades and enhances their productivity (Laurie & Hellsten, 2002, Britton & Tesser, 1991, Sevari & Kandy 2011).

Procrastination has become one of the most studied topics because of its adverse effects on the students' academic performance. The general tendency to delay academic tasks was conceived as academic procrastination in academic setting. Academic procrastination defined by Rothblum, Solomon and Murakami (1986), as a *"tendency to delay academic assignments to the point of experiencing anxiety associated with it."* Procrastination occurs because lack of time management and it is directly impact on the good academic outcomes. Past studies revealed how gender is moderate the time management ability among male and female. Male students are greater risk for procrastination (Balkis & Duru, 2009, Steel & Ferrari, 2013). Male students reported higher levels of academic procrastination, and lower level of academic performance and satisfaction with academic life than female counterparts (Balkis & Duru 2017). Those findings are revealed that the necessity of time management for the male counterparts in their academic life.

2.5 Students' attendance on lectures

Lecture attendance considered by many researchers in their research as a predictor of academic performance of undergraduates. Considering most of findings have revealed that the lecture attendance has a significance impact on performance of university students. According to their research findings there is a good relationship between students' attendance to lectures and examination performance. In psychological explanation about examination performance, considerably pay attention to visual availability to the lectures is an important factor. Past studies have stated that lecture attendance is an important determinant of academic achievement in universities Schmidt (1983), Romer (1993), Martins and Walker (2006) and Arulampalam et al. (2012). Not only to the performance, Rowtho, 2018 present in their findings as students who withdrew from their programs usually had a higher-than-average absenteeism rate. Then the dropout rate also is affected by the rate of absenteeism of undergraduate to the lectures.

Based on the past studies such as Thayamathy et al, 2018 (Devadoss, 1996) (Durdan, 1995) (Park & Kerr, 1990) (Schmidt, 1983) (Sattyanuwat, 2015) mentioned that students who attend classes perform highly compared to those who missed classes. A review of the literature revealed that academic performance is closely related to attendance. The variables examined and reported in the literature vary widely from intelligence to personality to absenteeism. Some predictors are enough consistent, but others behave differently with different parameters. For example intelligence has a positive effect on the GPA neuroticism or absenteeism score in most cases this would adversely affect academic results (Rowtho, 2018). According to (Collett et al., 2007; Stanca 2006; Chow 2003, Rodgers, 2011; Durden& Ellis, 1995 (cited in Ali, Jusoff, Ali, Mokhtar, &Salamat, 2009) there is a relationship between the improved class attendance and improved Grade Point Average.

During the period, class attendance was recorded through sign in sheets passed around to the student in every lecture. Performance evaluation (quizzes and continuous assessment) was done throughout the semester and this kind of sudden evaluations would highly contribute to the final GPA of the students. Those who missed the class unable to participate to the sudden evaluation would have considerable effect on their GPA. In some cases, students were not even allowed to sit final exams unless they met the minimum eligibility attendance criteria during the study period (Moore,2006). Not only that fernando, 2017 mentioned that Attendance at lessons improves learning; on

average, the students who made the best of the class participation received the best marks even though they did not receive points for attending the lesson.

2.6 Peer Influence

Peer groups are one of the most influential social forces affecting behaviour of human (Misanya, 2013). Because peers are play an important role in the social and emotional development of adolescents and influence to their attitudes more than other social groups (Allen, McGarland, & Elhaney, 2005). Most of the past literature emphasized the impact of peers can be occurred in different ways on students' lives. The influence of the peer group is important in a social context as it plays an important role in society and in determining academic performance (Chen, 2008).

Stickily unable to state that the peer influence is negatively affect or positively impact on students' academic performance (Ezzarrooki, 2016). According to De Guzman, 2007 Peer influence can be both negative and positive although most people tend to think that peer influence leads teens to engage in unhealthy, illegal and unsafe behaviours, but it can actually motivate youth to study harder in academically, volunteer for community and social services, and participate in sports and other productive endeavours. Hence the influence of peers on academic performance is gradually becoming more dominant. In one side Students interactions with peers could help enhance their capability and increase their academic performance in universities because they can seek help from their peers that could serve as a motivation than working alone (Sotinis, Messervey, & Kusumakar, 2000). But on the other hand, it may inversely impact on students' lives. The student working with peers who are not motivated by learning has an academic negative impact, meaning that negative peer influence can lead to poor academic performance (Roshan, 2019).

Most of the times male students are having high level of peer association than the female students. They tend to believe on their peers without any conditions than female students. Hence peer influence is highly considerable factor in determining academic performance of male undergraduates than their opposite gender. Some researchers stressed that considerable percentage of impact of peer influence positively correlated with female students. And they are adding benefits to their academic life from their peer groups positively than the male students.

2.7 English Knowledge of students

Sri Lanka has inherited two important traditions of higher education. One goes to facilities created by the Buddhist Sangha and the other to higher education facilities derived from the British tradition (Fernando,2017). University education in Sri Lanka was exclusively in English with obvious restrictions for those studying in Sinhala and Tamil. Some universities in some countries in the world require their university students to learn English due to many pragmatic problems. In Sri Lanka, students are confronted with a new academic environment in which all academic activities such as lecturers, practical sessions, presentations and seminars are carried out in English and Those who are fluent in English, perform better academically during the graduation period (Thayamathy et al,2018).

According to a study done by Harb & El-Shaarawi (2006) students' ability in English was the most influential factor that affects Students' performance in United Arab Emirates Universities. Considering the researches done in other countries most of researchers revealed that the impact of English as learning language to the performance of students (Fernando,2017). Over the past few decades, English has become a language of communication and teaching in universities around the world (Chen and Kraklow, 2015). The driving force behind this development is not only to attract more international students, but also to prepare local students for global markets and promote the institution's profile (Badiozaman, Leong &Jikus (2019)

2.8 Learning strategies

Numerous studies show the connection between the learning and learning strategies of students and their academic performance (Yip, 2013:, Sungur, & Tekkaya, 2010). According to Yip, 2013 learning strategies conclude with wide variety of behaviours and learning activities such as note-taking, organizing information, scheduling, the ability to concentrate, personal motivation, and ways of mentally storing information (Minnaert & Janssen, 1992; Weinstein, 1988). In 1988, Tessmer and Jonassen said that *“learning strategies represent a learner-controlled method for processing and recalling of knowledge from instruction and instructional materials”* as cited in Ghazvini & Khajehpour,2011. There were marked differences in the learning and learning strategies of students with high academic achievement compared to those with low academic achievement (Yip, 2013). Learning strategies are directly influence on

students' academic performance in undergraduate level. A good combination of learning and learning strategies is synonymous with high academic performance of students (Zoysa, Chandrakumara & Rudkin, 2014).

Different individuals are possessing different learning strategies in their studies as well as considering the gender different in selecting learning strategies may two different according to past studies. Psychologically students' choices among the learning strategies are diverse based on their gender effect. Most of present studies have revealed that female students are outperforming than their male counterparts in universities. Hence researchers are exploring the how learning strategies are important in achieving good grades in their academic lives. And they could find learning strategies are positively impact on changing the performance of undergraduates. According to Ghazvini & Khajehpour (2011) shows that boys use less significant learning strategies than girls. Because of their greater use of learning strategies are obtaining better results to them in examinations than male students.

2.9 Students' Academic-Motivation

Past literature has revealed the academic motivation is play a key determinant of academic performance and achievements. (Green, Nelson, Martin, & Marsh, 2006; Linnenbrink & Pintrich, 2002). Motivation is always in line with the psychological factors that are relevant to interest of the studies and filed of learning. Academic motivation can simply define as the factors that are impact a person to attend the lectures (Hakan & Münire, 2014). Researchers have been proposing several conceptual perspectives in order to obtain better understanding of academic motivation. (Marsh, Craven, Hinkley, & Debus, 2003; Middleton & Tolum, 1999)

One of the well-established theories of motivation and other theories contributed to build up the academic motivations of the students in undergraduates' level. Simply motivation is arising the "why" question behaviour. Certainly, motivation is relevant to different results such as curiosity, persistence, learning, and performance. Standing the light up importance of these consequences for the sector of education deliver great opportunity for researchers to explore.

Normally motivated students are investing their time in their course to achieve the higher grades and it is general agreement that motivation is highly beneficial in learning for the best achievements. In generally motivated students are best leaders for the peers in achieving academic objectives in undergraduates' level. Successful university learning can be construct through student's motivation is explained many psychologists and educators in their studies. Not only that attitude and learning behaviour of the student also positively retrieved by the motivation.

Most of the past studies on academic motivation has revealed that the male students' academic motivation is less than the female students' motivation in academic life. The impact of the motivation on academic achievements has been investigating since 1970's. Both the quality and quantity engagement of students for the academic activities are basement of the motivation. Students who are with good academic motivation never give up and how ever avoid challenges to achieve academic objectives. Considering the gender difference in academic motivation it is very interesting research area to explore to new researchers. Referring the past literature female students have high level of academic motivation than the male students in universities (Hakan & Münire, 2014).

2.10 Self Determination

Simply self-determination is the ability to identify and highly achieving the goals in the lives. Academic achievement is leads to range of educational results and studies have shown that students' achievement is linked to future job performance. Every student is responsible for their own academic success in learning. Self-determination is defined by Field and Hoffman, 1994 as *"The ability to identify and achieve goals based on a foundation of knowing and valuing oneself"*. Researchers found that persons with adequate self-determination skills accomplished more positive life experiences and lived a better quality of life than those who had better lives than people without self-determination skills (Wehmeyer & Schwartz, 1997). In human life each and every individual are having their own goals and responsibilities in different life stages. When it comes to the undergraduate's level their ultimate goal should be to obtain a degree with good class. Students' personal goals have been considered important for students' academic achievement (Tinto, 1993).

According to past studies students' self-determination and their educational outcomes have positive correlation at the undergraduate level (Yailagh, Abbasi, Behrozi, Alipour,

Yakhchali, 2014). Academic self-determination may vary based on the gender differences (Al-Naqbi & Alshannag 2018). Most of the present studies have been revealing about the outperformance of female undergraduates in their academic achievements than the male undergraduates. It is becoming a trend and that is badly influencing the balance between two genders in job market. Self-determination is obvious factor that helps to obtain high results in the examinations level (Yailagh, Abbasi, Behrozi, Alipour, Yakhchali, 2014). Then need to explore the students' level of self-determination may help to determine the factors that influencing the academic performance of male undergraduates. Different researchers conclude that the self-determination under the academic performances. Most of the psychologist are express the factors regarding the self-determination an academic performance in different ways. However, it is greater need to understand the impact of self-determination in the academic achievements is essential. According to Badiozaman, Leong & Jikus, (2019) psychologically elaborated that, self-determination can be vary based on the gender difference. Hence great need to explore the way of self-determination influences on the academic performance achievement is must.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

Through the methodology part the researcher has approached to three main subsets. The first sector is stand for explaining about the conceptual framework, conceptualization and operationalization in order to keep the study on track. The next section is consisting with research philosophy and research approach. Under the third section basically explains about research design for the study. It comprises with research strategy, population, sampling technique, and sample size, method of data collection, data analysing techniques and data presentation.

3.2 Conceptualization and Operationalization

3.2.1. Conceptual Framework

Well-established Theory of Educational Productivity (TEP) has been contributing to the most of the researches regarding the academic performance of undergraduates. The based article for this study is also guided by the above nine factor model of educational productivity. The conceptual framework of this study is based on the model developed by Fernando (2017). Determinants impact on the academic performance of undergraduates might be varying according to the cultural differences, environment of the institute, climate differences in county to county. The researcher has adopted the model for the research from the Sri Lankan research because of reduce gap of deviations and match to the particular site selection,

The current study conceptual framework is presented by following figure 3.1 and it deliberates how seven independent variables are impact on the dependent variable of academic performance of male management undergraduates.

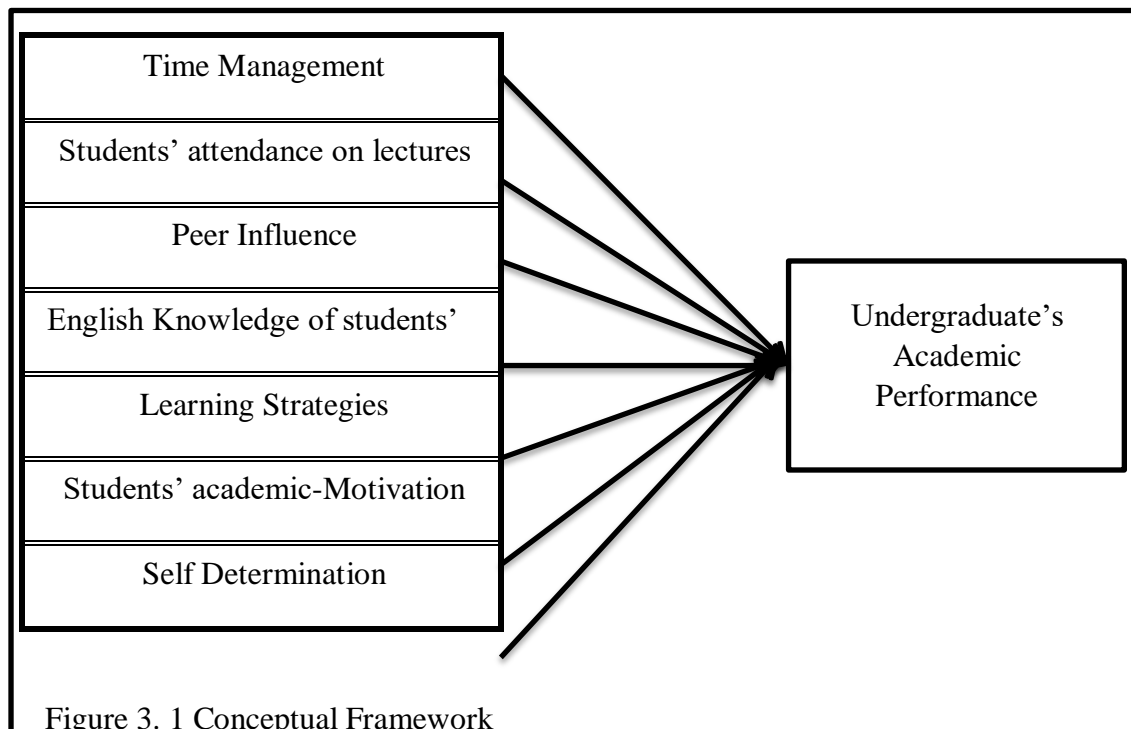


Figure 3. 1 Conceptual Framework

Source: (Fernando, 2017)

3.2.2 Conceptualization

Conceptualization is stand for the purpose of providing constant term for independent variables and dependent variable in order to in line with research objectives. The following Table 3.1 would specifically generate established meanings for concepts for the study.

Table 3. 1 Conceptualization

Variable	Definition	source
Time management	student`s ability to allocate time, prioritizing day to day tasks, in order to lower stress level and aimed at improving academic achievements	Pozdeeva,(2019)
Attendance on lectures	Ability and interest of physical participation for the lectures to obtain higher performance	Muir,(2009)
Peer Influence	The level of Influence of peer groups to achieve academic objectives	Roshan,(2019)
English Knowledge	Ability of learners to be able to possess writing skill, listening skill, reading skill, message understandable skill and speaking in English language	Martirosyan, Wanjohi, , Hwang,(2015)
Learning Strategies	ability to use techniques that assists in the acquisition, manipulation, integration, storage and retrieval of the studied content	Muelas, Navarro, (2015)
Academic Motivation	Capability of approach, persistence, and level of interest achieving in academic objectives	Arulmoly, Branavan,(2017)
Self Determination	Capacity to choose academic goals and determination to achieve those selected goals	Hui and Tsang,(2012)

Academic Performance	knowledge gained which is assessed by marks over a specific period of time	Dogan,(2015)
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Source: (Developed by the researcher, 2020)

3.2.3 Operationalization

Operationalization can be identified as the process of converting research variables into measurable factors. Simply it is the process by which researcher exactly defines how a concept are measure, observed or manipulated within a study. Not only that operationalization is significant because it is leads to increase the quality of the research findings and improving the strength of the design. Operationalization details of the variables are as follows in the Table 3.2.

Table 3. 2 Operationalization

Variable measurement	Indicator	Q. N	Measurement scale and source
Time management	Plan day to day activities in advance	01	Five point likert scale Ferando, (2017)
	Prioritizing tasks to do	02	
	Ability to meet deadlines	03	
	Manage time for studies and other activities	04	
Attendance on lectures	ability to every day participation	05	Five point likert scale Ferando, (2017)
	believe in participation impact on GPA	06	
Peer Influence	Preference to study with friend	07	Five point likert scale Ferando, (2017)
	Concerning friends' suggestions	08	
	Friends help for study	09	
English Knowledge	Well understand lectures in English	10	Five point likert scale Ferando, (2017)
	Ability to read recommended readings	11	
	Ability to understand recommended readings	12	
		13	

	Confident to speak in English		
Learning Strategies	Often prepare notes and review them	14	Five point likert scale Ferando, (2017)
	Planning in advance to prepare for exams	15	
	Use short notes, mind maps and other techniques	16	
Academic Motivation	Ability cope with exam tension	17	Five point likert scale Ferando, (2017)
	Ability to manage work load	18	
	Enjoying the lectures in the degree	19	
	Feel interest in courses/subjects	20	
Self Determination	Strong determination to get good results	21	Five point likert scale Ferando, (2017)
	Priority is complete degree with a class	22	
	Put more effort to complete studies	23	
Academic Performance	Performances in quizzes & mid-term tests	24	Five point liket scale Martha, (2005)
	Performances in assignment	25	
	Overall performance in examinations		

Source: (Developed by the researcher, 2020)

3.3 Research Philosophy

Research philosophy refers a system of beliefs and assumptions about the development of knowledge. The knowledge development is not only about new theory of human motivation it could be, as answering a specific problem in a particular organization or developing a new knowledge. Research philosophy is an over-arching term related to the development of knowledge and the nature of that knowledge Saunders, Lewis, & Thronhill (2009). There are two philosophies remaining select to the researcher as ontology and epistemology. The ontology refers to assumption about the nature of reality. And epistemology concern assumption about knowledge constitutes acceptable, valid and legitimate knowledge, and how we communicate knowledge to others

(Burrell & Morgan, 1979). The researcher is going for epistemology as research philosophy then enables to gain knowledge through a scientific approach by testing the hypothesis. Researcher uses previous literature, theories and build hypothesis in order to find out the factors that are influencing on academic performances of male management undergraduates.

3.4 Research Approach

Basically, there are three types of research approaches such as deduction, induction and abduction Saunders, Lewis, & Thornhill (2009). The right selection of research approach always guides to most accurate results for the researcher. Saunders et al (2009) has clearly defined the differences among above research approaches. Such as, deduction approach is result of hypothesis and starts with a theory, develop hypothesis using that theory and gathering data and analysing data to test those hypotheses. Inductive research approach is stands for search for pattern from observation and the developing explanations and theories for particular patterns through sets of hypotheses. According to the Saunders et al., (2009) abductive is a combination of both the qualitative and quantitative research philosophies. In abductive approach, the hypothetical explanation can be removed from the consequence and an attempt can be made to find the most likely explanation for the consequence.

In order to that for the current study the researcher has choose deductive research approach under this quantitative study. The scientific method uses deductive reason to test the validity of assumptions (theories or hypothesis). So that researcher attempts to test the factors that are contributing to the academic performance of male undergraduates.

3.5 Research Design

Research design is a framework for the study and it guides the research to the success and paves the path for collecting, measuring and analysis of data. Basically, there are three types of research designs in research methodology. Such as explanatory, descriptive and exploratory research design (Saunders et al., 2009). Explanatory research design is implemented when exploring an occasional relationship between variables and focuses on interpreting a case or situation and exploratory design leads to identify and understand the real nature of research phenomena (Sekaran, 2009).

Most of the quantitative studies are following the explanatory research design which is describing the relationship between independent variables and dependent variable.

Hence this study is quantitative study the researcher goes for explanatory research design. This study based on explanatory research design that shows the impact between independent variable such as, management, students' attendance on lecture, Peer influence, English knowledge, learning strategies, academic motivation, self-determination and dependent variable as academic performance.

3.5.1 Research Site Selection Rational

The problem of this research is started with the adverse worldwide trend of male undergraduate students' academic performance considerably lower than female students' performance. Recent research studies, magazines and newspapers are highlighting this disruptive trend in education sector.

There are 15 state universities in Sri Lanka among them 13 universities have management faculties under controlling of UGC. In 2018, according to the final program review report done by the Quality Assurance Unit of UGC all the degree programs of the Faculty of Management Studies of SUSL scored more than 80% for the overall grading performance, not only that accredited as an "A" graded faculty. Other than the University of Sri Jayewardenepura, Sabaragamuwa university of Sri Lanka is the only suburban university which scored up to that level.

University: Sabaragamuwa University of Sri Lanka
Faculty: Faculty of Management Studies
Program review in 2018

University	Faculty	Descriptions			Final Grade ≥ 80 - A - Very Good ≥ 70 - B - Good ≥ 60 - C - Satisfactory < 60 - D - Unsatisfactory
		SLQF Level 5	SLQF Level 6	Cluster of SLQF Level 6 Programs	
Sabaragamuwa University of Sri Lanka	Faculty of Management Studies			Cluster 1 • BSc Hons in Financial Management • BSc Hons in Banking & Insurance	A
				Cluster 2 • BSc hons in Business Management • BSc Hons in Marketing Management • BSc Hons in Eco Business Management	A
				Cluster 3 • BSc Hons in Tourism Management • BSc Hons in Hospitality Management	A

Figure 3.3 Degree program grading of FMS in SUSL

Source: Quality Assurance Unit of UGC (2018)

Figure 3.3 shows, according to program review report done by the quality assurance unit of University Grants Commission in 2018 all the degree programs of the faculty of management studies of SUSL is recorded more than 80% for the grading of overall performances and accredited as an “A” graded faculty.

Faculty of management studies of SUSL is comprised with seven-degree programs such as Marketing Management, Financial Management, Business Management, Eco Business Management, Tourism Management, Hospitality Management and Banking and Insurance. Basically, there are two windows have been considered (www.sab.ac.lk/mgmt) when attending the students for the FMS such as management window and tourism window. Under the management window there are five-degree programs such as Marketing Management, Financial Management, Business Management, Eco Business Management and Banking & Insurance. When it comes to the tourism window there are two-degree programs as Tourism Management and Hospitality Management. Based on the past literature the researcher has selected management window for the study. Then the researcher has narrow down the research to the male management undergraduates in SUSL

3.5.2 Sources of Data

Basically, there are two types of data collection methods such as primary and secondary data for social science researches (Saunders & et al,2009). In order to achieve the particular research objectives all most all researchers relying on primary data for their studies. In this study researcher has employed primary data for achieve the objectives of the study.

3.5.2.1 Primary Data

Primary data is new data that is collected by the researchers for the first time specifically for the ongoing research project. And primary data would be the data collected directly from the targeted respondents. Primary data gathered by implementing observation, interview, and questionnaire method... (Zikmund, Babin, Carr, & Griffin, 2010). According to this study, structured questionnaire was employed to collect primary data from the sample respondents.

3.5.3 Population

Population includes the entire group of people, events or interest that the researcher wishes to investigate (Sekaran & Bougie, 2009). According to Saunders et al., (2009) it can also be defined as a complete set of cases from which a sample is taken. This research is investigating the factors affecting academic performance of male management undergraduates with special reference to the SUSL, therefore the targeted population of the study is all male management undergraduates (only management window) of the faculty of management studies. Not only that population is comprised with four batches in SUSL as 2nd year 1st semester, 3rd year 1st semester, 3rd year 2nd semester and 4th year 2nd semester students. According to the databases of relevant four departments there are 396 male students accounted for 2nd year 1st semester, 3rd year 1st semester, 3rd year 2nd semester and 4th year 2nd semester respectively by the 2020. 1st year 1st semester students were not included for sample, as they were not faced any examination at the time of data collection.

3.5.4 Sampling

Sampling is the selection of a subset of individuals from population to estimate characteristics of the population. The researchers are capable of following either probability sampling or non-probability sampling based on the availability of the sampling frame in sample designing. Probability sampling is based on the fact that every member, event or thing has a known and equal chance of being selected to the sample. There are several methods available under the probability sampling such as simple random sampling, systematic sampling, cluster sampling and stratified sampling (Saunders & et al, 2009). Some researchers have used non-probability sampling methods hence the unavailability of the sampling frame. For this study the researcher has used probability sampling as the method based on the availability of the sampling frame of male management (only students who include in management window) undergraduates of Sabaragamuwa University of Sri Lanka.

3.5.4.1 Sampling technique

With probability sampling, every member, event, or object in the population has a known and equal probability of being selected in the sample. There are several methods that can be used under the probability sampling, among the simple random sampling, systematic sampling, cluster sampling and stratified sampling, the researcher has employed

stratified sampling technique for selecting the sample for the study. Because of the population is comprised with the male management undergraduates from five-degree programs. Students from each and every degree program should contribute for the sample equally to be generalizing the final findings of the study among all five-degree programs. Not only than after allocating students based on degree program wise strata, again selected the strata that based on number of students in year wise distribution. After confirming the sample size of the study, first did the strata based on degree program wise criteria and after strata allocation done with number of students in year wise ratio. Hence researcher has used stratified random sampling technique to gather the responses under the probability sampling methods.

3.5.4.2 Sample size

Sample size selection is done for the purpose of make sure the generalizability (for inferential statistics) of the findings to the population. For this study population is known and sample size was 297, it was 80% from the population. Researcher has employed 297 questionnaires in order to gather the relevant information from the respondent.

Table 3. 3 Sampling size calculation

Degree program wise proportion						297
Year	MM	FM	BM	EBM	BI	
program wise	113*75%	82*75%	94*75%	65*75%	42*75%	
	84.75	61.5	70.5	48.75	31.5	
	85	61	70	49	32	

Source: (Researcher developed, 2020)

3.5.5 Method of Data Collection

The researcher has planned to gather data from the respondents by distributing the questionnaire as face-to-face. But because of the covid-19 pandemic situation leads to gather data through virtual. Then for the current study researcher had to follow online survey strategy to gather particular data and has used structured questionnaire under the stratified simple random sampling.

3.5.6 Research Instrument

Questionnaire Design

As the research instrument of this study researcher has used structured questionnaire (refer appendix A) in order to get the information from the sample. Basically, there are two sub sections are in the questionnaire as section “A” and section “B”. Part “A: is comprised with the questions that are relevant to the general information and respondents are allowed to select specific answer among the multiple choices. Through the part “B” section respondents are requested to answer questions relating to the independent variables and dependent variable of the current study. In that section participants are capable of rank their answer from strongly disagree to strongly agree stand with five-point Likert scale questions.

When it comes to the designing of the questionnaire, the elements of the questionnaire were adapted from the previous research papers on the basis of the previous literature review and are validated measures. Basically, there are seven independent variables are employed and all the items of independent variables are adopted from Fernando, 2017 and items those cover the dependent variable of academic performance was adopted from Martha, 2005. As well as researcher has to adopt the items in dependent variable as suitable for the context.

3.5.7 Validity

There are several validity measurements are available to test the goodness of data set. According to Sekaran (2003) validity can be measure using under content validity or face validity, construct validity and criterion related validity. To this particular study researcher has employed content validity and construct validity. Quality and quantity of questions were examined by expert and made comments to ensure the content validity, for this study content validity tested through academic experts in Sabaragamuwa University of Sri Lanka and proposed changes have been made.

Construct validity testifies how well the results obtained from the use of the measures fit the theories around which the test designed (Sekaran, 2003). Considering the current study researcher has adopted all most all the questions from (Fernando,2017) and it is well established and already tested the validity for the accepted level. From the Keiser-Meyer- Olkin (KMO) test is used to test the sampling adequacy of the data set to be used for factor analysis (Kaufman, 2012). Hence the researcher has used probability sampling method already complete the adequacy of the sample selecting more than 75% sample from the population.

3.5.8 Reliability

Reliability is standing for in order to ensure consistency and stability of measurement instrument over various time and conditions. To measure the reliability for the study researcher, test the Cronbach's Alpha value to check the internal consistency reliability of the scale. It will display how well the items of the scale are measure the particular concept. There are some ranges applicable as so to achieve the reliability, if Cronbach's Alfa coefficient is less 0.6 can be considered as poor, values in 0.7 range acceptable and those over 0.80 good (Sekaran & Bougie, 2010). Current study reliability would discuss under the chapter four.

3.5.9 Methodological Limitations

Sample of this study is limited to male management undergraduates of SUSL hence the finding of the study would not be directly applicable to all management undergraduates in state universities in Sri Lanka. Not only that structured questionnaire might limit the varieties of answers of the respondents. The researcher has used the past established structured questionnaire for the study but it may limit the special items that would more match with the students who are studying at SUSL. Considering more methodological limitations the future researchers would be able to use both primary and secondary data for the data analysis, because only primary data has been used for the analysis of the current study.

3.5.10 Method of Data Analysis

Data Analysis Tool

The Statistical Package for the Social sciences (SPSS) 21.0 software is used by the researcher to analyzed gathered primary data. Data analysis is done in order to appropriately directing to the set of objectives of the research. Before the analysis researcher has followed the techniques to analyze the data, such as coding the items and naming the variables.

Reliability and validity of the data were measured by Cronbach's Alpha value, content validity and KMO and Bartlett test. Through the descriptive statistics, demographic data were tested. For the purpose of finding the significant impact of independent variables to dependent variable multiple regression analysis was employed.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.1 Introduction

Through the data analysis and discussion researcher tries to present the results of the current study to find out the factors that impact on academic performance of male management undergraduates in SUSL. In order to achieve the research objectives researcher has employed suitable techniques to analyses the gathered primary data.

Basically, this analysis covered the both descriptive and inferential statistics that are relevant to the study. At the beginning of the chapter convey the demographic profile of the selected sample and executed tables to provide better understanding. Hence this study is done with probability sampling researcher test the parametric assumptions. After checking the reliability and validity of the data set, in order to describe the impact of independent variables on dependent variable researcher has described the output regarding the multiple regression analysis and under that R², ANOVA, coefficient measurements, hypothesis testing, and regression equation are presented. All the output results are outcome of analysis done using the SPSS (21.0) software.

4.2 Sample profile

In this study sample size was 297 and researcher only able to gather 283 responses from the respondents and response rate was 95%. Researcher used online method (whatsapp) to collect data and hence data was collected through online there was no missing values and out of range values in the data set.

4.2.1 Sample presentation by frequency distribution

Frequency distribution table has been clearly interpreted the demographic profile of the respondents. Contributions for the questions of the respondents were measured by counts and percentage wise is presented by the Table 4.1. It is easy to get the idea about characteristics of the sample profile.

Table 4. 1 Sample Representation

Variable	Category	No. students	Percentage
Year and semester of the student	2nd Year 1st Semester	71	25.1%
	3rd Year 1st Semester	70	24.7%
	3rd Year 2nd Semester	74	26.2%
	4th Year 2nd Semester	68	24.0%
Degree program of the student	Marketing Management	82	29.0%
	Business Management	67	23.7%
	Financial Management	61	21.6%
	Eco Business Management	41	14.5%
	Banking & Insurance	32	11.2%
GPA of the student	Below 2.00	26	9.2%
	Between 2.00 - 2.74	183	64.7%
	Between 2.75 - 3.24	67	23.6%
	Between 3.25 - 3.49	6	2.1%
	Between 3.50 - 4.00	1	0.4%
Grade for A/L General English	A	9	3.2%
	B	20	7.1%
	C	50	17.6%
	S	99	35.0%
	F	105	37.1%
District of resident	Colombo	54	19.1%
	Kalutara	30	10.6%
	Gampaha	19	6.7%
	Kurunegala	3	1.1%
	Anuradhapura	5	1.8%
	Polonnaruwa	2	0.7%

	Matale	2	0.7%
	Kandy	6	2.1%
	Nuwara Eliya	11	3.9%
	Kegalle	17	6.0%
	Rathnapura	40	14.1%
	Trincomalee	2	0.7%
	Ampara	2	0.7%
	Badulla	29	10.2%
	Monaragala	12	4.2%
	Hambanthota	18	6.4%
	Matara	10	3.5%
	Galle	21	7.5%

Source: (Survey data 2020)

There were 283 questionnaires were gathered from the male management students in the faculty of management studies of SUSL in relevant to the five-degree programs. Illustration of the details on above frequencies under the descriptive statistics as follows. By the 2020 FMS contains with students who are represent five batched, but by the time of data collection 1st year 1st students were not face for any examinations then the researcher selected only four batches as 2nd year 1 semester batch, 3rd year 1st semester batch, 3rd year 2nd semester batch and 4th year 2nd semester batch. Basically, questionnaire is comprised with five demographic questions.

4.2.1.1 Year of the students

According to the Table 4.1, represent 25.1%, 24.7%,26.2% and 24.0% students are representing, 2nd year 1st semester, 3rd year 1st semester, 3rd year 2nd semester, 4th year 2nd semester respectively. Based on that the researcher able to conclude that the, sample is nearly comprised equal number of students from each batch of the faculty.

4.2.1.2 Degree programs of the students

Sample is representing the management window it means there are five-degree programs are included in management window as Marketing Management, Business management, Accountancy and Financial management, Eco Business Management and

Banking and Insurance. The number of students in Marketing Management is 82, Business management is 67, Financial management is 61, Eco Business Management is 41 and Banking and Insurance is 32 included in the responses. Researcher has done the strata based on degree programs and number of students from each program was 85,70,61,49 and 32 accordingly from each department. Deeply analysis of the degree program wise contribution of the students was 96%, 95%, 100% and 65% from the sample. The lower contribution is from the Eco Business management degree program.

4.2.1.3 GPA of the students

Analyzing the above table researcher able to conclude that, for higher grades (GPA) male students' contribution at very lower level. Most of the male students represent the category of GPA is between 2.00-2.74 as a percentage it is 64.7% and lowest contribution range is between 3.50 – 4.00 as a percentage wise it is 0.4%. In this analysis also researcher able to state that the research problem as male distribution for the higher-level GPA is at the very lower level.

4.2.1.4 Grades for general English in advance level

Considering the Grades that earned in general English for Advance level examination most of the male students obtained “F”. As a frequency, there were 105 students were failed the general English subject in advance level and 99 students were earned “S” grade. Researcher conclude that the level of English knowledge of the male students in FMS at very lower level. It would be one indicator for lower level of performance among the male students hence all the lectures and reading materials are in English language in the university.

4.2.1.5 District of residence

From the above table it can be analyzed that, majority of students from the Colombo district and it represents 19.1%. considering the Rathnapura districts it is accounted as 14.1%. there are 25 districts in the Sri Lanka. According to table 4.1 students who are only represent the 18 districts and none of the participants from Jafna, Kilinochchi, Mannar, mulative, vavniya, Puttalam and Baticalao. In this study researcher has selected the sample based on the degree program and this factor is only considered for the purpose of check the distribution of sample among the district.

4.3 Reliability and Validity Testing

4.3.1 Validity

Through the validity researcher able to conclude that the capability of the questionnaire that measures what is needed to be measured (Field, 2009). In other words, ability of the instrument to measure the expected results. Adequacy of the sample size and construct validity of the study can be measured through Keiser- Meyer- Olkin (KMO) and Bartlett's test of Sphericity respectively (Sekaran, 2003).

For the current researcher has employed stratified random sampling technique and response rate is at the highly considerable level. According to the Saunders, Lewis & Thronhill, (2009) KMO measure is appropriate to measure the sample adequacy of non-probability sampling technique. Hence in this study researcher has used probability sampling and has not test the KMO value hence the sample size is more than 75% and already derive the level of sample adequacy. Almost all the questions of this study ware adopted from one study and that is well established research and already tested the validity and retrieve the acceptable level. Not only that for the content validity is tested for the questionnaire by giving the expert in SUSL and minor comments were made. Hence no point in testing the Keiser- Meyer- Olkin (KMO) and Bartlett's test regarding this study.

4.3.2 Reliability

Degree of consistency of the instrument can be measured by test of reliability. Based on Sekaran (2003) reviewed that the reliability of the measures indicates the degree to which measures are without bias or errors. According to his statements to measure the consistency of the instruments, Cronbach's alpha is the most common measurement. Acceptable level of Cronbach's alpha value is above 0.7. If the value is more than that, used construct is very good in reliability.

Table 4. 2 Test of Reliability

Variable	Number of Items	Cronbach's alpha value	Comment
Time Management	4	0.704	Acceptable
Attendance on Lectures	2	0.801	Acceptable
Peer Influence	3	0.796	Acceptable
English Knowledge	4	0.825	Acceptable
Learning Strategies	3	0.720	Acceptable
Academic Motivation	4	0.752	Acceptable
Self Determination	3	0.703	Acceptable
Academic Performance	3	0.774	Acceptable

Source: (Survey Data, 2020)

Reliability analysis results for the current study represented by above 4.3 Table. Cronbach's Alpha values for all variable reached the satisfactory level which is greater than 0.7. Further analysis convey that the value of English Knowledge has the highest Alfa value (0.825) and Self-determination has lowest Alfa value (0.703). None of items were rejected and entire questionnaire was used for the study. (Refer appendix B)

4.4 Descriptive Statistics

Descriptive statistics used to identify and compare the variables numerically (Saunders, 2009). Central tendency measures would assist to get the knowledge about data distribution. There are lot of measures are available to describe the descriptive statistics but for the current study researcher has used mean and standard deviation of each variables in order to identify the relevant factors. Mean value and standard deviation claim the information on average degree of agreement for each concept and standard deviation indicates the spread of responses around the mean accordingly.

According to the below Table 4.2 descriptive statistics for eight variables were calculated by seven from independent variables and one as dependent variable. The research used five-point likert scale in gathering the responses from the sample. In here mean and standard deviation is utilized to identify the current level of each variable.

Table 4. 3 Summary of descriptive statistics

Dimension	N	Mean	Std. Deviation
Time Management	283	3.6537	0.58932
Attendance on Lectures	283	3.7951	0.81348
Peer Influence	283	4.0436	0.69903
English Knowledge	283	3.3419	0.78632
Learning Strategies	283	3.3793	0.74684
Academic Motivation	283	3.5283	0.63378
Self Determination	283	3.9376	0.73767
Academic Performance	283	2.8881	0.63863

Source: (Survey Data, 2020)

The above table shows the mean values and standard deviation for eight factors, for time management mean value is 3.6537 and standard deviation is 0.58932, students'

attendance on lecture is 3.7951 and 0.81348, Peer influence is 4.0436 and 0.69903, English knowledge is 3.3419 and 0.78632, learning strategies is 3.3793 and 0.74684, academic motivation is 3.5283 and 0.63378, self-determination is 3.9376 and 0.73767, academic performance is 2.8881 and 0.63863 respectively. The highest mean value is stand for peer influence as 4.0436 and with 0.69903 standard deviation not only that lowest mean value is stand for academic performance as 2.8881 and with 0.63863 standard deviation.

4.5 Parametric Assumptions

4.5.1 Test of Normality

Based on the facts that presented by Field (2009), it is necessary to test the normality of the data for probability sampling studies. Normality can be derived by various facts, consider the statistics value of skewness and Kurtosis would represent the normality. Those vales better ranging from +2 and -2.

Table 4. 4 Test of Normality

Variable	Skewness	Kurtosis
Time Management	-0.121	0.111
Attendance on Lectures	-0.428	0.003
Peer Influence	-0.588	-0.089
English Knowledge	-0.467	0.517
Learning Strategies	-0.197	0.330
Academic Motivation	-0.588	0.947
Self Determination	-0.609	0.519
Academic Performance	-0.156	0.687

Source: (Survey Data, 2020)

Above Table 4.4 shows the statistic value of skewness and kurtosis values of the variable are between +2 and -2, hence the researcher able to conclude that normality is achieved. Not only that researcher tests the normality through normal Q-Q plots for each and every variable is normally distributed up to satisfactory level. (Refer Appendix C)

4.6 Inferential Statistics

4.6.1 Correlation Analysis

The correlation analysis is done for the purpose of identifying the strength of the relationship between independent variables and dependent variable. Linear relationship between two numeric variables can be retrieve by analyzing the correlation coefficient (Saunders et al., 2009). In this analysis researcher had to consider the value of Pearson correlation coefficient (r) to get the idea about the level of relationship between two metric variables.

The value of correlation coefficient indicates by “ r ” value and it should be range from -1 to +1. There are several scales can be used to express the level of relationship strength between variables. Such as if Pearson correlation +1 indicates perfect positive relationship, $0.75 < r < +1$ indicates strong positive relationship, $0.5 < r < 0.75$ moderate degree of positive relationship, $0.5 < r > 0$ low degree of positive relationship, $-0.5 < r < 0$ low degree of negative relationship and $r = -1$ is perfect negative relationship.

Not only that according to Sekaran & Bougie, 2010 if the variables have strong correlation, it is significance with p value less than 0.05 ($p < 0.05$) and if the p value is greater than the 0.05 ($p > 0.05$) variable is insignificance under the 95% confidence level

Table 4. 5 Test of Correlation analysis

Variable	Pearson Correlation (r)	Sig. Value
Time Management	0.700	0.000
Attendance on Lectures	0.746	0.000
Peer Influence	0.743	0.000
English Knowledge	0.971	0.000
Learning Strategies	0.736	0.000
Academic Motivation	0.674	0.000
Self Determination	0.550	0.000

Source: (Survey Data, 2020)

For the current study r values are presented using above table 4.5. Analyzing the figures English knowledge has the highest correlation with student’s academic performances and Pearson’s correlation is 0.971 with 0.000 significance level under 95% confidence level. The relationship can be named as strong positive relationship.

Not only that the lowest correlation is indicates the self-determinants with the academic performance. The correlation is 0.550 and significance is 0.000 under 95% confidence level. It derives the moderate degree of positive relationship with the dependent variable.

Considering the other variables time management, attendance on lectures, peer influence, learning strategies and academic motivation represent the 0.700, 0.746, 0.743, 0.736, 0.674 values for Pearson’s correlation respectively and under the 0.000 significance level under the 95% confidence level. And all above five variables derive the moderate degree of positive relationship with the academic performance. (Refer Appendix D)

4.6.2 Regression Analysis

The objective of this study is to find out the impact of the factors on academic performance of male management undergraduates in SUSL. Basically, that task is done by using the regression analysis; it would interpret the impact of independent variables on dependent variable. Number of independent variable lead to choose the method of the analysis. Based on the statements of

Field (2009) dependent variable would predict by one or more variables. Basically, there are two methods to test the regression as simple regression analysis and multiple regression analysis. Hence in this study researcher has used multiple linear regression analysis because there are more than two independent variables are employed in the study. Not only that researcher has used “ENTER” method to get the results for the multi linear regression analysis for the study.

Adjusted R Square

Table 4. 6 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.991	0.983	0.981	0.11488

Source: (Survey Data, 2020)

Model summary of the regression analysis can be present using the above Table 4.6. The Table shows the R square value of the study is 0.983 and it would express the amount of variation in academic performance is describe by the other seven independent variables. (Refer Appendix E) further it can be express as 98% variability of dependent variables can be describe by the seven independent variables of the study.

ANOVA Table

Table 4. 7 ANOVA table

Model	Sig
1	0.000

Source: (Survey Data, 2020)

The Table 4.7 ANOVA can be used to check the significance of the model. Regression model significance can be derived from the significance output value and it should be less than 0.05 at 95% of confidence level. And It would explain cumulative effect of independents variables on depend variable. In this study significance level is 0.000 at 95% confidence level it shows the variables are fit to the regression model of the study. Based on the significance level of the model researcher able to develop null and alternative hypothesis. Then the (H0) is represent the null hypothesis for the model is not significance and (H1) alternative hypothesis are accept with the model.

Coefficient

Table 4. 8 Coefficient table

Variables	B	Std.Error	P value
(Constant)	-0.003	0.049	0.948
Time management	-0.028	0.017	0.093
Lecture attendance	0.357	0.016	0.000
Peer influence	0.033	0.012	0.004
English Knowledge	1.220	0.020	0.000
Learning strategies	0.132	0.017	0.000
Academic motivation	0.082	0.025	0.001
Self Determination	-0.075	0.024	0.002

Source: (Survey Data, 2020)

Coefficient table of the regression analysis is present by above T able 4.8. The B value express the regression coefficient of the model. It can be used to explain the nature of the relationship between two variables either positive or negative. If the B value is negative for the relevant variable it explains negative relationship between predictor variable and outcome or it may be positive to be

positive relationship between dependent and independent variables. Not only that 95% confidence level stand to test the significance of the statistics which should less than the 0.05. But considering the significance value for the time management variable, tested as 0.093 which is greater than the 0.05.

4.7 Hypotheses Testing

Main objective of this study is derived from the results under the hypothesis testing. Hypothesis testing can be conducted using the coefficient table and 95% confident level is validated for the studies. If the p- value is more than 0.05 alternative hypothesis need to reject and if the p – value is equal or less than 0.05, alternative hypothesis must accept. If the p-value is not greater than the confidence level (0.05) there is no space to reject the null hypothesis. Following explanations would derive the relevant hypothesis acceptancy and rejections.

H1: Time management has an influence on academic performance of male management undergraduates in SUSL.

Based on the above table 4.8, significance value for time management is 0.948 which is greater than the acceptancy level of 0.05. hence need to reject alternative hypothesis relevant to time management at 95% confidence interval level.

Furthermore, analyzing the relationship between these two variables denoted by the B value as -0.028. it discloses the negative relationship between the variables.

Finally, researcher able to conclude that there is negative and no relationship between the time management and academic performance of male management undergraduates in SUSL.

H2: Students' attendance on lectures has an influence on academic performance of male management undergraduates in SUSL.

Based on the above table 4.8, significance value for student's attendance on lectures is 0.000 which is less than the acceptancy level of 0.05. Hence need to reject null hypothesis relevant to attendance on lecture at 95% confidence interval level.

Furthermore, analysing the relationship between these two variables denoted by the B value as 0.357. it discloses the positive relationship between the variables.

Finally, researcher able to conclude that there is a positive relationship between the student's attendance on lectures and academic performance of male management undergraduates in SUSL.

H3: Peer influence has an impact on academic performance of male management undergraduates in SUSL.

Based on the above table 4.8, significance value for peer influence is 0.004 which is less than the acceptancy level of 0.05. Hence need to reject null hypothesis relevant to peer influence at 95% confidence interval level.

Furthermore, analysing the relationship between these two variables denoted by the B value as -0.033. it discloses the positive relationship between the variables.

Finally, researcher able to conclude that there is a positive relationship between the peer influence and academic performance of male management undergraduates in SUSL.

H4: English knowledge has an influence on academic performance of male management undergraduates in SUSL.

Based on the above table 4.8, significance value for English knowledge is 0.000 which is less than the acceptancy level of 0.05. Hence need to reject null hypothesis relevant to English knowledge at 95% confidence interval level.

Furthermore, analysing the relationship between these two variables denoted by the B value as -1.220. it discloses the positive relationship between the variables.

Finally, researcher able to conclude that there is a positive relationship between the English knowledge and academic performance of male management undergraduates in SUSL.

H5: Learning strategies has an influence on academic performance of male management undergraduates in SUSL

Based on the above table 4.8, significance value for learning strategies is 0.000 which is less than the acceptancy level of 0.05. Hence need to reject null hypothesis relevant to learning strategies at 95% confidence interval level.

Furthermore, analysing the relationship between these two variables denoted by the B value as -0.132. it discloses the positive relationship between the variables.

Finally, researcher able to conclude that there is a positive relationship between the learning strategies and academic performance of male management undergraduates in SUSL.

H6: Students' academic motivation has an influence on academic performance of male management undergraduates in SUSL.

Based on the above table 4.8, significance value for academic motivation is 0.001 which is less than the acceptancy level of 0.05. Hence need to reject null hypothesis relevant to academic motivation at 95% confidence interval level.

Furthermore, analysing the relationship between these two variables denoted by the B value as 0.082. It discloses the positive relationship between the variables.

Finally, researcher able to conclude that there is a positive relationship between the academic motivation and academic performance of male management undergraduates in SUSL.

H7: Self-determination has an influence on academic performance of male management undergraduates in SUSL.

Based on the above table 4.8, significance value for self-determination is 0.000 which is less than the acceptancy level of 0.05. Hence need to reject null hypothesis relevant to self-determination at 95% confidence interval level.

Furthermore, analysing the relationship between these two variables denoted by the B value as -0.075 . it discloses the negative relationship between the variables.

Finally, researcher able to conclude that there is a negative relationship between the self-determination and academic performance of male management undergraduates in SUSL.

Based on the results of coefficient measurement, regression equation for analysis can be derive as follows.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6 + \beta_7 X_7 + \varepsilon$$

Y_1 = Academic Performance

B_0 = Intercept/Slope

X_1 = Lecture attendance

(LA)

X_2 = Peer influence

(PI)

X_3 = English knowledge (EN)

X_4 = Learning strategies

(LS)

X_5 = Academic

motivation (AM)

X_6 = Self-determination

(SD)

ε = Random Error

$Y \text{ Academic performance} = (-0.003) + 0.357 (LA) + 0.033 (PI) + 1.220(EN) + 0.132(LS) + 0.082(AM) + (-0.075) (SD) + \varepsilon$

Summary of Hypotheses Testing
 Table 4. 9 Hypothesis testing

Objective	Hypothesis	Result
To examine the influence of time management on academic performance of male management undergraduates in SUSL.	Time management has an influence on academic performance of male management undergraduates in SUSL	There is no relationship between time management and academic performance of male management undergraduates in SUSL.
To examine the influence of students' attendance on lectures on academic performance of male management undergraduates in SUSL.	Students' attendance on lectures has an influence on academic performance of male management undergraduates in SUSL	There is a positive relationship between lecture attendance and academic performance of male management undergraduates in SUSL
To examine the peer influence is impact on academic performance of male management undergraduates in SUSL.	Peer influence has an impact on academic performance of male management undergraduates in SUSL.	There is a positive relationship between peer influence and academic performance of male management undergraduates in SUSL
To examine the influence of English knowledge on academic performance of male management undergraduates in SUSL.	English knowledge has an influence on academic performance of male management undergraduates in SUSL.	There is a positive relationship between English knowledge and academic performance of male management undergraduates in SUSL
To examine the influence of learning strategies on academic performance of male management undergraduates in USSL.	Learning strategies has an influence on academic performance of male management undergraduates in SUSL	There is a positive relationship between learning strategies and academic performance of male management undergraduates in SUSL

To examine the influence of students' academic-motivation on academic performance of male management undergraduates in SUSL.	Students' academic motivation has an influence on academic performance of male management undergraduates in SUSL	There is a positive relationship between academic motivation and academic performance of male management undergraduates in SUSL
To examine the influence of self-determination on academic performance of male management undergraduates in SUSL.	Self-determination has an influence on academic performance of male management undergraduates in SUSL	There is a negative relationship between self-determination and academic performance of male management undergraduates in SUSL

Source: (Survey Data, 2020)

Based on the analysis results of this fourth chapter, discussion has continued under the chapter five.

CHAPTER FIVE

DISCUSSION AND CONCLUSION

5.1 Introduction

This chapter will provide an understanding of discussion on findings that are comparing with past studies. Not only that would provide information on conclusion of the study, managerial implications and future research direction of the study.

5.2 Discussion

According to the global trend in educational sector, female students are outperforming than their male counterparts. According to the Ullah and Ullah, (2018) it is adverse trend for all the sectors in the economies all around the world. Considering those factors current study was conducted to examine the factors that influence on academic performance of male managements undergraduates in SUSL.

According to the research findings suggested that time management is not a significance factor that impact on academic performances of male management undergraduates while attendance on lectures, peer influence, English knowledge, learning strategies, academic motivation and self-determination has an impact on the performance of male management students in SUSL.

Influence of time management on academic performance of male management undergraduates

According to the Nasrullah & Khan, (2015) time management has significance impact on students' academic performance. Not only that adams and blair, (2019) stayed time management can be used for the accelerate the performance. Considering the most of

European countries they highlighted that the importance of time management in tertiary education in their countries because all most all the students are do jobs (Oladokun, 2017). But when considering the Sri Lankan context most of the undergraduates are full time do their studies (Fernando,2017). Not only that they have enough time to do their studies than the students who are from European countries. Considering the current study time management is does not influence on the academic performance of male management undergraduates in SUSL. Based on the study of (Steel & Ferrari, 2012) was found that time management is not that much significance for achieving academic performance. These results can be consistent with the findings of the current study.

Managing time is more critical for the students who are doing jobs and learning together in undergraduate level. Hence in this context all most all students are full time degree program followers. Then the time management is not a significance factor for the current context.

Influence of lecture attendance on academic performance of male management undergraduates

According to Panchadcharam & Karunarathna, (2018), (Rowtho, 2018) lecture attendance is an influential factor for increase the academic performance of undergraduates. Not only that all over the world each and every study regarding the academic performance revealed the impotency of lecture attendance on students' performances. In Sri Lankan state universities administration has entertain the minimum level of lecture attendance of the students. Because attending lecture is highly influential factor for the earning good grades in examinations. Hence past studies relating to attendance on lectures is stated that the significance and it is well consistent with the current study findings. Finally lecture attendance is positive impact on academic performance of male management undergraduates in SUSL.

Influence of peer influence on academic performance of male management undergraduates

Moldes, Biton, Gonzaga & Moneva, (2019) found that a positive impact of peer influence for the academic performance of undergraduates. Further Filade, (2019), Reich, (2012), Mapesa, (2013) revealed that peer influence can be either positive or negatively impact for the learning purposes. In this study explored that there is a positive influence on the performance from the peers. when it comes to the undergraduate's level most of the researches revealed that moderate level of positive impact on the academic performance

of male undergraduates (Sattayanuwat, 2015). Then those studies are steadily consisting with the current study findings which is peer influence would derive positive impact on achieving academic performances of male undergraduates. Each and every human has his or her peer group around them. When considering the undergraduates level that impact is positively correlated with their academic achievements. When it comes to the male management undergraduates in SUSL most of the students are accommodated in hostels. Then their peer group is immediate group in the academic environment. This current study stated that relevant peer influence positively impacts on the academic performance of male management undergraduates in SUSL.

Influence of English knowledge on academic performance of male management undergraduates

Thayamathy et al, (2018) noted that English knowledge as the international language in the world. Each and every universities around the world produce their outputs for the world not only for the country or region. Hence in the world most of the universities are use English language for the studies. According Fernando,2017 English knowledge has direct impact for the level of performance of students. Specially in Asian countries their mother language is not an English language hence they have to face lots of difficulties in tertiary education. Because each and every lecture, lecture materials are in English language. In Sri Lankan context each and every management faculties in state universities use English language as the learning language. Hence students who are with language disability have to face difficulties in studies though they performed well from mother language examination in the country. According the past studies among the Asian countries as Sri Lanka highly derive the, positive impact of English knowledge on academic performances. Then those results are in line with the findings of this study.

Influence of learning strategies on academic performance of male management undergraduates

According to Yip, 2013 there are lots of learning strategies are available for the students. based on Gbollie,Keamu, (2017) findings, however strategies are differ from one person to other person. Not only that Akyol,Sungur & Tekkaya, (2014) has revealed that there is strong positive relationship with academic performance and learning strategies. Most of the studies done on academic performance has explore the importance of learning strategies in improving the performance of students. Through

the current study is also proved that there is positive impact of learning strategies on academic performances of undergraduates.

Influence of academic motivation on academic performance of male management undergraduates

Based on the study of Steinmayr, Weidinger, Schwinger & Spinath, (2019) has revealed that the importance of motivation in achieving high level of academic performance. It is state by Edgar, Carr, Connaughton & Celenza, (2019) from his research, because if persons have strong motivation to do something he or she would do with full effort to achieve it. Many psychologists and educators have long considered students' motivation as an important factor for successful learning. The current study findings also consistence with the above-mentioned past literature.

Influence of self-determination on academic performance of male management undergraduates

In Krause, Krause & Davidson, (2019) state that self-determination is positively relate with the academic performance of undergraduates. Not only that researchers have concluded that there is impact of self-determination on the academic performance. But in some psychological researches revealed that the self-determination might negatively affect the performance hence students who have high level of self-determination may inherently stress in the examination and it will lead to earn low results in the examination. Because students have to faced more and more stressed with their goal orientations then students unable to face positively in examination. Then that is nearly consist with the current study findings.

5.3 Conclusion

the main objective of this study is to find the factors that influencing on academic performance of male management undergraduates in SUSL. Before starting the study, the researcher able to find out that the adverse trend global in the education sector as male students are underperform than their female counterparts in the examinations. When it comes to the Sri Lankan context most of the researchers and articles review this trend as growing and its' result is badly impact on different sectors and economy. Hence researcher has revealed the performance gap between male and female students in SUSL leads to identify the research problem. The researcher has adopted the conceptual framework for the current study and it is consisted with seven independent variables as time management. Lecture attendance, peer influence, English knowledge, learning strategies, academic motivation and self-determination. The researcher aim was to identify the factors that are influence on academic performance of male management undergraduates. Therefore, researcher has collected data from the respondents in a systematic way and analysis done using SPSS software. Initially researcher has ensured the reliability and validity of the research instrument and data set using different statistical measures. After correlation and regression analysis were performed in order to achieve the research objectives. The results of this study are indicated that time management is not a significance factor in achieving academic performances, lecture attendance, peer influence, English knowledge, learning strategies, academic motivation is positively impact on the academic performance of male management undergraduates in SUSL. Not only that self-determination is negatively impact on the performances of students.

5.4 Managerial Implication

Male students under perform in academic achievement than the female students are highlighted trend in educational sector is growing. The educational industry not only there are lots of industries may have to face a lot of difficulties if this trend is continued. Findings of this study might stand for the reduce the inverse gap in academic performances between the gender. Hence findings of this study would contribute to increase the level of academic performance of male management undergraduates in SUSL. Through this study the relevant authorities able to identifying the factors that are influence on male management undergraduates in SUSL. Hence, they could use different strategies to balance the performance gap between the male and female students in the faculty. Hence this study only considered the management male students

in SUSL, it will somewhat limit the finding generalizability for the other faculties. But they can get an understanding of the factors that are impact on the male student's' performances.

The main beneficiaries of this study are male management students who are in FMS in SUSL. Through this study they could identifying the factors that are more important to increase their academic level. Hence, they are advised to participate more lectures without absent. From the demographic factor which is clear that the level of English knowledge of male students are at the very lower level and they need to improve their English knowledge because English knowledge has significance contribution to the academic performances. Further they can use more and more learning strategies while doing the studies such as short notes, mind maps, chart and graphs. The effectiveness of those materials is high and it was significance through this study. Not only that internal contribution must thing in achieving good performances then each and every male student should have strong motivation for the completion the degree with good grade. Male students who are in the FMS should identify the problem that addressed by this study and it is clear that if this trend would continue that will badly impact on educational sector. Not only that in present female representation for managerial positions has been increased (Daily news, 2019). Then it is great need to identify these factors and implement strategies to achieve the productivity of the factors is must in deceasing the performance gap between male and female undergraduates.

5.5 Future research directions

According to the current study, the researcher had identified only seven factors including time management, lecture attendance, peer influence, English knowledge, learning strategies, academic motivation, self-determination. From the seven variables five variables are positively impact on performance and self-determination was negative while time management was rejected. When studying the past literature academic performance may derive from other factors also. Then that will be great opportunity to other researchers to consider those factors influence on the academic performances. If the findings are clutter with the thinking future researchers capable implement this study again for the FMS in SUSL. In the future findings may differed with student at that time then the continues research finding may help to avoid the performance gap between male and female in the FMS in SUSL.

Research is only done for the male management students who are in SUSL and upcoming researchers able to conduct the researchers for other management faculties in Sri Lanka. Not only that in here researcher only selected the faculty of management study for the research hence future researches have the space to conduct this study in other faculties in SUSL and for other faculties in other universities in Sri Lanka.

Furthermore, in this study researcher has employed structured questionnaire and it will limit the answers of the respondents and future researchers able to use other productive research instrument to measure the factors that contribute to the academic performance of students. not only that it is recommended to conduct longitudinal researches to explore the factors that impact on academic performance of male undergraduates.

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APPENDIX

Appendix A- Questionnaire

A survey of factors influencing academic performance of male management undergraduates.

Dear respondents,

I am an undergraduate of the Department of Marketing Management, Faculty of Management Studies, Sabaragamuwa University of Sri Lanka, Currently reading for Bsc. Honors in Marketing Management degree. As per my academic requirement, I am conducting a research on "Factors influencing academic performance of male management undergraduates of SUSL". Therefore, the following designed questionnaire will help to collect data for the study.

I kindly request you to answer all the questions according to the best of your knowledge. There are two sections in this survey. Please complete Section One and Section Two as per the instructions. Only summary measures and conclusions from this survey will be reported. Your participation is voluntary and all of your answers will be kept confidential and will only use for academic purpose.

Thank you!

R.K.M.Madurangi

Contact Number: 076 867 80 93

Email: maleeshiya.rajapaksha@gmail.com

Section A - General Information

01. Year of the student

2nd year 1st semester
3rd year 1st semester
3rd year 2nd semester
4th year 2nd semesters

02. Department of the student

Department of Marketing Management
Department of Business Management
Department of Financial Management
Department of Tourism Management

01. Over all GPA

Below 2
Between 2.00 - 2.74 (General Pass)
Between 2.75 - 3.24 (Second Lower Class)
Between 3.25 - 3.49 (Second Upper Class)
Between 3.50 - 4.00 (First Class)

02. Grade for General English in Advance Level examination

A
B
C
S
F

03. District of residence

Colombo
Kaluthara
Gampaha
Jaffna
Kilinochchi
Mannar
Mullaitivu
Vavuniya
Puttalam

Kurunegala
Anuradhapura
Polonnaruwa
Matale
Kandy
Nuwara Eliya
Kegalle
Rathnapura
Trincomalee

Batticaloa
Ampara
Badulla
Monaragala
Hambantota
Matara
Galle

Section B - This section is about your thoughts and current practices regarding academic involvement. Please **SELECT** how strongly you agree or disagree with each of the following statements on a scale of 1 to 5. For 24 and 25 questions need to select how your performance range from very poor to very good on a scale 1 to 5.
 1- Strongly Disagree, 2- Disagree 3- Neutral 4- Agree 5-Strongly Agree

		1	2	3	4	5
01.	I am planning day to day work in advance					
02.	I am prioritizing tasks I have to do					
03.	I am able to meet deadlines of assignments					
04.	I can manage time for studies and other activities					
05.	I never miss my lectures					
06.	I believe in attending lectures help to obtain higher grades					
07.	I prefer to study with friends					
08.	I am highly concerning my friends' suggestions					
09.	I believe discussions with my friends help for my studies					
10.	I can well understand lectures conducted in English					

11.	I can read lecture materials and recommended readings in English					
12.	I can understand Lecture materials and recommended readings in English					
13.	I am confident to speak in English					
14.	I often prepare my notes and review them					
15.	I am planning well in advance to prepare exams					
16.	I use short notes, mind maps, and other techniques to memorize					
17.	I am able to cope with the exam tension					
18.	I am able to manage the work load of my studies					
19.	I am enjoying lectures in my degree					
20.	I feel interested in most of the courses that I am following					
21.	I have a strong determination to get good results					
22.	My first priority is to complete the degree with a class					
23.	I put more efforts to complete my studies					

24.	Performances in quizzes & mid-term tests					
25.	Performances in assignment					

Thank you!

Appendix B

Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Time Management	283	2.00	5.00	3.6537	.58932	-.121	.145	.111	.289
Attendance on Lectures	283	1.00	5.00	3.7951	.81348	-.428	.145	.003	.289
Peer Influence	283	2.00	5.00	4.0436	.69903	-.588	.145	-.089	.289
English Knowledge	283	1.00	5.00	3.3419	.78632	-.467	.145	.517	.289
Learning Strategies	283	1.00	5.00	3.3793	.74684	-.197	.145	.330	.289
Academic Motivation	283	1.00	5.00	3.5283	.63378	-.588	.145	.947	.289
Self Determination	283	1.00	5.00	3.9376	.73767	-.609	.145	.519	.289
Academic Performance	283	1.00	4.67	2.8881	.63863	-.156	.145	.687	.289
Valid N (listwise)	283								

Appendix B

Reliability

Time Management

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.704	.704	4

Lecture attendance

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.801	.801	2

Peer Influence

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.796	.795	3

English Knowledge

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.825	.824	4

Learning Strategies

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.720	.722	3

Academic Motivation

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.752	.758	4

Self determination

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.703	.730	3

Academic Performance

Reliability Statistics

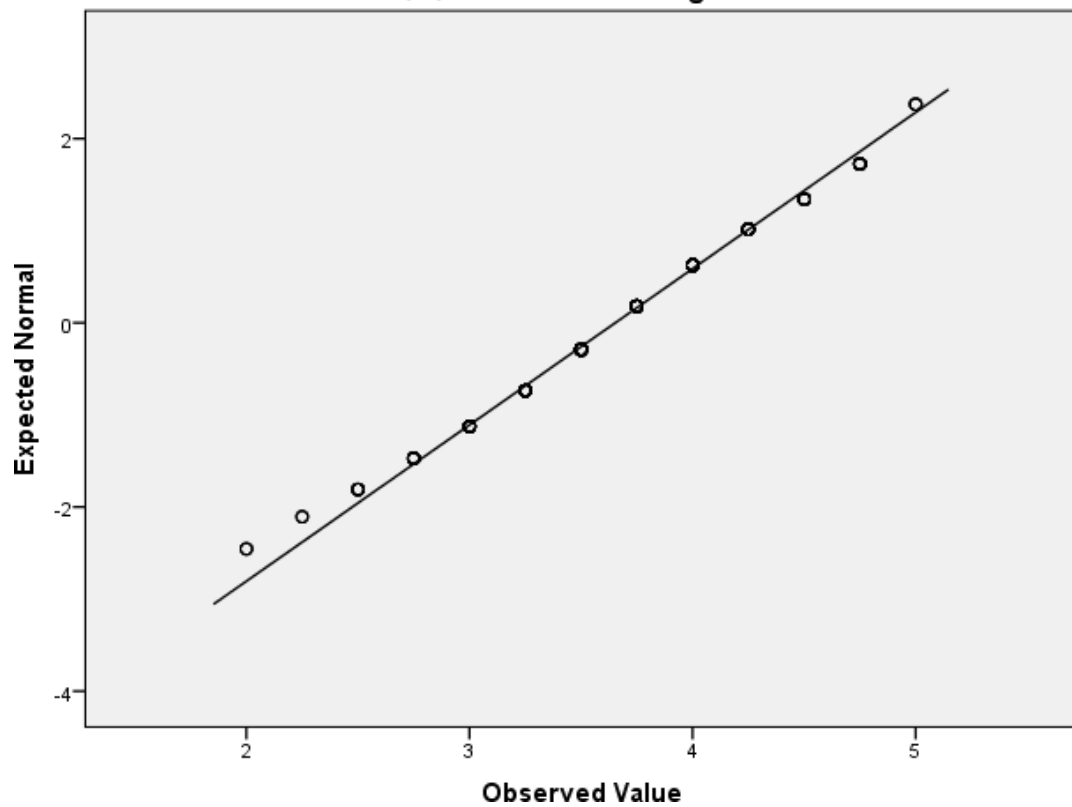
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.774	.775	3

Appendix C
 Test of Normality
 Time management

Descriptives

		Statistic	Std. Error	
Time Management	Mean	3.6537	.03503	
	95% Confidence Interval for Mean	Lower Bound	3.5848	
		Upper Bound	3.7227	
	5% Trimmed Mean	3.6607		
	Median	3.7500		
	Variance	.347		
	Std. Deviation	.58932		
	Minimum	2.00		
	Maximum	5.00		
	Range	3.00		
	Interquartile Range	.75		
	Skewness	-.121	.145	
	Kurtosis	.111	.289	

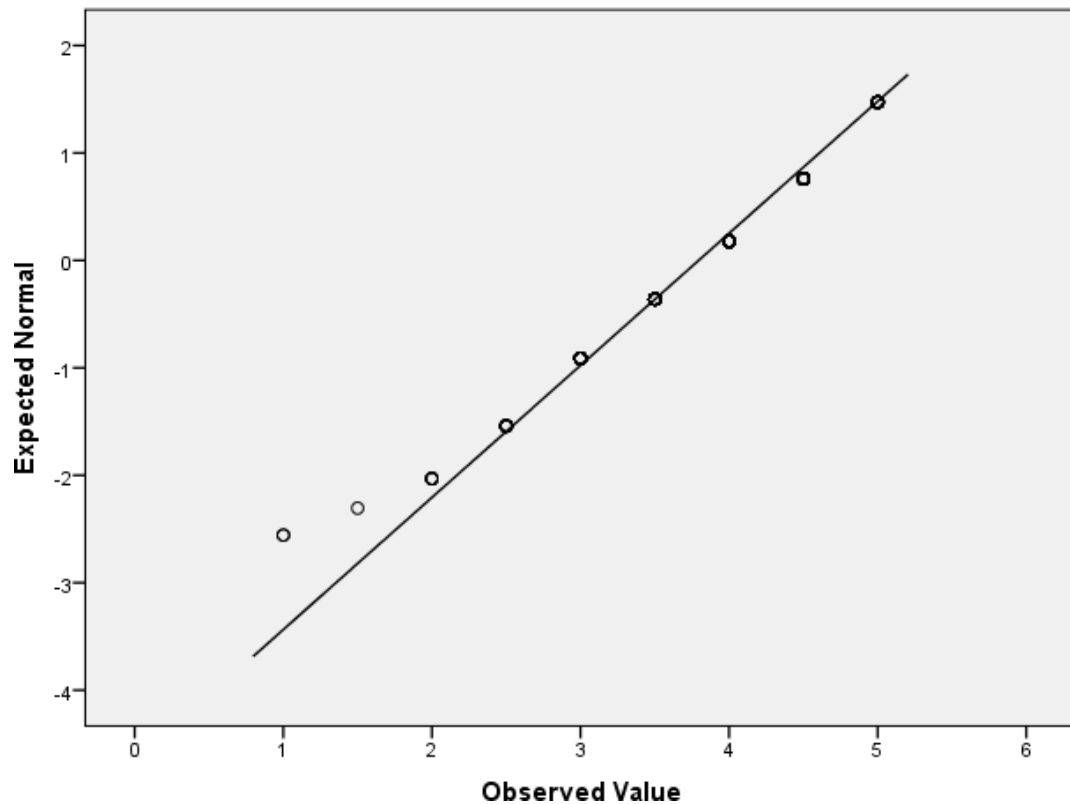
Normal Q-Q Plot of Time Management



Lecture attendance

Descriptives			Statistic	Std. Error
Attendance on Lectures	Mean		3.7951	.04836
	95% Confidence Interval for Mean	Lower Bound	3.6999	
		Upper Bound	3.8902	
	5% Trimmed Mean		3.8256	
	Median		4.0000	
	Variance		.662	
	Std. Deviation		.81348	
	Minimum		1.00	
	Maximum		5.00	
	Range		4.00	
	Interquartile Range		1.50	
	Skewness		-.428	.145
	Kurtosis		.003	.289

Normal Q-Q Plot of Attendance on Lectures

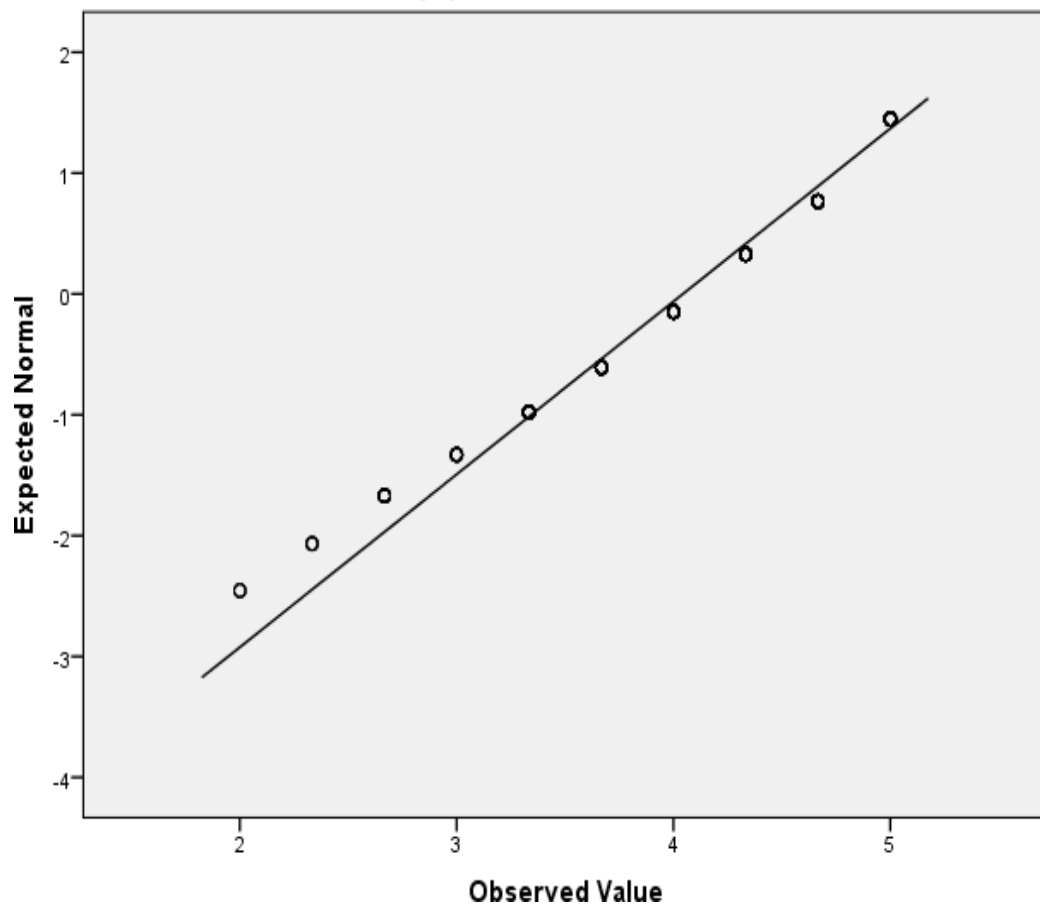


Peer influence

Descriptives

			Statistic	Std. Error
Peer Influence	Mean		4.0436	.04155
	95% Confidence Interval for Mean	Lower Bound	3.9618	
		Upper Bound	4.1254	
	5% Trimmed Mean		4.0800	
	Median		4.0000	
	Variance		.489	
	Std. Deviation		.69903	
	Minimum		2.00	
	Maximum		5.00	
	Range		3.00	
	Interquartile Range		1.00	
	Skewness		-.588	.145
	Kurtosis		-.089	.289

Normal Q-Q Plot of Peer Influence

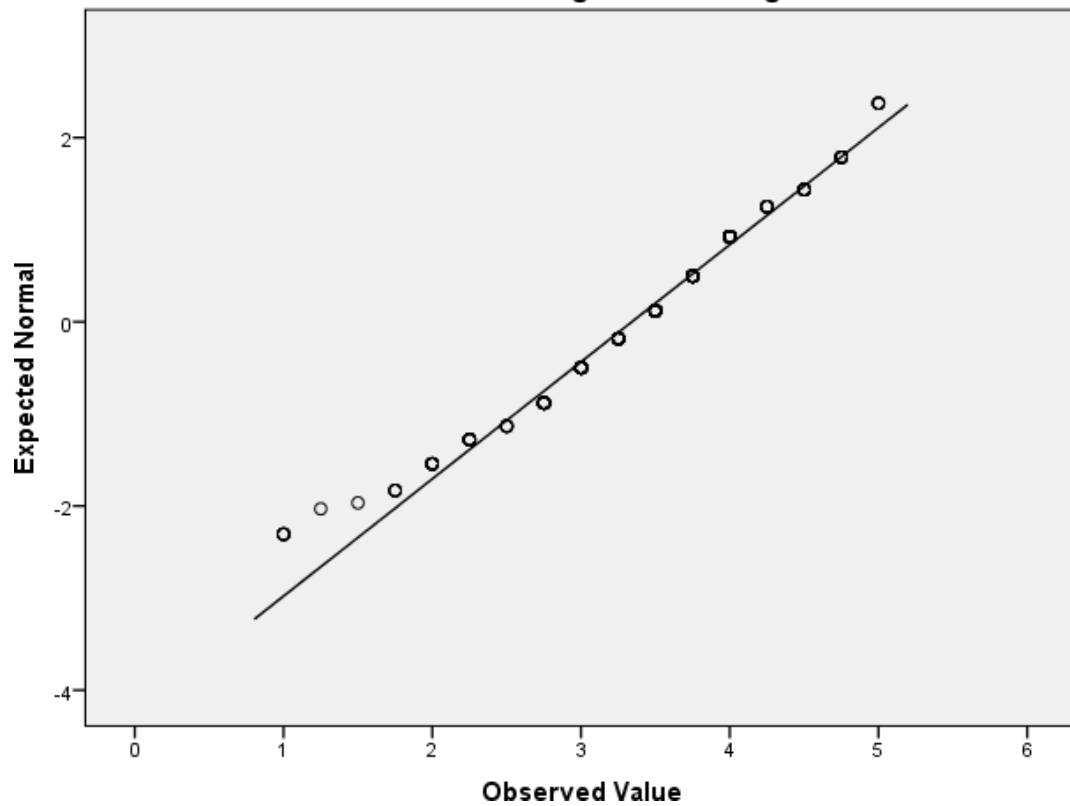


English Knowledge

Descriptives

		Statistic	Std. Error	
English Knowledge	Mean	3.3419	.04674	
	95% Confidence Interval for Mean	Lower Bound	3.2499	
		Upper Bound	3.4339	
	5% Trimmed Mean	3.3627		
	Median	3.5000		
	Variance	.618		
	Std. Deviation	.78632		
	Minimum	1.00		
	Maximum	5.00		
	Range	4.00		
	Interquartile Range	.75		
	Skewness	-.467	.145	
	Kurtosis	.517	.289	

Normal Q-Q Plot of English Knowledge

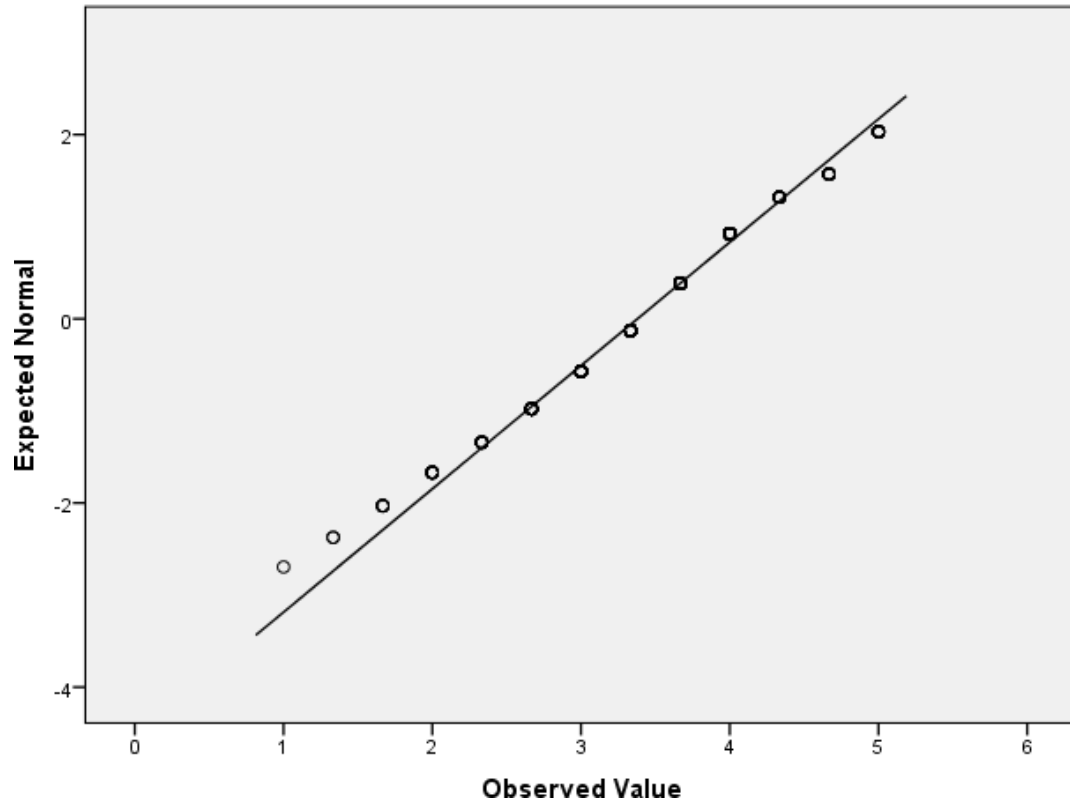


Learning Strategies

Descriptives

		Statistic	Std. Error	
Learning Strategies	Mean	3.3793	.04440	
	95% Confidence Interval for Mean	Lower Bound	3.2919	
		Upper Bound	3.4667	
	5% Trimmed Mean	3.3857		
	Median	3.3333		
	Variance	.558		
	Std. Deviation	.74684		
	Minimum	1.00		
	Maximum	5.00		
	Range	4.00		
	Interquartile Range	.67		
	Skewness	-.197	.145	
	Kurtosis	.330	.289	

Normal Q-Q Plot of Learning Stratgies

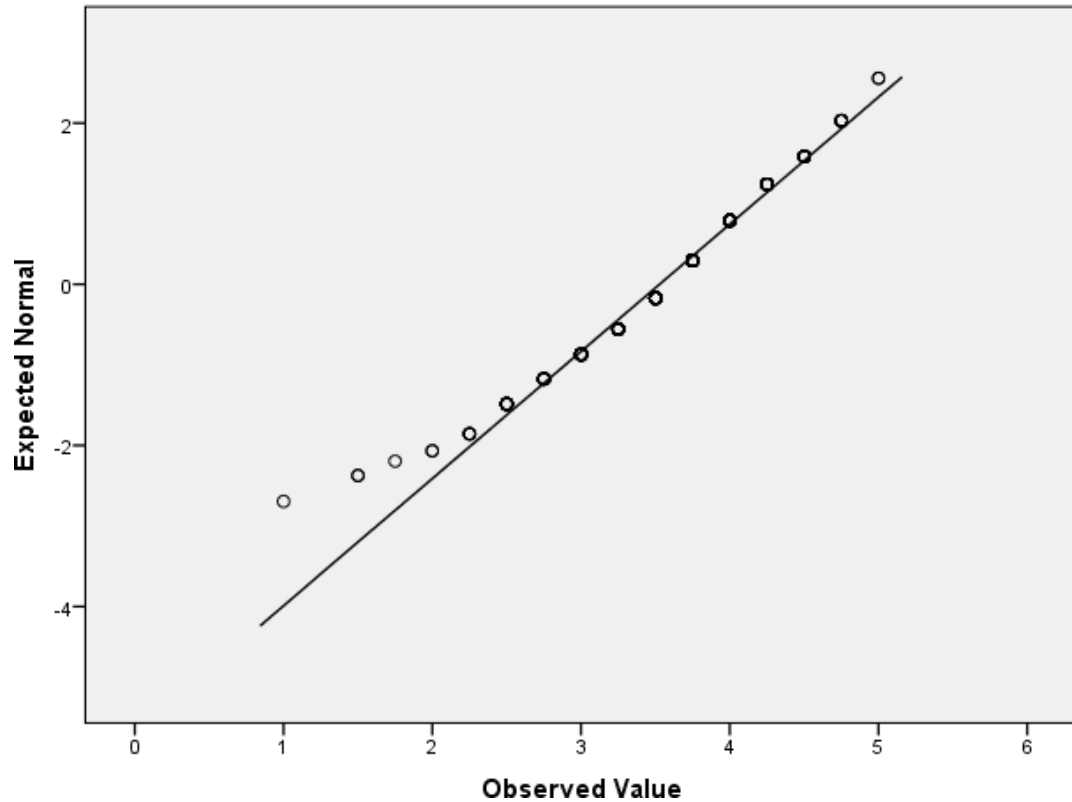


Academic Motivation

Descriptives

		Statistic	Std. Error	
Academic Motivation	Mean	3.5283	.03767	
	95% Confidence Interval for Mean	Lower Bound	3.4541	
		Upper Bound	3.6024	
	5% Trimmed Mean	3.5461		
	Median	3.5000		
	Variance	.402		
	Std. Deviation	.63378		
	Minimum	1.00		
	Maximum	5.00		
	Range	4.00		
	Interquartile Range	.75		
	Skewness	-.588	.145	
	Kurtosis	.947	.289	

Normal Q-Q Plot of Academic Motivation

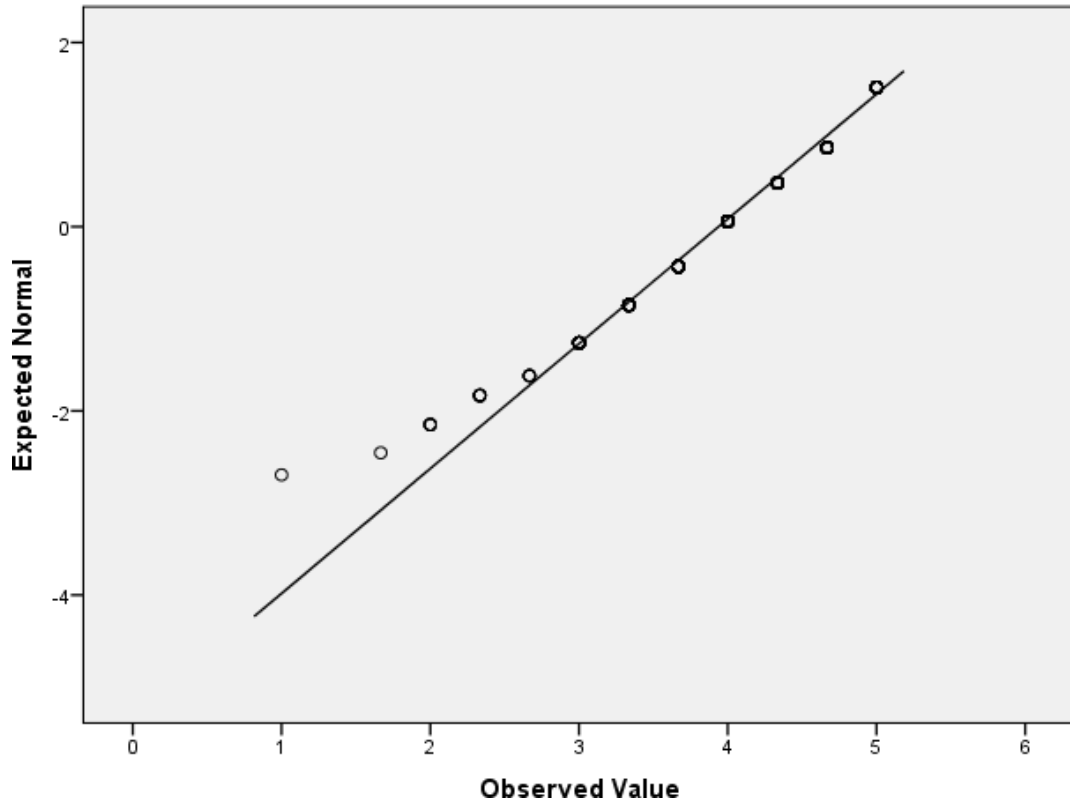


Self Detemination

Descriptives

		Statistic	Std. Error
	Mean	3.9376	.04385
95% Confidence Interval for Mean	Lower Bound	3.8513	
	Upper Bound	4.0239	
	5% Trimmed Mean	3.9779	
	Median	4.0000	
	Variance	.544	
Self Determination	Std. Deviation	.73767	
	Minimum	1.00	
	Maximum	5.00	
	Range	4.00	
	Interquartile Range	1.00	
	Skewness	-.609	.145
	Kurtosis	.519	.289

Normal Q-Q Plot of Self Determination

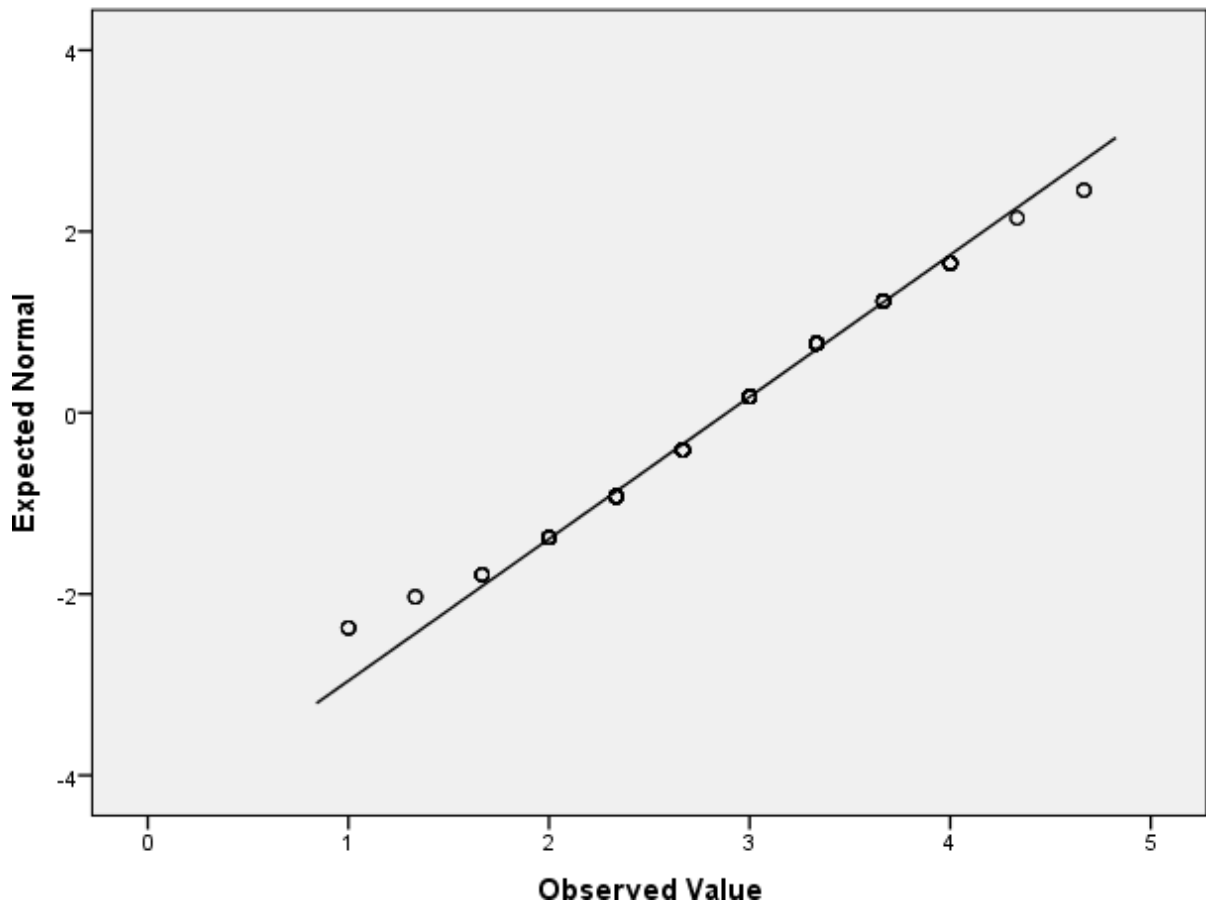


Academic Performance

Descriptives

		Statistic	Std. Error
	Mean	2.8881	.03796
95% Confidence Interval for Mean	Lower Bound	2.8134	
	Upper Bound	2.9628	
	5% Trimmed Mean	2.8966	
	Median	3.0000	
	Variance	.408	
Academic	Std. Deviation	.63863	
	Minimum	1.00	
	Maximum	4.67	
	Range	3.67	
	Interquartile Range	.67	
	Skewness	-.156	.145
	Kurtosis	.687	.289

Normal Q-Q Plot of Academic



Appendix D

Correlation Analysis

Correlations									
		Time management	Lecture attendance	Peer influence	English knowledge	Learning strategies	Academic motivation	Self-determination	Academic performance
Time management	Pearson Correlation	1	.642**	.554**	.736**	.576**	.661**	.663**	.700**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000
	N	283	283	283	283	283	283	283	283
Lecture attendance	Pearson Correlation	.642**	1	.635**	.858**	.828**	.701**	.621**	.746**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.000
	N	283	283	283	283	283	283	283	283
Peer influence	Pearson Correlation	.554**	.635**	1	.733**	.632**	.566**	.385**	.743**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000	.000
	N	283	283	283	283	283	283	283	283
English knowledge	Pearson Correlation	.736**	.858**	.733**	1	.763**	.701**	.612**	.971**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000	.000
	N	283	283	283	283	283	283	283	283
Learning strategies	Pearson Correlation	.576**	.828**	.632**	.763**	1	.735**	.542**	.736**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000	.000
	N	283	283	283	283	283	283	283	283
Academic motivation	Pearson Correlation	.661**	.701**	.566**	.701**	.735**	1	.862**	.674**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000	.000
	N	283	283	283	283	283	283	283	283
Self-determination	Pearson Correlation	.663**	.621**	.385**	.612**	.542**	.862**	1	.550**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		.000
	N	283	283	283	283	283	283	283	283
Academic performance	Pearson Correlation	.700**	.746**	.743**	.971**	.736**	.674**	.550**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	
	N	283	283	283	283	283	283	283	283

** Correlation is significant at the 0.01 level (2-tailed).

Appendix E

Regression analysis

Model summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.991 ^a	.982	.981	.11488

a. Predictors: (Constant), Self Determination, Peer influence, Learning strategies, Time management, Lecture attendance, English Knowledge, Academic motivation

ANOVA table

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	193.035	7	27.576	2089.411	.000 ^b
	Residual	3.629	275	.013		
	Total	196.664	282			

a. Dependent Variable: Academic performance

b. Predictors: (Constant), Self Determination, Peer influence, Learning strategies, Time management, Lecture attendance, English Knowledge, Academic motivation

Coefficient table

Coefficients ^a						
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	-.003	.049		-.066	.948
	Time management	-.028	.017	-.022	-1.686	.093
	Lecture attendance	.357	.016	.421	21.855	.000
	Peer influence	.033	.012	.037	2.890	.004
	English Knowledge	1.220	.020	1.205	60.424	.000
	Learning strategies	.132	.017	.135	7.834	.000
	Academic motivation	.082	.025	.070	3.237	.001
	Self Determination	-.075	.024	-.059	-3.092	.002

a. Dependent Variable: Academic performance