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# A Study on Performance in Relation with Age and Academic Background of Students of Professional and Liberal Studies

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## **ABSTRACT**

*In life today running extremely fast there is a high need for any individual to be performing really well in order to be successful. Any organization demands for candidates who are high performers, which means those who can meet deadlines on time, are resourceful can put in all the effort and the like. Talent management has become crucial to business growth and the progress of human resources. There are efforts been made to attract, develop, retain and engage employee talent and assets for the sustainable growth of the economy and effective utilization of the human resources. Performance is the core of an organization beginning from school life up to in the corporate sector. All the workforce anywhere needs to be high on performance. The work of an individual is always respected and worth the time if it has a good outcome and the outcome is good if the work behavior is good which is equivalent to the performance of an individual. The current study has attempted to find out if there is any relationship between Performance and the Academic Background of an individual as well as Age. The study was conducted on 174 students comprising males and females of liberal and professional courses at undergraduate and postgraduate levels from Ansal University, Gurugram. A performance questionnaire was used to attain the scores and other details and analysis of the information were done using the statistical software SPSS. The results were significantly drawn with the relationship found between Performance and the Academic Background and Age of individuals respectively which is suggestible for an economy in finding the capable candidates and retaining them for sustainable growth of the market.*

**Keywords:** *Academic Background, Performance, Age, Sustainable Growth, Professional Studies, Liberal Studies.*

## **INTRODUCTION**

### **Performance**

The performance of an individual is one asset any company or corporation will always look for in an employee. Individual performance is not constant at all times. Changeability in an individual's performance all over time shows (1) learning processes and other long-run consequences and (2) short-lived consequences in performance. As a result of learning an individual's performance happens to interpolate. Researches confirm that performance initially folds with more time exhausted in a particular task and subsequently becomes dead (Avolio, Waldman, & McDaniel, 1990; McDaniel, Schmidt, & Hunter, 1988; Quinones, Ford, & Teachout, 1995). During primordial phases of skill attainment, performance, for the most part, relies on 'controlled processing', the convenience of interrogatory cognition and the relative allotment of limited roots of work, whereas later in the skill learning process, performance relies to a corking point only on machine-driven process, substantive

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noesis, and cognitive content noesis (Ackerman, 1988; Kanfer & Ackerman, 1989). Murphy (1989) delimited a conversion and a mending

The change of state happens when individuals are new to a job and the tasks are novel. The mending period takes place when the noesis and skills needed to perform the line of work are enlightened and when designate action becomes automated. In order to perform during the change of state point in time, the cognitive degree is extremely germane. During the mending time period, cognitive ability becomes less pivotal and transposition factors emerge in relevance. The changes in the performance of individuals are not constant over time. Empirical evidence has suggested that individuals dissent with the patterns of intra-individual modification (Hofmann, Jacobs, & Gerras, 1992; Ployhard & Hakel, 1998; Zickar & Slaughter, 1999). These findings indicated that no uniform pattern of performance alteration exists over time. Adding on to this the short-term changeability in performance due to occurrence in an individual's psycho-physiological state, including processing capacity across time (Kahneman, 1973). These changes may have taken place by long working hours, perturbation of the circadian rhythm or revelation to stress and may lead to torpidity. Such states do not necessarily result in performance deterioration.

### **Perspectives on Performance**

To understand the results, researchers have adopted multiple orientations. Commonly three perspectives can be contrasted between: (1) the perspective of the individualistic difference looking for individual characteristics as the basis for performance variance, (2) the situational perspective concentrating on situation-related factors as facilitators and performance impediments, and (3) the performance regulatory perspective defining the performance method. Such orientations are not mutually exclusive but approach the cycle of success from contrastive angles that complement each other.

### **Working in Teams**

Organizations are phasing out of teamwork and other work structures (Ilgen, 1999; West, Borrill, & Unsworth, 1998). There are concerns that organizations, rather than individual performance, are more interested in promoting team performance. More or less since teams consist of people, team processes and team performance can not be fully understood and enhanced without taking into account individual performance. Studies have indicated that task-related skills and knowledge are not enough to accomplish tasks in a team-work setting. In addition to interpersonal and self-management, in a team-work setting, skills and knowledge are considered essential for good performance (Stevens & Campion, 1994). It can be assumed that certain facets of contextual performance, peculiarly helping

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and altruistic behavior is highly important. Podsakoff, Ahearne, and MacKenzie (1997) have shown that assistance in any production setting has been positively incidental to both the quantity and quality dimensions of group performance. In many team settings-work in which tasks are separated and participants are mutually beneficial to each other, the aggregation of individual performances into team performance is very complicated (Sonnentag, 1999).

### **Globalization**

Globalization' was refrained from being represented in the business world at the present time. Globalization consists mainly of two trends in which goods and services are produced for a global market and compete globally, and the company's working forces are becoming increasingly global, i.e.' cultural diverse.' The consequences of globalization, charging for the distribution of global products and services, are most noticeable in direct communication between employees and customers. In these fundamental interactions, what is considered good individual success depends in large part on different cultures.

If businesses disregard the differences and globally presume similar selection, preparation, and performance assessment processes, they lack certain features and activities that are generally the most suitable in a particular culture, which are those that constitute high-performance individuals. The fact that many companies employ globally collected personnel are linked to issues of individual performance.

### **Sustainability**

The words used as synonyms for ' long-term," durable," tone,' and' systematic' in the 21st century are a crucial issue for the environment and for commercialism. It has been found that the market will eventually evolve more sustainable business models, in which a major functioning of the Human Resource utility. Three main groups wedged the discernment of sustainability in theory and practice: ecologists, business strategists, and the World Environment and Development Commission of the United Nations (WCED, 1987), also called the ' Brundtland Commission. The view of' ecologists' on sustainability is said to have been invented in 1712 by the German nobleman Hans Carl von Carlowitz, who is noted for sustainable wood production. The concept was provided in the 1970s by the ecological movement which was concerned with the reduction of natural and environmental resources. Although ecologists focus on the ecological conception of sustainability ensuring the protective coverage of the natural environment, organizations ' economic sustainability is the longstanding objective of business strategy scholars. The word ' sustainability' is associated with marketing strategists with' sustainable combative benefits.'

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The Brundtland Commission added a social dimension to the ecological and economic ones, describing sustainable development as an advancement meeting the necessities of the present and trusting the capability of future generations to meet their own requirements. Since the time of its procreation through the Brundtland Report (WCED, 1987), the construct of sustainability has been related to ecological issues in business practice fundamentally. Even so, the focus on the social dimension of sustainability has indefinite quantity growing importance nowadays. The dispersal of probe and practice such as 'Corporate Social Responsibility' or 'Corporate Sustainability', in postulation and research, has imparted to the interest in sustainability coupled to Human Resources issues. Though our society has distinct visage for sustainability yet it is obvious that without corporate support society will not come through sustainable development (Hahn & Figge, 2011).

Organizations progressively put sustainability on the management agenda (Kiron, Kruschwitz, Haanaes & von Streng Velken, 2012) and perform themselves to sustainability owed to a variety of functions. Someway in order to hold sustainability on a corporate level, all organizational systems need be focusing on sustainability like human resource management (HRM) wherein it is highly basal to maintain talent among employees and another workforce. The investigation of the “waves” of research in the area connecting sustainability and HRM allows to conserve that there is no concord on description of sustainable HRM because of the different orientations: paradox perspective (Ehnert, 2006a; 2006b; 2009b; 2011) and harmonious co-existence of employees, organizations and society (Zaugg, 2009a) and because of different interpretations of sustainability: normative, efficiency-oriented, substance-oriented, incorporated interpretations (Ehnert, 2014).

According to Hahn & Figge (2011), society will not reach sustainable development without assistance from organizations. In an attempt to advance sustainable development, the organizations should alter business sustainability, referring that corporeal success is not outlined solely by terms of finance, but also in terms of social fairness and environmental unity (Taylor, Osland & Egri, 2012). More or less all the arrangements and processes in the organizations should be worked upon enhancing sustainability.

## **LITERATURE REVIEW**

### **Performance**

Online communities are becoming progressively important as platforms for large-scale human practice. These communities allow users seeking and sharing professional skills to solve problems collaboratively. To investigate how users cooperate to complete a large number of knowledge-producing tasks, a study analyzed Stack Exchange which one of the largest question and answer systems in the world. Attention networks were constructed to model the growth of 110 communities in

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the Stack Exchange system and quantify individual answering strategies using the linking dynamics on attention networks. Two answering plans of states were identified in the process. Strategy A aimed at performing reparation by doing simple tasks, whereas strategy B aimed at investing time in doing intriguing tasks. Both strategies were important: empirical evidence showed that strategy A decreased the median waiting time for answers and strategy B increased the acceptance rate of answers. In investigating the strategic persistence of users it was found that users tend to stick on the same strategy over time in a community, but switch from one strategy to the other across communities. The finding discovered the different sets of knowledge and skills between users. The balance between the population of users taking A, and B strategies which approximant of 2:1 was found to be optimal to the sustainable growth of communities.

Arman, Saleh & Arman. (2017) conducted a study on the impact of Sustainable Human Resource Management in Organizational Performance: A Study on Bangladeshi HR Professionals. The objective of the research was to appraise how the various instruments of sustainable HRM create an impact on the organizational performance in different organizations operating in Bangladesh. The study conveniently chose 100 HR professionals and collected data by administering a questionnaire consisting of 27 items under sustainable HRM instruments. Quantitative analysis has been made to find out the impact of the above-mentioned factors on the gross organizational execution. The study concluded that human resource recruitment and selection, human resource marketing and non-employment have a positive determinant on the organizational performance of Bangladesh.

A review was interpreted on behalf of the Australian School Library Association (ASLA) which was passageway over a four-week period in November–December 2002. The review article focuses on the main examination carried out since 1990 on the relationship between school libraries and student achievement. There is a range of variables that should be taken into account in determining the nature of the impact of school libraries on student achievement but also the concept of 'student achievement' by itself is not used consistently by studies. Most frequently the measurement has been in terms of student performance on standardized tests, although some studies correspond with literacy development or student learning more commonly. There is increasing interest in putting efforts to measure the contribution that school librarians have in context with students' information literacy skills.

Similarly, a study was carried out to find out and evaluate the valid predictors of the academic performance of the anatomy of 1st-year undergraduate medical students. The information on factors like attendance percentage, gender, age, place of residence, previous academic performance was collected from the department's academic records and through structured questionnaires. The

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association of the above-mentioned factors with students' academic performance was determined through statistical analysis using t-test and multiple linear regression and the results were reported. Academic performance was found not to be largely affected with attendance or residence. A higher percentage of marks was observed to be scored by female students, younger students, previous high performers and students with satisfactory English skill ( $p < 0.05$ ). Among the factors: studied in the paper English skill, age, sex, and previous academic performance served as predictors in understanding students' performance. Hence, these factors have to be monitored and regulated through corrective actions and policymaking to improve the performance of the class.

### **Age and Performance**

Reviews of literature on the relationship between age and job performance have focused extensively on core task performance but have focused less attention on other work behaviors which also contribute to productivity. A study by Ng TW, Feldman DC(2008) provides an elaborate meta-analysis of the relationship between age and job performance that includes 10 dimensions of job performance: core task performance, creativity, training program performance, organizational citizenship behaviors, safety performance, general counterproductive work behaviors, workplace aggression, on-the-job substance use, lateness. Results showed that although age in training programs was largely unrelated to core task efficiency, innovation, and performance, it revealed stronger relationships to the other 7 performance dimensions. Results also showed that age relationships with core task performance and detrimental job habits were curvilinear in nature, and moderated age-performance relationships with several sample characteristics and data collection characteristics.

### **Academic Background and Performance**

Haolader, Faruque & Hakim, Walusimbi & Kalinaki, Kassim & Mubarak, Hamisi. (2017) conducted a study variations in academic performance among students at all levels of education to compare the academic performance of students in the Bachelor's degree of Information Technology (BIT) having Arts and Science backgrounds in universities of Uganda. Sample of 202 final year BIT students was purposively selected from two universities in Uganda. These students were categorized on the basis of their A' level backgrounds (130 Arts and 72 Sciences). A descriptive approach employing the Welch's t-test was used to determine the difference between the performance of the two groups and a simple linear regression analysis was used to examine the correlation among students' performance between semesters. The study concludes that Science students perform better than Arts students in the overall semester final examination with Arts students having room for improvement in their performance.

In another study students with prior science-based degrees performed better in the SBA evaluations.



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The same was initially the case in the MEQs, but with time the effect diminished. The HP students performed consistently better but over time converged with other classes, particularly in the MEQs. Over time, the NONS students' relative performance improved in both evaluation formats. Overall, there were small variations between the highest and lowest groups, and very few students did not meet the overall nominative evaluation standard. Students at HP and BMS had the lowest fault rate. In Year 2 and 3, NONS students were more likely to fail the tests but their pass rates were still high. Overall, female students performed slightly better at the end of Year 2 and through Year 3. There were only minor differences between residents of Australia and students of International. While there are small performance differences in B & CS early on in the program, these have been decreasing over time.

### **Academic Background**

So several reasons can be attributed to the computer programming courses to the high rate of failure. In a research paper the students' history was based on their fields of study and learning methods related to the study of programming courses. Programming courses are one of the main focus areas for students, in particular, studying Information Technology (IT) and Computer Science, and those other fields of study have participated in an undergraduate program with IT. A survey was conducted with one hundred (100) students at the middle and end of the course, using questionnaires, interviews, and a central community. They compared the responses from the three student groups. Their opinions were examined regarding the usefulness of their experience, the field of study and learning approaches towards programming courses. The needs and concerns regarding key factors were highlighted in the survey and thus addressed leading to the inferences made and then proposed suggestions on the learning method in relation to the context and field of study of students in computer programming courses to enhance students' understanding of programming.

### **Sustainability**

Sustainable development, which involves combining the socio-economic aspects with the environment [United Nations, 1987; Van Cauwenbergh, Biala, et al., 2007], is an increasingly discussed topic internationally, especially in the current crisis, which not only raises questions about the signifier and the functionality of this concept [Lélé, 1991], but also the future of humanity since it depends on natural capital and of the importance that people attach to it. Thus, internationally, a number of strategies for sustainable development have been proposed, that depends on the area of action and the specificity of each country.

### **Sustainability and Performance**

Various approaches have been developed to support the important influence of human resource

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management on organizational performance (Chew & Sharma, 2005; Combs, Liu, Hall, & Ketchen, 2006; Evans & Davis, 2005; Liu, Combs, Ketchen Jr, & Ireland, 2007; Wan & Huang, 2005). Studies have revealed numerous mediating factors contributing to organizational performance. These include HRM's capacity to impact aspects of organizational outcomes, particularly individual abilities and organizational capabilities which contribute to organizational performance in the short term and long run.

Through improving individual strengths such as expertise, skills, abilities (Daniels, 2003; Machin & Vignoles, 2001), and behaviors and attitudes (Schuler & Jackson, 1987), HRM strategies have been shown to improve organizational success. Research has also shown that HR activities contribute to the development of inimitable cultures (Delery & Doty 1996), and organizational capacities such as creativity (Laursen & Foss, 2003), and information management (Goll, Johnson & Rasheed, 2007).

### **Rationale–**

The role of human resources in sustainable development is highly important to them being the power, primarily, in developing and implementing policies and, secondly, in creating innovations, technologies, and whatnot. Be it any organization in the society human resources play a key role. The resources come from youth that is nurtured, taught and trained in an efficient way. Continuous training and implementation sustainable educational reforms are done towards achieving sustainable development today which is the need of the hour. Something that has developed need be grown by new minds – in the sense that – fresh talent needs be brought up. For this, it is essential to know where the talent comes from and how. The researcher was inquisitive to know about three such factors that could be contributing to human resources.

Age and Academic Background are two dynamic factors that are not really changed easily or cannot be replicated once in place. Thus, trying to relate them with performance was a subtle idea of the researcher to attempt to contribute literature and research for sustainable growth to help the economists know-how talent can be acquired and retained.

### **Main Objective–**

The key objective of the study is to examine if there is any relationship between the age and the academic background of an individual with his or her performance.

## **METHODOLOGY**

### **Broad Research Design**

#### **Nature of the Study**



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The study is exploratory in nature and has attempted to understand the relationship between three variables i.e. Age (independent), Academic Background (independent) and Performance (dependent).

### *Research Methodology*

The current study follows a deductive approach wherein a theoretical model has been developed into a hypothesis that has been subsequently tested empirically. The approach began with a broad idea as a consequence of the author's exposure to marketing as well as an extensive need for sustainable growth. The researcher came up with an idea of correlating Age and Academic Background with Performance.

### *Data & Locale*

To validate the hypotheses, empirical data was collected from Ansal University, Gurugram among students of professional and liberal courses of graduate and postgraduate levels.

### *The Study & the Sample*

The study was experimental and followed a randomized selection of 174 respondents from a population of 200.

### *Research Design*

The study followed a factorial design, which enabled the researcher to empirically examine the impact or effects of the independent variables, i.e. Age and Academic Background on the dependent variable i.e. Performance.

### *Tool for Data Collection*

To collect information a performance questionnaire developed by 'WATERLOO, Co-Operative Education' was adapted for usage by converting the 7-point Likert scale to the 5-point Likert scale and modification of instructions was done wherein age and academic background details were also fetched.

### *Administration*

The questionnaire was manually distributed to the subjects and an introduction to the concept of survey and instructions for entering the information was given prior to administration. Primarily the relationship between the independent variables i.e. Age and Academic Background and dependent variable i.e. Performance were studied using Pearson's Correlation. Further, Spearman's correlation coefficient was also analyzed and thereafter Regression analysis was conducted to predict affect relations between the two variables.

## **Hypotheses Formulation**

H1 – There is no significant relationship between academic background and performance.

H2 – There is no significant impact of age on academic background.

H3 – There is a significant relationship between age and performance.

H4 – Age and Academic Background do not interact to affect the individual Performance.

### Objectives of the Study

- To study the degree of correlation between independent variables i.e. Age and Academic Background respectively with dependent variable i.e. Performance.
- To measure how closely independent variables i.e. Age and Academic Background are associated with dependent variable i.e. Performance.
- To investigate the predictive relationship between independent variables i.e. Age and Academic Background on dependent variable i.e. Performance.
- To find out if the independent variables Age and Academic Background vary from each other in terms of Performance.

### DATA ANALYSIS AND INTERPRETATION

- In order to find the degree of correlation between independent variables i.e. Age and Academic Background respectively with the dependent variable i.e. Performance, Pearson's Correlation Coefficient was used.

Pearson's Correlation is measured in order to be able to find the degree of association measured by a correlation coefficient which is commonly denoted by r. It gives the researcher an in-depth idea of whether or not the independent and dependent variable shares an association and impact each other at all and to what extent. Hence, the researcher used the Pearson's Correlation Coefficient.

The table below represents the values of correlation for the variables and their significance. The highlighted values in the table show a significant correlation between the two variables.

CORRELATIONS				
		Performance	Academic Background	Age
Performance	Pearson Correlation	1	.177 <sup>*</sup>	.024
	Sig. (2-tailed)		.020	.749
	N	174	174	174
Academic Background	Pearson Correlation	.177 <sup>*</sup>	1	.530 <sup>**</sup>
	Sig. (2-tailed)	.020		.000
	N	174	174	174
Age	Pearson Correlation	.024	.530 <sup>**</sup>	1
	Sig. (2-tailed)	.749	.000	
	N	174	174	174
* . Correlation is significant at the 0.05 level (2-tailed).				
** . Correlation is significant at the 0.01 level (2-tailed).				

- To measure how closely independent variables i.e. Age and Academic Background are associated with dependent variable i.e. Performance Spearman's Rank Correlation was used.

Spearman's Rank Correlation coefficient is a non-parametric method that can be used to summarize the strength and direction (negative or positive) of a relationship between two variables. It gives the researcher clear information about the direction of the correlation between variables. The result is usually between 1 and minus 1. Hence, the researcher used the Spearman's Rank Correlation coefficient.

The table below represents the values of strength of correlation for the variables. The highlighted values are in the table show the significance of the correlation between two variables.

CORRELATIONS						
			Performance	Academic Background	Age	
Spearman's rho	Performance	Correlation Coefficient	1.000	.192*	.003	
		Sig. (2-tailed)	.	.011	.971	
		N	174	174	174	
	Academic Background	Correlation Coefficient	.192*	1.000	.483**	
		Sig. (2-tailed)	.011	.	.000	
		N	174	174	174	
	Age	Correlation Coefficient	.003	.483**	1.000	
		Sig. (2-tailed)	.971	.000	.	
		N	174	174	174	
	*. Correlation is significant at the 0.05 level (2-tailed).					
	**. Correlation is significant at the 0.01 level (2-tailed).					

In both Pearson's Correlation as well as Spearman's Correlation, at a significance level of 0.05(2-tailed) independent variable i.e. Academic Background and dependent variable i.e. Performance shows significant correlation as derived from the data. At a significance level of 0.01(2-tailed), there is also a significant relationship between Age and Academic Background. Though the two of these are independent variables they share a dependency on each other which implies that Age is a deciding factor for what Academic Background one will choose.

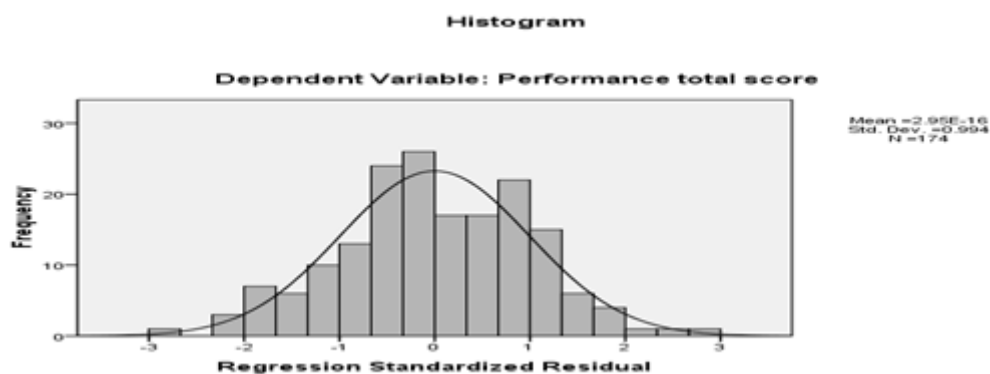
Thereafter, the Academic Background of an individual decides how well an individual's performance is. Therefore, Age also is a determinant in the Performance of an individual. Hence, the three variables Age and Academic Background have a significant correlation with Performance.

- Linear Regression Analysis was used to investigate the predictive relationship between independent variables i.e. Age and Academic Background on dependent variable i.e. Performance.

Linear regression was used for analysis since it is a commonly used predictive analysis technique. Regression helps to examine if predictor variables work at predicting an outcome (dependent) variable and also the variables which are particularly significant predictors of the outcome variable. The regression estimates are used in describing the relationship between one dependent variable and one or more independent variables.

Model Summary <sup>b</sup>					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.195 <sup>a</sup>	.038	.027	8.18068	1.766
a. Predictors: (Constant), Age, Course					
b. Dependent Variable: Performance total score					

The table below gives the values predicted in the Linear Regression Analysis suggesting that a predictive relationship has been established between Age and Academic Background as the predictor and Performance as an outcome variable. The histogram presented also shows Normal Probability Curve.



- In order to find out if the independent variables Age and Academic Background vary from each other in terms of Performance One Way ANOVA was used.

Analysis of Variance was computed in using the independent variables with the dependent variable to compute a comparative result. The values are presented in the ANOVA table below. The calculated values of ANOVA are compared to the table values for the applicable degree of freedom which is calculated using the formula  $N - 1$  (where  $N = \text{Population size}$ ).

The values are presented in the ANOVA SUMMARY table. The calculated values of ANOVA are compared to the table values for the applicable degree of freedom which is calculated using the formula  $N - 1$  (where  $N = 173$ ). If the calculated value of ANOVA is equal to or greater than the table value of the pre-assigned level of significance the null hypothesis is rejected. Otherwise, the null hypothesis is accepted. The Results are all presented and discussed hereafter.

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Academic Background	Between Groups	12.634	37	.341	1.509	.047
	Within Groups	30.774	136	.226		
	Total	43.408	173			
Age	Between Groups	121.141	37	3.274	1.276	.159
	Within Groups	348.911	136	2.566		
	Total	470.052	173			

from each other in terms of Performance One Way ANOVA was used.

Analysis of Variance was computed in using the independent variables with the dependent variable to compute a comparative result. The values are presented in the ANOVA table below. The calculated values of ANOVA are compared to the table values for the applicable degree of freedom which is calculated using the formula  $N - 1$  (where  $N = \text{Population size}$ ).

The values are presented in the ANOVA SUMMARY table. The calculated values of ANOVA are compared to the table values for the applicable degree of freedom which is calculated using the formula  $N - 1$  (where  $N = 173$ ). If the calculated value of ANOVA is equal to or greater than the table value of the pre-assigned level of significance the null hypothesis is rejected. Otherwise, the null hypothesis is accepted. The Results are all presented and discussed hereafter.

Since the calculated value of F (1.509) for is Academic Background greater than 0.047, the tabulated value of F at level of significance 0.05 and d.f. 37, it is concluded that there is no significant difference between Age and Performance. Similarly, the calculated value of F (1.276) for Age is greater than 0.159, the tabulated value of F at a level of significance 0.05 and d.f. 37, it is concluded that there is no significant difference between Age and Academic Background. **Therefore, the null hypothesis has been rejected that Age and Academic Background do not interact to affect the individual Performance.**

## RESULTS AND DISCUSSION

Linearity Testing through Pearson's Correlation and Spearman's Correlation portrays a significant correlation between Age, Academic Background and Performance respectively. The histogram represented has a Normal Probability Curve. Regression models have established a predictive

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relationship between Academic Background as the predictor and Performance. As evident from the regression coefficients associated with Academic Background and Performance, it was revealed that these were statistically significant, with the coefficient associated with achieving statistical significance. Connections between performance and a variety of other factors have also been researched earlier. In a study, Feldman DC (2008) has conducted an elaborated meta-analysis on the relationship between age and job performance which is similar to my study with the only variation that the performance seen in my study is that of yet learning students. Results being precise showed that there was a relationship of age with certain factors of performance mentioned in the literature review except for a few of them.

According to Hahn & Figge (2011), the society will not achieve sustainable development without support from organizations which also implies that organizations from schools to the corporates all need to find out and retain the best individuals for growth of the economy and ecology.

Another study was conducted wherein relate student background was related to course performance to establish some recommendations which could be of help to potential students in choosing their course. Similarly, this study has tried to emphasize the relationship which lies between academic background selected by students and their performance in academic and other areas.

A study also suggested that certain differential factors like age must be regulated through corrective actions and policymaking to improve the performance of students. The current study lays emphasis on the same fact suggesting that the age and academic background are minute yet dynamic factors of an individual which must be monitored to find out and be able to enhance and retain the best talent amongst students to be able to move towards sustainable growth.

## **SUGGESTIONS & RECOMMENDATIONS**

Despite the work been done previously and at present there is more scope of research in the field of performance and in connection with academic background. Detailed inputs can be obtained for research work for the aspects of all the variables used. In order to have sustainable growth in the human resources sector, it is highly essential to identify the caliber of capable candidates at the age as early as possible wherein one good step is seeking the academic background students chose at college levels. Looking into academic backgrounds as well as the performance in detail can lend elite professionals an easy way to look for employees with high performance and innovative ideas for growth.



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## CONCLUSION

The subsequent analysis investigates the variables concluding that there is a sound relationship between Age, Academic background and Performance of an individual. The first null hypothesis has been rejected which suggests that there is certainly a significant relationship between the variables i.e. Academic background and Performance. The second null hypothesis has been accepted suggesting that there is no direct relationship between Age and Performance but, during the analysis, it has been proved that an indirect relationship exists between the two variables which means that age decides the kind of academic background one chooses and which ultimately impacts the individual performance.

The objectives to study the relationship between the key variable and to find out the impact of the independent variables on the dependent variable which is Age and Academic background and Performance have been significantly achieved in the current study conducted on professional and liberal academic backgrounds of students.

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