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The Relationship between Academic Performance and Gender of Net Generation Students

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ABSTRACT: Research in the field of gender studies have become a dynamic study area over the past few decades and is likely to become even more so as the importance of gender equality is rapidly gaining momentum. Therefore understanding gender differences will be viewed as increasingly important.

India has been regarded as the youngest country in the world by the UN as it has the world's second largest population. However there are only 940 females for every 1000 males(census 2011) This clearly indicates that there is a discrimination .

Gender difference is one of the most neglected component in the Indian education system due to the complexity in its computation. Gender shapes an individual's personality, measured by big 5 personality traits of an individual (Openness to experience, Conscientiousness, Extraversion, Agreeableness and Neuroticism) and controls the behavior of the person which has a strong relationship with the academic performance. This article aims at examining the relationship between Academic performance and gender of net generation students.

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KEYWORDS- Gender, Academic performance and Net generation students

I. INTRODUCTION

Academic Performance

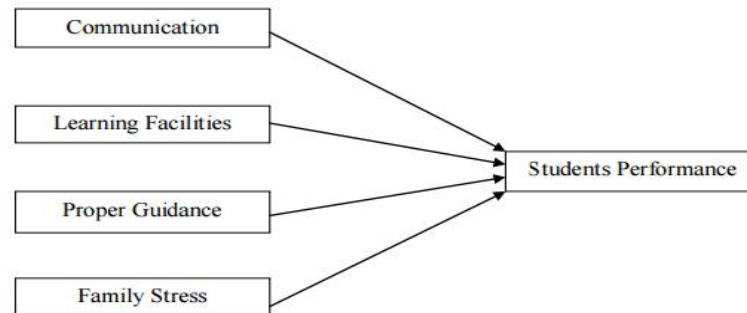
According to the dictionary: "Academic Performance is the outcome of education — the extent to which a student, teacher or institution has achieved their educational goals." Student Performance Galiher (2006) and Darling (2005), used GPA to measure student performance because their main focus was on the student performance for the particular semester. Some other researchers used test results or results of the previous year since they were studying performance for the specific subject or year (Hijazi and Naqvi, 2006 and Hake, 1998). Irfan Mushtaq & Shabana Nawaz Khan conducted a research on private colleges in Rawalpindi and Islamabad to check the effect of independent variables on dependent variables. By using the appropriate statistical package SPSS, it is found that communication, learning facilities, proper guidance and family stress are the factors that affect the student performance. (Irfan Mushtaq and Shabana Nawaz Khan, 2012)

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Muhammad Riaz Ahmad; Muhammad Khalid Pervaiz; Muhammad Aleem (2010) stated that the students' academic performance may be influenced by various external factors other than their personal characteristics. In this study, a questionnaire was used for data collection and its reliability was assessed by Cronbach Alpha. (Ahmad, Muhammad Riaz; Pervaiz, Muhammad Khalid; Aleem, Muhammad 2010)

Kyoshaba Martha (2005) investigated the factors affecting academic performance of undergraduate students of Uganda Christian University. Data was collected from 340 respondents and the findings revealed that there was a significant relationship between parents' social economic status and academic performance and a significant relationship between former school background and academic performance. Parents' social economic status is important because parents provide high levels of psychological support for their children through environments that encourage the development of skills necessary for success at school. That location, ownership and academic and financial status of schools do count on making a school what it is and in turn influencing the academic performance of its students because they set the parameters of a students' learning experience. (Kyoshaba Martha 2005) This study highlights the different factors that influence academic performance which are also influenced by Emotional Intelligence. Therefore it can be determined that Emotional intelligence is related to the academic performance of individuals.

II. RELATED WORK-STUDIES ON ACADEMIC PERFORMANCE AND GENDER

Amogne Asfaw Eshetu (2015) This paper tried to investigate the impact of gender on academic performance of preparatory secondary school students based on 2014 EHEECE result. Ex post facto research design was used. To that end, data were collected from 3243 students from eight purposively selected schools. The analysis has been undertaken quantitatively using independent samples t-test, one sample t-test, Pearson correlation coefficient, Chi-square test, ANOVA and linear multiple regression. The findings revealed that there is statistically significant difference between male and female students favoring the former. Sample mean is statistically higher than regional and zonal mean scores. A statistically significant difference among sampled schools has been observed. Younger students have scored significantly higher result than the older ones. The proportion of male students in the upper achieving groups was significantly higher than females and the opposite was true for low achieving groups. More effort is needed by concerned bodies so as to narrow the gender disparity. Furthermore, additional studies should be conducted to investigate the performance differences among schools.

Ryckman et al. (1988) conducted a study on gender relationships among intellectual achievement, responsibility, questionnaire and measured achievement and grades. Data were collected from 145 girls and 142 boys of fourth to sixth grade students of California using California achievement test. The results revealed no significant gender differences in academic achievement of the students

Vijayalakshmi and Natesen (1992) studied factors influencing academic achievement on a sample of 100 students consisting of 50 boys and 50 girls studying in ninth standard of Coimbatore. The total marks obtained by the students in quarterly and half yearly examination were taken as academic achievement. Findings indicated significant gender difference in academic achievement and girls were found to have higher academic achievement as compared to boys

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Conclusion Drawn From Literature

Gender has a direct impact on the Academic performance of students.

The studies conducted so far clearly state that gender has a direct impact with Academics .The extent to which it impacts varies from situation to situation and all other factors involved. The studies also show that Gender and Academic performance are directionally proportional.

Research Gap

There is hardly any information between Gender and Academic Performance of university students in India.

This research aims at filling this gap by understanding how Gender impacts Academic Performance in Net generation students.

III. RESEARCH METHODOLOGY

To examine the differences in Academic performance of Net Generation students across gender

Hypothesis

H0= There is no significant difference in the academic performance of net generation students across gender,

H1= There is a significant difference in the academic performance of net generation students across gender.

Sample Design

There are 10 Universities in Bangalore, which is a combination of Central/State and Private Universities offering Bachelors of Business Administration and Bachelors of Commerce. For the purpose of this study 3 Universities have been considered , which is Bangalore University(State University), Christ University (Private University) and Jain University (Private University).5 different colleges under these universities have been considered .

CMR college

Mount Carmel College

St Anne's College

Christ Institute of Management

Centre for Management Studies

252 students sample was drawn from the above mentioned colleges as they seemed to be a perfect blend of both state and private university .The questionnaire was administered for these students.

Inclusion Criteria

Undergraduate- Management and Commerce students of 5 different colleges.

Sample Profile

Table 1.1 Indicating the College of the respondents in percentage

| College | Frequency | Percentage |
|--------------------------------|-----------|------------|
| Christ Institute of Management | 48 | 19.04% |
| CMR College | 39 | 15.57% |
| Mount Carmel College | 48 | 19.04% |
| Centre for Management Studies | 75 | 29.76% |
| St Anne's College | 42 | 16.66% |
| Total | 252 | 100% |

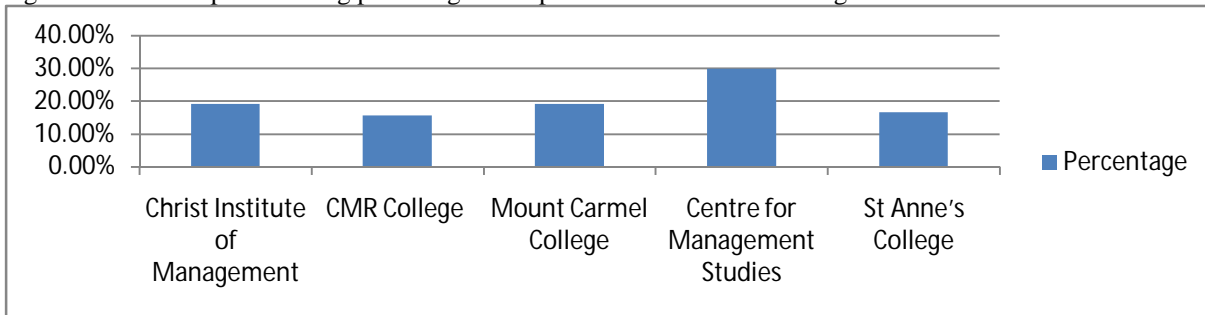
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Figure 1.1 :Bar Graph indicating percentage of respondents based on the college

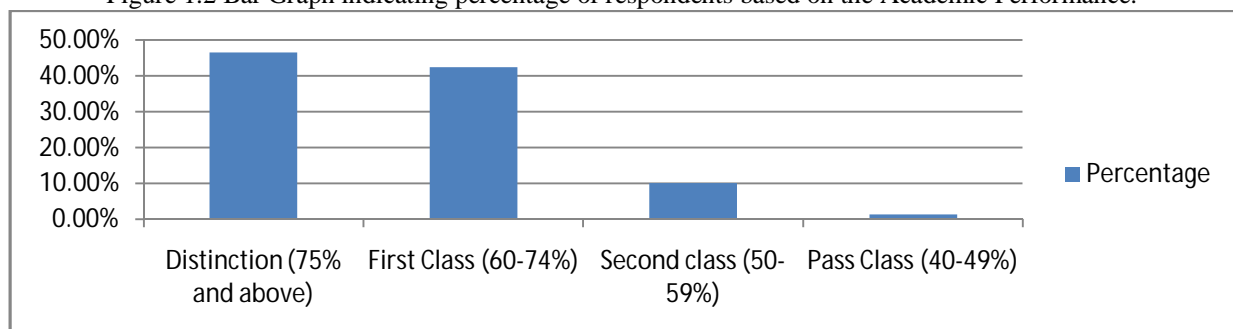


The table and chart show that there are 29.6% of students from CMS, 19.04% of students from Mount Carmel College and Christ institute of Management, 16.66% of students from St Anne's college and 15.57% of students from CMR college have answered the Emotional Intelligence questionnaire.

Table 1.2 Indicating the Academic Performance of the respondents in percentage

| Academic Performance | Frequency | Percentage |
|-----------------------------|-----------|------------|
| Distinction (75% and above) | 117 | 46.4% |
| First Class (60-74%) | 106 | 42.4% |
| Second class (50-59%) | 26 | 10.01% |
| Pass Class (40-49%) | 3 | 1.19% |
| Total | 252 | 100% |

Figure 1.2 Bar Graph indicating percentage of respondents based on the Academic Performance.



The table and chart show that 46.40% of students who have scored distinction, 42.40% of students have scored first class, 10.01% of students have scored second class and 1.19% of students have scored pass class have answered the Emotional Intelligence questionnaire.

Sampling Technique

Convenient sampling was used to administer the questionnaire for the sample.

Tool Adapted For Data Collection

The tool used for this study is "Warrier's EI Questionnaire". It consists of 14 demographic questions and 80 Emotional Intelligence Quotient Questions with 16 sub categories such as Self awareness, Self esteem /confidence, Self motivation, Self management, Optimism, Resilience, Tolerance to ambiguity/ Intuition, Empathy, Stress coping skills, Relationship skills, Influencing others, Nurturing others, Networking skills, Values, Beliefs and Attitude, Assertiveness and Conflict management skills.

The tool was developed to measure the Emotional intelligence of an individual.

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The tools has been standardized and the cronbach's alpha for the tool was reported at .89.The face validity for the tool has also been conducted on 20 counselors and M.Sc Psychology students.

Data Analysis

An independent-samples t-test is conducted to compare Academic Performance across genders

Table 1.3: Indicating the group statistics and independent samples Test for testing the relationship between Gender and Academic Performance

| | Gender | N | Mean | Std. Deviation | d/f | t value | sig level |
|----------------------|--------|-----|-------|----------------|-----|---------|-----------|
| Academic Performance | Male | 109 | 71.17 | 11.046 | 250 | -2.049 | .042* |
| | Female | 143 | 73.86 | 9.712 | 250 | -2.014 | .045* |

*. Significant at the 0.05 level

Analysis

It is found that there is a significant difference in the Gender for Male (M=71.17, SD=11.046) and Female (M=73.86, SD=9.716); conditions: $t(250) = -2.049$, $p=0.042 < 0.05$ (in other words the significance value is less than 0.05) ;there is a significant difference in gender, proving that gender affects the academic performance of students.

The null hypothesis is rejected and the alternate hypothesis is supported: There is a significant difference in the academic performance of net generation students across gender.

Interpretation

The study confirms that gender plays a huge role in the academic performance of the net generation. Girls generally secure more marks than boys in exams. This can be attributed to several reasons; in general girls are more academically oriented and have higher attention span than boys. This is supported by Vijayalakshmi and Natesen (1992) who had found a similar trend.

IV. FINDINGS OF THE STUDY

Significant differences were found between gender and academic performance. It was found that female students perform better than their male counterparts in Academics.

V. CONCLUSION

Gender studies has attracted the interest of researchers, educationists and the leaders of the education world.. This study confirms that gender plays a significant role in the academic performance of students. It also proves that Academic performance and gender are directly proportional to each other.

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