



# The Relationship between Academic Productivity and Sex of Net Generation Students

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## Abstract:

Research in the field of sex studies has become a dynamic area of study over the past few decades and is likely to become even more so as the importance of sex equality is rapidly gaining momentum. Therefore understanding sex 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), indicating clear sex discrimination. Sex difference is one of the most neglected components in the Indian education system due to the complexity in its computation. Sex shapes an individual's personality, measured by the 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 academic productivity. This article aims to examine the relationship between Academic productivity and sex of net generation students.

Keywords: Sex, Academic productivity, Net generation students

## I. Introduction

### Academic Productivity:

Academic Productivity is the outcome of education — the extent to which a student, teacher, or institution has achieved their educational goals. Researchers have used various metrics such as GPA, test results, or performance in specific subjects or years to measure student productivity. For instance, Irfan Mushtaq & Shabana Nawaz Khan (2012) found that communication, learning facilities, guidance, and family stress are factors affecting student productivity. Muhammad Riaz Ahmad et al. (2010) highlighted the influence of external factors on academic productivity. Kyoshiba Martha (2005) investigated factors like parents' socioeconomic status and school background affecting academic productivity. These factors are influenced by Social Intelligence, which can be related to academic productivity.

## II. Related Work - Studies on Academic Productivity and Sex

Amogne Asfaw Eshetu (2015) investigated the impact of sex on academic productivity 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 sex disparity. Furthermore, additional studies should be conducted to investigate the performance differences among schools.

Ryckman et al. (1988) conducted a study on sex 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 sex 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 sex difference in academic achievement and girls were found to have higher academic achievement as compared to boys.

#### Conclusion Drawn From Literature:

Sex has a direct impact on the Academic productivity of students. The studies conducted so far clearly state that sex 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 Sex and Academic productivity are directionally proportional.

#### Research Gap:

There is hardly any information between Sex and Academic Productivity of university students in India. This research aims at filling this gap by understanding how Sex impacts Academic Productivity in Net generation students.

### III. Research Methodology

#### Hypothesis:

H0= There is no significant difference in the academic productivity of net generation students across sex.

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

#### Sample Design:

This study considered three universities in Bangalore (Bangalore University, Christ University, and Jain University) and five colleges under these universities. A sample of 252 undergraduate Management and Commerce students was drawn.

#### Inclusion Criteria:

Undergraduate Management and Commerce students of the five selected colleges.

#### Sample Profile:

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

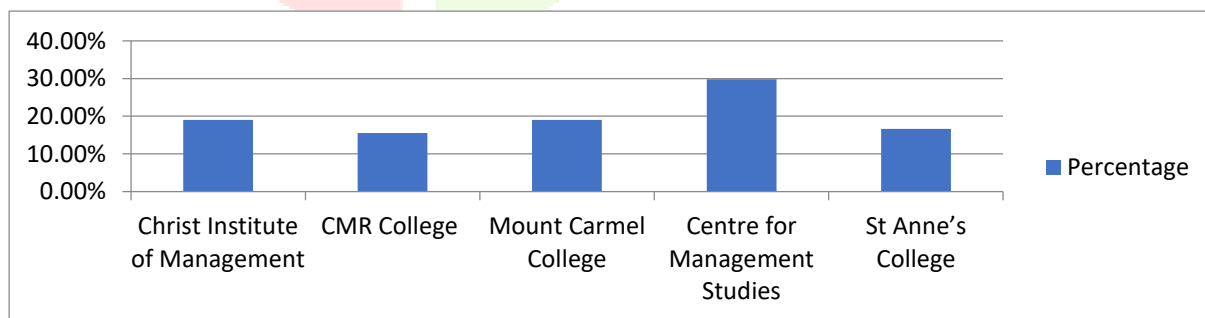
Undergraduate- Management and Commerce students of 5 different colleges.

## 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%

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



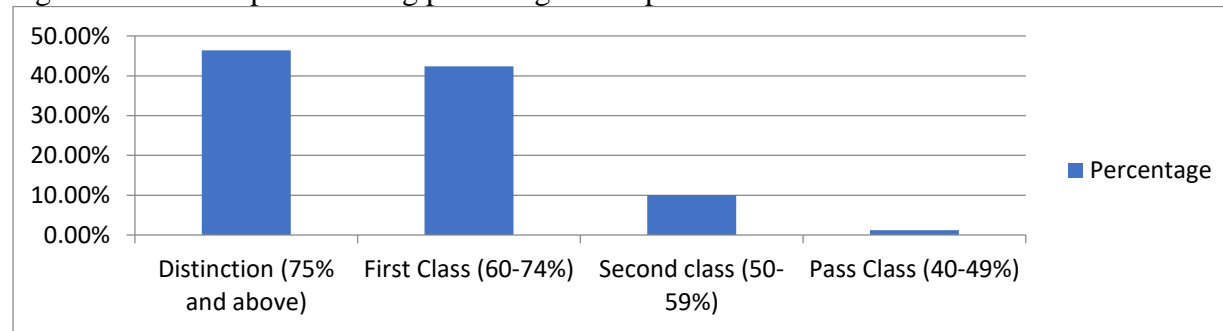
The table and chart show that there are 29.6% of students from CMS,19.04% of students from Mount Carmel College and Christ institute of Management, 16.66% of students from St Anne's college and 15.5.57% of students from CMR college have answered the Emotional Intelligence questionnaire.

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 first class and 1.19% of students have scored second 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.

The tool 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.

### I. 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.

### II. 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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