Factors affecting to the poor academic performance of male students with special reference to Faculty of Management Studies of Rajarata University of Sri Lanka

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Abstract- Academic performance becomes a crucial success factor within the modern education setting due the higher degree of completion exists within the local and foreign academic sector. Even though male and female students privilege equal amenities in the university system, there is a significant performance lag between male and female students' academic accomplishments. In most cases, female students continue to outride the male student with a superior level of performance, which demarcates major gender-specific performance disparities. Academic self-perception, attitude towards teachers, attitude towards school, goal valuation and motivation/ self-regulation have been described as the most important factors affecting the level of academic success. The research sample was chosen using a stratified sampling methodology consisting of 100 male and female undergraduates from Department of Business Management, Department of Accountancy and Finance, Department of Tourism and hospitality Management, Department of Business information technology. This study was mainly considered to be a basic research, and a questionnaire was used to collect responses. Independent Sample t test, correlation and regression were used to test hypotheses that establish to find the relationship between independent and dependent variables.

Index Terms- Academic performance, Undergraduates, Gender difference, Faculty of Management Studies (FMS), Rajarata University of Sri Lanka (RUSL)

I. INTRODUCTION

The academia is a sound venture made by an individual in his life and any general public is profited by having an informed populace. The university degree is as yet considered as a venturing stone in the globalized world and the ascent of interest for academia is rising essentially. There are bundle of academes overall adding to give an illuminated populace to the universe. Sri Lanka too is a nation in its procedure of building up a pool of educated people in the island and at present 15 universities are portions of this movement.

Sri Lanka must assess the country's capacity to take advantage of the benefits of the knowledge economy in its ability to build a demand-driven education system focusing on lifelong learning. A sustainable education system should focus on learning rather than on schooling and on building an innovative and entrepreneurial atmosphere to improve the quality of primary and tertiary training and provide lifelong learning opportunities. (World-Bank, 2008)

The educational system of every country represents the degree of community, economic and mental ability of that society. It could help meet material and cognitive requirements if it keeps pace with global innovations. Moreover, the core tasks of education in a society are to translate a cultural heritage and increase the recognition and guiding of students ' skills and interests towards growth and to continue studying in universities and higher education institutions and to obtain the right job learning. (Ministry of Education, 2000)

Education is therefore not only a catalyst for growth, but is also a necessary requirement to foster culture and to meet the material needs of individuals in this society (Mirzaei, 1995). But sadly, many children and qualified persons are excluded from school or forced to delay their academic year, particularly in underdeveloped and developed countries, and leave school even. They have not been very competitive and are discouraged academically, so to speak. So it is important to understand the roots of social problems and to take steps towards addressing them and this is one of the roles of school planning in society. (Bazargan, 1993)

Students are an important resource of universities. Their performance (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. Hence, the administrators, educators, policy makers and corporations in the labour market

pay more attention to the performance of students in universities. The employers consider academic performance as one of the key factors in recruiting employees; especially fresh graduates. Thus, students have to pay attention to obtaining a good result in order to fulfil the employer's requirements (Ali et al., 2009)

Rajarata University is one of such scholastic establishments assuming a conspicuous job at this procedure. Rajarata University of Sri Lanka is a non-benefit advanced education foundation put in the urban region of Anuradhapura in North Central Province. It was set up as the eleventh National University in Sri Lanka and was officially opened on 31st January 1996 according to the Gazette Notification 896/2 and the University Act 16 of 1978

University education enhances one's quality of life by offering better career possibilities, improving personal growth, allowing knowledge of the globe and the community to be enhanced, and many other aspects. The quality of academic education must therefore be assured and confirmed through undergraduate academic performance.

An undergraduate is a college or university student who is not a graduate student following diversifying courses under different degree programs. At present, there are 1500 undergraduates at the faculty of Management Studies of Rajarata university of Sri Lanka following the aforementioned degrees as freshman, sophomores, seniors, and juniors. Their academic performance varies depending on their distinct study programs and variables that affect their academic lives. A significant challenge for scholars is to figure out how the behavior of gender in distinct areas of life, including education, office and household facilities, is different.

Gender wise performance may be dependent on a number of factors, like economic, socioeconomic, political, etc. Gender affects the academic performance of the student. (Braddock, 1981) (Simelane, 1996)

Childhood schooling and interactions, gender differences in personality, perceptions and attitudes of parents and teachers, various classes and biological variations between the sexes are all important to create discrepancies in gender performance. (Feingold, 1998)
Younger et al., (1999) focus on the gender gap in English secondary schools. This analysis is based upon boys and girls ' results in GCSE exams in the UK and girls are shown to be better than boys. Boys ' disrespect of authority, academic work and institutional results, disparities in student attitudes to education and their expectations and goals, as well as greater maturity for girls and more effective learning approaches explain this phenomenon.

Azhar et al., (2013) study concludes that the overall performance of female students was better than male students. This study showed that females work hard and females are more studious as compare to males. Males involve themselves more in social activities and also in physical activities.

But surprisingly, many male students are excluded from college in many contemporary societies, particularly in underdeveloped and developing nations, or compelled to repeat the academic year and even leave it during college. They don't hit a lot of achievement and endure scholarly inhibition, so to talk. It is therefore essential to understand the causes of social issues and to take measures to solve them, and this is one of the duties of educational planners in this community.

In the most recent past, the performance of the male students of the RUSL has been dropped down significantly. The no of male students entering and performing well is not at a satisfactory state in reference to the country's population The performance of male population is perceptibly crucial to a developing country like Sri Lanka in the economizing business universe. Considering the reasons behind this reduced academic performance among male undergraduates is of great importance. Because the performance of male students in universities should be a concern not only to the administrators and educators, but also to corporations in the labor market.

Academic achievement is one of the key considerations in recruiting of new graduates by employers. Students must therefore make the greatest effort to obtain a good degree to satisfy the demands of their employer (Ali et al., 2009).

In a study conducted in a government college university of Lahore it was investigated that the performance of the female students is significantly higher as compared the male students on the basis of different factors. The major factors including parental education, participation in debates, better income support, use of internet in studies, better performance in BA/BSc classes, time spent in studies other than class hours are contributors for higher performance (Ahmad et al., 2015).
Therefore, this current study is carried out to emphasize the factors that affect the poor performance of the male students in the academic culture of the Rajarata university of Sri Lanka and explore factors that are strongly associated with poor performance in order to suggest for monitoring and improving their performance.

Research objectives

1.5.1 General objective

The main objective of this study is to investigate the factors influence on the poor academic performance of the male

undergraduates of Faculty of Management Studies of Rajarata University of Sri Lanka.

1.5.2 Specific objectives

1. To investigate the factors that effect on the academic performance of the undergraduates.
2. To examine whether there is a gender difference among the factors that effects on academic performance

To examine the impact of each factor on the academic performance of the undergraduates.

II. PROBLEM STATEMENT

Sri Lanka is a country in which free education is granted without any disparity for all who are eligible in its population. From the free education system implemented in 1942, level of education has significantly increased in Sri Lanka. The most fundamental is the right to be educated. This right is an essential condition for parity on the labor market, but it is not sufficient on its own. If females or males are discriminated against as regards access to education, then our society's human capital will not be nourished. When gender equality is present on the labor market, the rational distribution of job in society is based on aptitude and competence among all genders. The population eligible for secondary and tertiary education of the country has been dispersed equally among the males & females during the past ten years.

Table 1 the eligible population for secondary & tertiary education

Age group		15-19	20-24
Year			
2018	male %	49.82	48.40
	female %	50.17	51.59
2017	male %	49.85	48.45
	female %	50.14	51.54
2016	male %	49.85	48.43
	female %	50.14	51.56
2015	male %	49.88	48.41
	female %	50.11	51.58
2014	male %	49.88	48.40
	female %	50.11	51.59
2013	male %	49.84	48.45
	female %	50.15	51.54

(Source: Registrar General's Department)

Usually the age group of 15-19 & 20-24 of the population is considered as entitled cluster of individuals for the secondary & tertiary education. The table 1 depicts that such cluster does not diverge significantly. These data show no major differences between male and female in the eligibility of secondary and tertiary education in Sri Lanka.

Table 2 Admission of students to the universities of Sri Lanka in terms of Gender

Academic Year	To all the universities			To Rajarata University of Sri Lanka			Difference
	Total	Male %	Female %	Total	Male %	Female %	
2010/2011	21561	40.15	59.85	1316	36.25	63.75	27.5%
2011/2012	28908*	37.82	62.18	1773	33.50	66.50	33%
2012/2013	24198	38.66	61.34	1429	33.87	66.13	32.26%
2013/2014	25200	37.72	62.28	1484	31.20	68.80	37.6%
2014/2015	25676	37.98	62.02	1446	33.13	66.87	33.74%
2015/2016	29083	36.84	63.16	1662	34.12	65.88	31.76%
2016/2017	30668	37.70	62.30	2109	34.42	65.58	31.16%

(Source: University Grants Commission)

**This shows the intake from GCE (A/L) 2011 which Relevant to the year 2012 but admitted in 2013. The number admitted was increased due to a settlement of a Litigation matter with regard to the methodology used to calculate the Z -score.*

The table 2 shows that the students enrolled to the universities have been increased annually and there is a substantial gap between the male & female students who have enrolled to the universities. It could be understood that total number of enrolled female students is larger than male students. According to the table 2, university enrolment of female students from academic year 2010/11 to date has been increasing, while the share of male students decreases. The same scenario is repeated in the context of Rajarata University too. Although there is no significant difference between the eligibility criteria, question arose when the parentage of male students decreased continuously while the percentage of females increased gradually.

Management is considered as a discipline which gives higher weight to the pragmatic approach in the real business world. Hence there should be an effective balance between male mangers and female mangers to coordinate the business functions effectively by taking suitable rational decisions

according to the situation. But if the female students dominate the male percentage in higher education, then male students may not be able to take critical positions in the industry because in order to recruit personnel for managerial positions the degree and academic performance level will decide the primary qualifications.

On the basis of the literature on intelligence and achievement testing some of which shows males to be superior in mathematical and scientific areas and females to be superior in humanities and social science areas, it might be expected that performance at the university level would reflect these differential strengths.

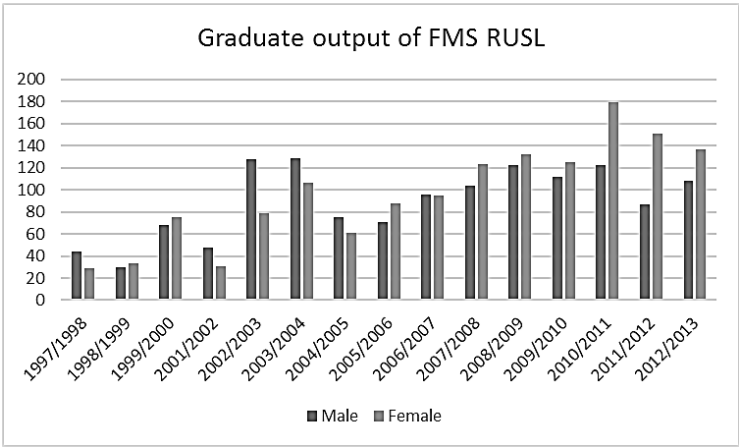
Though these patterns go well with mathematical and scientific areas and humanities and social science areas Management can be identified as a common subject discipline which has an equal weightage from male students as well as female students. But the problems occur when male percentage is tended to decline over time in the management discipline and recording continuous and gradual incensement in female percentage in university entrance as well as the performance at the university level. The most dramatic changes in male-female enrolments occurred in areas that have long been heavily dominated by male students. This is particularly true of the professional faculties. Although this is the most dramatic increase, all male dominated professional faculties show increases in the proportion of females enrolled.

Academic success is important because after graduation it directly determines the students ' positive outcomes. The students with smart degrees or high levels of education are most likely to use and paid the next pay grade than the others with no academic success. Academic success is vital as a result of not solely the nice jobs with the satisfactory wages the scholars would have, however conjointly the upper levels of education to tackle the technologically stringent occupations the operating students would wish within the future.

Moreover, the quantity of jobs demanding a university education is predicted to increase more than twice as fast as those not demanding a university education by the next ten to twenty years (Fleetwood & Shelley, 2000; Rentner & Kober, 2001). The students with academic success would have more opportunities to choose their future jobs than those with less education. Nevertheless, the academic performance of the male graduates of the FMS of RUSL is exhibiting a substandard state in the recent past and the present in relation to other faculties of the university.

Figure 1 – Graduate output of Faculty of Management Studies of Rajarata University of Sri Lanka

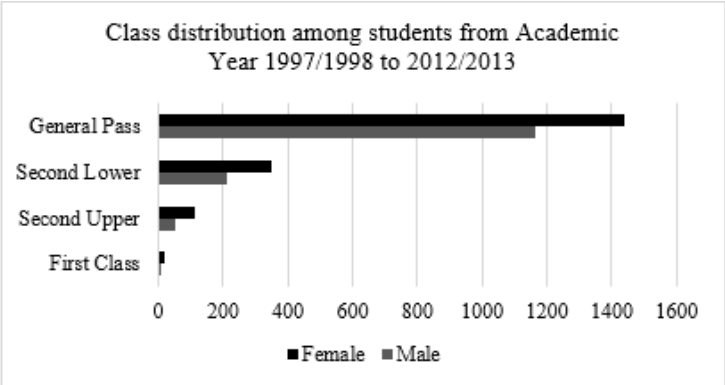
When analyzing the graduate output data of FMS RUSL, it clearly rectifies the performance difference between male



and female students in their academic culture. A gradual and systematic increase in female performances occurred from the year 2005/2006. Based on this data, males still dawdle female students when it comes to academic culture.

Academic success is mainly measure through the class of the degree. First class, second upper, second lower and the general pass are the major class categories that a student can obtain as the yield of his or her academic endeavor. When analyzing graduate output data more precisely, researchers identified following patterns in class dissemination among male and female students.

Figure 2 - Class distribution among students from Academic Year 1997/1998 to 2012/2013



This data further evidenced the performance gap between male and female students in the academic culture. Female students tend to be more effective than the male students and achieve more good passes such as first, second upper , second lower than the male students This has become a concern because only females display the successful results even though all students were encouraged by the university in the same manner by providing academic and nonacademic facilities equally.

According to the above data and information, the male students' performance in the academic culture is low compared with the female students. Only few male students have performed well in the academics by earning an honor degree and thus it can be concluded that male students' performance in the academic culture is not at a satisfactory state.

Managers have to make strategic choices and ad hoc decisions in this complex market environment. The hours and inflexibility of the working day, the overtime, the place of work and the switching times make it difficult for working women to meet the dual demands of being a career woman and a decent housewife. Thus, it is very vital to have the contribution of the male managers in the vibrant business world and when such involvement is not sufficiently acquired identifying the reasons behind is of the essence. Despite the fact researches have conducted numerous researches in confirming that there is a gender imbalance in universities in Sri Lanka, only handful of researchers have tried to identify the reasons why such an imbalance is prevailing. As a result, this paper attempts to identify why the majority of male students' performance is poor in the FMS of RUSL.

III. LITERATURE REVIEW

Education is the basis for every nation's growth. Education is thought to be the key to every nation's national development. With this in mind, Battle and Lewis (2002) argued that learning plays a vital role in human capital growth and is related to a person's well-being and opportunity to live better. Education guarantees knowledge and skills that maximize the efficiency and quality of life of individuals. Similarly, Saxton, (2000) noted that increase in productivity also leads towards new sources of earning which enhances the economic growth of a country.

Academic culture refers to the attitudes, values and ways of behaving that are shared by people who work or study in universities, for example, lecturers and students (Brick,2009). There are two ways in which culture may influence behavior, in cause achievement. In the first instance, there is of course the process of socialization, or the process by which an individual acquires the habits, values and norms of a group in order to be able to function within that group (Schein, 1984). As such, a differentiation can be anticipated from the culture of girls to the culture of boys, and considering the disparity in school behaviors of boys and girls, it can be expected that the culture of boys is less study-oriented than the culture of girls. One hypothesis, then, that the culture of boys is less studying-oriented than the culture of girls. (Houtte, 2004)

Gender has been found to influence the student's academic performance (Braddock, 1981); (Simelane, 1996).Recently, research into gender differences in achievement has mainly concentrated on the underperformance of boys in comparison with girls. Throughout fact, qualitative research emphasizes the importance of adolescent gender-specific cultures. (Houtte, 2004) In recent years, in many countries, increasing attention has been paid to the underachievement of boys in comparison with girls. In recent decades attention shifted: while the underperformance of girls in the mid-1970s was identified as problematical, in the 1990s, the underperformance of boys became the center of attention (Epstein et al., 1998); Frosh et al., 2002). Scientists and other researchers proposed various possible causes for underperformance of boys

A study conducted by Saunders et al (2004) in Africa has found that African American males are lagging well behind their female peers who are graduating from high school and college at higher rates while a research done by Hassan & Hassan, (2016)with the participation of 200 students of University of Peshawar in Pakistan too revealed that performance of female students is better than males. Kimball (1989) notes that unlike standard measurements in mathematics performance measures such as SAT-M3, female students perform better than male in the math classes, exploring the gender differences in school grades. For history classes and history tests, Wilberg and Lynn (1999) reach the same conclusion. The writers describe this trend by saying that women appear to act more diligently and have a better work ethic than men. They also have enhanced language skills, including writing essays, grammar and fluency of words, which lead to better learning. In the context of academic performance, words such as "academic self-concept," "academic self-perception," and "academic self-efficacy" are often alluded colloquially.

Self-concept

Self-concept is the set of perceptions or reference points that the individuals has about himself; the set of characteristics, attributes, qualities and deficiencies, capacities and limits, values and relationships that the individuals knows to be descriptive of himself and which he perceives as data concerning his identity (Marsh & Seeshing, 1997).

According to Ghazvini, (2011), self-concept is the set of knowledge and attitudes that we have about ourselves; the perceptions that the individual assigns to him and characteristics or attributes that we use to describe ourselves. It is generally considered to be an explanatory assessment and has a logical dimension.

Academic self-efficacy refers to an individual's judgments of his or her capabilities to perform given academic tasks and is also a component of the global psychological construct, self-concept, which is also comprised of other aspects of self. (Schunk, 1991)

Academic self-perception is the student's opinion of his or her academic abilities (Suldo, Shaffer, & Shaunessy, 2008).It is presumed that the perceptions students have about their academic skills influence the types of academic activities they select. These perceptions usually are within the categories of academic self-efficacy and academic self-concept (McCoach & Siegle, 2001).

Previous research studies demonstrate that self-perception can serve as an influencer towards academic achievement. Huang (2011) through his investigations found that high self-concept is directly related to high academic performance and that self-enhancement and skill development may have high pedagogical value.

A study conducted by Nalah (2014)with the participation of 412 college students in their first & final years to examine the relationship between self-concept & academic performance found that different individuals have self-concept in varying qualities as suggested by the term "negative and positive" self-concepts and varying quantities as implied by "low and high" self-concepts. . Furthermore, this study reveals that there was no significant relationship between self-concept and academic performance of male & female students irrespective of their academic domain. Thus Nalah (2014) emphasized that gender does not influence or determines one's self concept & academic performance.

Attitude toward university

An attitude is "a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events or symbols" (Hogg & Vaughan, 2005). In their research Candeias et al., (2010) & Veresova & Mala, (2016) found that school attitudes are one of the major factors to understand the relationship between teacher and student abilities and between those and the academic performance of students.

Lewy (1986) described the actions, emotions, and decisions, beneficial or disadvantageous for school and school interactions, as the behavior of the student. Candeias et al., (2010) showed that pupils with lower performance and higher rate of school failure have more negative attitudes. (Veresova & Mala, 2016) found in their study that attitude towards school and learning significantly predicts academic achievement & this concept was further stressed by Ak & Sayil, (2006) Newton & Mwisukha, (2009) and Geddes et al., (2010).

Few researches have tried to examine the difference in gender will have any different attitude in schools and how it impacts to academic achievement. Candeias et al., (2010) & Houtte (2004) note that girls seem to have more positive attitudes toward school, while boys are less motivated and have more negative attitudes toward school.

Attitude toward lectures/ teachers

The teacher is the key factor in learning and education. A teacher is a person who works in educational institutions that allows students to accomplish cognitive, sensory and behavioral expectations and improvements within the educational system.

Gundogdu & Silman, (2007) revealed that a teacher is being able to interact with the student and display positive behavior such as asking questions, understanding their thoughts, showing interest and appreciation increases the students' motivation and success.

Studies have shown that teachers exert enormous influence on students and thus determine to a very large extent their academic performance.

Ulug et al., (2011) in their study has mentioned that the student's performance is not completely the result of their work; performance is affected by many factors and the first one is the attitude of the teacher. The student inspiration, his disposition towards education, the student's self-confidence and consequent growth of personality are influenced by the positive attitude of the teacher. This research has further found that there is an effect of the teachers' positive attitude in improving the students' success. 91.2% claimed positive attitudes increased performance according to the results of participants and 0.9% assumed progress was reduced, while 7.9% felt the output was without any impacts. A study conducted using a sample of four hundred students in Nigeria by Madukwe et al., (2019)too have found that there is a positive and significant relationship between teachers' attitude and students' academic performance with a multiple correlation coefficient (R) of 0.865 and a multiple adjusted R Square of 0.594 accounted for 59.4% of the variance in the student's academic performance.

Goal Valuation

Dompnier et al., (2009) have identified two types of goal orientation theories namely mastery & performance goals.

Mastery goals and performance goals are differentiated by how the students view ability and by how success and failure are defined (Senako et al., 2011).

Mastery goals are associated with one's desire to learn by improving one's competence through the acquisition of knowledge and skills. Performance goals are associated with one's desire to demonstrate competence compared to others. Although some researchers suspect that mastery goals have a positive consequence on achievement-related outcomes, research has not clearly demonstrated that academic success stems from mastery goals (Dompnier et al., 2009).

Achievement is something that is based on self-fulfillment for mastery goals; and based on outperforming peers for performance goals (Senko et al., 2011). For the mastery goals, students believe that if the learners try harder, the ability can be developed (Dweck, 1986). Controversially, for the performance goal, ability is a set feature (Dweck, 1986).

African American students with high levels of future orientations also have higher grades. It is worth noting that this construct also has important implications for the academic motivation of African American pupils. It seems that students with higher levels of future orientation and academic goals tend to possess higher academic motivation. African American students with strong orientations toward the future view education as an avenue to life success (Brown & Jones, 2004).

Motivation & self-regulation

Self-regulation is a skill that individuals employ to change their thoughts, feelings, desires, and daily activities to attain higher goals. In fact, self-regulation includes strategies, which individuals use to regulate and control their cognition (Doostian, et al., 2014). (Pintrich, 2000) says self-regulation is an active and constructive process that learners verify, regulate, and motivate to control their cognition and behavior (Pintrich, 2000).

Motivation is defined as the direction and intensity of one's efforts. 'Direction of effort' refers to the goals one wants to achieve, and 'intensity of effort' refers to the extent that person tries to achieve those goals (Ahmadi et al., 2009) (Paul & Elder, 2013).

A research conducted by Almalki (2009) using dental college students of Saudi Arabia to identify the influence of motivation on academic performance has found that there is a statistically significant correlation between academic performance & motivation.

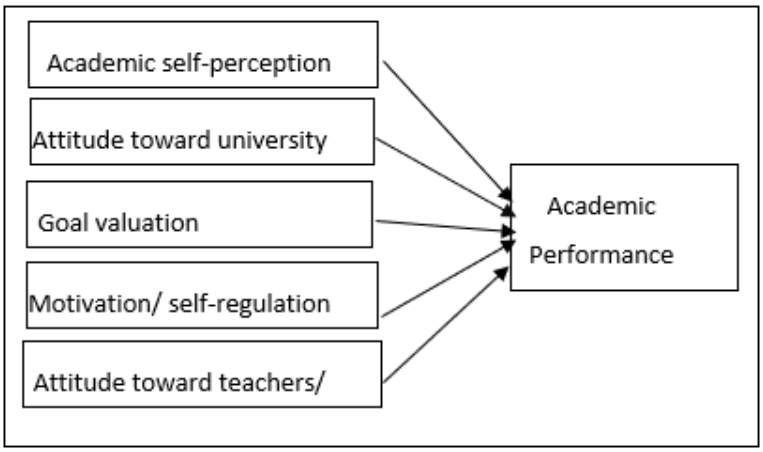
Pintrich (2000), (Zimmerman, 2008), Schunk & Zimmerman (2012)found that motivation is an important predictor affecting the academic performance and further added that such influence seems to be related to the relationship found between high motivation and self-regulation, in which highly motivated students showed to be more capable of planning and mastering their learning processes independently. Also, researchers from multiple disciplines found that students with high levels of motivation have a superior learning outcome compared to their colleagues with lower levels of motivation (Schunk et al., 2012)

Nota et al., (2004) examined the relationship between self-regulation, academic achievement and flexibility. The results showed that students who used self-regulation strategies were more successful in learning and academic achievement than other students (Nota et al., 2004); (Zimmerman, 1989)).

Many studies have investigated sex differences in students' academic motivation and the results were inconsistent and inconclusive. Barkoukis et al., (2008) results revealed the existence of gender differences regarding intrinsic motivation to know and amotivation. In fact, the intrinsic motivation of women to learn is higher than men and lower than males in amotivation. However, the study did not
reveal if there were gender differences with regard to extrinsic motivation an aspect of interest to the present study.

Rusilo & Arias, (2004) results showed the existence of gender differences in extrinsic motivation with girls showing lower levels. Interestingly, even though this study revealed that boys were more extrinsically motivated, gender differences in the specific domains of extrinsic motivation (external, introjected and identified regulation) were not reported.

Figure 3 – Conceptual Framework



(Source: Developed by the researchers**)**

IV. METHODOLOGY

The purpose of this study was to investigate gender differences among undergraduates of Faculty of Management Studies of RUSL in the areas of attitudes toward school, attitudes toward teachers, goal valuation, motivation, and academic self-perception. The conceptual framework of the study is as follows, Base on the above five independent variables, seven hypotheses were tested.

H1: The male undergraduates' academic achievement is lower than female undergraduates of FMS in RUSL.
H2: The academic self-perception of male undergraduates surpasses female undergraduates' in FMS in RUSL.
H3: The attitude toward university of male undergraduates surpasses female undergraduates' in FMS in RUSL.
H4: The goal valuation of male undergraduates surpasses female undergraduates' in FMS in RUSL.
H5: The motivation/ self-regulation of male undergraduates surpasses female undergraduates' in FMS in RUSL.

H6: The attitude toward teachers/ lectures of male undergraduates surpasses female undergraduates' in FMS in RUSL.
H7: There is a significant relationship between academic self-perception, attitudes toward teachers, attitudes toward school, goal valuation, motivation/self-regulation, and academic achievement among male and female undergraduates of FMS in RUSL.

To analyse whether male students' academic self-perception, the attitude toward university, goal valuation, motivation/ self-regulation and attitude toward teachers/ lectures surpass by the female students, sample t- test was used and base on the results, researchers aimed at finding whether there are any significant differences in the means in the variable of interest.

To identify whether there is positive and significant relationship between independent variables and academic achievement correlation and regression were used and researchers aimed at finding the relationship type and explanatory power of independent variables to explore the dependent variable

As the population of this study researchers selected 2013/2014 academic year undergraduates who currently studying as fourth year undergraduates in the FMS in RUSL. The students are signified by the Department of Business Management, Department of Accountancy and Finance, Department of Business Information Technology and Department of Tourism and Hospitality Management. Considering the time and cost boundaries, sample size was determined as 100 students using stratified sampling method.

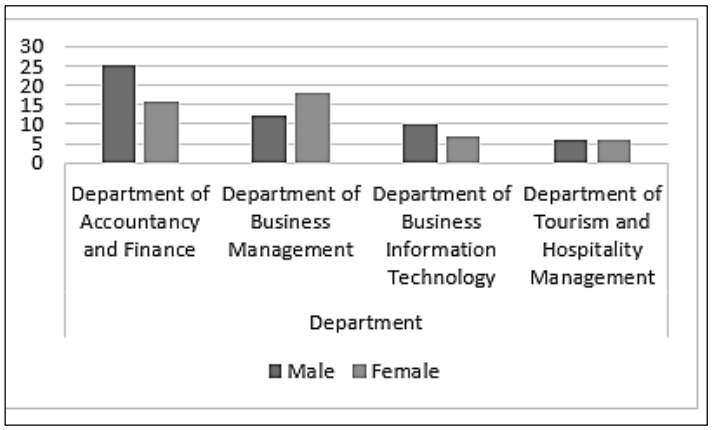
This study can be categorized under the basic research category because the main objective of this study is to investigate the factors influence on the poor academic performance of the male undergraduates of FMS of RUSL. The knowledge which bloom through this basic research will able to prosper the fundamental understanding and knowledge in the future studies.
This type of researches essentially concentrates on a situation study or a practical issue to clarify the dynamics of relationships between variables. This is an explanatory type research as it measures how the independent variables influence on the poor academic performance of the male undergraduates of FMS of RUSL
This study can identify as analytical research due to the necessity of critical thinking skills and the evaluation of facts and information relevant to the research undertaken. Throughout this research, researchers are aimed at logically examine the factors that are affecting to the poor academic performance of male students.

As this research based on Undergraduates, primary data were collected through distributing a questionnaire which compromise from 35 questions. Questions were designed to gather information on Academic self-perception, attitudes toward school, attitudes toward teachers (and classes) goal valuation, motivation/self-regulation, attitudes toward teachers (and classes). Secondary data gathered from previous research studies, organizational records, paper articles, government publications magazines and internet.

V. DATA ANALYSIS

1. Sample Description

Figure 4- Description of the sample



(Source: Survey Data)

Due to difficulties of mass data collection and time limitations a representative sample of 100 Students of aforesaid four departments were selected using the stratified sampling techniques. Both male and female students were selected from each department without prejudice to the gender equality within the sample. The sample represents a total of 53 percent of male respondents and 47 percent of female respondents in the Faculty of Management studies which cover all four departments.

2. Reliability Analysis

This section is examining the internal consistency in terms of reliability and validity of the constructs that were used to measure the key variables of the study before further analysis.

Table 3 – Results of the Reliability Analysis
(Source: Survey Data)

The table 3 shows the Cronbach's alpha computed in terms of the average inter correlations among the items measuring the concepts. according to the table the questions considered in the questionnaire can be accepted as the Cronbach alpha is greater than its minimum of 0.700.

Variable	Cronbach's Alpha	No: of Items
Academic self-perception	.733	7
Attitude towards university	.851	5
Goal Valuation	.898	6
Motivation/ self-regulation	.929	10
Attitude toward teachers/lecturers	.889	7

3. Descriptive Statistics for Research Variables by Gender

These section analyses individual variables by using descriptive statistics for identify their basic nature. In here researcher tries to identify the level of responses given by the sample regarding each independent variable and dependent variables.

Table 4 -Descriptive Statistics for Research Variables by Gender

Variables	Male		Female	
	Mean	SD	Mean	SD
Academic Achievement (CGPA)	1.830	0.871	2.319	0.662
Academic self-perception	20.283	2.648	21.170	3.415
Attitude towards university	16.301	2.438	15.723	1.740
Goal Valuation	21.283	3.874	21.425	3.987
Motivation/ self-regulation	27.037	6.028	31.872	5.866
Attitude toward teachers/lecturers	14.924	4.384	21.000	3.413

The mean value of academic achievement of female undergraduates was 2.319 with standard deviation of 0.66 which was considerably higher than male undergraduate's academic achievement measured through Cumulative GPA with mean of 1.83 and a standard deviation of 0.87. Academic self-perception and Goal valuation of female undergraduates is slightly higher than male undergraduates. However, the variables like motivation/ self-regulation and Attitude toward teachers/lecturers were depicting a considerable difference between the male and female undergraduates where males shown a substantial minor value than females.

4. Hypothesis Testing

For testing the first six hypothesis of the study Independent sample t-test was performed and its results are shown in the table 5.

Table 5- Results of the Independent sample t-test

Hypothesis	Female		Male		*t*	Sig.	Decision
	Mean	SD	Mean	SD			
Hypothesis 1	2.319	.662	1.830	.871	-3.127	.002	Accepted
Hypothesis 2	21.170	3.415	20.283	2.648	-1.460	.147	Rejected
Hypothesis 3	15.723	1.740	16.301	2.438	1.350	.180	Rejected
Hypothesis 4	21.425	3.987	21.283	3.874	-.181	.857	Rejected
Hypothesis 5	31.872	5.866	27.037	6.028	-4.053	.000	Accepted
Hypothesis 6	21.000	3.413	14.924	4.384	-7.660	.000	Accepted

To test the 7th hypothesis of the study which means that there is a significant relationship between academic self-perception, attitudes toward teachers, attitudes toward school, goal valuation, motivation/self-regulation, and academic achievement among undergraduates of FMS in RUSL, Correlation analysis and regression analysis was performed.

Correlation

Correlation analyses was performed to identify the relationship between the variables used in the study. The relationship of each independent variable with the dependent variable of academic performance was measured to achieve the objectives of the study. The table 6 shows the results of the correlation analyses.

Table 6 - Results of the correlation analyses.

Variable	Pearson correlation	Sig.
Academic self-perception	0.423	0.001
Attitude towards university	-0.458	0.006
Goal Valuation	0.438	0.000
Motivation/ self-regulation	0.545	0.030
Attitude toward teachers/lecturers	0.599	0.000

According to the table 6, all the independent variables (Goal valuation, Motivation/ Self-regulation, attitude toward teachers/ lecturers, academic self-perception) except attitude toward university depict significant positive relationship with the dependent variable Academic achievement.

Regression analysis

This section aims to examine relationships using regression analysis. In regression analysis academic performance was entered as dependent variable and Goal valuation, Motivation/ Self-regulation, attitude toward teachers/ lecturers. Attitude toward University and academic self-perception were entered as independent variables. The results are showed in following tables.

Table 7- Regression analysis (Model summary)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.777[a]	.604	.583	.52584

The R Square value is 0.604 which means 60.4% of the factors affecting on academic performance of undergraduates of FMS in RUSL can be explained by the selected predictions of the study.

Table 8- Regression analysis (ANOVA Table)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	39.649	5	7.930	28.679	.000[b]
	Residual	25.991	94	.277		
	Total	65.640	99			

The P value from the ANOVA table is less than 0.001, which means that at least one of the five variables Goal valuation, Motivation/ Self-regulation, attitude toward teachers/ lecturers. Attitude toward University and academic self-perception can be used to model the impact on academic performance.

Table 9 - Regression analysis (coefficient table)

Variables	Unstandardized Coefficients		Sig.
	B	Std. Error	
Academic self-perception	-.227	.043	.000
Attitude towards university	-.111	.036	.003
Goal Valuation	.058	.024	.020
Motivation/ self-regulation	.111	.024	.000
Attitude toward teachers/lecturers	.038	.016	.021

According to the all variables specified in the study except Academic self-perception and attitude toward university have positive impacts on academic performance of undergraduates of FMS in RUSL.

VI. CONCLUSION

This study was slanted towards to investigate the factors influence on the poor academic performance of the male undergraduates of Faculty of Management Studies of Rajarata University of Sri Lanka. Academic self-perception, goal valuation, attitude toward lecturers/ teachers, attitude towards university, motivation/ self-regulation was considered as independent variables which was used to explore the dependent variable of academic achievement. From the list of five independent variables, the study found that there is a positive and significant relationship between three independent variables and academic performance. Goal valuation, attitude towards teachers and motivation/self-regulation identified as the three influential factors which governs the academic performance level in both male and female undergraduates. According to the research findings, there is a noteworthy enactment gap between the academic performance of male and female undergraduates. Albeit female student in all four departments tend to out ridge male students when it comes to the academic culture. Research findings also revealed that, male students' motivation / self-regulation and attitude toward teachers score relatively lower than female students and it affects directly to reduce the performance capacity of male students in their academic endeavour.

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