

# FACTORS THOSE AFFECT THE ACADEMIC RESULTS OF MBA STUDENTS IN A PROFESSIONAL UNIVERSITY: A CASE STUDY OF GGSIP UNIVERSITY NEW DELHI.

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## ABSTRACT

*The study is carried out to analyze how various factors (student-related, faculty-related, exam-related and other factors) have an influence on the results of the students of a professional course (MBA) in professional university in capital of our country. It affects the carrier of student. Because we assume that a professional university will be developed quality professional. In the present study to determining the reliability of the data, means score analysis and factor analysis is done on various factors. After analysis this study, we found that student-related factors, faculty-related factors and exam-related factors are most important for the results of students in a professional (MBA) program and in a professional university those are established in metro city. The results of students can be improved by focusing on above said factors those are discussed in present study.*

## INTRODUCTION

In the present Era India is an education Hub. A lot of businessmen adopted it as a business. Education sector is a fast growing and never failing business in India. In this thought cut competition result and placement made the goodwill of an institute. Result is first thing that buildup a professional institution fills up the seat of that particular institute. Due to this reason we can't ignore the result of an institute. Guru Gobind Singh Indraprastha University (GGSIPU) New Delhi is a professional University those provide only professional education. In the present era a man without education is like a ship without a rudder. Education is gaining prime importance in today's competitive scenario. Master of Business Administration (MBA) is one of the career choices and professional degree that helps the students to make their career and settle to their business and life. So that, Today MBA is one of the most common career choices among youth in India. This is purely because of the benefits that it offers. More and more MBA schools and management institutes are coming up in India. There are more than thousand institutes across the country, offering full-time residential MBAs. In addition, distance learning MBA, online MBA and part-time executive MBA are also gaining momentum.

## OBJECTIVE OF THE STUDY

- ✚ To analyze various factors those (student-related, faculty-related, exam-related and other factors) influence the result of the students.
- ✚ To examine the examination related factors.

- ✚ To examine the faculty related factors.
- ✚ To examine the student related factors.
- ✚ To examine the other factors those affects the result.

## RESEARCH METHODOLOGY

The objective of the study is to analyze how various factors (student-related, faculty-related, exam-related and other factors) influence the result of the student. Present study is based primary as well as secondary data. Secondary data has been collected from the website of the university. Primary data has been collected through Personal interviews method in which an open-ended and closed-ended questioner was used. To fulfill above said objective all six institute including university campus were selected. Out of these we select 300 students 50 from each institute. To analysis these data we used various methods as like mean, S.D, Skewness, Kurtosis etc.

## REVIEW OF LITERATURE

Cheryl and Zhang (2011) conducted a study to determine the factors that are critical for the academic success of students, an open-ended paper-based survey was administered to 131 upper-level (third year or beyond) students majoring in IT-related degree programs at Georgia Southern University. The study revealed that students perceive commitment, dedication and hard work as the most important skills/traits for their own academic success. This is followed by focus, self-motivation, persistence, patience, positive attitude and self-discipline. Wimshurst et al. (2006) investigated the factors related to academic success and failure in the faculty of Arts. The data covering all students who were enrolled in Arts courses (subjects) offered by any of the five schools (or departments) in the faculty for three years 1998-2000 (inclusive) were entered into the files for statistical analysis. Multivariate Analysis of Variance (MANOVA) and multivariate tests of student variables were used for statistical analysis. The study concludes that moderation of assessment remains an unsophisticated aspect of teaching and learning in higher education and the role of academics themselves in the enhancement of quality teaching and learning remains problematic, despite the considerable investment made by universities in creating opportunities for staff development. Houglum et al. (2005) have undertaken a study to determine the admission criteria for selecting pharmacy students, by identifying those criteria which are significant predictors of success or failure—Mean (SD), Beta, Standard Error, t-test. Predictors of failure included American College Testing (ACT) composite score, average grade in organic chemistry courses, and gender. Predictors of success included ACT score, average grade in organic chemistry courses, grades in math and science pre pharmacy courses, and prior attainment of a bachelor's degree. Squire (2010) describes through a review of relevant literature, the undergraduate B.Sc. degree program in agricultural education and the level and students' assessment procedures in the Botswana College of Agriculture. The findings show that the Botswana College of Agriculture offers core, optional and general education courses in agricultural education undergraduate (B.Sc.) degree program which are relevant to the socioeconomic development needs of Botswana.

**Result of MBA**

Table no 1: Last three Year, Mean Result of MBA (GGSIPU)

Year	No. of Students Appeared	No. of Students Scored > = 75%	No. of Students Scored < 75% & >= 60%
May 2012	84.00	55.33	28.67
Dec 2011	84.00	37.00	42.67
May 2011	65.5	31.25	32.75
Dec 2010	66.00	26.25	37.75
May 2010	79.33	48.33	29.67
Dec 2009	79.33	35.33	41.33
May 2009	80.33	41.00	38.00
Mean	76.93	39.21	35.83

Source: [www.ggsipu.org/in](http://www.ggsipu.org/in)

Table 1 shows the results of the student. Table found that there is fluctuating trends in No. of students appeared in the examination, No. of students scored 75% and above and 60% and above marks from May 2009 to May 2012. The mean of students are appeared in the examination, students scored 75% and above and 60% and above marks are 76.93, 39.21 & 35.83 during above said time period.

Table no 2: Mean of first three Subject Toppers in marks in May 2012

Programme	Mean Score
MBA	85.74

Source: Field work

Table 2 shows the results mean of first three subject toppers of marks of the student. Table found that it 85.74 in the examination of May 2012.

Table no 3: Classification of Respondent Student of MBA in % age

Marks Obtained By IP University Students		
Above 75%	75-50%	Below 50%
22.5	68.5	9

Source: Field work

Table 3 shows the results of the student. Table found that in 22.5 %, 68.5% & 9% student the marks in category 75% & above, 75-50 and below 50% during above said time period.

Chart of MBA Result of IP University in % age

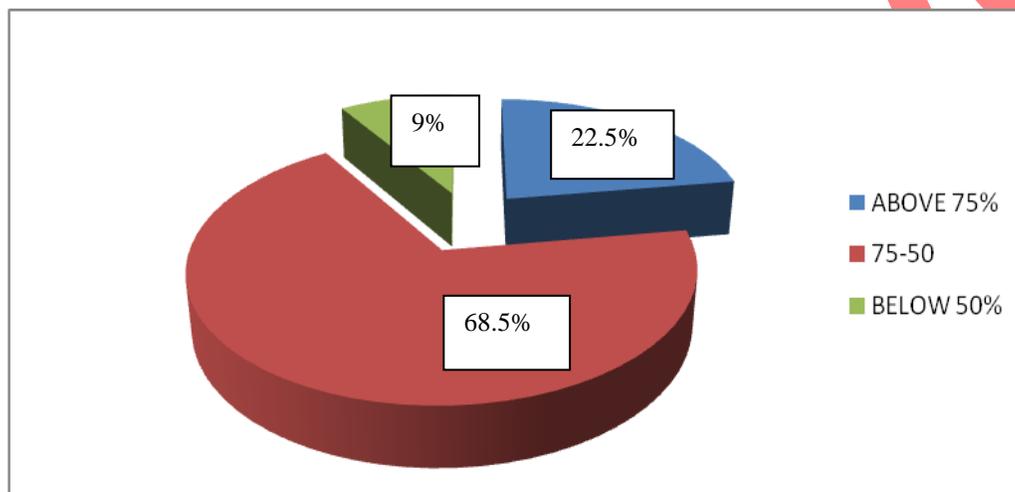


Table: 4 Descriptive Statistics of Demographic Factor

S. No	Demographic Factor	Mean	S.D	Skewness	Kurtosis
1	Age	21.40	2.12	1.611	2.154
2	Gender	1.54	0.489	0.920	-1.193
3	Work Experience	2.01	0.440	-1.004	-0.042
4	Background	3.56	1.722	1.913	2.958
5	Income	3.85	1.309	-0.140	-1.012

Source: Field work

Table 4 shows the descriptive statistics of demographic factor of the student. It shows the mean, S.D, Skewness and Kurtosis of demographic factor age, gender, work experience, background and income.

Table 5 shows the most important factors those affect the result of students. Table found that Prescribed Text & Reference Book for Subject has the maximum mean score (3.62) and Student's Handwriting has the minimum mean score (0.98).

Table: 5 Most Important Factors those Affects the Result of Student

S. No	Factor	Mean Score
1	Teaching of Subject by Faculty	2.05
2	Knowledge of Faculty Regarding the Subject	1.98
3	Faculty's Interest in Teaching Subject	1.41
4	Subject Revision by Faculty	1.07
5	Attendance of Student	2.01
6	Student's Interest for the Subject	1.08
7	Student's Writing Speed in Exam	1.02
8	Student's Level of Understanding of the Subject	3.07
9	Student's Handwriting	0.98
10	Mistake Committed by Students in the Exam	0.99
11	Committed and Hard work by the Students	1.24
12	Time and Task Management by the Student	1.21
13	Help from Friends in Exam	2.06
14	Student's Confidence during the Exam	1.26
15	Easiness or Toughness of Question Paper in Exam	3.04
16	Out of Syllabus Question Asked in Exam	2.66
17	Prescribed Text & Reference Book for Subject	3.62
18	Psychology of Paper Checker	2.73
19	Mistake Committed by Paper Checker	0.85

Source: Field work

The analysis of student-related factors is shown in Table 6. Factors such as Leakage of Paper in Exam, Supervisor in Exam-Very Strict or Liberal, Easiness or Toughness of Paper in Exam, Seating Arrangement in Exam, Asking Question which are Out of Syllabus, Exam Centre, Supervisor Help During the Exam, and Mistake Committed by Paper Setter while Paper Set are the factors which affecting the result of the student most. Easiness or toughness of paper in exam has the maximum value (1.204) and supervisor help during the exam has minimum value (0.501) of factor loading.

Table: 6 Rotated Component Matrix of Exam-Related Factors That Determine the Results of Students in the Examination

S.No	Factor	Factor Loading
1	Leakage of Paper in Exam	0.219
2	Supervisor in Exam-Very Strict or Liberal	1.041
3	Easiness or Toughness of Paper in Exam	1.204
4	Seating Arrangement in Exam	0.916
5	Asking Question which are Out of Syllabus	0.547
6	Exam Centre	0.798
7	Supervisor Help During the Exam	0.501
8	Mistake Committed by Paper Setter while Paper Set	0.545

Source: Field work

The analysis of student-related factors is shown in Table 8. Student's Participation in Extracurricular Activities has the maximum value (0.956) and Clarity about Books and Study Material of Student has minimum value (0.289) of factor loading.

Table: 7 Most Important Factors those Affects the Result of Student

S. No	Factor	Factor Loading
1	Attendance of Students in Lecture	0.302
2	Student's Interest in the Subject	0.854
3	Student's Interest for Degree/ Programme	0.752
4	Student's Writing Speed in Exam	0.654
5	Student's Level of Understanding of the Subject	0.598
6	Student's Handwriting Affect the Result	0.312
7	Practical Study of Subject done by Student	0.425
8	Mistake Committed by Students in Exam	0.524
9	Illness of Students during Exam	0.869
10	Personal Problems during the Exam	0.458
11	Educational Background of the Students	0.859
12	Question Paper of Last Exam Sold by Students	0.854

13	Student's Fear Regarding the Subject	0.745
14	Clarity about Books and Study Material of Student	0.289
15	Family Background of the Students	0.742
16	Negative Effect of Previous Paper	0.352
17	Commitment & Hard Work of Students in Subject	0.452
18	Time & Task Management by Students for Subject	0.421
19	Help from Friends in Exam	0.659
20	Student's Participation in Extracurricular Activities	0.956

Source: Field work

Table: 8 Rotated Component Matrix of Faculty-Related Factors that Determine the Result of Students in the Exam

S. No	Factor	Factor Loading
1	Teaching Subject by Faculty	0.578
2	Subject Knowledge of the Faculty	0.524
3	Assignment Work given by Faculty	0.897
4	Subject- related Material given by Faculty	0.989
5	Faculty's Interest in Teaching in the Subject	0.657
6	Syllabus Covered by Faculty	0.881
7	Teaching Experience of the Faculty in Subject	0.489
8	Quiz of the Subject Taken by Faculty	0.751
9	Subject Revision by Faculty	0.680
10	Work done by Faculty Like Lesson Plan of the Subject	0.856
11	Motivation given by Faculty to the Student in Subject	0.695

Source: Field work

Table 8 shows the results of the analysis of faculty-related factors. Teaching of subject by faculty, knowledge regarding the subject of the faculty, assignment work given by faculty to student, subject-related reading material given by faculty, faculty interest in teaching a subject, syllabus covered by faculty for the subject, teaching experience of faculty for the subject, quiz of the subject taken by faculty are some of the important faculty-related factors that determine the result of students in the examination. Subject- related Material given by Faculty has the maximum value (0.989) and Teaching Experience of the Faculty in Subject has minimum value (0.489) of factor loading.

## **CONCLUSION**

After carrying out this study it we found that student-related factors, faculty-related factors and exam-related factors are important for the results of students in MBA program in a professional university. The results of the students can be improved by focusing on these factors. The results of the students can be bettered by adopting measures such as practical studies in subjects, faculty knowledge enhancement and providing subject-related reading materials. Again as exam is an important factor, framing of the question paper must be considered properly by giving equal importance to all chapters, covering important topics and giving proper weight age to the questions.

## **RECOMMENDATIONS**

- 1) The quality of education in Colleges of IP University can be enhanced in four areas: Colleges of IP University Administration and Management, Curriculum, Personal Care and Home-Colleges Cooperation. Colleges of IP University principals should be encouraged to take up training courses to improve their level of competencies to manage the Colleges of IP University properly and have higher sensitivities towards teachers and students. A certification scheme for Colleges of IP University principals should be considered to raise the professionalism of principals. The Colleges principals need to increase their own knowledge base, in order to respond to new challenges.
- 2) College's principals should move away from Colleges-centered education to learner-centered success and from teaching subjects to teaching learners. The principals should develop a Colleges improvement evaluation plan. Program evaluation plans must be developed and implemented parallel with the action plans and improvement goals. Regular monitoring and assessment need to be introduced to provide a detailed, systematic and ongoing profile of the progress of all students.
- 3) Instead of competing on prices, Colleges of IP University should focus on delivering quality education. Smaller classes, new technology and personalized teaching instructions are a few examples that have long-term positive impacts on student learning.
- 4) Institute a sense of empowerment, growth and self-development for staff. Use evaluation methods for improvements of staff and not for fault-findings. The principal needs to motivate staff so that they share the vision and mission of the Colleges of IP University. They should learn to apply human development theory and motivational theories to the learning process. It is important to draw attention to high expectations and targets as characteristics of effective Colleges High expectations are assisted by the setting of national or system-level standards that embody challenging goals. These expectations need to be manifested at the level of the Colleges and teachers.
- 5) Principals can play a key role in developing teacher leadership. They must see teachers as assets and understand how encouraging teachers to become leaders will affect their behavior. They may also have to change their behaviors and be comfortable as facilitators when teachers are leading. However, delegation may be tricky and teachers 'willingness to participate sometimes depends on their

relationship with the principal. If teachers perceive principals to be open, facilitative and supportive, teachers 'participation increases.

6) Breaking down barriers between classes, levels, departments and administration levels. Teamwork and openness are the key factors of success. Because employees 'enthusiasm, determination and pride for their jobs will affect the organization's success, it is important to create an ideal and efficient work medium for staff. Formation of a satisfying institutional climate depends on display of integrity and objective management by the Colleges leader. Principals need to develop the ability to be a good listener. Sustaining reform demands that the principals recognize the legitimacy of everyone's concerns and the value of everyone's resources. The successful principals will take advantage of diversity and view diversity as a resource. They must recognize the strengths of others and utilize them for the good of the Colleges. While giving a voice to all people is the foundation of an organization that is willing to experiment and learn, these voices are often silenced because they create disequilibrium in the organization. As such, principals must be bold enough to protect these voices so that differing points of view are heard.

7) The leaders have to display a high level of ethical standards and volunteer for this kind of behavior. The principals need to possess clear sets of educational and personal values as well as a clear personal vision. Principals need to possess passion, humor and empathy. Good leaders have both wisdom and common sense and they are viewed as trustworthy and reliable. The Ministry of Education should also be more accommodative to Colleges principals who dare to think —out-of-the-box, taking risks and breaking new grounds.

8) College's principals must create an environment that promotes change. Change is inevitable if Colleges are going to improve. The principals must exude energy for and commitment to Colleges improvement. They should encourage more communication between them and the various stakeholders – Teachers, students, parents and community. Teachers have to believe that they can make a difference and have a commitment to do so. Principals have to have the ability to motivate the teachers. Recent research in the field of cognitive science has shown that almost all students can engage in higher-order learning given the right conditions. This belief needs to be supported by teachers who have a clear understanding that students learn.

9) Principals must be willing to accept the risks and ambiguity that develop as they embrace new visions, based on new knowledge. New ideas may threaten some staff but they also offer opportunities for those willing to put the visions into practice. Principals as well as staff must develop a change- enabling culture to adapt to the ever-changing competitive environment.

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