



**Research Session  
Department of Commerce  
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**Abstracts**



**Faculty of Management Studies and Commerce  
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Sri Lanka**

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## **Abstract**

### **Information Seeking Behaviour of Undergraduates: A Social Network Analysis**

**Group 01**

**Year III**

**Department of Commerce**

Information seeking is the process of attempting to obtain information in both human and technological context to satisfy some goals. In Today's context, undergraduates are accessing Facebook, Twitter and Instagram to connect and share with those around them, to seek information for variety of requirements including entertainment, and for educational purposes. Out of those social networking medias, the most giant in the virtual world is Facebook. Undergraduates can experience the world through more than just books and assignments because of Facebook. Although Facebook usage has increased exponentially research on Facebook as a source of information is still in a developing field (Spiliotopoulos and Oakley 2013). Even in Sri Lankan context the prominence of information seeking in Facebook by undergraduates is not in a satisfactory level. Hence, this study attempted to examine the information seeking behaviour of undergraduates in Sri Lanka.

Acknowledging the study of Asghar (2015), the study identified five sources of information namely Social searching, Social browsing, Entertainment, Consumer trends information and Education. The population consisted of year III undergraduates attached to the Faculty of Management Studies and Commerce (FMSC) and Faculty of Humanities and Social Science (FHSS) in the University of Sri Jayewardenepura. In total, there were 2051 undergraduates (1225 – FMSC, 826 – FHSS) and 322 were selected as sample using proportionate random sampling technology. A structured questionnaire was constructed including Likert scale measurement items of five sources of information.

The study collected 223 questionnaires from the sample (127 – FMSC, 96 – FHSS), representing 85 of male and 137 of female. 93.9% and 91.6% respondents from FHSS and FMSC were using Facebook respectively. The validity and reliability of the measurement items were measured using factor analysis and Cronbach Alpha. Correlation values of all the factors are less than 0.85, indicating the absence of multicollinearity issue. According to descriptive analysis result, the highest mean value of sources of information recorded for education (3.4847), followed by entertainment (3.1193). The lowest mean value was recorded for social browsing (2.8621). Further, independent sample t-test result indicated that there were no significant mean differences in sources of information seeking with regard to gender and the faculty.

**Key words: Facebook, Information Seeking, Undergraduates**

# **Relationship between Religious beliefs and Academic Satisfaction: An empirical analysis**

**Group 02**

**Year III**

**Department of Commerce**

Generally, religious beliefs are the foundation for the set of values, attitudes, practices, basic assumptions of a society. It has an influence on human behavior. The religious beliefs have expanded in different sectors in the society such as education, politics, health, agriculture etc. Among these major sectors, education sector has become a dominant part of the society. The religious beliefs are likely to influence the academic performance through the academic satisfaction and it creates some psychological conditions in undergraduates' mind which indicate the difference between his/her expectation and reality (Duffy et al., 2011; Wach et al., 2016). The aim of the present study is to explore the relationship between religious beliefs and academic satisfaction of undergraduates in Sri Lanka.

The target population of the study is year III undergraduates in the Faculty of Management Studies and Commerce, University of Sri Jayewardenepura. Utilising proportionate random sample technique, 300 undergraduates were selected as sample of the study. A structured questionnaire was developed to collect data from the sample. The questionnaire consisted with 10 measurement items of religious beliefs, 4 items of academic satisfaction and demographic information.

300 questionnaires were collected, indicating 100% response rate. There were 104 male respondents and 196 female respondents. The majority of both male and female are Buddhists (80.1%), whereas minority represented Hindu, Islamic and Christian. The validity and reliability of the measurement items were measured using factor analysis and Cronbach Alpha. In religious belief, two items did not meet the required factor loading, hence these two factors were removed from the final analysis. The average score of religious beliefs and academic satisfaction recorded 3.4512 and 3.5014 respectively, indicating the moderate level of undergraduates' religious beliefs and academic satisfaction. The regression analysis result emphasised that 19% of the academic satisfaction of undergraduates was explained by the changes in religious belief. Eventhough, r-square value was low, there was a statistically significant effect of religious belief on academic satisfaction of the undergraduates. Further, independent sample results indicated that female undergraduates' religious beliefs and academic satisfaction were higher than their counterparts.

**Key words: Academic Satisfaction, Religious beliefs, Undergraduates**

# **Factors determining the selection of career path of undergraduates: Evidence from management undergraduates in Sri Lanka**

**Group 03**

**Year III**

**Department of Commerce**

Choosing a career is one of the major decisions for every person who is going to have a role in the economy. In Sri Lankan context, a high unemployment rate can be seen as a result of the confusions aroused among the undergraduates about selecting their career path. The unemployed undergraduate rate of Sri Lanka is explained by three main reasons. The first reason is that the education system produces individuals without the skills that are required in the workplace. In other words, there is a mismatch between education and skills of job seekers and what the economy demands. The second reason is about the numbers of new entrants and the capacity of the economy to absorb them. The third relates to the expectations of undergraduates and the availability of jobs. They have developed inflexible expectations of the type of jobs they will take. In the contemporary world, choosing the career path has become the most complicated respective of what major has been selected. Hence, this study is focused on the selection of the career path of management undergraduates in Sri Lanka.

Acknowledging the framework developed by Ng et al (2017), the study identified four influencing factors on career path selection namely intrinsic motivation, extrinsic motivation, influence of the third party and carrier exposure. The study was carried out within the Faculty of Management Studies and Commerce, University of Sri Jayewardenepura. The target population of the study was year III undergraduates (1225), attached to 12 degree programs in the management discipline. In order to select required sample size (300), the study utilised proportionate random sample technique. A structured questionnaire was developed to collect data from the sample. The questionnaire consisted with 5 measurement items for intrinsic motivation, 5 for extrinsic motivation, 4 for influence of the third party, 5 for carrier exposure and 5 items for career path selection.

The respondents consist of 179 (59.7%) female and 121 (40.3%) male. The validity and reliability of the measurement items were measured using factor analysis and Cronbach Alpha. All 24 measurement items were fulfilled the standards of the sampling adequacy, factor loadings and Cronbach's alpha values. Among the four influencing factors, the highest mean (4.1067) was recorded for intrinsic motivation. The second highest for extrinsic motivation (4.0533). This shows that a majority of the respondents agree that higher pay and better job opportunities are important to them. From the results, it seemed that mean of influence from third parties (3.5725) is rather low while career exposure is somewhat average (3.9327). The regression analysis indicated that 51% of variance in the career path selection can be explained by the four influencing factors identified the study. Further, item-wise analysis indicated that only intrinsic motivation, extrinsic motivation and career exposure have significant influence on career path selection by undergraduates. There was not statistically significant effect of third party influence on career path selection of undergraduates.

**Key words: Career Path, Intrinsic Motivation, Extrinsic Motivation, Influence of Third Party, Carrier Exposure**

# **Impact of Social Self-efficacy on Academic Performance of undergraduates: An empirical Analysis**

**Group 04**

**Year III**

**Department of Commerce**

State as well as private universities in Sri Lanka contribute to the development of the undergraduates with the view of producing theoretically sound, self-confident, capable and self-understandable undergraduates who give 100% support for the future as well as on-going strategic businesses. Bandura (1986) defined self-efficacy refers to personal confidence in one's abilities for a successful accomplishment of a certain task. In the discussion of the academic performance itself the ability of oneself to understand the capabilities of his own has been leading the undergraduates towards goals. Employers willing to recruit people who have the self confidence about their capabilities will not let the companies down as they are always in a process of tackling competition as well as strategic movements. Having identified the importance of the academic performance and the skills development of the undergraduates, this study attempted to explore the relationship between undergraduates' academic performance and social self-efficacy.

In order to achieve the desired objective, study concerned the target population as Bachelors of Commerce undergraduates attached to the Department of Commerce in the University of Sri-Jayewardenepura. Utilising proportionate random sample technique, 205 undergraduates were selected as sample of the study. A structured questionnaire was developed to collect data from the sample. The questionnaire consisted with 08 self-efficacy measurement items determined by Bandura et al. (1999) and demographic information. Grade point average of previous academic years were obtained to measure academic performance.

The respondents consist of 65.4% of female and 34.6% of male. The validity and reliability of the measurement items of social self-efficacy were achieved. Pearson correlation between the social self-efficacy and the academic performance is 0.184, indicating weak significant association. Simple linear regression analysis shows that there is a statistically significant relationship between social self-efficacy and academic performance. However, it is not an enormous factor that influences or impact the academic performance of the undergraduates. In addition, mean differences analysis emphasised that there was no mean difference of the undergraduates' self-efficacy with regard to gender and academic years. The complexity of identifying the emotions and self-efficacy may restrict the results being deviated from the actual results.

**Key words: Social self-efficacy, academic performance, gender, academic years**

## **Knowledge Sharing Levels of Undergraduates in Sri Lanka.**

**Group 05**

**Year III**

**Department of Commerce**

Today knowledge sharing is widely acknowledged for the growth and development of a person. Neglecting countless advantages related with knowledge sharing, still there are many occasions where undergraduates hold back in sharing knowledge effectively. As a result of reluctance in knowledge sharing, the intellectual capital locked up in their hearts and minds can be retained within the organization (Gold et al., 2001; Hong et al., 2004). There are many circumstances where undergraduates aren't favored to share their knowledge on a certain topic or issue, regardless of the learning process, whether it is conducted in cooperative groups or not. This could be due to various physical, technological, psychological, personality, and cultural factors. The present study intended to achieve two objectives; identify knowledge sharing levels of undergraduates in Sri Lanka and identify factors that restricted students' knowledge sharing. The study selected its target population as Degree Part III undergraduates attached to the Faculty of Management Studies and Commerce, University of Sri Jayewardenepura (1227). In order to select required sample size (297), the study utilised proportionate random sample technique. Adapting the studies of Wei et al. (2012) and Osman et al. (2015), the study developed conceptual framework including four restricting factors of knowledge sharing. Hence, a structured questionnaire was consisted with the measurement items of competition among undergraduates, parental effects, fear and culture of undergraduates and knowledge sharing level of undergraduates. 290 questionnaires were collected and they represented 33% of male and 67% of female. The validity and reliability of the measurement items were measured using factor analysis and Cronbach Alpha. The mean value of knowledge sharing level of the sample was 2.95, which was at a moderate level. Among the restricting factors, lack of knowledge sharing culture recorded the highest mean value of 3.03 and competition among undergraduates recorded the lowest (2.57). Further, independent sample t-test showed that there was no statistical significant mean difference between the knowledge sharing level and restricting factors of male and female undergraduates of the study. In addition, One-way ANOVA result indicated that there was statistical significant mean difference of knowledge sharing level of undergraduates with respect to the departments they are attached.

**Key words: Knowledge sharing, competition, parental effect, culture**



**An Analysis based on the level of environmental literacy of the undergraduates of the  
University of Sri Jayewardenepura**

**Group 06**

**Year III**

**Department of Commerce**

With the obsession over development individuals and corporates in the modern world have forgotten to pay attention to environmental conservation. Due to this concern on maintaining a sustainable environment, the concept of the triple bottom line which emphasizes the co-existence of planet, people and profit (3Ps) has become the trend in the contemporary business world. Environment Management and many other related subjects have been entered into the university curriculum. Knowing about the environment and the ways to protect environment are the most important things at present. On the other hand, environmental literacy has become a main issue among researchers (Nicole Courtney Kibert, 2000) and if we want to achieve suitable environment it will depend on the environment literacy level of the society. Therefore, the present study strived to set up if undergraduates' interests and their understanding on the environment make an impact on their desire to take on the real actions that would strengthen the sustainability of the environment. The study testified it by revealing the knowledge levels of Management undergraduates and by implication of their attitude toward matters of environment.

The sample for the study consists of second and third year B. Com undergraduates from the University of Sri Jayewardenepura (152). This sample was selected because it represented the pool of future top business graduates and potential business professionals in Sri Lanka who are equipped with knowledge, skills, and attitudes to meet the challenges in the face of turbulent local and global economic environment. The study constructed a structured questionnaire including 10 indicators of environmental knowledge, measuring through three anchors "Very Low", "Moderate" and "Very High".

The mean value of environmental knowledge level of the sample was 2.01, which was at a moderate level. When analyzing the knowledge indicators separately, it is evident that majority of the undergraduates were aware of the adequacy of current CSR projects regarding the environment with a mean value of 2.20 whereas their least awareness was on the triple bottom line (EL03) with a mean value of 1.75. Independent sample t-test results revealed that there was no significance difference between the mean value of the literacy level of males and females as well as academic year basis. When examining the main findings, it is vital to include studies on environmental factors in the higher education sector, especially in the management discipline and also that currently they are limited in Sri Lanka.

**Key words: Environmental literacy, undergraduates, management studies**

## Group Member List

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12	77142	J. H. A. P. DE SILVA	12	77162	H. F. H. HUSSAINDEEN
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18	77148	D. K. D. DILRUKSHI	18	77168	H. H. D. JAYAWARDENA
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4	77174	K. G. N. M. KARUNARATHNE	4	77195	S. A. S. NIMESHA
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6	77176	K. D. S. K. KORALAGE	6	77197	A. A. H. NISANSALA
7	77177	N. M. K. K. KOSGAHAKUMBURA	7	77198	K. H. M. D. NISANSALA
8	77178	T. KRISHNAKUMAR	8	77199	T. V. T. M. NISANSALA
9	77179	P. G. I. M. KUMARI	9	77200	V. P. K. P. A. PALPITA
10	77180	U. N. KURUPPUARACHCHI	10	77201	A. D. PATHIRANA
11	77181	H. M. H. A. LAKSIRI	11	77203	N. P. N. PERERA
12	77182	B. L. A. U. LIYANAGE	12	77204	P. H. P. PERERA
13	77183	H. G. N. MADHUSANKA	13	77205	N. U. PIUMALI
14	77184	W. D. MADHUSANKHA	14	77206	N. B. PRANEETH
15	77185	B. H. S. MADHUSHANI	15	77207	D. G. G. H. PREMACHANDRA
16	77186	M. L. D. MADHUSHANKHA	16	77208	J. M. M. I. PREMARATHNA
17	77187	K. J. D. MADUMALI	17	77209	D. T. PRIYANKARA
18	77189	K. H. T. MADUSHANKA	18	77210	B. A. C. PULINDA
19	77190	R. T. MADHUSHIKA	19	77211	M. S. W. RAJAPAKSHA
20	77191	M. P. MAHANTHAGE	20	77212	Y. A. R. RASADARA
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3	77215	K. A. R. MADHUSHANKA	3	77237	T. H. V. H. SITHARI
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5	77217	R. A. J. U. RUPASINGHE	5	77239	T.H. N. SUDARSHANA
6	77218	M. Y. I. SALGADO	6	77241	K. C. THATHSARANI
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12	77225	K. N. SENAVIRATHNA	12	77247	W.M.B.U. K. WANIGASEKARA
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14	77228	M. D. SHYAMALI	14	77249	W. A.H. M. WEERASOORIYA
15	77229	D. D. M. SILVA	15	77250	M. M. S. S. WEERAWARDHANA
16	77230	D. N. CHINTHAKA SILVA	16	77251	R. K. M. WELIVIHARE
17	77231	M. S. C. SILVA	17	77252	V. A. WICKRAMANAYAKE
18	77232	R. A. S. SILVA	18	77253	K. G. S. K. WIJESINGHA
19	77233	S. D. S. N. SILVA	19	77254	H. T. C. N. WIJETHILAKA
20	77234	S. SINGARAJAN	20	77255	W. M. G. C. U. M. WITHARANA
			21	77256	B. W. I. K. WITHARANAGE