

TAYYABA RAFIQUE MAKHDOOM *
KHALIL-UR-REHMAN BHATTI **
DR. PARVEEN MUNSHI***

STUDENTS' ATTITUDE TOWARDS BUSINESS STUDIES: AN EMPIRICAL STUDY OF SINDH UNIVERSITY LAAR CAMPUS BADIN

Abstract

Badin is an underdeveloped city of Pakistan. Sindh University Laar campus is the only higher education providing institute in this region. It is producing graduates who will serve the various public and private sectors and will be managers of tomorrow. This goal can only be achieved by producing quality graduates. Identifying pupils' attitude will help in shaping their behavior for accomplishing tasks and achieving the desired goal of education (converting them into useful commodity beneficial for society development). The independent variables in this research were the personal goals of students, interest in the field and curriculum and Instructions. Students' attitude was measured by filling out the questionnaire. After analyzing their attitude, changes can be made in independent variables accordingly--in policy making, students' counseling, preparation of course content and lecture plans, arrangement of class activities and assignments.

Introduction

Being a Muslim we know and perk that 'Business' was the family trade of our beloved Prophet(p.b.u.h). He traveled and traded at his young age with his uncle Abu Talib, who was himself a successful businessman, though contemporary business lacks Islamic practices but we do relate business with Islam. Modern business has become much complicated and challenging which requires craft and subtle ways to manage and operate. In my primary school once our teacher asked us "what would you like to be in future?"

* Lecturer, Sindh University Laar Campus @ Badin

** Assistant Professor, Sindh University Laar Campus @ Badin

*** Professor and Dean Faculty of Education, University of Sindh

“doctor” we all echoed.

“When you will be a doctor, doctors would be doing their practices sitting on roads like cobblers”. It was said keeping in the students’ fondness in view. Gone were the days when students echo the same, if now this question is asked there are variety of replies. With the pace of time innovations and trends have enlisted various career options, therefore the new generation is aspiring differently. And the hot cake is business.

The impetus of industrialization and globalization has increased the demand of business and management expertise. Studying business opens doors for many career opportunities. Furthermore it also helps you to become a conversant consumer and to market yourself well while looking for a job.

For providing access to higher education to people living in far flung areas in Laar region, the University of Sindh established Laar College at Badin (S.U.L.C) as a constituent college in 2007, and it was upgraded to campus in 2010. It offers BBA(Hons.) eight semester program in morning and MBA six semester evening program. (Sindh University Laar Campus@ Badin)

Literature Review

Various researches have been conducted on students satisfaction with business schools/studies treating student a customer. An overwhelming majority is enrolled in Business Administration, such programmes are a major source of income for not-for-profit educational institutes (Alam, 2012).

Predicting BBA/MBA an assurance for promising career is the result of a rapid increase in starting salaries for employees with this degree (Thomas G., 1973).

Market trend of business studies does not have significant impact on the students' selection of the discipline, but high employment opportunities on the basis of an MBA/BBA degree and availability of larger number of business institutes do have a

significant impact on selection of business as study option (S. Nazneen Waseem, 2012).

Although business schools have not been very effective in reducing unemployment, an MBA degree or good grades don't have any correlation with future success in career of the graduates (Jeffrey Pfeffer, 2002).

Subsisting on meager resources and keeping the social goal of education public sector universities has to develop strategies to attain their objectives. Since Education expenditures have a positive and significant impact on economic growth in the long run (Saima Riasat, 2011).

In private institutes business education is getting costlier by the day, public universities are required to be cheaper than the private ones and provide similar levels of education (Jamillee, 2011).

Business schools need to build the craft and the art of managing into management education and bring these back into practice of managing, so business schools need to be reconceived. (Minzberg, 2004).

Business education is dominated by textbooks, case studies and simulation, there should be pragmatic approach which emphasizes pluralism to decision-making and especially problem-solving rather mere play things for academic amusement (Armitage).

Oscar et al applied Herzberg's two-factor theory while determining factors for business students satisfaction. Their variables represent six higher-order dimensions (faculty, staff advising, classes, student partial college experience, satisfaction and intentions). They found a symbiotic relation between the student, college or university, and society as a whole, which implies that society benefits from a strong educational system (Oscar W. DeShields Jr, 2005).

Letcher and Neves concluded the eight variables (1.self-confidence, 2.satisfaction with the curriculum, instruction, and classes, 3. satisfaction with quality of teaching of subject matter, 4.satisfaction with extra-curricular activities and career opportunities, 5. satisfaction with student advising, 6. quality of teaching and instructor feedback, 7.satisfaction with computing facilities, and 8. satisfaction with student quality and interaction) are positively correlated with overall student satisfaction. They suggest for arranging course-related projects, internships, service to the community, and leadership experiences further students should take proactive steps in their career planning by joining campus organizations (David W. Letcher).

Almost three-quarters of business graduates held positive attitudes toward their advisors while only a few possessed negative feelings. The counselors can advise them career by accessing occupational data from government and pass it along to students (M. Wayne Alexander).

An education institute is not only supposed to impart knowledge for attainment of students' personal goals but also to create sense of social responsibility and equip them with personal and professional integrity. Higher academic levels hold higher ethical attitudes than students in lower academic levels (Fuad N. Al-shaikh, 2012).

Engaging students in case studies, practical and conceptual studies promotes the standards of ethics in them to evaluate and decide what is right or what is wrong and what is considered as ethical behavior, later as employees these ethics may help students in dealing with and resolve moral disputes (Shaheer Rizvi, 2012).

Significance of the study

Badin is known as the 'Sugar State' of Pakistan because it has the largest production of sugar, presently there are six large-scale units engaged in the production of sugar and are providing employment to 6,000 persons. There are 12 rice-husking mills, 22

active NGOs, 11 public/private banks and several small medium enterprises functioning in Badin which require business graduates as their prospective managers (Human Development Foundation, 2003) Hence it is immensely required to produce quality graduates who can meet the job providing sectors' touchstone and contribute in development of this underdeveloped area. Laar campus is offering business education for five years but there is still room for improvement. Students still have some problems in comprehending the subjects and afterwards problems in job market due to lack of required knowledge and interest in the discipline, teachers still do not find their output up to mark. This study will provide guideline for administration and teachers for planning and controlling.

Objectives of the study

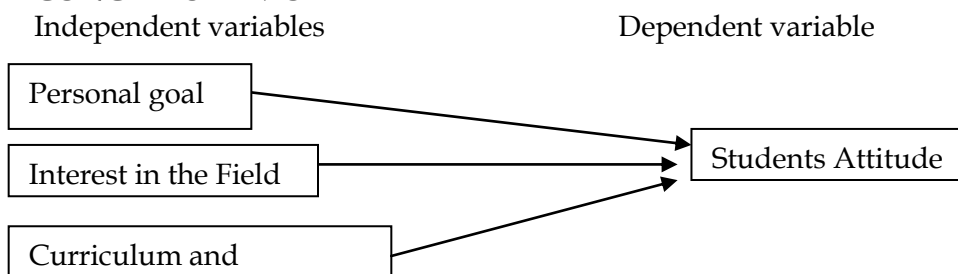
- To identify students attitude towards career development by business studies
- To identify the students' attitude towards the business administration
- To explore students' attitude towards curriculum and instruction
- To make some valuable recommendations for future action for improvement of academic process.
- To identify problems faced by new generation of underdeveloped region Badin in their studies at Laar Campus
- To prepare the Laar Campus students competent in job market and capable for contributing Badin's economy

Statements of hypotheses

- H₁ The students of business administration are pursuing this discipline for lucrative career and market demand.

- H₂ Students consider business as a an interested field that is related with practical and routine life
- H₃ There is significantly adverse attitude of the students towards the curriculum of Business Administration and instruction

CONCEPTUAL MODEL



Research Methodology

Population and Sampling

All the BBA students of Sindh University Laar Campus Badin constituted the population of the study. Five students from BBA Part I, five from BBA Part II, ten from BBA Part III, and ten from BBA Part IV were randomly selected as sample for the study.

Data Collection

Questionnaire was developed for getting students' response which consists of twelve close ended (YES/NO) questions and six open ended questions (four short answer and two long answer). Internet was used for accessing websites and research articles for guideline.

Results and Analyses

The data collected through survey method was tabulated analyzed and interpreted in the light of the objectives of the study by using percentage. Firstly students YES/NO answers are

described in percentages. Afterwards, short answer responses of students are analyzed with magnitude of same responses. Lastly, the long answers are discussed on the basis of majority opinion.

ANALYSIS OF STUDENTS' RESPONSES TO YES/NO QUESTIONS

Q. No.	Questions	YES	NO
1.	Was business administration your selected field before your admission?	50%	50%
2.	Do you find yourself fit for business studies?	90%	10%
3.	Did you find it easy?	63%	37%
4.	Did you find it interesting?	80%	20%
5.	Does it give you an honor to be a business student?	83%	17%
6.	Is it a glamorous field?	90%	10%
7.	Does it really have a scope and not just a mirage?	80%	20%
8.	Does it give you practical knowledge?	67%	33%
9.	Are you more efficient than businesspersons because you have studied business?	37%	63%
10.	Do you think it should include more practical work than theory?	93%	7%
11.	Do you think it should be taught to you in your mother tongue or in national language?	49%	51%
12.	Do you think it has trained you perform your personal life tasks, e. g.. shopping, financing, budgeting, account keeping, public dealing, communicating etc.?	90%	10%

**ANALYSIS OF STUDENTS' RESPONSES TO OPEN ENDED QUESTIONS
(SHORT ANSWER)**

<i>Name of subject</i>	<i>Liked</i>	<i>Disliked</i>	<i>Easy</i>	<i>Difficult</i>
Fundamentals of Business			23%	
Business Communication			21%	
Logic	20%			
Accounting	17%	10%		33%
Management			3%	
Business Math.	10%			
Visual Basics		20%		3%
Statistical Inferences		17%		13%
SAP				7%
OPM		7%		3%
Economics			10%	
Financial Management	17%			3%
All			3%	
No one		10%		7%
Others	36%	36%	40%	31%

ANALYSIS OF STUDENTS' RESPONSES TO OPEN ENDED QUESTIONS (LONG ANSWER)

- Eighty percent of student replied that they opt for business administration as they find its scope in job market, and the main goal was career development. 20% of them are here as they could not be selected in their desired field. 60% of the students want to go to banking sector after completing their studies, 20% of them wish to be part of MNCs, and 10% want to establish their own business. 6% desire to be a teacher, 4% are planning to appear in CSS exams.
- Almost three quarter of the students find it easy as they can see what they are taught and analyze in their personal and routine life, there are man-made theories not natural laws, and man-made theories can be rejected and analyzed. Remaining find it difficult because they studied some other subjects in college life therefore their base for business subject is not as strong as would be in other disciplines. 80% of students find business administration interesting because it is very near to real and practical life. They find some subjects very interesting, and 10% of the students attribute it to teacher who can make a subject interesting. They also say that variety of subjects make it interesting, like there are number of numerical, theoretical, logical and computer subjects, because of that they don't face monotony and boredom.

Findings

- Students of business are very career conscious, as 90% of the students find Business Administration glamorous and lucrative, and 83% find it honor to be a part of it, 80% consider it a panacea for bright future. 63% think that this study will not make them a subtle business persons as the practitioners are, but 90% find it helpful in performing various routine life tasks and being conversant customer.
- Half of the students are in the discipline as they aspire and 90% find themselves business minded, 67% think studying it is giving practical knowledge, 80% find it interesting, they enjoy and understand real life examples and visiting and seeing the real business units. Subjects which are related to general life are liked, enjoyed and easily understood by students, as Logic is liked by 20%, Fundamentals Of Business and Business

Communication are considered easy by 23% and 21% respectively.

- Practical work is preferred by students as 93% of students demands this, 63% find this discipline easy. Accounting(a main subject) is described as most difficult by 33%. Statistical inferences and Operation Production Management (OPM) are considered difficult by them as they include too much calculation which makes them cumbersome. Computer subjects are disliked by students; Visual Basics disliked by 20% and Oracle by 17%(which have been removed from the business course since 2011). But some of the students find them as a variety which keeps them away from monotony. English language is considered a problem for students as described by students while informal interviews and in questionnaire. But 51% of students don't think that their subjects should be taught in mother tongue or national language, it shows they know the importance of English language.

Recommendations

- Before their selection in any discipline there should be proper counseling for students by teachers, parent, friends, media and society, as they can choose the discipline which matches their abilities interest and personality.
- There should be regular English language classes (English Coaching Classes have been started recently at Laar Campus, it should be maintained).
- There should be proper guidance for students in computer laboratories as they can practice what they learn in computer subjects as interest in them can be developed.
- There should be separate classes for basic mathematic as they can revise what they learn at metric level and understand the numerical subjects in business.

- Accounting teachers should formulate a strategy for teaching, extra classes for accounting should also be arranged.
- There should be arrangement of more practical activities and assignments for students like role playing, surveys, projects, etc. there should also be arrangement of study tours.

Conclusions

Behavior is function of its consequences (Skinner, 1938), students opt a discipline with the prospects of prosperous career. This attitude can be utilized by motivating them. Business core concept is based on 'exchange' so business students are prone to be materialistic. There should be guidance for students at social level; by media, parents and teachers to prevent them from being too much temporal, and the sense of mutual aid and humanity should be developed in them.

Reference

- Alam, K. (2012, July 02). Analysis: the Business of producing Business Graduates. *The Express Tribune*.
- Armitage, A. (n.d.). A Pragmatic Business Education: The Return of Common Sense. *International Journal of Applied Institutional Governance*, Volume 1 Issue 2.
- Bradley J. Sleeper, Kenneth C. Schneider, Paula S. Weber, James E. Weber. (2006). Scale and Study of Student Attitudes Toward Business Education's Role in Addressing Social Issues. *Journal of Business Ethics*.
- David W. Letcher, J. S. (n.d.). Determinants of undergraduate business student satisfaction. *Research in Higher Education Journal*, 1, 12.
- Fuad N. Al-shaikh, M. I. (2012). Business Students Attitudes towards Business Ethics: Evidence from Kuwait April 13-15, 2012. *International Conference on Business, Economics, and Behavioral Sciences*, (p. 132). Pattaya.
- Human Development Foundation. (2003, 02 24). Retrieved 11 17, 2013, from Yes Pakistan.com: www.yesPakistan.com/HDF/Shamsabad/badin.asp

- Jamillee, N. (2011, August 01). Receiving business education. *Daily DAWN*.
- Jeffrey Pfeffer, C. T. (2002). The End of Business Schools? Less Success than Meets. *Academy of Management Learning & Education*.
- M. Wayne Alexander, D. K. (n.d.). Students' beliefs and attitudes about a business school's academic advising process. *Research in Higher Education Journal* , 7-8.
- Minzberg, H. (2004). *Managers Not MBAs: A Hard Look at the Soft Practice of*. Prentice Hall.
- Oscar W. DeShields Jr, A. K. (2005). Determinants of business student satisfaction and retention in higher education: applying Herzberg's two-factor theory. *International Journal of Educational Management* , 134,137.
- S. Nazneen Waseem, T. Z. (2012). Factors Affecting Students' Choice for Degree in Business Administration. *Journal of Management and Social Sciences*, Vol. 8, 45.
- Saima Riasat, R. M. (2011). Measuring the impact of educational expenditures on economic growth: evidence from Pakistan. *Department of Management, COMSATS Institute of Information Technology*.
- Shaheer Rizvi, M. A. (2012). Business Students' Attitude Towards Business Ethics in Pakistan. *European Scientific Journal* , 184.
- Sindh University Laar Campus@ Badin*. (n.d.). Retrieved from University of Sindh: <http://www.usindh.edu.pk>
- Skinner, B. F. (1938). *The Behavior of Organisms*.
- Terence R. Mitchell, a. B. (1973). Instrumentality Theory Predictions of Students' Attitudes towards Business and Their Choice of Business as an Occupation. *The Academy of Management Journal*.
- Thomas G., G. (1973, March). Predicting Career Success of Graduate Business School. *Academy of Management Journal* , p. 129.