



“Impact of Educational Background on Academic Scores of Management Students: Case Study”

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ABSTRACT

Identifying the factors that influence academic performance of students is an essential part of educational research. Previous studies have documented the importance of personality traits, class attendance, parenting etc. This paper is aimed at evaluating the Influence of Stream of Graduation on Academic Score of Management Students. For this purpose, data was collected from a sample of 60 MBA students enrolled with a management institute of Navi Mumbai. Descriptive Statistics, One-way ANOVA and Tukey Honestly Significant Difference (HSD) Test was used for analysis. The first-year’s Academic Scores were taken as a measurement of Academic Performance of the MBA students. The results of the study revealed that there is no significant difference in Academic Scores of the MBA students from different educational background. The Levene’s Test revealed that the variance of all groups i.e B. Com, BMS and B.Sc. were equal. Tukey HSD test further confirmed that the academic scores of students having different background doesn’t significantly differ.

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Introduction

MBA is a multi-pronged course with several electives that cater to the requirement of a wide spectrum of jobs in different industries. Students from diverse graduation background take up management education to better equip themselves for higher managerial roles. Management education aims at shaping individuals to function effectively as managers. It is assumed that knowledge and skills acquired by the students during their graduation stream impacts their academic performance in MBA. In the first-year of management education MBA students get exposed to variety of concepts and subjects. This may result in difference in their aptitude and academic scores. This may impact on their appreciation and understanding of the issues discussed in a class. Keeping this in mind researchers carried out this study.

“The Master of Business Administration (MBA) has often been heralded as a ticket to the executive suite”(Kelan & Jones 2010). The MBA degree has become internationally recognized as an indicator of individual competitive advantage in management due to the distinctive abilities’ students develop during their education (Baruch & Leeming, 2001). Moreover, it has become one of the most popular and important professional degrees worldwide. Regarding other academic variables, such as under-graduates’ studies, the literature suggests that individuals educated in business-related areas perform better in MBA programs (Bissch off, 2005). However, although some reviewed studies confirmed this relation, a large number of studies did not find relations between these variables (Ahmadi, Raiszadeh, Helms, 1997).

Review of Literature

In this era of globalization and technological revolution, education is considered as a first step for every human activity. It plays a vital role in the development of human capital and is linked with an individual’s well-being and opportunities for better living.(Battle, J., & Lewis, M. (2002)). It ensures the acquisition of knowledge and skills that enable individuals to increase their productivity and improve their quality of life. This increase in productivity also leads towards new sources of earning which

enhances the economic growth of a country.(Saxton, J. (2000)). The quality of students’ performance remains at top priority for educators. It is meant for making a difference locally, regionally, nationally and globally. Educators, trainers, and researchers have long been interested in exploring variables contributing effectively for quality of performance of learners. These variables are inside and outside college that affect students’ quality of academic achievement. These factors may be termed as student factors, family factors, school factors and peer factors (Crosnoe, Johnson & Elder, 2004).Educational services are often not tangible and are difficult to measure because they result in the form of transformation of knowledge, life skills and behaviour modifications of learners.(Tsinidou, M., Gerogiannis, V., & Fitsilis, P. (2010)).For any educational institute students are most important asset. Universities and colleges have no value without students. Economic and social development of a country is directly associated with academic performance of students. The student’s academic performance plays a vital role in creating the finest quality alumnae who will become leader and manpower of a particular country, consequently responsible for the country’s social and economic development (Ali et. Al.2009). The academic performance of the students has gained significant attention in past researchers. Performance of students is affected by psychological, economic, social, personal and environmental factors. Though these factors strongly influence the performance of the students, but these factors differ from country to country and person to person. Most of the previous studies on academic performance of students focused on such issues like teacher education, class environment, gender difference, teaching style, family educational background and socioeconomic factor. The majority of the researchers in the world applied the GPA to assess the performance of the students (Stephan & Schaban, 2002). They applied GPA to evaluate performance of the students in a particular semester. In this fast-growing world, everyone is facing challenges and perspiring to ameliorate his performance because it exhibits the quality and recognition (Banceand B. Acopio, 2016). Performance is how well one has done an assigned task. Academic Performance is the academic accomplishment of the students which is measured by their outcomes. It is multifaceted construct comprising of different domains of learning like critical thinking, understanding, literacy, and numeracy. Academic performance of students is evaluated or mea-

sured using different standardized assessment tests. A student's academic future and career mostly depends on his or her academic performance. On the extensive level, academic performance of a student also paves the path of prosperity for any country.

Study Objectives

1. To study the impact of educational background on the academic scores of first year MBA students.
2. To find and compare the mean values of academic scores of the students in MBA coming from different streams of Graduation.

Hypothesis

H1 There is no significant difference in the academic scores of MBA students coming from the different educational background in Graduation.

H2 There is no significant difference in variance of all groups i.e. BMS, B. Com, B.Sc.

Limitations of the Study

The present study is limited to MBA students of a management institute in Navi Mumbai. The present study is restricted to first-year marks for Academic Performance of MBA students. In the present study students admitted were from the stream of BMS, B. Com and B.sc only.

Table 1. Descriptive Statistics

Score		95% Confidence Interval for Mean						
Students	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
B.Com.	20	1045.10	98.206	21.960	999.14	1091.06	880	1246
BMS	20	1001.70	53.579	11.981	976.62	1026.78	895	1112
B.Sc.	20	1008.55	135.889	30.386	944.95	1072.15	494	1181
Total	60	1018.45	101.716	13.131	992.17	1044.73	494	1246

Source: Primary Data

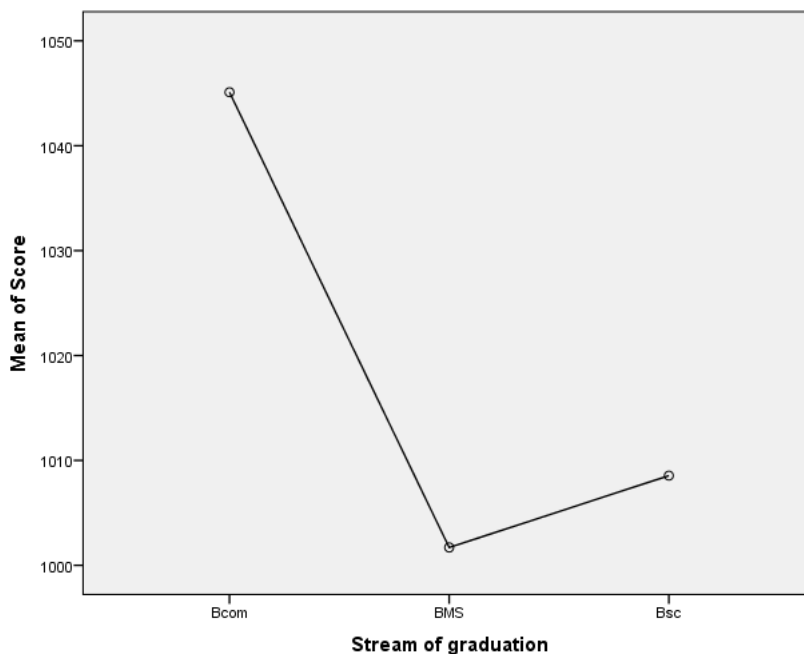
Research Design

In the present study, the population comprises of MBA students of a management institute in Navi Mumbai. A sample of 60 MBA first-year students was taken for the study. Simple random probabilistic sampling technique has been used. To achieve the objective of the study an Exploratory Research was conducted to assess to what extent educational background impacts the academic scores of MBA students. For the purpose of the study data was collected from both primary and secondary sources. In this research study, primary data was collected through Survey using Questionnaire as research instrument. ANOVA, Levine's Test, Tukey HSD test and Univariate Analysis have been employed for the analysis of data. Shapiro-Wilk value was used to check the normality of data. One-way ANOVA was used to study the significant difference in the academic scores of the MBA students from different Streams of Graduation (BMS, B. Com, B.Sc.) In this study Academic Score is a Dependent Variable wherein Stream (BMS, B. Com, B.Sc.) is an Independent Variable.

Data Analysis and Interpretation

In the output presented above, concerning the variable score, the information from 60 MBA students, with a Mean (1045.10) and Standard Deviation (98.2) of Score from B.Com.stream, Mean (1008.55) and Standard Deviation (135.9) of Score from B.Sc. stream, Mean (1001.70) and Standard Deviation (53.6) of score from BMS was obtained.

Mean Plots



Source: Primary Data

Table 2. Test of Homogeneity of Variances

Score			
Levene Statistic	df1	df2	Sig.
1.856	2	57	.166

Source: Primary Data

It is clear from the **Table 2** that the significant value of LeveneStatistic is 0.166 which implies that homogeneity of variance is not significant ($P > 0.05$). This means that the variance of all groups i.e. BMS, B. Com, B.sc are equal.

It is very much clear from the **Table 3** that F value for Academic Score from different streams of education $F(2,57) = 1.054$, $P > 0.355$ is not significant. Since the $P > 0.05$, the alternative hypothesis is rejected and null hypothesis is accepted that there is no significant difference in Scores from different streams of education.

Table 3. To Study difference in Scores from different Streams of Education:ANOVA

Score					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	21775.900	2	10887.950	1.054	.355
Within Groups	588640.950	57	10327.034		
Total	610416.850	59			

Source: Primary Data

It is evident from the **Table 3.1** that ($P .374 > 0.05$) so there is no significant difference in Score between B. Com and BMS. Since ($P .495 > 0.05$) there is no significant difference in Score between B. Com and B.Sc.

As ($P .374 > 0.05$) and ($P .975 > 0.05$), there is no significant difference in Score between BMS and B. Com and also between BMS and B.Sc.

It is also clear that there is no significant difference in Score between B.sc and B. Com and also between B.Sc. and BMS.

The Shapiro-Wilk significant value is < 0.05 which proves that the data is not normal. However, since ANOVA is very robust test and the sample size of all the groups are same, this assumption can be ignored.

Table 3.1. Multiple Comparisons

Dependent Variable: Score

Tukey HSD

(I) Stream of graduation	(J) Stream of graduation	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Bcom	BMS	43.40	32.136	.374	-33.93	120.73
	Bsc	36.55	32.136	.495	-40.78	113.88
BMS	Bcom	-43.40	32.136	.374	-120.73	33.93
	Bsc	-6.85	32.136	.975	-84.18	70.48
Bsc	Bcom	-36.55	32.136	.495	-113.88	40.78
	BMS	6.85	32.136	.975	-70.48	84.18

Source: Primary Data

Table 4: Tests of Normality

Score	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
a. Lilliefors Significance Correction	.141	60	.005	.822	60	.000

Source: Primary Data

Table 5. Descriptive

Score	Statistic	Std. Error
Mean	1018.45	13.131
95% Confidence Interval for Mean	Lower Bound	992.17
	Upper Bound	1044.73
5% Trimmed Mean	1022.07	
Median	1015.00	
Variance	10346.048	
Std. Deviation	101.716	
Minimum	494	
Maximum	1246	
Range	752	
Interquartile Range	97	
Skewness	-1.960	.309
Kurtosis	11.384	.608

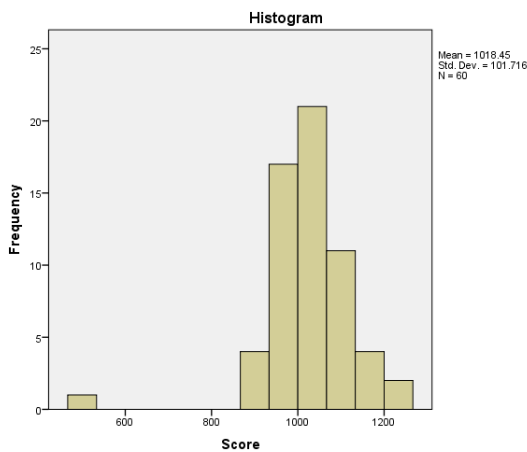
Source: Primary Data

From the **Table 5**, this can conclude that:

1. Data is highly negatively Skewed as its value is less than Minus 1 (Skewness= -1.960) The Skewness value provides an indication of symmetry of the distribution.
2. Positive value of Kurtosis (11.384) indicate that a distribution is peaked and possess thick tails. It is Leptokurtic distributions has a higher peak and taller tails than a normal distribution.

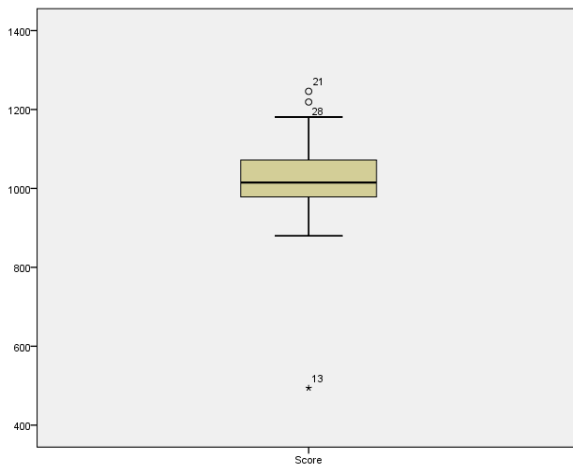
From the above histogram reveals that data is negatively skewed. It shows the tail of the left side of the distribution is longer and fatter than the tail on the right side.

Graph 1



Source: Primary Data

Graph 2: Outliers



Source: Primary Data

Results and Discussion

The present study confirms that there is no significant impact of academic scores on stream of graduation i.e. BMS, B. Com and B.Sc. It is evident that there is no significant difference between score of **B. Com** with B.sc and BMS, **B.Sc.** with B. Com and BMS and **BMS** with B. Com and B.Sc. The **Levene's test** shows that the variance of all groups i.e. BMS, B. Com and B.sc are equal. The **Shapiro-Wilk** significant value proves that the data is not normal. This research study was an effort to know the impact of Stream of Graduation on Academic Scores of MBA students. As MBA Course welcomes students from any discipline, the present study reveals that stream of graduation play a very minor role in academic performance of students.

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