# Factors Affecting The Academic Result Of Students Of Masters Degree Program In Mumbai, India

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*Abstract*—**"Knowledge is power. Teachers give us Knowledge, hence teachers give us power". Our education system is the backbone of country's growth and success. A study was carried out to understand various aspects and forces which are related to the students, faculty related, exam related factors and other factors which have a direct and indirect influence on the students. The study was conducted at the suburban area of Mumbai region in India with the sample size of 100 respondents to check the normality of the data. A normality test is carried out on demographic variable of the respondents. The mean score is used for analyzing the data and chi-square test is used for statistical approval of hypothesis. After carrying out the study it was noticed that the results of the students not only depend on one factor but also multi factors which were related to the students, faculty as well as exam. Thus the result of the students could be improved by focusing of these factors.**

*Keywords*— **Students, Teachers and faculty.**

## I.    Introduction

It is said that "Knowledge is power. Teachers give us knowledge, hence teachers gives us power". A teacher holds a very important position in the student's life. Teachers are the makers of the society. They mould and shape the personality of the child.  Their mental and physical growth is natural. But teacher is a person who inculcates curiosity, inquisitiveness in a child.

Education is changing day by day. The changing era has changed the traditional teaching learning pattern into the modern and scientific way of knowledge transformation. Machines and technology have made education quite easy. No doubt the technique in teaching is changing in the global era. But the requirement of the teachers in teaching is always there.

Teacher is a 'A person who motivates the students to learn new things'. The teachers job includes not only providing motivation for learning but also supplying guidance, assistance and learning experience. A teacher is not only a simple instructor but also a mentor, a counselor and thus   his position has become more strengthened as well.

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A teacher is a director. He plays a role of a master. If a teacher is knowledgeable, the student will also develop interest in knowledge. The children imitate the teachers. The nature, attitude and behavior of a teacher are admired. But the teacher can influence the students. The sincerity impartiality, cheerfulness, tolerance, and simplicity and friendly attitude can also influence the students. A loving nature of teacher creates and establishes close relationship with students. A teacher is emotionally connected to the students. Thus it develops a confidence among them. If a teacher is imaginative, active and motivating then teaching learning will become successful.

Today students are opting for Master Degree program. Education is gaining prime importance in today's society. Master degree is the career choice that today's students want to obtain.

This is all because of the benefits students are getting by acquiring a Master Degree and thus, importance of Master Degree program is increasing day by day. The study deals with various phases and forces which are linked to the student's academic result. It also showcases the factors such as faculty related, exam related and other factors which have a direct and indirect influence on the students result. The study was conducted at the suburban area of Mumbai region in India with the sample size of 100 respondents who have enrolled for Master Degree program in different stream such as Commerce, Science and Arts in Mumbai University.

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## II.   Research Methodology

### A.  *SOURCES OF DATA COLLECTION*

The data is collected for primary as well as secondary sources.

➢ **Primary sources of data collection**

The data is collected from primary source. Samples in different situations were observed by observation method and personal interview by using questionnaire method. Interviews from experts are taken as the source of data collection. Experiences of experts has given lot much input to the study.

➢ **Secondary  sources of data collection**

The data collected from journals, research reports, articles and news paper has also given inputs in the study

## B. OBJECTIVES OF THE STUDY

❖ To study what are the factors which affects the academic result of the students in general.

❖ To analyze the complication faced by the individual student in respect of scoring good marks in academics.

## C. SCOPE OF THE STUDY

The scope of the study is restricted to the study of students in Masters Degree program in Mumbai University. It covers the area of Mumbai suburb.

## D. PROBLEMS OF THE STUDY

❖ The study is restricted to the demographic aspects of area of the study.

❖ It restricts the research to an individual and not to a group or organization.

❖ The study also restricts the area of psychological thinking of an individual, social belongingness and cultural bondages in individual's life.

## E. SAMPLE SIZE

The sample size of the study is restricted to 100 samples. The samples are the students of Mumbai University in the Masters Degree program. They are from Commerce, Arts and Science faculty

## F. TOOLS USED FOR STUDY

Tools used in the study are for testing hypothesis was Microsoft Excel.

## G. TEST USED IN THE STUDY

The samples are tested with Chi-Square test as a test of association between two variables

## H. HYPOTHESES

❖ **Null Hypothesis (H0):** There is no significant association between results of students and factors affecting it .

❖ **Alternate Hypothesis (H1):** There is significant association between results of students and factors affecting it.

## III. Review of Literature

McGrath, T. N. in his paper on the topic "The positive educational practices framework: A tool for facilitating the work of educational psychologists promoting pupil wellbeing. Published in Educational & Child Psychology, Vol 25 No 2.

Outlines the Positive Educational Practices (PEPs) Framework, an organizing tool for facilitating the work of educational psychologists in promoting pupil wellbeing and supporting pupils to achieve learning outcomes and engage in pro-social behavior. He also covers the area where PEPs are a extensively based on five foundations of wellbeing drawn not only from research in positive psychology but also from research in other contemporary psychological and educational movements that are consistent with positive psychology. The five foundations: social and emotional competency, positive emotions, positive relationships, engagement through strengths and a sense of meaning and purpose are outlined along with examples of practical suggestions that can contribute to their achievement are also covered he fails to cover the area of role of the professor as an ambassadors in the modern society and how they help in building the nation as a positive thinker. (McGrath, 119-134)

Khalid, Z. N. (2010) has given the views on the topic Positive Thinking in Coping with Stress and Health outcomes: Literature Review. *Journal of Research and Reflections in Education*. This article reviews literature on positive thinking and its effect on the appraisal of stress, coping and health outcomes. Positive psychology is a new dimension that focuses on positive thinking, positive emotions and positive behavioral qualities that enhance human potential in various domains such as work, coping with stress and health. By thinking positively, we perceive the stress as less threatening, are able to cope with it effectively. In this article he has not offered his views of character of professor as an emissary in the society.

## IV. Descriptive Statistics

### A. Sample profile

The sample size of the study is restricted to 100 samples. The samples are the student of Mumbai University in the Masters Degree program. They are from Commerce, Arts and Science faculty.

**Table No. 1:**
**Sample Profile**

| Variables | Categories | Respondents |
|---|---|---|
| Sex | Male | 56 |
| | Female | 44 |
| Age | 21-25 Years | 77 |
| | 26-30 Years | 22 |
| | 31 and above | 01 |
| Marital Status | Married | 19 |
| | Unmarried | 81 |
| Stream | Commerce | 69 |
| | Science | 11 |
| | Arts | 20 |

## B. *The most important factors which affects the result of the students in general*

**Table No. 2:**
**Sample Profile**

| The most important factors which affect the results of the students | |
|---|---|
| **Factors** | **Mean score** |
| Teaching of subject by faculty | 1.15 |
| Knowledge of faculty | 1.38 |
| Faculty interest in teaching of subject | 1.53 |
| Attendance of students in lecture | 1.85 |
| Students interest in subject | 1.91 |
| Writing speed of students in exam | 1.70 |
| Students understanding of subject | 1.92 |
| Mistakes committed by students in exam | 1.87 |
| Commitment and hard work by students | 1.88 |
| Time and task management by students | 1.93 |
| Questions asked out of syllabus | 1.60 |
| Psychology of paper checker | 1.85 |
| Mistake committed by paper checkers | 1.88 |
| Help from study group | 1.86 |
| Prescribe textbooks and reference books for subjects | 1.40 |

Time and task management by students, Students understanding of subject, Mistakes committed by students in exam and Commitment and hard work by students are few factors which affects the results of students. Factors such as Teaching of subject by faculty and Prescribe textbooks and reference books for subjects are least important factors with mean score of 1.15 and 1.40 respectively.

## C. *Factor analysis*

The complication faced by the individual student in respect of scoring good marks in the academics.

**1. Exam related**

**Table No.3**
**Exam related**

| Factors | Yes | No | Total |
|---|---|---|---|
| Question paper leakage | 65 | 35 | 100 |
| Supervisor in exam hall | 88 | 12 | 100 |
| Exam center | 91 | 09 | 100 |
| Seating arrangement in exam | 93 | 07 | 100 |
| Supervisor help in answering during exam | 95 | 05 | 100 |
| **Total** | **432** | **68** | **500** |

The above factors shows that there are different factors which are related to the examination which are important for the candidate appearing for the exam as a candidate is appearing for the exam Question paper leakage, Exam center, Supervisor in exam hall and Seating arrangement in exam creates a kind of anxiety among the students. It has been noticed that the Supervisor help in answering during exam has a major impact on the results of the student's in spite of whether the answer is right or wrong.

**2. Students related**

**Table No.4:**
**Students related**

| Factors | Yes | No | Total |
|---|---|---|---|
| Attendance of students in lecture | 76 | 24 | 100 |
| Students interest in subject | 51 | 49 | 100 |
| Students writing speed | 49 | 51 | 100 |
| Mistake committed by students in exam | 56 | 44 | 100 |
| Illness during exam | 67 | 33 | 100 |
| Students fear regarding subject | 36 | 64 | 100 |
| Family background of the students | 12 | 88 | 100 |
| Negative effect of previous paper | 80 | 20 | 100 |
| Students participation in extracurricular activity | 56 | 44 | 100 |
| Subject knowledge of faculty | 81 | 19 | 100 |
| **Total** | **564** | **436** | **1000** |

**3. Faculty related**

**Table no.5:**
**Faculty related**

| Factors | Yes | No | Total |
|---|---|---|---|
| Subject knowledge of faculty | 81 | 19 | 100 |
| Subject revision | 39 | 61 | 100 |
| Motivation given by faculty to the students for the subject | 51 | 49 | 100 |
| Teaching experience of the faculty | 76 | 24 | 100 |
| Syllabus covered by the faculty | 75 | 25 | 100 |
| Faculty interest in teaching the subject | 57 | 43 | 100 |
| Total | **379** | **221** | **600** |

The study further shows that the Subject knowledge of faculty has a major effect on students result.  Negative effect of previous paper and Attendance of students in lecture is also important where the students can learn and inculcate the knowledge provided by the teachers. Family background of the students does not have an effect on the result of students. Faculty knowledge is an important factor in students result. Teaching experience of the faculty and Syllabus covered by the faculty does play a significant role.

# V.  Inferential Statistics

**Hypothesis:** Academic result of students are affected by various factors

For testing purpose we have formulated testable hypothesis as follows

- ❖ **Null Hypothesis (H0):** There is no significant association between results of students and factors affecting it.

- ❖ **Alternate Hypothesis (H1):** There is significant association between results of students and factors affecting it.

To test the above hypothesis chi-square test of association was applied.   It repossesses at three factors which affects the results of students. Namely Exam related, Students related and Faculty related factors.  The results of chi-square test are tabulated as follows

**Table No. 06**
**Consolidated results of chi-square test**

| Factors | chi - square value | Degree of Freedo m | p Valu e | Significant / not significant | Associate d/ not Associate d |
|---|---|---|---|---|---|
| Exam related | 119. 84 | 4 | 1.16 E-24 | Significant ** | Associated |
| Students related | 826. 08 | 9 | 1.03 E- 171 | Significant ** | Associated |
| Faculty related | 202.24 | 4 | 2.48 E-42 | Significant ** | Associated |

*Note: ** indicate results are significant at 1% level of significance.*

**Interpretations:**

**From the above table it can be inferred that:**

1. Exam related factors are significantly associated with results of students in master degree program.

2. Students related factors are  significantly associated with results of students in master degree program

3. Faculty related factors are significantly associated with results of students in master degree program.

Overall conclusion: From the above data it can be concluded that all the above factors affect the academic results of the students perusing master degree program with Mumbai University.

# VI.  Conclusion

1. Teachers' followership styles from the most often evident to the least evident in the international universities were: pragmatist  or  exemplary  followership,  conformist followership, alienated followership and passive followership.

2.  Factors used as variables relating to teachers' should include followership styles, Professionalism, Emotional Characteristics, Teamwork Attitude, Department Climate, Satisfaction, Leadership Styles, and Teachers' Development.

3 Regarding teachers' professionalism: the majority of teachers from the international universities in Mumbai University had master or doctoral degrees. They had 6-10 years teaching experiences. They were teaching the subject that related very much to their major. They attended professional workshops, seminars, international conferences inside and outside the campus once a year. Presented papers on those professional workshops, seminars, international conferences inside and outside the campus once a year. They conducted one study for their teaching subject during the last 5 years and published one paper during the last 5 years. But the majority of teachers haven't written and published a book in their career life until now, and most of them haven't obtained any professional awards inside and outside their university until now.

(1) Further Research can explore why teachers worked as Exemplary or Pragmatist followers, for the most part, in international universities in Mumbai University

(2) Future research can explore other factors affecting or relating to teachers' followership in international universities in Mumbai University

(3) Future research in different educational institutes or schools at different educational levels to re-check the model that was suggested by this study.

# VII. Acknowledgement

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