

**Research Session– Department of Commerce
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Abstracts

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Abstract

Peer influence, Motivation and Academic Performance of the Undergraduates

**Group 01
Year III
Department of Commerce**

Humans are considered as social creatures who naturally crave for the company of their peers, the approval of their peers, motivation from their peers and the recognition from their social circle in their day-to-day lives; which requires communication and interaction with the peers. University undergraduates are also a group of people who are not immune to this same scenario. Given the lack of supervision experienced by the undergraduates during the time period in completing a degree, the undergraduates engage in a socio-psychological learning process in which they are adapting to a new life style and they experience a free life style which leaves the undergraduates to make their own choices and make their own decisions. In such an instance, undergraduates tend to show an increased level of reliance on peers opinions and advice, based on which the undergraduates tend to make their decisions, which ultimately results in drawing a relationship with their academic performance and level of motivation relating to the course of study.

The empirical work that has been conducted with respect to peer influence on academic achievement and motivation has shown different outcomes in different instances. Certain research work shows that peer influence is important for academic achievement and motivation of the students. Hence, the present study attempts to identify the relationship between peer influence, academic achievement and motivation of the undergraduates.

Target population were undergraduates of the University of Sri Jayewardenepura studying in the Faculty of Management Studies and Commerce following the internal study courses in the 2nd and 3rd year of study. It consists of 2512 undergraduates. 336 respondents were selected based on simple random sampling method.

Facets of the variables denoted in the concept have been identified by using the literature review and a structured questionnaire was employed to collect data. The reliability of the measurement items was tested using Cronbach's Alpha. Hypotheses were tested using correlation analysis and regression analysis.

The Cronbach Alpha values are greater than the standard required rate which is 0.7, it can be said that the items used to gather data are internally consistent. The gender distribution of the respondents based on their year of study was 137 of male and 199 of female.

It was found that there was a statistically significant strong positive relationship between peer influence and motivation level of the undergraduates. Further, regression analysis revealed that peer influence statistically affect motivation level. However, the result of the study did not provide sufficient evidence that peer influence statistically related with academic performance of the undergraduates.

Key words: Academic performance, Motivation, Peer influence

Smartphone Addiction, Stress Level and Academic Performance

Group 02

Year III

Department of Commerce

Smart phone is a popular device used by all generations at present. In fact, it has become something essential and inseparable from people. The users have been able to perform many functions and access many activities anywhere and whenever they prefer with the use of smart phones. They could call, text, send emails, watch and share photos, play video games, access internet, check news, weather reports, interact with social media and so on. The use of smart phone is not limited to a specific social class or an age group, hence undergraduates are not exempted. Generally, smart phones addiction can be viewed as a mental state where a person is so much attracted to the multitasking functions and applications of the smart phones and where he/she uses it as his/her daily routine activity. The overuse of smart phone may result many physical and health – related problems as well as some mental or behavioural problems which will interfere with school or work. This study intended to explore the relationship among smart phone addiction, stress level and academic performance of undergraduates.

The target population of the study were undergraduates attached to the Department of Commerce, University of Sri Jayewardenepura and 265 undergraduates were taken as the sample size. Measurement items of smart phone addiction and stress level were taken from the prior studies. Correlation analysis and regression analysis were employed to test the hypotheses.

148 males and 152 females participated for the research and it consisted of 37 males and 38 females from each year. According to the preference, most of undergraduates use smartphone for social media access and entertainment.

The result of correlation analysis shows that there is a significant moderate association between the smartphone addiction and stress level, no significant association between smartphone addiction and academic performance. Further, regression result indicated that there is no statistically significant relationship between smartphone addiction and academic performance. However, smart phone addiction significantly affects stress level of the undergraduates.

Key words: Academic performance, Addiction, Smart phone, Stress level

Impact of Team Based Learning on Academic Performance

Group 03

Year III

Department of Commerce

A trend of shifting from passive to active learning can be seen in the education system due to the belief that active learning results in enhanced knowledge retention and skills acquisition. Therefore, the inadequacies of traditional lectures to stimulate active participation have prompted the development of new interactive teaching strategies. There are various teaching strategies adopted in current education system to encourage students in absorb knowledge as much as possible. In comparison to such common learning strategies like lectures, case based learning and problem based learning (PBL), recent studies purport that team based learning (TBL) as a learning alternative that is often more active and less resource intensive.

TBL is an instructor-led, learner centered and collaborative strategy that uses groups of students working together in teams to learn course material. It encourages students to become active learners rather than be passive recipients of information. Therefore, the main purpose of this study is to determine whether the team base learning is effective on the academic performance and the interest of student on team based learning.

For this purpose, third year undergraduates of Faculty of Management Studies and Commerce, Faculty of Medicine, Faculty of Applied Science and Faculty of Humanities and Social Science of University of Sri Jayewardenepura were considered as target population. Using proportionate random sampling method, 300 undergraduates were selected. There were 43.3% undergraduates from Faculty of Management Studies and Commerce, 16.3% from Faculty of Medicine, 20% from Faculty of Applied science and 20.3% from Faculty of Humanities and Social Sciences.

The study used a structured questionnaire where measurement items were prepared based on prior studies. Independent sample t-test, correlation and regression analysis were employed to test the hypotheses of the study.

The result of correlation analysis and regression analysis showed that there is no statistical relationship between TBL and academic performance. Therefore, the study intended to test the variation in the “faculty wise academic performance” of students caused by TBL. The faculty wise regression analysis result revealed that there is a statistical significant relationship between TBL and academic performance of undergraduates of Management

faculty and Applied Science faculties.

Key words: Academic performance, Teaching strategies, Team-based learning

Effect of Facebook Usage on Academic Performance of Undergraduates

Group 04

Year III

Department of Commerce

Involvement of technology aspects for social needs has become the major communication strategy for most people in the past decade. Facebook, Twitter, LinkedIn and MySpace are the most popular social networking sites providing electronic communication within society. Among them, Facebook provides individuals with a way of maintaining and strengthening social ties, which can be beneficial in both social and academic setting.

Facebook is used by a huge number of undergraduates on a regular basis. The purpose of this research is to obtain a better understanding of why student use Facebook and how they perceive the use of Facebook for educational purposes. The general objective of this study is to investigate the impact of usage of Facebook on academic performance among the undergraduates.

For this purpose, the study selected Year III undergraduates of Faculty of Management studies and Commerce, University of Sri Jayewardenepura as the target population.

Stratified proportionate simple random sampling technique was used to select 300 respondents.

A structured questionnaire was utilized to collect data from the selected sample and measurement items were adapted from the literature.

Out of the total respondents, females use Facebook more than their male counterparties. This indicates that females were more attached to Facebook. The study was also indicated that undergraduates use Facebook to stay in contact with friends. The enthusiasm was less to discuss the course related matters through Facebook.

Further, 31.6 percent of respondents were logging into Facebook 2-5 times per day. Among those female respondents were higher than the male respondents.

Correlation analysis revealed that there is no significant association between the academic performance and usage of Facebook. Further this study indicated that the time and the frequency of using Facebook were not predictors on Academic Performance.

This finding contrasts with the outcome of prior studies (Button, 2015; (Karpinski, 2009; Khan, 2012; Englander, 2010; Thuseethan, 2015) which revealed that use of social media sites has negatively affected academic performance of undergraduates. However, a study

conducted at Whitmore school of Business and Economic (Martin, 2006) revealed that there is no correlation between how much time is spent on social networking sites and grades. Further, study of University of New Hampshire (2010) also revealed that students' use of social media sites does not affect to their grades.

Key words: Academic performance, Facebook, General usage, Technology

Technology Usage, Self-direct Learning and Academic Performance

Group 05

Year III

Department of Commerce

Today's youth is utilizing a variety of technologies concurrently and modern advance technology-facilitate accessibility anytime, anywhere due to smart mobile phones. In this digitally rich environment, retrieving and sharing information for instant access has become easy due to various technologies. Therefore, undergraduates have automatically moved to such technologies to meet their academic challenges. This technology revolutionized generation is variously named as 'Millennial' or 'Gen Y', 'The next generation' and 'Digital Learners'.

The present study examined the relationship between usage of different types of technologies and academic performance of undergraduates. Prior studies have proved that social media and other technologies provide significant impact on the users learning effort at self-direct learning. Therefore, relationship between usage of technologies, academic performance and self-direct learning is also examined.

In this research, the target population comprised a total of 1276 of Year III undergraduates attached to 12 departments from Faculty of Management Studies and Commerce, University of Sri Jayewardenepura. In order to ensure the reliability of respondents' selection and avoid bias, current study employs proportionate simple random sampling method to select 296 respondents.

The present study examined technology usage variables with respect to smart phone usage (text messaging, phone calling), general social media usage, internet usage, e-mail, television viewing, media sharing and online friends.

According to the results of the independent t-test analysis, there is no considerable difference regarding technology usage and Gender. The study used correlation analysis as the preliminary analysis method to examine the relationship between technology usage, self-direct learning and academic performance. Results indicated that there is no significant correlation between technology usage and academic performance. However, self-direct learning was positively related with technology usage.

Key words: Academic performance, Self-direct learning, Technology usage

Self-efficacy, Learning Approaches and Academic Performance

Group 06

Year III

Department of Commerce

One's sense of self-efficacy can play a major role in how one approach goals, tasks and challenges. The theory of self-efficacy lies at the center of Bandura's social cognitive theory, which emphasizes the role of observational learning and social experience in the development of personality. This can be seen as the ability to persist and a person's ability to succeed with a task. University is a collection of variety of students. Therefore, self-efficacy as a social cognitive theory, student's subsequent behavior has major influence from other student's behavior. Not only that students might develop their performance in academic activities through the self-efficacy they gain through knowledge and professional development from societies of university. Each student has their own self-efficacy level and based on that they use different learning styles, such as computer based level, active experimental learning style and lecturing and different teaching methods leading to different academic performances.

This study aims, within the theoretical framework outlined above, to examine the relationship between self-efficacy and academic achievement, which appear to be two important characteristics in the learning process.

The target population of this study was the undergraduates of Degree part II and Degree part III of Faculty of Management Studies and Commerce, University of Sri Jayewardenepura. Hence, population size was 2512 and 336 (157 from second year and 160 from third year) undergraduates were selected based on simple random sampling method. The study used a structured questionnaire which was prepared based on prior studies (Bandura 1986, Bandura & Cervone 1983, Schunk 1986, Valeyutham & Aldridge 2013, Dongsong & Lina 2003). Correlation analysis and regression analysis were employed to test the hypotheses.

According to the correlation analysis, there is a significant relationship between the self-efficacy and academic performance, self-efficacy and learning approach, learning approach and academic performance at a significant level of 0.01.

Regression analysis revealed that explanatory power of self-efficacy on academic performance is 0.089 and the p value is 0.000, which is less than 0.05 ($p < 0.05$). Hence overall the model is valid, and there is a significant impact of self-efficacy on academic performance. Further, there is a relationship between self-efficacy and learning approaches (R^2 value is 0.118, $p < 0.05$). Finally, result revealed that learning approaches statistically affects academic performance of undergraduates (R^2 value is 0.048, $p < 0.05$). The study can conclude that there is a significant relationship among self-efficacy, learning approaches and academic performance.

Key words: Academic performance, Learning approach, Self-efficacy, Social cognitive theory

Group Member List

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3	ATAPATTU T.D	72837	3	HERATH H.M.C.N	72858
4	ATHPUTHALINGAM K.	72838	4	HIFAM M.S.M	72860
5	AYESHA I.E	72839	5	HIRIMUTHUGODA D.D.	72861
6	CHANDRARATHNE S.G.I.P	72840	6	JAYARATHNA D.D.D.I.	72862
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8	CHATHURANGI W.A.B	72842	8	JAYASUNDARA K.M.S.	72864
9	DAMAYANTHI M.M.T	72843	9	KALUTARA K.D.S.T.D.	72865
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14	MADUSHANKA R.L.P	12893	14	PERERA M.A.K.	72911
15	MALINDA S.K.D	12929	15	PERERA M.N.N.	72912
16	MAYAKADUVAGE H.M	12928	16	PERERA W.A.V.S.N.	72913
17	MUNASINHE N.R	12883	17	PRASADINI G.W.D.	72914
18	NADEESHA T.A.G	12920	18	PRASANGIKA M.G.P.	72915
			19	PREMARATHNA M.D.S.P.	72916
			20	PREMARATHNE H.M.S.	72917
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3	RAJAKARUNA D.M.M.	72921	3	I.T.W.D.S. UDAKUMBURA	72943
4	RAJAPAKSHA R.A.A.R.	72922	4	K.U.VIDUMINI	72944
5	RATHNAYAKA B.P.C.	72923	5	K.D.P.WAIDYARATHNA	72945
6	RATHNAYAKA N.N.M.	72924	6	W.Y.N.WANIGATHUNGA	72946
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10	SAMPATH P.L.R.	72928	10	K.W.G.A.S.A.WEERASINGHE	72950
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12	SANJAYA K. L.P.	72930	12	M.I.A.WIJESINGHE	72953
13	SENARATHNAD.D.H.G.C.	72931	13	W.K.P.S.WIJESINGHE	72954
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16	SEWWANDI K.M.T.	72934	16	M.A.C.S.GUNAWARDENE	72957
17	SHAYAMALI S.D.L.I.	72935	17	T.L.WIJESINGHE	72958
18	SHEFA B.A.S.	72936	18	A.T.N.DE SILVA	72959
19	SIRIWARDHANA V.L.	72937	19	P.G.T.M.RANASINGHE	72960
20	SULAKSHANA A.K.G.D.	72938	20	T.G.S.MADHUKA	72962
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