

UNIVERSITY OF KWAZULU-NATAL

PROFILES AND ACADEMIC PERFORMANCE OF FIRST YEAR MBA STUDENTS AT THE UNIVERSITY OF KWAZULU-NATAL

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**A dissertation submitted in the partial fulfillment of the requirements
for the degree of Master of Business Administration**

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Year of Submission: 2014

DECLARATION

I, Harriet Namulondo declare that

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ACKNOWLEDGEMENTS

First and above all, I praise God, the almighty from whom all good things come for providing me the opportunity and granting me the capability to proceed successfully.

I am honoured and deeply appreciative of my dissertation advisor and supervisor Dr Micky Chasomeris, for agreeing to mentor me during the process. His expertise, constant guidance, outstanding encouragement, support, and untiring help during the course of my dissertation were exceptional. I have enjoyed the opportunity of being trained and I learnt a lot from him. I humbly acknowledge his dedication to my study. May the Almighty God continue to use him to help improve other lives. I have also benefited greatly from other Graduate School of Business and Leadership Research experts such as: Mr Hoque, Mr Bozas, Dr Bodhanya, Mrs Proches, Prof. Migiro and Dr Munapo among others, who were always available for consultation.

I would like to acknowledge with much appreciation the Graduate School of Business and Leadership team. I encountered a remarkable team of staff at the Graduate School of Business and Leadership who accepted me as part of their family during the whole programme. Not only did they give me access to and permission to use all the tools that I required, but I was trained and I learnt a lot from each of one them. In particular I would like to thank: Ms Bullraj, Mrs Naidoo, Ms Mojapelo, Mrs Muhammed, Mr Naidoo, Mrs Clarke and Mrs Terblanche.

My sincere gratitude goes to my family Mr and Mrs Ndobu Fred and Dr and Mrs Ndobu Herbert, my brothers, sisters, and friends for their support and encouragement during this research process.

MAY THE ALMIGHTY GOD BLESS YOU ALL.

ABSTRACT

The purpose of this study was to examine profiles and academic performance of first year MBA students enrolled at the University of KwaZulu-Natal in 2014. The study applied descriptive statistics to unpack the details of profiles and academic performance of the population of MBA students. The study used ANOVA and MANOVA to test for significant differences in mean scores and to examine the relationships between students' academic performance and their profiles categorised as undergraduate degrees, occupational clusters and MBA programme modes.

One of the main findings of the research was that the black ethnic group accounted for 69% of the MBA class and that males dominated at 64%. The ANOVA results showed variations in the mean marks of three modules: Financial Accounting, Business Management and Marketing Management. This indicates that the type of undergraduate degree significantly affected students' academic performance. Differences in mean marks were used to examine if a relationship existed between a student's occupational cluster and his/her academic performance. One way ANOVA results showed variations in Financial Accounting mean marks indicating that students' occupations significantly affected academic performance in the Financial Accounting module. The study examined if there were statistically significant relationships between students' academic performance and MBA programme modes of delivery. The purpose was to establish if there is a relationship between student's academic performance and the MBA programme modes of delivery. Differences in mean marks were used to examine if there was a relationship. The MANOVA tests, however, showed no significant difference in mean marks between MBA programme modes. The study recommended academic tutorials, utilisation of University resources, and structuring of MBA academic groups to include at least one member from each occupation and undergraduate degree type.

TABLE OF CONTENTS

| | |
|---|----------|
| Declaration | i |
| Acknowledgements | ii |
| Abstract | iii |
| List of Figures | viii |
| List of Tables | xi |
| List of Abbreviations..... | x |
| | |
| CHAPTER ONE: INTRODUCTION | 1 |
| 1.1 Introduction | 1 |
| 1.2 Background..... | 1 |
| 1.3 Students' Academic Performance and Undergraduate Degrees..... | 3 |
| 1.4 Students' Academic Performance and Occupations | 3 |
| 1.5 Academic Performance and Programme Modes..... | 4 |
| 1.6 Significance of the Study | 5 |
| 1.7 Purpose of the Study | 5 |
| 1.8 Primary Research Question | 6 |
| 1.9 Research Questions | 6 |
| 1.10 Methodology | 6 |
| 1.11 Assumptions, Limitations, and Scope (Delimitations)..... | 7 |
| 1.12 Structure of the Study | 8 |
| 1.13 Conclusion | 9 |

| | |
|--|-----------|
| CHAPTER TWO LITERATURE REVIEW | 10 |
| 2.1. Introduction. | 10 |
| 2.2. Students' Demographic Profiles | 10 |
| 2.3. Demographic Profile of MBA Students | 13 |
| 2.3.1. Global Perspective | 13 |
| 2.3.2. South African Perspective | 14 |
| 2.4. Academic Grading Systems | 17 |
| 2.5. Studies on Students' Academic Performance and Undergraduate Degrees | 19 |
| 2.6. Studies on Academic Performance and Students' Careers | 22 |
| 2.7. Studies on Academic Performance and Programme Modes | 24 |
| 2.8. Conclusion | 26 |
| | |
| CHAPTER THREE RESEARCH METHODS | 27 |
| 3.1. Introduction | 27 |
| 3.2. Primary Research Question | 27 |
| 3.3. Research Questions..... | 28 |
| 3.4. Location of the Study..... | 28 |
| 3.5. Quantitative Research Methodology..... | 28 |
| 3.6. Research Design | 29 |
| 3.7. Population of the Study | 29 |
| 3.8. Data collection | 29 |
| 3.9. Definitions | 31 |
| 3.9.1 Descriptive Statistics | 31 |

| | | |
|-------|---|----|
| 3.9.2 | ANOVA | 32 |
| 3.9.3 | MANOVA | 32 |
| 3.10. | Statistical Tools | 32 |
| 3.11. | Ethical Considerations | 33 |
| 3.12. | Validity and Reliability of the Study | 33 |
| 3.13. | Conclusion | 34 |

CHAPTER FOUR: PRESENTATION AND DISCUSSION OF RESULTS 35

| | | |
|-------|---|----|
| 4.1 | Introduction | 35 |
| 4.2 | Demographic Profile of First year MBA 2014 Students | 35 |
| 4.2.1 | Race Distribution | 36 |
| 4.2.2 | Gender Distribution | 37 |
| 4.2.3 | Students' Previous Undergraduate Degrees | 38 |
| 4.2.4 | MBA Students' Employment | 40 |
| 4.2.5 | Students' Enrolment by Programme Mode | 42 |
| 4.3 | Students' Academic Performance and their Undergraduate Degrees | 43 |
| 4.3.1 | Significant Variations in Academic Performance across Undergraduate Degrees... .. | 46 |
| 4.4 | Students' Academic Performance and their Occupations | 48 |
| 4.4.1 | Significant Variations in Academic Performance across Occupations | 51 |
| 4.5 | Students' Academic Performance and MBA Programme Modes of Delivery..... | 53 |
| 4.6 | Conclusion | 56 |

| | |
|--|-----------|
| CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS | 58 |
| 5.1. Introduction | 58 |
| 5.2. Summary of Major Findings | 58 |
| 5.2.1. Profiles of the MBA 2014 First Year Students..... | 58 |
| 5.2.2. Students’ Academic Performance and their Undergraduate Degrees | 59 |
| 5.2.3. Students’ Academic Performance and their Occupations | 60 |
| 5.2.4. Students’ Academic Performance and MBA Programme Modes of Delivery..... | 62 |
| 5.3 Recommendations | 62 |
| 5.3.1 Students’ Academic Developments | 62 |
| 5.3.2 Recommendation for Future Studies | 62 |
| | |
| References | 63 |
| | |
| APPENDICES | 70 |
| Appendix I: Research Data..... | 70 |
| Appendix II: Data Codes | 74 |
| Appendix III: Permission to Conduct Research | 75 |
| Appendix IV: Ethical Clearance | 76 |
| Appendix V: Turnitin Report | 77 |

LIST OF FIGURES

| | |
|--|----|
| Figure 2.1 MBA Students' Enrolments by Race in South African Business Schools in 2002 | 15 |
| Figure 2.2 MBA Students' Enrolments by Gender in South African Business Schools in 2002 | 16 |
| Figure 2.3. UKZN MBA Previous Enrolment by Race | 16 |
| Figure. 2.4 UKZN MBA Previous Enrolment by Gender..... | 17 |
| Figure: 3.1 Research Design | 29 |
| Figure 4.1 First year MBA 2014 Enrolment by Race..... | 37 |
| Figure 4.2 MBA Previous Enrolment by Race | 38 |
| Figure 4.3 MBA Student Enrolment by Gender | 39 |
| Figure 4.4 MBA Previous Enrolments by Gender | 39 |
| Figure 4.5 Students' Enrolment by their Previous Undergraduate Degrees | 40 |
| Figure 4.6 Students' Employment Status | 41 |
| Figure 4.7 Students' enrolment by their Occupations | 42 |
| Figure 4.8 Students' enrolment by Programme Mode | 43 |
| Figure 4.9 Students' Academic Performances according to their Undergraduate Degrees...45 | |
| Figure 4.10 Students' Academic Performance according their Occupations | 51 |
| Figure 4.11 Students' Academic Pperformance according to MBA Programme Modes ... | 56 |

LIST OF TABLES

| | |
|--|----|
| Table 2.1 MBA Students' Enrolments at Harvard Business School in 2013 | 13 |
| Table 2.2 MBA Students' Enrolments in Other United States Business Schools in 2010... 14 | |
| Table 2.3 MBA Students' Enrolments by Race in South African Business Schools in 2002..... | 15 |
| Table 2.4 MBA Student Enrolments by Gender in South African Business Schools in 2002..... | 15 |
| Table 2.5 Thompson Rivers University Grading System | 17 |
| Table 2.6 USA versus South African Grading System | 18 |
| Table 2.7 UKZN Grading System | 18 |
| Table 4.1 Students' Undergraduate Degree Classifications | 40 |
| Table 4.2 Occupation Classifications | 42 |
| Table 4.3 Students' Academic Performance according to their Undergraduate Degrees.... | 44 |
| Table 4.4 MBA Students' Academic performance across Undergraduate Degrees..... | 46 |
| Table 4.5 Academic Performance of First Year MBA Students by Undergraduate Degrees | 47 |
| Table 4.6 Students' Academic Performance according to their Occupations | 50 |
| Table 4.7 MBA Students' Academic Performance across Occupational Clusters | 52 |
| Table 4.8 Academic Performance by Occupational Clusters | 53 |
| Table 4.9 Students' Academic Performance according to MBA Programme Modes | 55 |
| Tables 4.10. Academic Performance between Block Release and Evening Classes..... | 57 |

LIST OF ABBREVIATIONS

| | |
|------------|--|
| GMAT: | Graduate Management Admission Test |
| GPA: | Grade Point Average |
| CGPA: | Cumulative Grade Point Average |
| SAT: | Scholastic Aptitude Test |
| ACT: | American College Test |
| IBM: | International Business Machines |
| SPSS: | Statistical Software Package for Social Sciences. |
| ANOVA: | Analysis of Variance |
| MANOVA: | Multivariate Analysis of Variance |
| MBA: | Master of Business Administration |
| GSB and L: | Graduate School of Business Leadership. |
| UKZN: | University of KwaZulu-Natal |
| USB: | University of Stellenbosch Business School. |
| UNISA: | University of South Africa |
| GIBS: | Gordon Institute of Business Science |
| UCT: | University of Cape Town |
| WBS: | Wits Business School |
| MANCOSA: | Management College of South Africa |
| BSN: | Bachelor of Science in Nursing |
| USA: | United States of American |
| AACSB: | Association of Advanced Collegiate Schools of Business |
| HR: | Human Resource Management |

| | |
|-------|--------------------------------|
| FA: | Financial Accounting |
| BM: | Business Management |
| MM: | Marketing Management |
| HOB: | Human Organisational Behaviour |
| MCOM: | Master of Commerce |
| NUL: | National University of Lesotho |

CHAPTER ONE

INTRODUCTION

1.1 Introduction

Chapter one provides an introduction of the study by examining the profiles and academic performance of first year Master of Business Administration (MBA) students enrolled at University of KwaZulu-Natal in 2014. Furthermore, the study aims to determine if there is a significant relationship between students' academic performance and their previous undergraduate degrees, occupational clusters and MBA programme modes at the University of KwaZulu-Natal. This chapter will include a background of the study, previous studies, significance of the study, purpose of the study, research questions, methodology, limitations, definition of terms used and structure of the study. The study will investigate if any significant difference in the students' academic performance can be associated with their undergraduate degrees, occupational clusters and programme modes offered at the University of KwaZulu-Natal.

1.2 Background

The U.S. News and World Report released the inaugural Best Global Universities rankings on the 4 November 2014 showing UKZN ranked 417 in the World, and among the Top four Universities in South Africa (University of KwaZulu-Natal 2014 and Best Global Universities 2014).

Worldwide the MBA is currently one of the most popular postgraduate degrees. An MBA degree may result in a significant increase in salary or enable a person to be promoted to a management position (Yingxia and Sakchutchawan, 2011:1). Returning adults students are often looking for better positions in the job market. Temtime and Mmereki (2011:110) found that improved managerial skills, career development and broader business insights are some of the main reasons given by candidates for joining the MBA programme. Globalisation has resulted in an increased demand for strategic and streamlined management in the upcoming

new corporations, thus increasing the demand for the MBA programme. In agreement, Lee and Anantharaman (2011) noted how MBA schools and their programmes have been realigned with the globalisation trend. South African Business schools like Wits, USB, Rhodes Henley, MANCOSA, Edinburgh BS, Regent, Regnesy and UKZN among others have the MBA as their flagship programme. MANCOSA offers an online MBA programme, while Rhodes, USB, Wits Business School and the Graduate School of Business and Leadership at UKZN offer both part-time and block release MBA programmes (UKZN,2013; Wits Business School, 2013; Rhodes 2013 and MANCOSA, 2013).

Students' academic performances are important in maintaining high graduation rates at Masters level. Kotzé and Griessel (2008) stated that graduation rates in MBA programmes were not very high in South Africa. The objective was to measure the MBA students' academic performance. Results indicated that both quantitative and qualitative abilities of students played an important role in predicting their academic performance. Muzindutsi (2013:717) noted that South African universities are facing a challenge in terms of low graduation rates due to students' academic performance. Mlambo's study (2012:79) revealed how high failure rates in higher education institutions resulted in unacceptable levels of attrition. The study was conducted to identify academic performance by coursework and it recommended further investigations of the determinants of students' academic performance. To increase MBA graduation rates, one needs to examine MBA students' profiles and academic performance. In addition, there is a need to examine the significant difference in the students' academic performance during their undergraduate degrees, their occupational clusters and the programme modes offered at the University of KwaZulu-Natal.

Kirti, Thierry, Chantal and Neil (2004) conducted a study which revealed that the post graduate sector of the higher degrees education system in South Africa had increased from 70 000 enrolments to above 92 000 in the period 2000 to 2002. However, their study did not specify the increase of MBA students according to the demographic profiles.

1.3 Students' Academic Performance and Undergraduate Degrees

Willoughby, Lee Jr and Beil (2013:27) noted that students' academic performance was based on final grade point average. While the study examined the relationship between student academic performances based on final college grade point average in a two year management programme, it did not seek to find a relationship between the academic performance associated with the student's previous undergraduate degrees and the postgraduate one. Greene (1983:74) conducted a study to determine which factors influenced academic performance in the MBA programme. The study explored the relationships between selected measures of demographic, academic history and potential; academic context variables; and overall academic performance. A multiple regression was used and the findings revealed that undergraduate GPA is the factor that most accurately predicted academic performance of students rather than what type of undergraduate degree the student had. Braunstein (2006:685) conducted a study that showed how students with business undergraduate degrees performed worse in MBA programmes than those without business undergraduate degrees. No previous study could be found that examined the existence of a significant relationship between academic performance and undergraduate degrees. The literature reviewed in this study showed a gap in the available knowledge which encouraged the author to examine whether there was a significant relationship between the MBA students' academic performance and their undergraduate degrees.

1.4 Academic Performance and Students' Occupations

Available literature on this subject did not classify MBA student careers so there was no evidence of a significant relationship between academic performance of MBA students and their careers. Studies emphasised work experience as the main aspect that affected academic performance. Mar, Barnett, Tang, Sasaki-Hill, Kuperberg and Knapp (2010:1) conducted a study to determine whether students' pharmacy-related careers were related to their pharmacy academic performance. Schuurman, Pangborn and McClintic (2008:207) examined how undergraduate work experience affected academic performance. Wenz and Yu (2010:358) examined students' work experience and the impact it had on their academic performance. Dreher and Ryan (2000:505) conducted a study to examine the relationship between students' previous work experience and academic achievement during the first year in an MBA

programme. Pattie (2011:63) examined the relationship between MBA work experience and academic performance in graduate business school. The study examined quantity of work experience in months, type of work experience, GMAT, and undergraduate GPA in predicting academic performance. clusters. Sharbatoghlie, Mosleh and Emami (2011) conducted a study to evaluate the effect of students' prior work experience on their learning in an MBA programme utilising the Learning Skill Profile. One way ANOVA results showed that work experience had a substantial influence on students' learning and recommendations were made for programme designers to make the courses more efficient taking into account the students' weaknesses and strengths in learning. Likewise, a one way ANOVA will be used to examine if significant differences in academic performance existed across MBA students' occupations at the UKZN. There was no previous study that examined the existence of a significant relationship between the academic performance of MBA students and with their occupations. The literature reviewed in this study showed a gap in the available knowledge which inspired the author to examine if there was a significant link between the MBA students' academic performance associated with their occupations.

1.5 Academic Performance and MBA Programme Modes of Delivery

The UKZN offers the MBA on a part-time basis on both evening classes and block release (modular) programmes. Evening classes run from Monday to Thursday 6:00pm – 8:30pm and block release classes run from Wednesday to Saturday 8:00am – 5:00pm (UKZN MBA Brochure, 2013).

Bruce (2010:43) conducted a study to examine the most influential factors when deciding to do the part-time MBA or the to the full-time MBA degree programme. Results showed that those who enrolled on the part-time programme required more energy and time. They cited high levels of stress and less time spent with loved ones. Arezou and Ghorban (2011:712) investigated the effect of social, individual and organisation as the three influential factors when assessing MBA students' performance. Their results showed that individual factors greatly affected performance on students in the full-time mode, while social factors affected students' performance on part-time mode. Linda and June (2010:39) assessed students' performance in traditional mode versus online mode of delivery. Their results showed that

student performance in online course sections was similar to those in face-to-face mode of redelivery.

The literature reviewed did not reveal if there was a significant difference in academic performance between part-time evening and block release MBA students. Studies rather examined details such as distance, full-time and part-time MBA programmes modes delivered. Thus there was no exact study that was conducted to examine the existence of a significant difference in academic performance of MBA students' programme modes. Literature reviewed also revealed a gap in the available knowledge which inspired the Author to examine if there was a significant difference in the MBA student's academic performance between programme modes.

1.6 Significance of the Study

To increase MBA graduation rates, there is need to investigate if there is a significant difference in the students' academic performance associated with certain factors in their profiles, such as: undergraduate degrees, occupational clusters and programme modes offered at the University of KwaZulu-Natal. Muzindutsi (2013:717) noted that South African universities have faced a challenge of low graduation rates due to students' academic performance. Kotzé and Griessel (2008) found that graduation rates across the MBA qualifications was not very high in South Africa. Mlambo (2012:79) stated that high failure rates in higher education institutions result in unacceptable levels of attrition. Students' academic performances are important in maintaining high graduation rates in higher education.

1.7 Purpose of the Study

The purpose of this study was to examine the profiles and academic performance of first year MBA students enrolled in 2014. The study used ANOVA and MANOVA to test for significant differences in mean scores and to examine the relationship between students' academic performance and their demographic profiles such as: undergraduate degrees, occupational clusters and MBA programme modes at the University of KwaZulu-Natal.

1.8 Primary Research Question

What are the profiles and academic performance of first year MBA students enrolled in 2014 at the University of KwaZulu-Natal?

1.9 Research Questions

1. What are the profiles of first year MBA students enrolled in 2014?
2. Are there significant relationships between students' academic performance and undergraduate degree type?
3. Are there significant relationships between students' academic performance and occupational clusters?
4. Are there significant relationships between academic performance and MBA programme modes of delivery?

1.10 Methodology

A population study was conducted which included all the first year Master of Business Administration (MBA) students enrolled at the University of KwaZulu-Natal in the first semester 2014.

1. Data was extracted from the database provided by the university. This was coded and entered into Microsoft Excel as seen in Appendix I. The coded data was then transferred to SPSS statistical tool for analysis.

2. The IBM SPSS Version 20.0 for Windows was used to assist in data analysis. Data was analysed using descriptive statistics (means and percentages) ANOVA and MANOVA statistical tools. All tests were done at $\alpha = 0.05$ level of significance.

Descriptive statistics illustrated MBA students' academic performance relative to their undergraduate degrees, occupational clusters and programme modes of delivery at the University of KwaZulu-Natal. ANOVA tested if there was a significant difference in the academic performance of first year MBA students in all the four modules associated with undergraduate degrees. ANOVA tested if there was a significant difference in the academic performances of first year MBA students across occupational clusters. MANOVA tested if there was a significant difference in the academic performance of first year MBA students in the two programme modes offered (part-time evening and part-time block-release).

1.11 Assumptions, Limitations, and Scope (Delimitations)

The study focused on the profiles and academic performance of first year MBA students enrolled in 2014. The study used differences in mean marks to examine if there is a significant relationship between students' academic performance and their previous undergraduate degrees, occupational clusters and MBA programme modes at the University of KwaZulu-Natal

- The study was limited to first year MBA students enrolled in 2014 in the first semester only. Second semester examination scores were not available at the time of the study.
- This study did not consider second and third year MBA students enrolled in 2014. It focused on first year MBA students enrolled in 2014 in their first semester.
- Due to limited time, other business schools such as UNISA, GIBS, UCT GSB, USB, and WBS were excluded.
- The study used secondary data from the Graduate School of Business and Leadership, UKZN. The use of primary data in a future study would collect important information relevant in examining profiles and academic performance of first year MBA students enrolled in 2014.

1.12 Structure of the Study

Chapter one provides an introduction to the study which will examine the profiles and academic performance of first year MBA students enrolled in 2014. The chapter provides the background to the present study and overviews previous studies. Gaps in the available literature are identified. The significance and purpose of the study, research questions the methodology used, as well as limitations, and the structure of the study are briefly discussed.

Chapter two reviews various literature which has relevance when examining profiles and academic performance of students at a university. Chapter two seeks to provide a broad understanding of the demographic profiles of previous MBA students. Studies that focus on the difference levels of academic performance of MBA students across the identified demographic profiles are discussed in this chapter.

Chapter three addresses the research methodology that was used in this study. Research questions are answered on application of descriptive statistics, ANOVA and MANOVA statistical tools. Details of demographic profiles are shown and further examined to determine if a relationship exists between academic performance and demographic profiles of MBA students. A quantitative methodology is applied on the entire population of first year MBA students enrolled in 2014. Ethical considerations, confidentiality, validity and reliability of the study are discussed in this chapter.

Chapter four shows presentation and discussion of results collected from data and reports provided by the Graduate School of Business and Leadership. Analysis is conducted on the demographic characteristics and academic performance of first year MBA students. Difference in mean scores is used to examine if a relationship exists between academic performance and profiles of MBA students.

Chapter five discusses key results of the research and provides conclusions and recommendations. It includes a discussion of key results on the MBA students' demographic characteristics, relationships between academic performance and undergraduate degrees in

modules such as: Financial Accounting, Marketing Management, and Business Management. Chapter five includes a discussion on relationships between academic performance and occupational clusters in the Financial Accounting module. Furthermore chapter five discusses the insignificant relationship between academic performance and MBA programme modes of delivery

1.13 Conclusion

Chapter one provided an overview of the study as well as the background. Previous studies indicating gaps in the literature, significance of the study, purpose of the study, research questions, the methodology used, limitations of the study, and the structure of this study were also dealt with.

This chapter introduced the purpose of the study which is to examine profiles and academic performance of first year, MBA students enrolled in 2014. The study used ANOVA and MANOVA to test for significant differences in mean score and examined if there is a significant relationship between students' academic performance and their demographic profiles, including factors such as: undergraduate degrees, occupational clusters and MBA programme modes at the University of KwaZulu-Natal. Chapter one showed gaps of knowledge in the existing literature, prompting the author to carry out this study. Quantitative methodology was applied to gather secondary data and the whole population of first year MBA was considered. The research questions will be tested using descriptive statistics, namely the ANOVA and MANOVA statistical tools. Results will show details of profiles and academic performance of first year MBA enrolled in 2014.

The next chapter reviews various literature relating to the profiles and academic performance of students. Chapter two also seeks to provide a broad understanding of the profiles of MBA students at the University of KwaZulu-Natal.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

Chapter two comprises a review of existing literature which attempts to relate the profiles and the academic performance of first year MBA students at the University of KwaZulu-Natal. This chapter seeks to provide a broad understanding of what the demographic profiles of MBA students have been previously. Studies that focus on the relationship between the academic performance and demographic profiles of MBA students have been provided. Journal articles, books, and websites were sourced to find related materials. No previous studies undertaken by any author is directly related to this topic. However, certain aspects indirectly related to this study were discussed by other authors.

2.2. Students' Demographic Profiles

Wallace, Juban and Walker (2005) conducted a study to determine whether there is a specific profile of successful online learners. Variables such as sex, age and marital status were classified as student demographic profiles. Age was further examined to establish if there was a significant difference among MBA student age groups. Results indicated that student age varied from study to study. Most empirical evidence indicated the distance learning group generally fell within the 25-35 age category (Latanich, Nonis and Hudson, 2001:27).

Bocchi, Eastman and Swift (2004) found that online learning may be more suitable for men than women. Lei and Chuang (2010) examined demographic factors such as gender, race, social economic status, age, enrolment status, marital status, and citizenship to reveal the factors that influenced the choice of graduate school. Khaola (2012:215) examined demographic variables such as work experience, gender, undergraduate degree, type of undergraduate major, undergraduate degree and where it was obtained. Their findings revealed that students with a social sciences undergraduate major performed significantly better than others. Furthermore, students with relevant work experience performed better than students without work experience.

Slaughter (2007:3) examined how demographic profiles were related to academic performance for students in North Forest Texas. The study showed that gender and race impacted on students' academic skills. Elpus and Abril (2011) conducted a study that focused on national demographic profiles of high school band chair and orchestra students in the United States in 2004. Variables such as gender, race, social economic status, native language and GPA scores were examined. Some groups were over represented, while others were under represented. For example, students in higher social economic brackets were over represented. Tanalp, Ilguy, Dikbas and Oktay (2012:1) did their research to obtain information about the social and demographic profile of students enrolled in the first private Turkish Dental School. In a sample of 229 students, 65.5% were females and 34.5% were males; they had an average age of 22 years.

Shresffia, Suvedi and Foster (2011:33) conducted a study to determine if the demographic profile of students influenced their decisions to enrol at the College of Agriculture and Natural Resources programme. Findings indicated that academic programmes offered greatly influenced the students' choice to enrol. Chiu (2002:71) aimed to describe and examine a method to determine how demographic characteristics and perceived course quality factors related to student satisfaction and academic achievement. Demographic factors such as age, gender, type of degree, working status, programme mode and students' GPA were examined. Findings revealed that respondents were very satisfied with their online courses and would prefer to take all courses online. Sullivan (2000:42) conducted a study that examined the differences and similarities of non-revenue student-athletes and the general student population at Florida State University who matriculated as first time college students. The study examined demographic factors such as gender race, high school grade average, SAT and ACT scores, undergraduate academic major and graduation rate. Findings revealed that the admission score of non-revenue student-athletes were lower than students in the general student body. However, their graduation rates and cumulative GPA mean scores were equivalent to students in the general student body. Furthermore, black non-revenue students had higher graduation rates than the white non-revenue student-athletes and black students in the general students' body. The top five undergraduate academic majors of non-revenue student-athletes were comparable to those of the general student body and were achieved in academically demanding programmes. Therefore, there is a difference in academic achievement of non-revenue student-athletes and students in the general student body.

Rydzewski, Eastman and Bocchi (2010:33) examined characteristics that are important to online MBA students and to determine the level of importance of demographic variables such as gender, age, years of experience and income levels. Findings showed seminars associated with different variables. Women rated high quality, length courses at a higher level of importance than men. Peiperl and Trevelyan (1997:354) examined variables such as GMAT scores, gender, age, marital status, work experience to predict MBA students' performance. Results predicted a relationship between GMAT scores and age, marital status and also a relationship between language proficiency and marital status. In an attempt to comprehend the underlying factors contributing to the low levels of entrepreneurship, Farrington, Venter and Louw (2012) investigated whether possessing certain attributes contributed to entrepreneurial intentions among undergraduates business students in South Africa. In a sample of 447 respondents, demographic profiles such as university intended level of study and race had a significant influence on the intentions of respondents to start their own businesses.

Beneke and Beeming (2011) conducted a study that analysed the direct effect of demographic profiles on academic performance. The study examined gender, race, programme mode and undergraduate degree. The study noted that white students performed better among the other race groups. Adahi *et al.*, (2011:43) conducted a study to establish the key predictors of MBA students' academic performance. In a sample of 208 MBA students, the study focused on age, gender, examination scores, grades attained in the major course and grades achieved in the first term of the academic year. Findings showed a significant relationship between academic performance and certain personality traits such as extraversion, conscientiousness and openness to experience with the deep approach. The study recommended that MBA institutions research students' characteristics in relation to their academic performance.

2.3. Demographic Profile of MBA Students

2.3.1. Global Perspective

Bal, Anitsal and Anitsal (2013) showed that there are more than 8,000 Business Schools globally. The study found that Convery University was targeting applicants in the 24 to 25 year age group. Students who enrolled with Convery come from all over the world and its 2014 cohort comprises students from China, Malaysia, Singapore, India and Kenya among other countries.

Table 2.1 shows the demographic profiles of MBA students enrolled at Harvard Business School in 2013. Thirty-nine percent (39%) of the MBA students were women and sixty-one percent (61%) were men. Thirty-four percent (34%) were international students while sixty-six percent (66%) were American nationals. Of these, seventy-seven percent (77%) were White Americans and twenty-three percent (23%) were US ethnic minorities. Tompkins and Riggio (2011) noted how the US ethnic minority groups include Asian American, American Indian, African American, Latino, and Other Pacific Islander (Harvard Business School, 2013).

Table 2.1 MBA Students' Enrolments at Harvard Business School in 2013

| | Internationals | Nationals | Total | U.S. ethnic minorities | Americans | Total | Women | Men | Total |
|------------------------|-----------------------|------------------|--------------|-------------------------------|------------------|--------------|--------------|------------|--------------|
| No. Of Students | 309 | 600 | 909 | 207 | 693 | 900 | 355 | 555 | 910 |
| Percentage | 34% | 66% | 100% | 23% | 77% | 100% | 39% | 61% | 100% |

Source: (Harvard Business School, 2013)

Table 2.2 shows the demographic profiles of MBA students enrolled in other US business schools in 2010. Chen and National Center for Education Associates (2010:2) noted that the enrolment of first professional education in the United States increased in 2007. Enrolments rose from fifty four percent to fifty nine percent. The study noted how increasing enrolments overall raised questions regarding students' profiles entering graduate schools.

Table 2.2 MBA Students' Enrolments in Other United States Business Schools in 2010,

| University | Gender | | Race | | Programme Mode | | Majors | | |
|-------------------------------------|--------|--------|----------|----------|----------------|-----------|------------------|------------------------|----------------------|
| | Male | Female | Minority | Majority | Full-Time | Part-Time | | | |
| Argosy University Chicago Campus | 49% | 51% | 53% | 47% | | | Management | International Business | Marketing |
| University of St Francis College | 43% | 57% | 19% | 81% | 80% | 20% | Management | Administration | Development |
| University Of Illinois College | 68% | 32% | 27% | 73% | 87% | 14% | Leadership | Finance | Marketing |
| University of Chicago School | 65% | 35% | 10% | 90% | 74% | 26% | Entrepreneurship | Finance | Strategic Management |
| Roosevelt University College | 47% | 53% | 36% | 64% | 87% | 13% | Real estate | Finance | HRM |
| Reober Morris University; GSB | 37% | 63% | 58% | 42% | 63% | 37% | Management | Accounting | HRM |
| Depaul University: H. Keelstadt GSB | 66% | 34% | 13% | 87% | 81% | 19% | General fusiness | Finance | Marketing |

Source: (Tompkins, and Riggio, 2011).

2.3.2. South African Perspective

In South Africa an MBA is classified as a postgraduate degree. Kirti M *et al.* (2004) analysed how the post graduate sector, higher degrees education system in South Africa increased from 70 000 in 2000 enrolments to above 92 000 in 2002. In the same year, the racial profile of postgraduate enrolments also indicated an increase in the participation of black students. Thirty-nine percent (39%) of the postgraduate students were African, five percent (5%) coloured, thirteen percent (13%) Indian and forty-two percent (42%) white

Table 2.3 MBA Student Enrolments by Race in South African Business Schools in 2002

| Race Group | No. of Students | Percentage |
|--------------|-----------------|-------------|
| African | 2825 | 39% |
| Coloured | 366 | 5% |
| Indian | 949 | 13% |
| White | 3088 | 42% |
| Other | 75 | 1% |
| Total | 7303 | 100% |

Source: (Kirti *et al*, 2004).

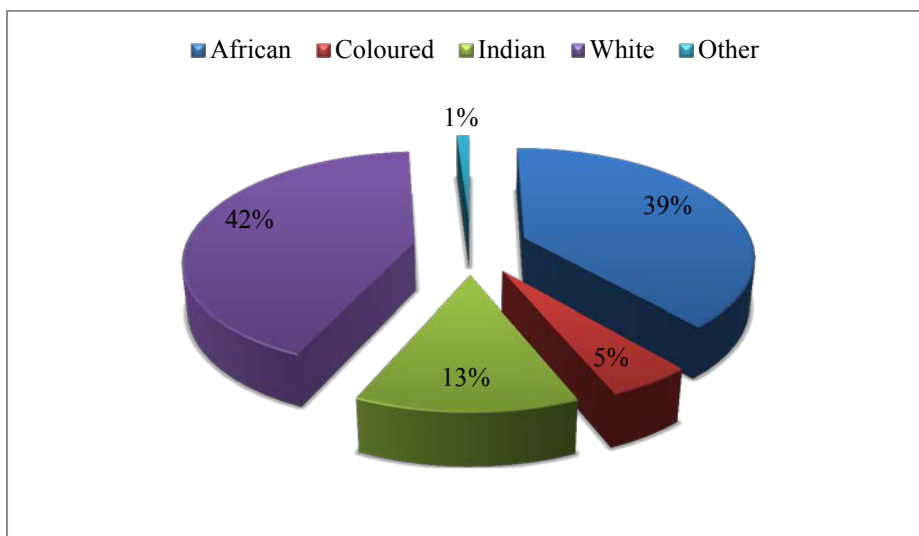


Figure 2.1 MBA Students' Enrolments by Race in South African Business Schools in 2002.

Source: (Kirti *et al.*, 2004).

In Table 2.4 Kirti *et al.*, (2004) noted how the MBA was a male dominated postgraduate degree with 73 percent males and 27 percent females. In 2002 the demographic profile of MBA enrolment was dominated by white males in their 30s.

Table 2.4 MBA Students' Enrolments by Gender in South African Business Schools in 2002

| Gender | No. of Students | Percentage |
|--------------|-----------------|-------------|
| Male | 5346 | 73% |
| Female | 1957 | 27% |
| Total | 7303 | 100% |

Source: (Kirti et al., 2004).

Figure 2.2 is an illustration of gender enrolment of the MBA students in South Africa in 2002 (Kirti *al el*, 2004).

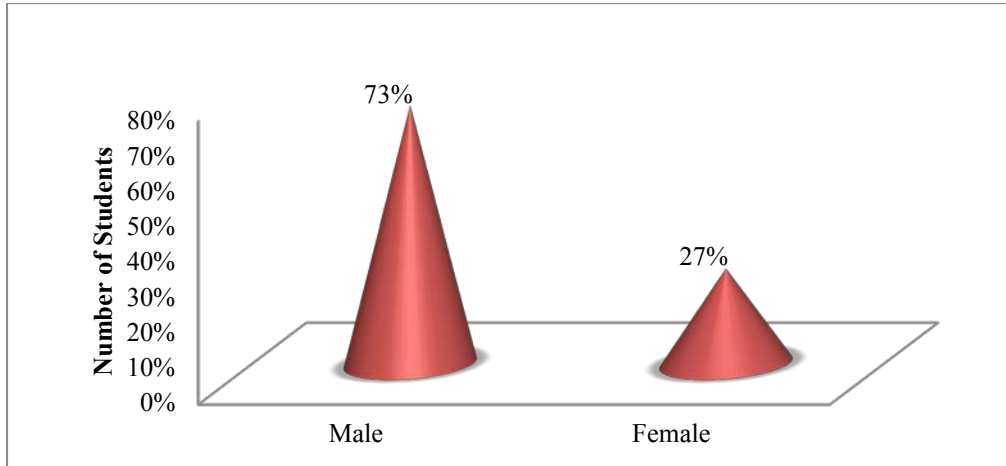


Figure 2.2 MBA Students' Enrolments by Gender in South African Business Schools in 2002

Source: (Kirti et al., 2004).

Figure 2.3 shows previous enrolments. Thirty-nine percent (39%) of the students enrolled for MBA in 2007 were Africans, forty-nine percent (49%) were Indian students, nine percent (9%) White and three percent (3%) Coloured students.

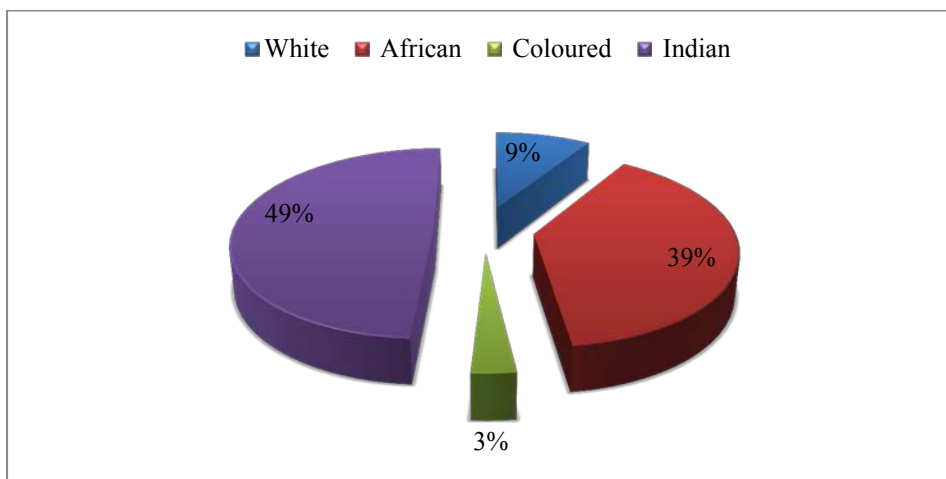


Figure 2.3 UKZN MBA Previous enrolment by Race in 2007

Source: (Walker and Zank, 2008)

Figure 2.4, indicates that fifty-nine percent (59%) of the students enrolled for MBA in 2007 were males and forty-one percent (41%) were females.

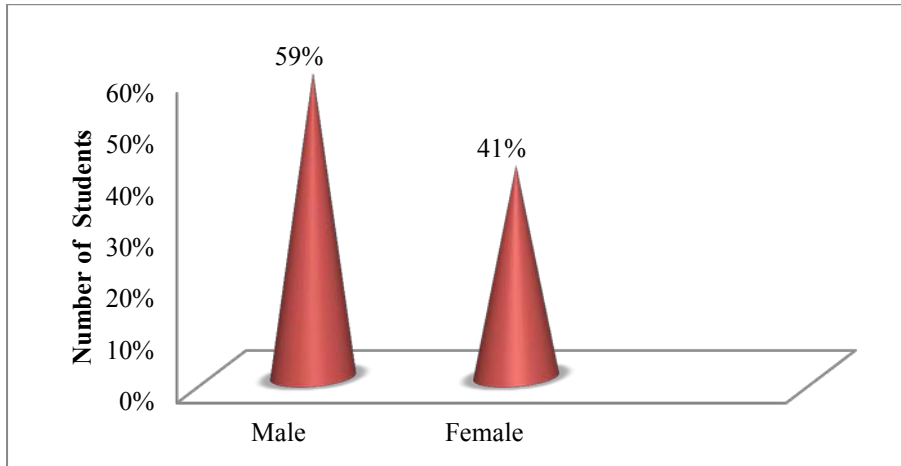


Figure. 2.4 UKZN MBA Previous enrolment by Gender in 2007
Source: (Walker and Zank, 2008)

2.4. Academic Grading Systems

Table 2.5 shows Thompson Rivers University Graduate Grading system (TRU). Hohner and Tsigaris (2010:95) stated that all academic programmes at Canadian universities are governed by TRU grading system. Each letter grade has a numerical grade.

Table 2.5 Thompson Rivers University Grading system

| Grade | Numerical Grade | Letter Grade Description |
|-------|-----------------|---|
| A+ | 90 – 100 | Excellent, first standing |
| A | 90 -94 | |
| A- | 85-90 | Very Good, Second Class; above average performance with knowledge of principles |
| B+ | 80-84 | |
| B | 75-79 | Satisfactory |
| B- | 70-74 | Marginal Pass |
| F | 0-69 | Fail: Unsatisfactory performance |

Source: (Hohner and Tsigaris 2010:95)

Table 2.6 shows United States Grading system indicated by a letter grade versus the South African grading system indicated by numerical grade (Bridgman, 2010).

Table 2.6 USA versus South African Grading System

| US Grading system | South African grading system | Description |
|--------------------------|-------------------------------------|-----------------------|
| A | 75-100% | 1st Class Distinction |
| A-/B+ | 70-74% | 2nd Class Division 1 |
| B | 60-69% | 2nd Class division 2 |
| B-/C+ | 50-59% | Third class |
| F | 0-49% | Fail |

Source: (Bridgman, 2010)

Table 2.7 shows the UKZN Graduate Grading system. Each letter grade has a numerical grade and score description (College of Law and Management Studies Hand Book, 2013: 22).

Table 2.7 UKZN Grading System

| UKZN Grading system | | |
|----------------------------|---------------|---------------------------------------|
| Grade | Mark % | Mark Description |
| A | 75% upwards | 1 st Class |
| B | 70 -74% | 2 nd Class, upper division |
| C | 60-69% | 2 nd Class, lower division |
| D | 50-59% | 3 rd Class |
| F | Less than 50% | Fail |

Source: (College of Law and Management Studies Hand Book, 2013: 22)

Mar *et al.* (2010:1) noted that academic performance was defined as early classroom grade point average. Measures of academic performance included case objectives, structured objectives, low and high-stakes examination, which tend to be more qualitative in nature than classroom grades. Muzindutsi (2013) noted that low grades were a challenge in South African universities. They consequently adopted developmental initiatives to provide support to students who were at risk of performing poorly. Multiple regression analyses were used to evaluate the contribution of academic initiatives to improving the academic performance of students especially within the discipline of finance at the University of KwaZulu-Natal,

during the period of 2009-2011. Results indicated that some of the initiatives undertaken like tutorials, contributed significantly to students' academic development.

2.5. Studies on Students' Academic Performance and Undergraduate Degrees

Adahi *et al.* (2011:49) conducted a study to establish the key predictors of Master of Business Administration (MBA) students' performance, considering the interaction between personality type, learning approaches and educational achievement. Findings showed that there was significant correlation between the three personality traits of extraversion, conscientiousness and openness to experience with the deep approach (DA) to learning predicting high MBA students' performance.

Willoughby *et al.*, (2013:27) used correlation to examine the relationship between students' academic performance based on final college grade point average, in a two-year turfgrass management programme. Results showed little or no correlations between the variables. Khaola (2012:215) used t-tests, correlation coefficients and ANOVA to examine the relationship between academic performance in the Postgraduate Diploma in HRM at the National University of Lesotho (NUL) and factors such as gender, work experience, classification of undergraduate degree, and type of undergraduate qualification and where it was obtained. Results indicated that students with social science undergraduate majors performed significantly better than others. Students with relevant work experience also performed much better than others. The classification of undergraduate degree never influenced the academic performance of students. Korvick *et al.*, (2008:139) found that the academic ability of students with undergraduate degrees in other fields differed from students who were pursuing Bachelor of Science in Nursing (BSN) for the first time. The study compared the scores of students attending the BSN degree as their first degree and scores of students doing the BSN as a second degree. The results showed that students who did the BSN degree as a second degree performed better than those who attended BSN as their first degree. Examination scores, skills laboratory performance, final course grades, and age were also analysed.

Ko *et al.* (2011) piloted a study that showed the connection between academic and qualitative performance for a cohort of 152 full-time MBA students. Results showed that academic performance during the MBA programme was a significant predictor of a student's leadership. Buschena and Watts (2001:203) used descriptive statistics and regression analysis to evaluate the achievements of intermediate economics and agricultural economics students with respect to course prerequisites. These were found to be important for both intermediate micro economics and agricultural economics courses. Results indicated that students who performed well in the prerequisites also performed well in the intermediate economics and agricultural economics classes. Buschena and Watts (2001:204) showed how researchers have measured success by students' final grades. Studies showed that students' performances were positively correlated with high school enrolments.

Fish and Wilson (2007:507) analysed results obtained from a one year MBA programme at an Accredited American College in the United States. The study indicated that undergraduate and GMAT scores were significant factors in predicting the success of MBA students. Regression analysis was used to analyse potential factors which would predict accomplishment. Undergraduate grade point average and GMAT verbal scores were significant factors in predicting MBA students' academic performance.

Yang and Rosa (2001:15) used multiple regression to determine if variables such as GMAT scores, gender, undergraduate GPA and age significantly influenced MBA students' academic performance. Results showed that undergraduate GPA and GMAT scores predicted students' academic performance. Age and gender had no predictive utility in explaining academic performance. Greene (1983:74) examined students' academic demographic profiles, undergraduate GPA and GMAT scores to explore the relationship between selected demographic and academic variables and the overall academic performance. The study aimed to determine what influenced the academic performance of MBA students. Findings revealed that academic clusters influenced grade performance more than the undergraduate grade performance and GMAT test scores. Wright and Palmer (1997) applied the ANOVA statistical tool to investigate whether undergraduate GPA scores, GMAT and age among MBA students classified as high risk or no risk based on their grade points. Findings revealed that GMAT scores were significantly different among the groups at a significance difference between groups at P value of 0.006. However, GMAT scores alone were not sufficient to

make a definitive decision. Undergraduate GPA scores also had to be included in determining the academic performance of MBA students. Wright and Palmer (1994) conducted a one way ANOVA to assess differences within and between groups.

Braunstein (2006:685) examined the academic success of two groups of MBA students: those with and those without BBA degrees. Variables such as gender, undergraduate programme, working experience, GPA and GMAT scores were examined. For both subsets, regression results showed that graduate grade point average is related to the two factors most often relied upon in MBA admissions decisions: undergraduate grade point average and GMAT score. There was a low correlation between students with business undergraduate degrees and academic performance. The study further showed that females with a BBA degree performed much worse in the GMAT than those without a BBA degree.

Christensen, Nance and White (2012:42) applied regression analysis to examine whether undergraduate prerequisite courses predicted MBA success by analysing the outcomes of 491 MBA graduates. It was revealed that students who lacked Business Administration prerequisites had better GPA scores than those who had Business Administration prerequisites. Students' performances in undergraduate degrees were positively correlated with MBA GPA scores. The study further found that performance in undergraduate economics, marketing and business statistics courses were significant predictors of students' overall performance.

Darwish (2013:364) applied descriptive statistics and One-way ANOVA statistical tools to investigate if differences existed among more than two groups in terms of academic performances in quantitative courses. Results indicated that the performance of undergraduate business students in quantitative method courses differed across their business majors. Students majoring in science performed better than those majoring in art; female students performed better than the male students; students younger than 20 performed better than students older than 20. It was further found that students with a science background performed better than those with an arts background.

2.6. Studies on Academic Performance and Students' Careers

According to Khaola (2012) work experience is considered to be fulltime employment in business or other organisations. Work experience provides learners with work content that is relevant in the postgraduate programmes. It is easier for students with work experience to practice skills and then later master the theory behind those skills. There is no consistent relationship between work experience and academic performance. Willoughby *et al.*, (2013:27) examined students' academic performance based on college grade point which tends to have a greater impact on career success in selected occupations, especially law and medicine. Graduates with high GPAs acquire more significant and specialised positions. The study further examined the relationship between students' academic performance and college grade point average in the management programme. Results revealed that college graduates with higher grade point averages achieved high levels of career success. There was, however, little information available to use college academic performance as a pointer for career success in the management industry.

Adeleke *et al.*, (2013) conducted a study to determine if academic performance was linked to career interest choice. The findings revealed that career interest choice had a significant effect on academic performance. Ko *et al.*, (2011:5) examined the relationship between academic performance, leadership, internship and job placements. Results showed a strong relationship between leadership and academic performance. Further analysis showed that undergraduate factors do not predict participation in leadership activities. Fournier and Ineson (2014:1) examined the predictive value of age, gender and work experience in relation to hospitality management academic success in year one of the management programme. Investigations were carried out to determine if there is an association between leadership programme and cumulative grade points average. Findings revealed that pre-programme work experience was not a predictor of academic performance. However, period worked and supervisory work experience in human resources was significantly related to mean cumulative grade point average (CGPA).

Mar *et al.*, (2010:1) wanted to determine whether pharmacy-related work experience was related to pharmacy academic performance. Pharmacy grade point average and advanced pharmacy practice experience were examined. Results showed that there was no difference in academic performance between students with prior pharmacy experience and students without prior work experience. Sub group analyses were further made but no association was found with student performance. However, there was a significant relationship between age and work experience. A relationship was found between age and work experience because older students tended to have more work experience than younger students. Schuurman *et al.*, (2008:207) studied how undergraduate work experience affected engineering post graduate students' cumulative grade point and their starting salaries. Results indicated that students with more working experience had more cumulative GPA upon completion. Students with working experience performed much better than those without working experience in the engineering programme. Furthermore, undergraduate work experience affected students with different majors in the engineering class.

Dreher and Ryan (2000:505) conducted a study to examine the relationship between students' prior work experience and academic achievement during the first year in an MBA programme. In a sample of 230 MBA students, demographic variables such as type of undergraduate degree attended, an undergraduate GPA, and a total score on the GMAT test were taken into account. Prior work experience accounted for small variances in the first semester grades and was unrelated to academic performance in the second semester. There is, however, little support that prior work experience has any connection with higher levels in academic performance. Pattie (2011:63) conducted a study to investigate the relationship between post-undergraduate/pre-MBA work experience and academic performance in a graduate business school. Both quantity (months) and type (business and non-business) of work experience were considered. The study also examined the relationship between quantity of work experience, type of work experience, GMAT score, and undergraduate GPA in predicting academic performance. Academic performance was measured using graduate cumulative GPA. Pearson correlation results revealed no correlation between the work experience variables and graduate cumulative GPA. Hierarchical multiple regression analysis found that GMAT scores and undergraduate GPA were significant predictors of graduate cumulative GPA. Sharbatoghlie, Mosleh and Emami (2011:8) concluded a study to evaluate the effect of students' prior work experience on their learning in an MBA programme

utilising the learning skill profile (LSP). The ANOVA results indicated that the two groups of students were not significantly different in any of the learning skills.

Deis and Kheirandish (2010:92) conducted ANOVA tests to determine if work experience rather than the GMAT scores predicted MBA students' success. Results showed that it was work experience that more accurately predicted MBA students' academic performance. Ekpenyong, (2000) applied the analysis of variance (ANOVA) statistical method to examine the performance of MBA students. Findings revealed that qualifications, area of specialisation and age correlated with students' academic performance while gender and position in the organisation showed no correlation with performance. MBA students performed better in their area of specialisation apart from the students who specialised in human resources.

2.7. Studies on Academic Performance and Programme Modes

According to Giacalone (2010: 241) the majority of students who enrol for part-time MBA programmes have fulltime work obligations and family responsibilities, making time a scarce resource. Irshad (2012:15) explains that non trained part-time students are those noted to be studying part time on block release, or studying during the evenings on weekdays or studying only on weekends to accommodate work obligations. Hubble (2012:1) found full-time postgraduates to be in their early twenties, whereas a greater proportion of part-time participants in his study were aged over 30. The block release format in a South African context is a part-time programme designed to cover the same syllabus as the full-time programme but suited to the needs of students who need to continue working while they study (Botman, 2012). The UKZN offers the MBA on a part-time basis as both evening classes and block release (modular) programmes. Evening classes run from Monday to Thursday 6:00pm – 8:30pm and block release classes run from Wednesday to Saturday 8:00am – 5:00pm (UKZN MBA brochure, 2013). Other South African business schools offer the block release programme as two to three week blocks each year for 2 ½ years. Assignments are then completed in between module periods, enabling students to attend lectures without impacting too much on their work obligations, irrespective of where they live. It provides students with study blocks of classes spread over the study period (UCT, 2011:9; USB, 2012:12 and Rhodes Business School, 2012: 2).

Dibenedetto (2011:1) examined how students' motives for earning an MBA differ according to the MBA programme mode attended. Part-time and full time students had different motivations for earning the MBA which could influence their academic performance. For

part-time students career advancement was the most important reason followed by starting a new family business. Full time students cited changing careers as the most important reason for earning an MBA. Deis and Kheirandish (2010:97) researched whether work experience was a better predictor of MBA students' success. Their results indicated that work experience was a better predictor of MBA students' success than GMAT scores. Students with more years of working experience performed better than those with less years.

Bruce (2010:43) identified employment pressure, family and personal commitment as the most influential factors in opting for the part-time MBA rather than the full-time MBA programme. Those who enrolled for the part-time programme required more energy and time because they complained of high stress levels and spent less time with loved ones. Chikoko (2010:44) recognised that part-time contact sessions are a complex matter. Some respondents mentioned that evening sessions for the part-time programme mode were the best time while others were exhausted after a whole day's work and chose the block-release programme mode instead. In their findings Zepke, Leach and Butler (2011:239) showed how factors such as health, family, work, financial issues, cultural or religious commitments, exerted a moderate effect on students' performance and students who did not seem to be affected by such factors performed better.

Arezou and Ghorban (2011:712) investigated the effect of social, individual and organisation as the three influential factors on MBA students' performance. The study aimed to define the predominant factors affecting MBA students' performance in the Management and Cost Accounting class. The study further classified these factors according to the MBA lecture modes of delivery. Results showed that individual factors affected students' performance on the full-time mode, while social factors affected students' performance on the part-time mode. Wayne, Gary, and Cindy (2013:107) compared student academic performance between online and traditional modes. The chi-squared analysis indicated that there was a statistical difference between the two modes, varying according to the different course units. Daniel and Christopher (2004) examined the performance of traditional modes and distance mode amongst MBA students in graduate finance class. They found a significant difference in performance between the two modes of delivery. The distance students performed much better than the traditional on campus students. In contrast, Linda and June (2010) assessed students' performance on the traditional mode versus the online mode of delivery. The research included the use of individual student assignments and other direct assessment measures. Results indicated that there was no significant difference between the two modes of

delivery. Likewise, Yingxia and Sut (2011) suggested that those who take online courses have the same performance as those who take face-to-face MBA courses.

Nonis and Hudson (2006:151) examined the time spent doing their jobs and time spent working on their academic work. The study further evaluated the interaction of motivation and ability with study time and its effect on academic performance. The study revealed how students were not well-prepared for college level work.

2.8. Conclusion

Chapter two examined and conceptualised published literature and other secondary data sources that focused on student profiles and the determinants of academic performance of MBA and other students. The literature review provided a comprehensive understanding of the demographic profiles of MBA students. Databases were analysed and illustrated the demographic profiles of MBA students on a global and national scale. Profiles such as gender, race and marital status were analysed by different authors. In 2002, the white ethnic group dominated the MBA degree in South African. At the University of KwaZulu-Natal, the MBA degree was dominated by the Indian ethnic group at forty nine percent (49%). In 2014, the MBA programme has experienced significant transformation and is now dominated by the African ethnic group at 69%. Males represented 59% of MBA students at UKZN in 2007 and in 2014 this had risen to 64%. Females accounted for 41% in 2007 and 36% in 2014 in South Africa.

This chapter further provides literature on how undergraduate degrees influenced academic performance. Much of the literature provided in this section analysed undergraduate GPA scores and how these impacted on the students' academic performance at MBA level. It does not, however, specify further how undergraduate degree disciplines impact on students' academic performance in specific subjects. Literature on how students' careers influenced their academic performance was examined in this chapter. However, it did not examine occupational clusters and their impact on students' academic performance in specific subjects. This chapter provides literature on how students' programme mode of delivery influenced

performance. There is evidence that programme mode delivered did not influence the academic performance of first year MBA students.

The following chapter explains the research methodology that was used in this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This section addresses the research methodology that was used in the study. Research questions were answered by using descriptive statistics to interpret the details of the demographic profiles and academic performance of 2014 MBA first year first semester students. Research questions were answered using ANOVA and MANOVA statistical tools. Quantitative methodology was applied to the full population of first year MBA students. Data was analysed using descriptive statistics, ANOVA and MANOVA statistical tools. Ethical considerations, confidentiality, validity and reliability of the study are discussed in this chapter.

3.2. Primary Research Question

What are the profiles and academic performance of first year MBA students enrolled in 2014?

Descriptive statistics techniques were applied to answer the research questions. With the aid of the SPSS statistical computer program, differences in mean were used to establish if a relationship exists. Data was computed using the mean as the central tendency. Jaggi (2003:1) describes descriptive statistics as numerical and graphic procedures to summarise a collection of data in a clear and desirable way.

3.3. Research Questions

- a. What are the profiles of first year MBA students enrolled in 2014?
- b. Are there significant relationships between students' academic performance and undergraduate degree types?
- c. Are there a significant relationships between academic performance and occupational clusters?
- d. Are there significant relationships between academic performance and MBA programme modes of delivery?

3.4. Location of the Study

The study was conducted at the University of KwaZulu-Natal, Graduate School of Business and Leadership, Westville Campus, Durban, KwaZulu-Natal Province, South Africa. UKZN was recently ranked number 417 in the World Inaugural Best Global University institutions (University of KwaZulu-Natal, 2014).

3.5. Quantitative Research Methodology

The database was provided in numerical form and a quantitative methodology was applied for the study. Muijs (2010), describes quantitative techniques as a phenomena of explaining and collecting numerical data and then analysing it using mathematically based methods. It entails collecting numerical data to explain a particular aspect of the research questions asked using quantitative techniques. Muijs (2010) explained an example of a question that can be answered using quantitative techniques: how many males get first class passes compared to women? Muijs (2010), furthermore examined how numerical data could accurately be studied using quantitative methods. Bryman (2012:35), explained quantitative research as a strategy that emphasises quantification in the collection and analysis of data. Furthermore, quantitative research uses statistical and mathematical methods for measuring results conclusively. It

enables researchers to summarise huge sets of data and provides a good comparison over time. Studies on the characteristics or features of individuals are undertaken using quantitative research in order to explain a phenomenon. There is the potential for only a small degree of error and high degree of precision.

3.6. Research Design

Kothari (2004:31) described research design as the preparation of the conditions for the collection and examination of the research data. It is a conceptual structure within which the study is conducted and should include the means by which the data ought to be obtained. Descriptive research design was used in the study. Descriptive research design examined demographic characteristics of the whole population and aimed at determining the nature, degree and direction of relationships between variables.

3.7. Population of the Study

The population from which the sample was drawn consisted of 2014 year one MBA students in their first Semester at the University of KwaZulu-Natal, Westville Campus. The total population of MBA students enrolled at the University of KwaZulu-Natal in 2014 is 154. Full profile details were obtained for 144 students which is 94 percent of the available population. 10 students had missing demographic and academic data details which were not obtained by the researcher as seen in Appendix I.

3.8. Data Collection

Figure 3.1 shows data collection and analysis process applied by the author. The process illustrates how data was prepared, extracted from paper documents, coded, transferred to a structured excel database and analysed using the SPSS statistical software. Data based on the first year MBA students in their first semester was obtained from GSB and L at the University of KwaZulu-Natal. This set of data was prepared, extracted from paper documents, was coded, transferred to a structured excel database and analysed using the SPSS statistical software. The author identified variables such as students' undergraduate degrees, occupational clusters and programme modes of delivery. These were further classified and coded as seen in Appendix II whereby each variable was given a numerical code. The coded data was then transferred to SPSS for analysis. The author used descriptive statistics, ANOVA and MANOVA to analyse the coded data.

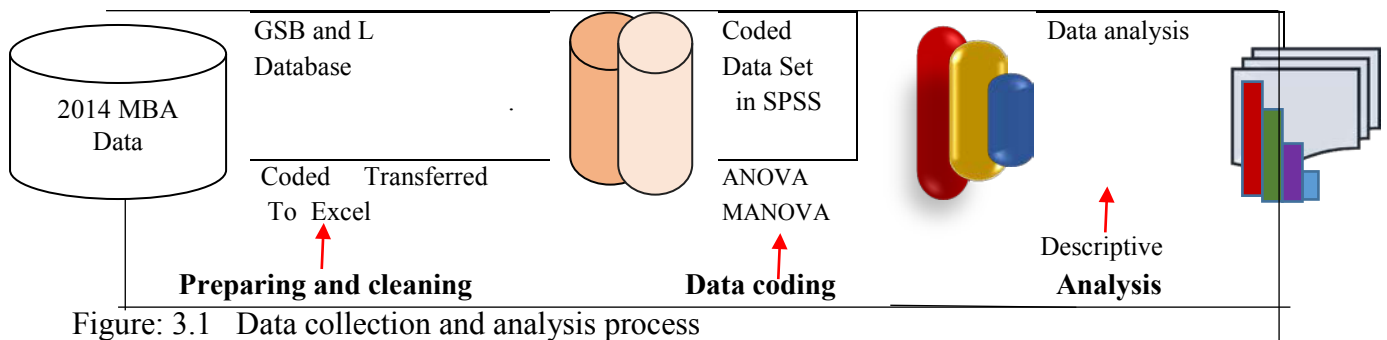


Figure: 3.1 Data collection and analysis process

Source: (Compiled by Author from data provided by the GSB and L, 2014)

The database that the Graduate School of Business and Leadership provided was not in a format which was suitable for analysis. Caison (2007:435) conducted a 1 year retention study with another approach that relied on data commonly available in institutional student databases. An information theoretic approach to choosing the most parsimonious logistic regression model revealed that institutional data sets outperform institutional survey scales. The GSB and L database was cleaned, prepared and analysed. Data was retrieved from the 2014 MBA first year database, and focused on students in the first semester. The second semester information was excluded as relevant data pertaining to the examination scores were not accessible at the time of the study.

Hand (1998) described data mining as the process of searching through data in the hope of identifying patterns. The research methodology used in the present study included data mining techniques such as clustering, coding and grouping. The 2014 MBA students' data was targeted, clustered and coded for different identified variables such as age, programme mode, gender, undergraduate degree and occupational clusters. Pujari and Gupta (2012:70) defined data mining as the investigation and exploration of large quantities of data by automatic or semiautomatic means in order to ascertain meaningful patterns and rules. Some of the suitable responsibilities for the application of data mining are classification,

approximation, prediction, affinity, grouping and explanation. Data was extracted from the database, was coded and entered into Microsoft Excel as seen in Appendix 1. The coded data was then transferred to SPSS for analysis.

Appendix I shows the students' coded basic profiles, identified MBA undergraduate degrees coded from 1 to 5 as:

- 1= Commerce,
- 2= Business Administration,
- 3= Math, Physics, Science and Engineering,
- 4= Education and Training and
- 5= Law undergraduate degrees.

Occupational clusters in 2014 coded from 1 to 6 as:

- 1= General Business,
- 2= Finance and accounting,
- 3= Human Resource,
- 4= Sales marketing and supply chain,
- 5= Mathematics, Physics, Engineering and Science fields and
- 6= Education and Training.

O'Rourke (2000:164), mentioned that regardless of where data is collected, it needs to be coded before being processed, analysed and reported. Bryman (2012:15) described data coding as a process of breaking data into its main component parts and labelling them. The study further mentioned how data coding was one of the main elements of data identification.

3.9. Definitions

3.9.1 Descriptive statistics

Jaggi (2003:1) defined descriptive statistics techniques as numerical graphic procedures to summarise a collection of data in a clear and desirable way. Descriptive statistics assist in

simplifying large amounts of data in a sensible way. Computation of the mean and standard deviation statistics is used to convey information about the average. With the help of the SPSS statistical system, data was captured, coded, and analysed.

3.9.2 ANOVA

Kothari (2004:31) mentions ANOVA as a procedure applied to test the differences between different groups of data. ANOVA includes splitting the differences for analytical purposes. By using ANOVA a researcher can easily investigate any number of factors that are hypothesised. This study used ANOVA to examine the significant differences in mean scores to establish if significant relationships exist between academic performance and students demographic profiles.

3.9.3 MANOVA

Bray and Maxwell (1985:5) described MANOVA as a generalisation of analysis of variance that allows the researcher to generalise more than one dependent variable. Like ANOVA, MANOVA is used to assess the mean differences among groups. Harlow and Duerr (2013:123) mentioned that MANOVA discloses if any significant mean differences exist between the study groups on various linear combination. This study used MANOVA to examine the significant differences in means scores and establish if significant relationship exists between academic performance and programme modes of delivery

3.10. Statistical Tools

The study applied descriptive statistics to the details of profiles and academic performance of MBA year one students enrolled in 2014. The whole MBA population of first year MBA students enrolled in 2014 at the University of KwaZulu-Natal was considered. The students are registered for four modules: Financial Accounting, Business Management, Human Organisational Behaviour and Marketing Management. The IBM SPSS Version 20.0 for

Windows was used to assist in data analysis. All tests were done at $\alpha = 0.05$ level of significance. Using the ANOVA statistical tool, the study investigated the possibility of differences between the identified variables which included the MBA students' undergraduate degrees, occupational clusters and programme modes of delivery. Sharbatoghlie *et al.*(2011) used SPSS statistical software and ANOVA to answer the study research questions.

Data was obtained from the Graduate School of Business and Leadership. It was coded and analysed to answer research questions. Descriptive statistics, ANOVA and MANOVA statistical tests were conducted. Descriptive statistics illustrated MBA students' academic performance relative to their undergraduate degrees, occupational clusters and programme modes of delivery at the University of KwaZulu-Natal. ANOVA tested if there was a significant difference in the academic performance of first year MBA students in all the four modules associated with undergraduate degrees. It also tested if there was a significant difference in the academic performances of first year MBA students in at least one module associated with occupational clusters. MANOVA tested if there was a significance difference in the academic performance of first year MBA students in all the four modules between the two programme modes of delivery offered on part-time evening and part-time block-release.

The literature review further noted that in terms of descriptive statistics, ANOVA and MANOVA are among the most frequently used research methods and data analysis procedures. Hsu (2005) cited that between 1994 to 1995 four hundred and eleven articles (411) applied the ANOVA, MANOVA and ANCOVA statistical tools to analyse data. Kyalo and Chumba (2011:274) conducted a study using descriptive statistics and the ANOVA statistical tool. The findings revealed that interpersonal relationships and student attitude towards academic programmes influenced social and academic adjustments of undergraduate students. First year students had higher level of academic adjustments compared to other students. Scurlock (1984:70) conducted an ANOVA test to determine the effects of motivational incentives of students' achievements. The ANOVA statistical tool computed the difference in the mean gain of the students in the age and gender categories. Results showed a significant difference in the achievement gain of the students. Female students showed greater gains and first born students older than 13 also showed greater gains. This study will likewise use the ANOVA and MANOVA statistical tools to examine the relationship between academic performance and students' profiles.

3.11. Ethical Considerations

Permission was acquired from the Registrar's office at UKZN, approved by Mr Baloyi. A copy of proof of approval (Ethical Clearance Certificate) is attached as Appendix II. Permission was further verbally granted by the Dean and Head of the Graduate School of Business and Leadership, witnessed by the author's supervisor. Secondary data was provided by the Graduate School of Business and Leadership in a format that did not reveal the students' identities or personal details. Each MBA students' information was re-organised and numerically coded by the author.

Punch (2013:47) stated that confidentiality arises from the right to privacy. Research and data acquisition all depends on the right to disclose information. The commonly used strategy is known as the anonymisation code of practice which included deleting all information that would be able to be used to identify individuals in the study population. Confidentiality was maintained by obtaining data without any identifying characteristics before widespread dissemination of information.

3.12. Validity and Reliability of the Study

Bryman (2012:47) described validity and reliability as the integrity of the concepts generated in the study. Validity refers to the degree to which the test actually measures what it claims to measure and reliability is the degree to which an assessment tool produces stable and consistent results. The statistical tools used in this study and the descriptive statistics produced, are valid and reliable.

3.13. Conclusion

Chapter three discussed the research methodology and procedures used to gain the information necessary to answer the research questions. Quantitative methodology was applied on the population of first year first semester MBA students enrolled in 2014. Research questions were discussed showing the application of descriptive statistics that gave details of demographic profiles and academic performance of MBA year one students enrolled in 2014. ANOVA and MANOVA statistical tools were used to examine the relationship between academic performance and students' profiles. Different studies such as those by Fish and Wilson (2009:145) and Scurlock (1984:70) applied the same tools. Data

was then analysed using descriptive statistics, using the ANOVA and MANOVA statistical tools. Ethical considerations, confidentiality, validity and reliability of the study were discussed in this chapter.

Chapter four will present the results of the quantitative data collected, coded and analysed from statistical datasets and reports provided by the GSB and L.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF RESULTS

4.1 Introduction

This chapter presents the results of quantitative data collected on first year MBA students from statistical datasets and reports provided by the GSB and L. Section 4.2 of this chapter presents the demographic characteristics of the 2014 MBA first year students. In Section 4.3 attempts are made to describe the academic performance of these students by different undergraduate degrees and further tests if there are statistically significant relationships between academic performance and students' undergraduate degrees. Section 4.4 examines the academic performance of first year MBA students by different occupational clusters and further tests if there are statistically significant relationships between academic performance and students' occupational clusters. Section 4.5 examines the academic performance of first year MBA students by different programme modes of delivery and to further test if there are statistically significant relationships between academic performance and MBA programme modes of delivery. Data was graphed and arranged into tables from which information was then further discussed. In addition, previous data was examined to establish existing trends on MBA student's profiles and academic performance.

4.2 Demographic profiles of first year MBA 2014 students

Data was examined to show the demographic characteristics of first year MBA 2014 students at the University of KwaZulu-Natal. Data was examined to find out student's race groups,

gender, undergraduate degrees and occupational clusters. After capturing and coding characteristics, 147 first year MBA 2014 students were examined.

4.2.1 Race Distribution

The study indicates the black African ethnic group as the most represented in the 2014 MBA year one class. From Figure 4.1 below, it is evident that of the first year MBA students enrolled in 2014, 69% were black Africans. The race distribution of the MBA students was as follows; 69 percent were black Africans, 24 percent were Indian students, 4 percent White and 3 percent Coloured students. Walker and Zank (2008:297) compiled a report showing the Indian racial group as the most represented ethnic group at 42% in 2007. In 2007, 39 percent were black students, 9 percent were white students and 3 percent were coloured students. There has been an increasing participation of black students in the MBA programme at the University of KwaZulu-Natal. In agreement, Kirti et al (2004) noted an increase in the participation of black students in postgraduate programmes in 2002 in South Africa. White students were most represented at 42%, Black students represented at 39%, Indian students represented at 13% and Coloured students represented at 5% 99%.

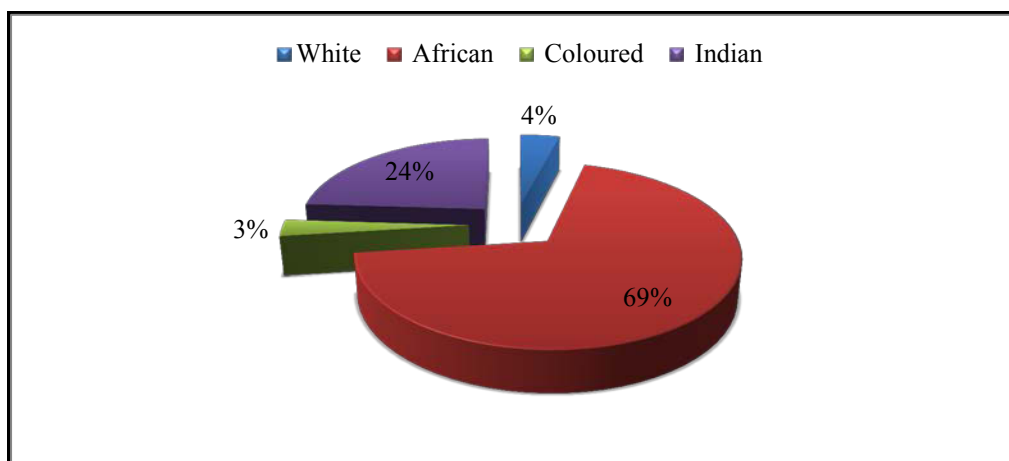


Figure 4.1 First year MBA 2014 enrolment by Race in 2014

Source: (Compiled by Author from data provided by the GSB and L, 2014)

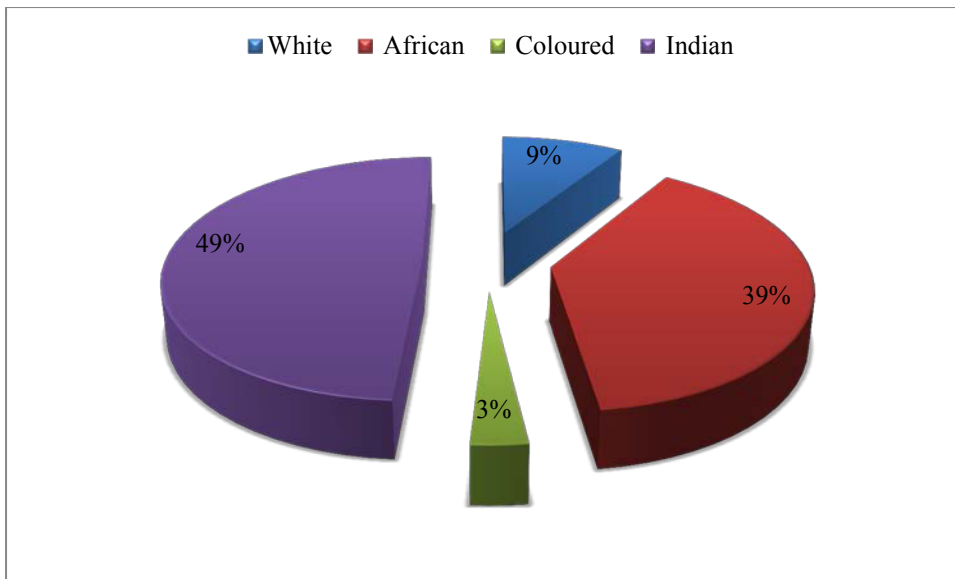


Figure 4.2 MBA Previous enrolment by Race in 2007

Source: (Walker and Zank, 2008)

4.2.2 Gender Distribution

Figure 4.3 shows that 64 percent of the students enrolled in 2014 MBA year one class were males and 36 percent female students. While Figure 4.4 shows that 59 percent of the students who were enrolled in 2007 MBA class were males and 41 percent were females. This study illustrates how males have dominated the MBA class at the University of KwaZulu-Natal in 2014 at 64% and the females represented at 36%. Walker and Zank (2008:297) also indicated that males dominated the MBA programme at the University of KwaZulu-Natal at 59% and 41% females in 2007. In agreement, Kirti et al (2004) showed how the MBA programme was a male dominated postgraduate degree with 73% males and 27% females. Male domination of the MBA programme is not only evident at UKZN and in South Africa, but also elsewhere as seen in the demographic profiles of MBA students enrolled in the Harvard Business School where in 2013: 61 percent of the MBA students were men and 39 percent were women (Harvard Business School, 2013). This could be explained by a lack of female role models. Women see few role models attending male dominated programmes and therefore get the idea that some programmes are not meant for them.

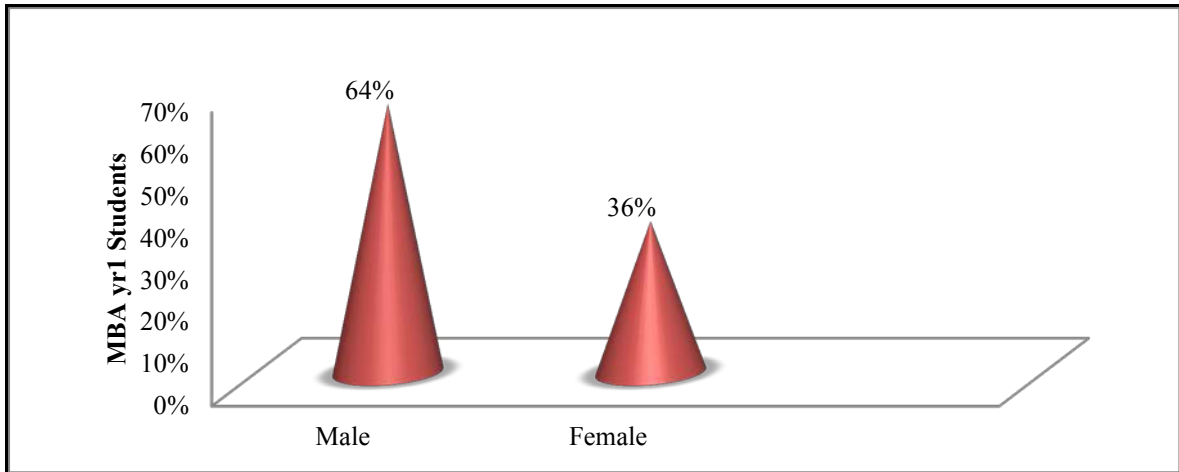


Figure 4.3 MBA Student enrolment by Gender in 2014

Source: (Compiled by Author from data provided by the GSB and L, 2014)

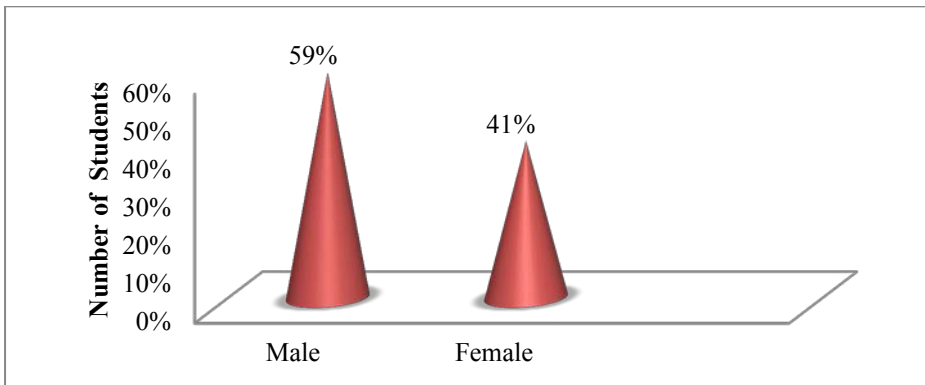


Figure 4.4 MBA Previous enrolments by Gender in 2007

Source: (Walker and Zank, 2008)

4.2.3 Students' Previous Undergraduate Degrees

UKZN MBA entry criteria includes that an applicant may apply to register for the qualification Master of Business Administration if (s) he: a) holds a relevant Bachelor's degree (or must have been admitted to the status of a degree as provided for in the university's admissions framework), and additionally: b) is at least 25 years old on the 1st of January of the year of first registration; c) has a minimum of 3 years formal, full time work experience; and d) has passed the Graduate Management Admission Test (GMAT) or an entrance examination prescribed by the school. (UKZN, 2014).

Table 4.1 and Figure 4.5 show the different undergraduate degrees in the MBA 2014 first year class at the University of KwaZulu-Natal. These distribution of undergraduate degrees

is: 26% Commerce; 41% Business Administration; 48% Math Physics, Science and Engineering; 8% Education; and 3% Law.

Table 4.1 Students' Undergraduate Degree Classifications

| | | | |
|----------|--|----------|-------------------------------|
| | | | |
| 1 | Commerce | | B. Chemical Eng. |
| | B. Commerce | | B. Optometry |
| 2 | Business Administration | | B. physiotherapy |
| | B. Business Administration | 4 | Education and Training |
| 3 | Math, Physics, Science and Eng. | | B. Education |
| | B. Sciences | 5 | Law |
| | B. Medical Sciences | | B. Law |
| | B. Science Engineering | | |
| | B. Pharmacy | | |

Source: (Compiled by Author from data provided by the GSB and L, 2014)

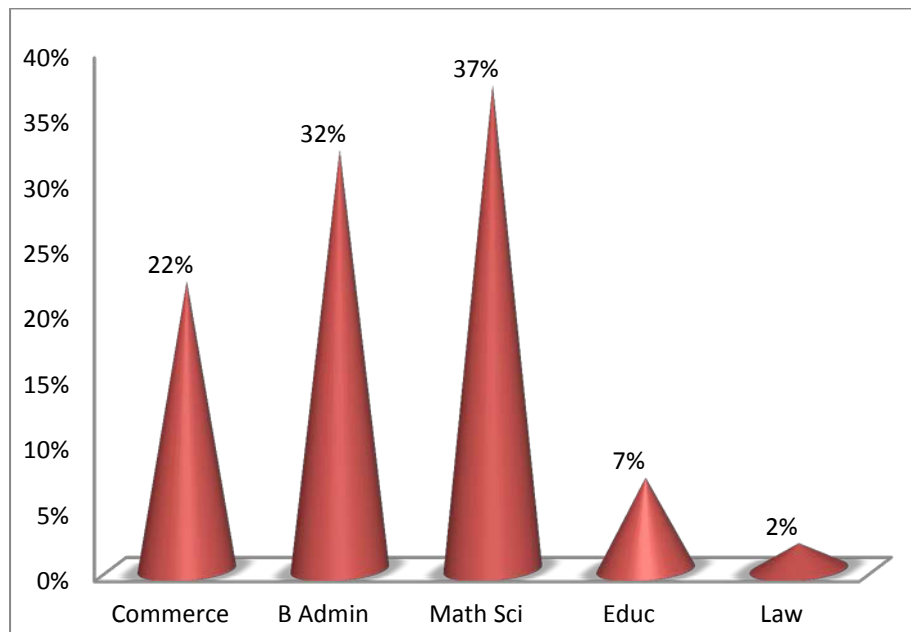


Figure 4.5 Students' enrolment by their previous Undergraduate Degrees

Source: (Compiled by Author from data provided by the GSB and L, 2014)

4.2.4 MBA Students' Employment

One of the UKZN MBA entry criteria includes that an applicant may apply to register for the qualification of Master of Business Administration if (s)he: has a minimum of 3 years formal, full time work experience (UKZN,2014). The MBA programme accepts students from different career backgrounds. Figure 4.6 shows that 93 percent of the students enrolled in the 2014 MBA were employed, 4 percent were unemployed and 3 percent had an unknown employment status. Khaola (2012:215) examined demographic variables such as work experience, gender, undergraduate degree and type of undergraduate major. Findings revealed that students with social sciences undergraduate majors performed significantly better than others.

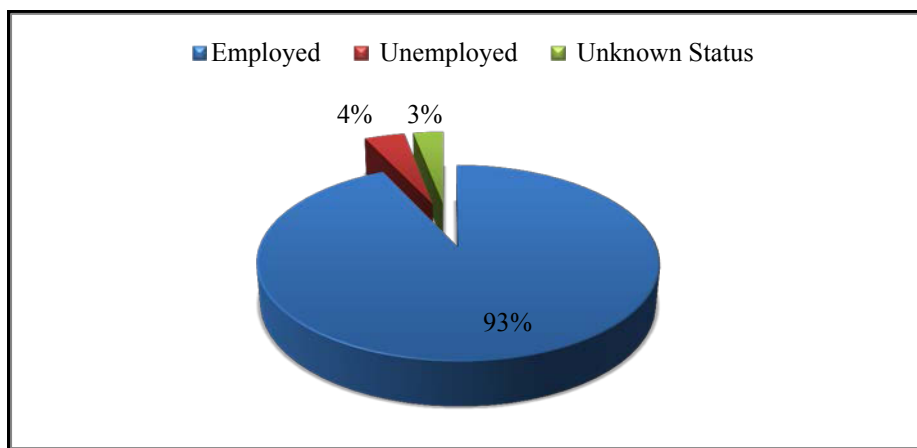


Figure 4.6 Students' Employment Status

Source: (Compiled by Author from Statistical reports provided by the GSB and L Administrator, 2014)

Table 4.2 shows students' careers in the 2014 MBA class classified according to guidelines provided by Statistics South Africa (2005) and Schlemmer (1979). Figure 4.7 illustrates different MBA students' occupations ranging from General Business with 22 percent of the MBA class, Finance and Accounting with 21 percent, Human Resource Management with 4 percent, Sales Marketing and Supply Chain with 8 percent, Mathematics, Physics, Engineering and Science with 32 percent and the Education cluster with 13 percent. Khaola (2012:215) conducted a study and noted how the classification of undergraduate degrees had no influence on students' academic performance. Korvick *et al.* (2008:139) found that the

academic ability of students with undergraduate degrees in other fields differed from students pursuing Bachelor of Science in Nursing for the first time (BSN).

Table 4.2 Occupation Classifications

| | | | |
|----------|---|----------|---|
| 1 | General Business | | Sales Managers |
| | Business Analysts | | Supply Chain and distribution professionals |
| | Business Managers | 5 | Mathematics, Physics, Engineering and Science Fields |
| 2 | Finance and Accounting | | Mathematicians |
| | Financial Managers | | Physicians |
| | Accountants | | Engineering |
| 3 | Human Resources | | Science professionals |
| | HR Managers | 6 | Education and Training |
| 4 | Sales Marketing and Supply Chain | | Lecturers |
| | Marketing Mangers | | Teachers |

Source: South African Statistics, 2005

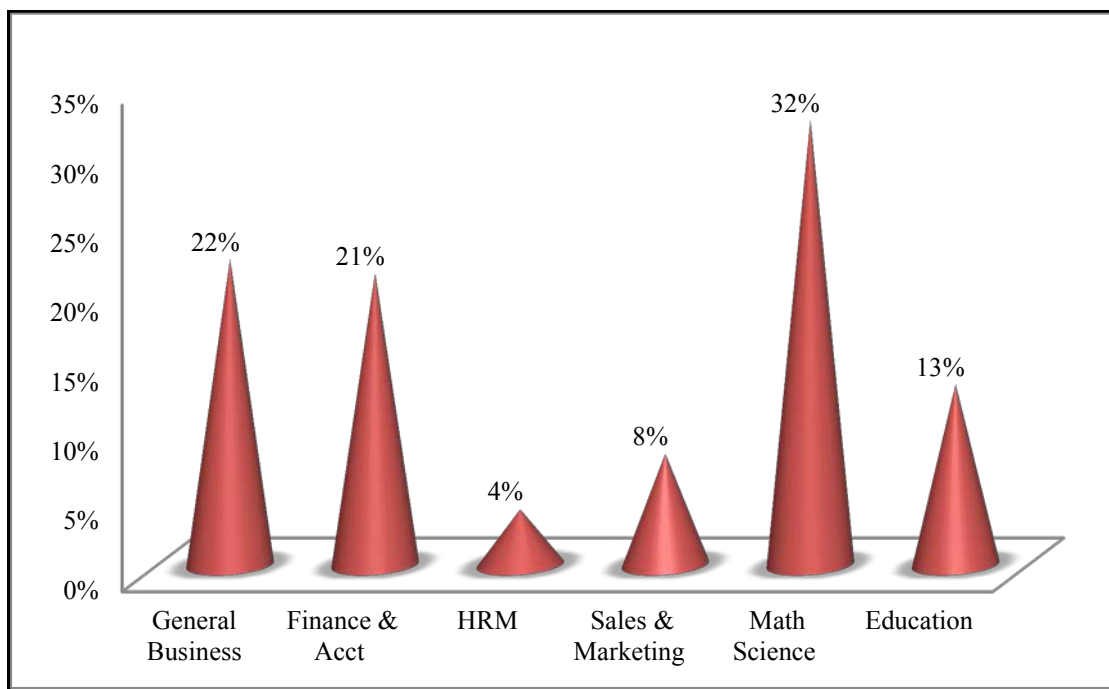


Figure 4.7 Students' enrolment by their Occupations

Source: (Compiled by Author from data provided by the GSB and L Administrator, 2014)

4.2.5 Students' enrolment by Programme Mode

Figure 4.8 illustrates MBA programme modes attended at the University of KwaZulu-Natal. The MBA is offered on evening and block release modes of delivery. Fifty four percent of the MBA class attends the evening from 6:00pm to 8:30pm, while 47 percent of MBA students attend block release classes offered four times per semester, Wednesday to Saturday from 8:00am -5:00pm.

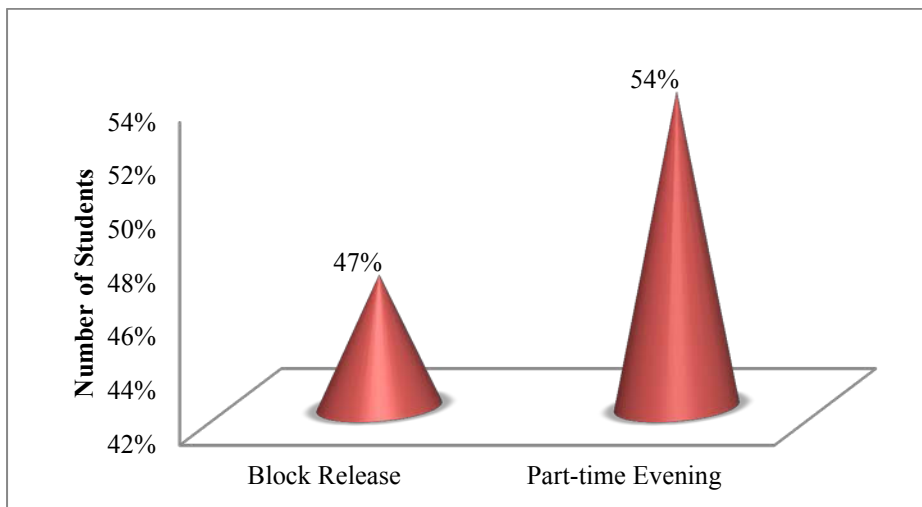


Figure 4.8 Students' enrolment by Programme mode

Source: (Compiled by Author from data provided by the GSB and L, 2014)

4.3 Students' Academic Performance and their Undergraduate Degrees

This section examines the academic performance of first year 2014 MBA students according to their undergraduate degrees. Table 4.3 shows the descriptive statistics data of first year MBA module mean marks plotted against the students' undergraduate degrees. Data showed that Marketing Management had the highest marks of all the modules with a total mean of 73%. Twenty four percent of Students with a Bachelor of Business Administration undergraduate degree had the highest mean mark of 75.4% in Marketing Management compared to students with the other identified undergraduate degrees. Their scores ranged from 55 percent minimum to 85 percent maximum with a standard deviation of 5.938 clustered closely around the mean mark. Students with a Bachelor of Commerce undergraduate degree had the lowest mean mark in Marketing Management compared to other undergraduate degrees. Their scores ranged from 48 percent minimum to 90 percent

maximum with a standard deviation of 10.349 scattered away from the mean mark of 69% (see table 4.3).

Table 4.3 Students' Academic Performance According to their Undergraduate Degrees

| | Undergraduate Degree | N | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | | Minimum | Maximum |
|------------------|----------------------------------|------------|--------------|----------------|--------------|----------------------------------|--------------|-----------|-----------|
| | | | | | | Lower Bound | Upper Bound | | |
| | | | | | | | | | |
| FA Marks | Commerce | 30 | 56.53 | 17.104 | 3.123 | 50.15 | 62.92 | 25 | 89 |
| | Business Administration | 47 | 66.04 | 14.784 | 2.156 | 61.7 | 70.38 | 39 | 97 |
| | Maths, Physics, Science and Eng. | 55 | 57.6 | 17.046 | 2.299 | 52.99 | 62.21 | 14 | 95 |
| | Education and Training | 9 | 48.56 | 8.368 | 2.789 | 42.12 | 54.99 | 38 | 66 |
| | Law | 3 | 47.67 | 4.041 | 2.333 | 37.63 | 57.71 | 43 | 50 |
| | Total | 144 | 59.36 | 16.47 | 1.373 | 56.65 | 62.07 | 14 | 97 |
| BM Marks | Commerce | 32 | 59.66 | 10.918 | 1.93 | 55.72 | 63.59 | 27 | 83 |
| | Business Administration | 48 | 65.42 | 6.709 | 0.968 | 63.47 | 67.36 | 50 | 77 |
| | Maths, Physics, Science and Eng. | 56 | 63.55 | 9.731 | 1.3 | 60.95 | 66.16 | 31 | 78 |
| | Education and Training | 9 | 69.33 | 8.485 | 2.828 | 62.81 | 75.86 | 53 | 79 |
| | Law | 3 | 69 | 3.606 | 2.082 | 60.04 | 77.96 | 65 | 72 |
| | Total | 148 | 63.78 | 9.279 | 0.763 | 62.27 | 65.28 | 27 | 83 |
| MM Marks | Commerce | 32 | 68.84 | 10.349 | 1.829 | 65.11 | 72.57 | 48 | 90 |
| | Business Administration | 48 | 75.4 | 5.938 | 0.857 | 73.67 | 77.12 | 55 | 85 |
| | Maths, Physics, Science and Eng. | 56 | 73.23 | 9.846 | 1.316 | 70.6 | 75.87 | 45 | 91 |
| | Education and Training | 9 | 74.89 | 8.023 | 2.674 | 68.72 | 81.06 | 58 | 83 |
| | Law | 3 | 81 | 5.292 | 3.055 | 67.86 | 94.14 | 75 | 85 |
| | Total | 148 | 73.24 | 9.008 | 0.74 | 71.78 | 74.71 | 45 | 91 |
| HOB Marks | Commerce | 32 | 63.53 | 5.814 | 1.028 | 61.43 | 65.63 | 50 | 73 |
| | Business Administration | 48 | 67.21 | 7.649 | 1.104 | 64.99 | 69.43 | 35 | 83 |
| | Maths, Physics, Science and Eng. | 56 | 66.32 | 7.314 | 0.977 | 64.36 | 68.28 | 44 | 81 |
| | Education and Training | 9 | 64.22 | 5.167 | 1.722 | 60.25 | 68.19 | 55 | 71 |
| | Law | 3 | 70 | 2 | 1.155 | 65.03 | 74.97 | 68 | 72 |
| | Total | 148 | 65.95 | 7.051 | 0.58 | 64.81 | 67.1 | 35 | 83 |

Source: Compiled by Author from data provided by the GSB and L Administrator, 2014.

The data further illustrates that Financial Accounting was the module in which the students performed the worst. It had the lowest total mean of 59.36 as compared to the other three modules. Students with a Bachelor of Business Administration undergraduate degree had the highest mean mark in Financial Accounting compared to the other identified MBA students' undergraduate degrees. Their scores ranged from 39 percent minimum to 97 percent maximum with a standard deviation of 14.784. Students with Bachelor of Law undergraduate

degree had the lowest mean mark in Financial Accounting compared to other undergraduate degrees. Their scores ranged from 43 percent minimum to 50 percent maximum with a standard deviation of 4.041 clustered closely around the mean mark.

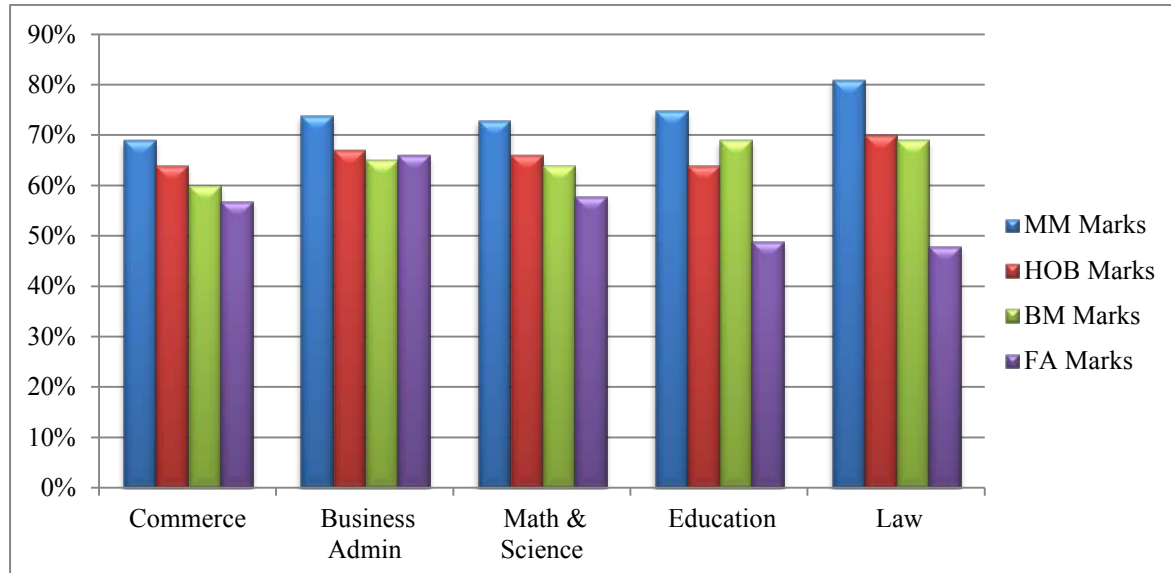


Figure 4.9 Students' Academic Performances according to their Undergraduate Degrees

Source: Compiled by Author from data provided by the GSB and L, 2014

4.3.1 Significant Variations in Academic Performance Across Undergraduate Degrees

Differences in mean marks were used to examine the relationship between students' undergraduate degrees type and academic performance. Table 4.6 shows Tukey's ANOVA tests which were conducted to establish if there was a statistically significant difference in modules mean marks across students' undergraduate degrees. This study shows that undergraduate degree type significantly affected MBA students' academic performance in three modules:

- Financial Accounting mean marks varied at a significance level of 0.004 ($p = .004$),
- Business Management mean marks varied at a significance level of 0.015 ($p = .015$),
- Marketing Management mean marks varied at a significance level of 0.010 ($p = .004$)
- Human Organisation Behaviour mean marks varied at a significance level of 0.136 ($p = .136$).

Apart from the Human Organisation Behaviour Module, the significance level in the other three modules was below 0.05 (see Table 4.6). There are statistically significant relationships

between students' academic performance in the three modules of Financial Accounting, Business Management and Marketing Management across undergraduate degrees.

Tables 4.4 MBA students' Academic Performance across Undergraduate Degrees

| ANOVA TEST | | Sum of Squares | Df | Mean Square | F | Significance |
|------------------|----------------|----------------|-----|-------------|-------|--------------|
| FA marks | Between Groups | 3969.752 | 4 | 992.438 | 3.962 | .004 |
| | Within Groups | 34821.470 | 139 | 250.514 | | |
| | Total | 38791.222 | 143 | | | |
| BM marks | Between Groups | 1034.917 | 4 | 258.729 | 3.184 | .015 |
| | Within Groups | 11620.725 | 143 | 81.264 | | |
| | Total | 12655.642 | 147 | | | |
| MM Marks | Between Groups | 1046.674 | 4 | 261.669 | 3.439 | .010 |
| | Within Groups | 10880.569 | 143 | 76.088 | | |
| | Total | 11927.243 | 147 | | | |
| HOB Marks | Between Groups | 347.014 | 4 | 86.753 | 1.782 | .136 |
| | Within Groups | 6961.655 | 143 | 48.683 | | |
| | Total | 7308.669 | 147 | | | |

Source: Compiled by Author from data provided by the GSB and L, 2014

Table 4.7 shows ANOVA tests further illustrating significant differences in the three modules across undergraduate degrees. Students mean marks in Financial Accounting, Business Management and Marketing Management varied significantly across students' undergraduate degrees (see Table 4.6). The mean score in the Human Organisational Behaviour module was not significantly different across undergraduate degrees. The significant level was above 0.05 ($0.136 > 0.05$).

Table 4.5. Academic Performance of first year MBA students by Undergraduate Degrees

| ANOVA TEST | | | | | |
|-----------------|---------------------------------|---------------------------------|-----------------|-----------|------|
| | Undergraduate Degree (I) | Undergraduate Degree (J) | Mean Difference | Std Error | Sig |
| FA Marks | Business Administration | Commerce | 9.509* | 3.699 | .011 |
| | Business Administration | Math, Physics, Science and Eng. | 8.443* | 3.144 | .008 |
| | Business Administration | Education and Training | 17.487* | 5.759 | .003 |
| BM Marks | Business Administration | Commerce | 5.760* | 2.057 | .006 |
| | Education and Training | Commerce | 9.677* | 3.401 | .005 |
| MM Marks | Business Administration | Commerce | 6.552* | 1.991 | .001 |
| | Math, Physics, Science and Eng. | Commerce | 4.388* | 1.933 | .025 |
| | Law | Commerce | 12.156* | 5.267 | .022 |

Source: Compiled by Author from data provided by the GSB and L, 2014

The following discussion will interpret the results from Table 4.5.

Financial Accounting module: Students with a Business Administration undergraduate degrees performed better than those with Bachelor of Commerce degrees at significance level 0.011 ($0.011 < 0.05$). They also performed better than those with Math, Physics, Science and Engineering undergraduate degrees at significance level 0.008 ($0.008 < 0.05$) and further performed better than those with Education undergraduate degrees at significance level 0.003 ($0.003 < 0.05$).

Business Management Module: Students with a Business Administration degree performed better than those with Bachelor of Commerce undergraduate degrees at significance level 0.006 ($0.006 < 0.05$). Students with an undergraduate degrees in Education and Training performed better than students with Bachelor of Commerce at significance level 0.005 ($0.005 < 0.05$).

Marketing Management Module: Students with a Bachelor of Business Administration performed better than MBA students with Commerce undergraduate degrees at significance level 0.001 ($0.001 < 0.05$). Students with Maths, Physics, Science and Engineering undergraduate degrees performed better than students with Commerce degrees at significance level 0.025 ($0.025 < 0.05$). Students with Law undergraduate degrees performed better than students with Commerce undergraduate degrees at significance level 0.022 ($0.022 < 0.05$).

For the three modules above, the study showed variations in mean marks across undergraduate degree types indicating that the type of undergraduate degree significantly affected students' academic performance. Thus, the study indicated a statistically significant relationship between students' academic performance and undergraduate degrees type. Braunstein (2006:685) did not drill down further among the business and non-business undergraduate degrees. His study examined students with and those without a business undergraduate degree. Students without a business undergraduate degree performed better than those with a business undergraduate degree. Christensen *et al.*, (2012:42) investigated whether undergraduate prerequisite courses predicted MBA success and their study revealed that students who lacked Business Administration prerequisites in fact performed better in MBA grade point than those who had Business Administration prerequisites. Greene (1983:74) analysed students' academic performance, profiles and undergraduate GPA to explore the relationship between selected demographic profiles and academic performance. Findings showed that academic clusters rather than the undergraduate GPA influenced grade performance. Wright and Palmer (1997) used ANOVA to assess whether GMAT scores affected academic performance of MBA students. Findings revealed that GMAT scores were significantly different among the identified variables. GMAT scores alone were not sufficient in decision making. There was a need to include undergraduate GPA scores to determine the academic performance of MBA students' performance.

Darwish (2013:364) applied descriptive statistics and one-way ANOVA statistical tools to investigate if differences existed between more than two groups in terms of academic performances in quantitative courses. Results indicated that the performance of undergraduate Business students in quantitative method courses differed across their business majors. Students majoring in science performed better than those majoring in art. Female students performed better than the male students and students younger than 20 years of age performed better than students older than 20. It was further found that students with a science background performed better than those with arts background. This may have been because those with a science background are usually exposed to math content on a greater scale than those with arts background. Likewise, this study used one way ANOVA and results showed variations in the three modules mean marks such as: Financial Accounting, Business Management and Marketing Management indicating that the type of undergraduate degree significantly affected students' academic performance. Students with Business Administration undergraduate degrees performed better than those with Bachelor of

Commerce Degrees, thus the study showed a significant relationship between students' academic results and undergraduate degree type.

4.4 Students' Academic Performance and their Occupations

This section examines the academic performance of first year 2014 MBA students according to their occupational clusters. Table 4.6 shows descriptive statistics data of first year MBA module mean marks across the identified occupational clusters. Students in Sales, Marketing and Supply Chain occupational clusters had the highest mean mark of 79% in Marketing Management compared to the other identified MBA occupational clusters. Their scores ranged from 75 percent minimum to 84 percent maximum with a standard deviation of 2.996 clustered closely around the mean mark. Students in the General Business occupational field had the lowest mean mark in Marketing Management compared to other occupation clusters. Their scores ranged from 48 percent minimum to 83 percent maximum with a standard deviation of 9.329 scattered away from the mean mark.

Table 4.6 Students' Academic Performance According to their Occupations

| | OCCUPATION CLUSTER | N | Mean | Std. Deviation | Std. Error | 95% Confid. Inter for Mean | | Mini mum | Maxi mum |
|------------------|-----------------------------------|------------|--------------|----------------|--------------|----------------------------|--------------|-----------|-----------|
| | | | | | | Lower Bound | Upper Bound | | |
| FA Marks | General Business | 33 | 55.78 | 16.140 | 2.853 | 49.96 | 61.60 | 25 | 96 |
| | Finance and accounting | 31 | 69.57 | 14.163 | 2.586 | 64.28 | 74.86 | 45 | 94 |
| | Human Resource | 6 | 58.83 | 17.011 | 6.945 | 40.98 | 76.69 | 39 | 84 |
| | Sales, Marketing and Supply Chain | 11 | 65.09 | 15.352 | 4.629 | 54.78 | 75.40 | 39 | 97 |
| | Maths, Physics, Science and Eng | 46 | 58.04 | 17.461 | 2.574 | 52.86 | 63.23 | 14 | 95 |
| | Education and training | 19 | 49.39 | 9.325 | 2.198 | 44.75 | 54.03 | 31 | 66 |
| | Total | 147 | 59.44 | 16.500 | 1.380 | 56.71 | 62.17 | 14 | 97 |
| BM Marks | General Business | 33 | 62.76 | 10.189 | 1.774 | 59.14 | 66.37 | 27 | 83 |
| | Finance and accounting | 31 | 64.13 | 8.201 | 1.473 | 61.12 | 67.14 | 47 | 76 |
| | Human Resource | 6 | 58.50 | 10.858 | 4.433 | 47.11 | 69.89 | 45 | 75 |
| | Sales, Marketing and Supply Chain | 11 | 67.73 | 5.022 | 1.514 | 64.35 | 71.10 | 59 | 77 |
| | Maths, Physics, Science and Eng. | 47 | 62.79 | 10.052 | 1.466 | 59.84 | 65.74 | 31 | 78 |
| | Education and training | 19 | 67.47 | 7.381 | 1.693 | 63.92 | 71.03 | 53 | 79 |
| | Total | 147 | 63.86 | 9.250 | .763 | 62.36 | 65.37 | 27 | 83 |
| MM Marks | General Business | 33 | 72.03 | 9.329 | 1.624 | 68.72 | 75.34 | 48 | 83 |
| | Finance and accounting | 31 | 74.10 | 7.199 | 1.293 | 71.46 | 76.74 | 59 | 87 |
| | Human Resource | 6 | 72.83 | 12.828 | 5.237 | 59.37 | 86.30 | 51 | 90 |
| | Sales, Marketing and Supply Chain | 11 | 79.00 | 2.966 | .894 | 77.01 | 80.99 | 75 | 84 |
| | Maths, Physics, Science and Eng | 47 | 72.66 | 9.759 | 1.423 | 69.79 | 75.52 | 45 | 91 |
| | Education and training | 19 | 72.95 | 9.542 | 2.189 | 68.35 | 77.55 | 48 | 85 |
| | Total | 147 | 73.34 | 8.961 | .739 | 71.88 | 74.80 | 45 | 91 |
| HOB Marks | General Business | 33 | 65.73 | 5.608 | .976 | 63.74 | 67.72 | 50 | 78 |
| | Finance and accounting | 31 | 66.65 | 8.325 | 1.495 | 63.59 | 69.70 | 35 | 83 |
| | Human Resource | 6 | 62.67 | 7.967 | 3.252 | 54.31 | 71.03 | 53 | 71 |
| | Sales, Marketing and Supply Chain | 11 | 69.00 | 5.514 | 1.662 | 65.30 | 72.70 | 58 | 77 |
| | Maths, Physics, Science and Eng. | 47 | 66.13 | 7.497 | 1.094 | 63.93 | 68.33 | 44 | 81 |
| | Education and training | 19 | 64.53 | 6.293 | 1.444 | 61.49 | 67.56 | 55 | 75 |
| | Total | 147 | 66.01 | 7.036 | .580 | 64.87 | 67.16 | 35 | 83 |

Source: Compiled by Author from data provided by the GSB and L, 2014

The data further illustrates that Financial Accounting was the module in which students performed the worst with a total mean of 59.44% as compared to all the four modules. As expected, students in the Financial Accounting occupational cluster had the highest mean mark in Financial Accounting compared to the other occupational clusters. Their scores ranged from 45 percent minimum to 94 percent maximum with a standard deviation of 14.163 scattered away from the mean. Students in the Education occupational cluster had the lowest mean mark in Financial Accounting compared to the other occupational clusters. Their scores ranged from 31 percent minimum to 66 percent maximum with a standard deviation of 9.325 scattered away from the mean. The study showed that students in the Human Resource Management cluster had the lowest mean mark in the Human Organisational Behaviour module compared to the other occupational clusters. Their scores ranged from 53 percent minimum to 71 percent maximum.

Figure 4.10 further highlights Marketing Management as the module in which students performed the best among all the four modules. Students in the Sales and Marketing occupational cluster had the highest mean score of 79 %.

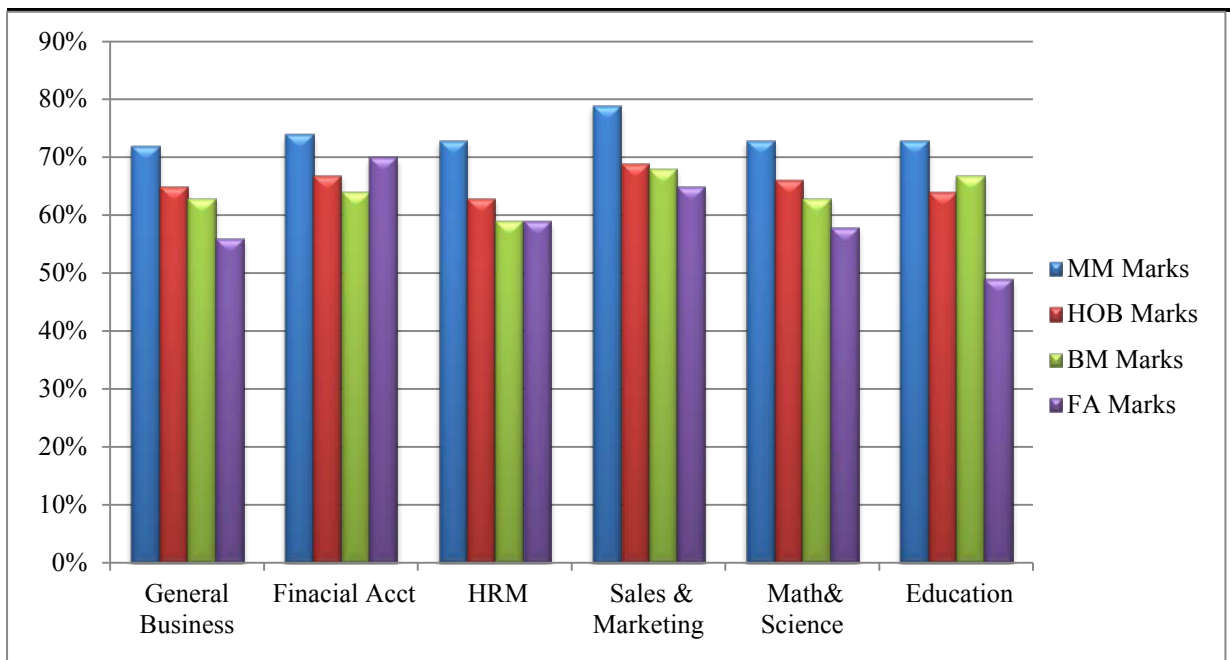


Figure 4.10 Students' Academic Performance According to their Occupations

Source: Compiled by Author from Statistical data by the GSB and L, 2014

4.4.1 Significant Variations in Academic Performance Across Occupational Clusters

Differences in mean marks were used to examine if a relationship exists between students' occupations and their academic performance. Table 4.7 shows Tukey's ANOVA statistical test used in SPSS to examine if there is a significant difference in first year MBA students' performance across the identified MBA occupational clusters. Tests results showed that Financial Accounting scores varied at a significance level of 0.000 ($p = 0.000 < 0.05$). Students' performance in Business Management varied at a significance level of 0.157 ($p = 0.157 > 0.05$), while their performance in Marketing Management varied at a significance level of 0.345 ($p = 0.345 > 0.05$) and in Human Organisation Behaviour the variation was at a significance level of 0.484 ($p = 0.484 > 0.05$). The significance level in the Financial Accounting module is below 0.05 across students' occupational clusters while the significance level in the other three modules is above 0.05 across students' occupational clusters (See Table 4.8).

Table 4.7. MBA students' Academic Performance across Occupational Clusters

| ANOVA TEST | | Sum of Squares | df | Mean Square | F | Sig. |
|------------|----------------|----------------|-----|-------------|-------|------|
| FA Marks | Between Groups | 5766.476 | 5 | 1153.295 | 4.803 | .000 |
| | Within Groups | 32894.769 | 137 | 240.108 | | |
| | Total | 38661.245 | 142 | | | |
| BM Marks | Between Groups | 681.443 | 5 | 136.289 | 1.627 | .157 |
| | Within Groups | 11809.835 | 141 | 83.758 | | |
| | Total | 12491.279 | 146 | | | |
| MM Marks | Between Groups | 452.980 | 5 | 90.596 | 1.133 | .345 |
| | Within Groups | 11270.013 | 141 | 79.929 | | |
| | Total | 11722.993 | 146 | | | |
| HOB Marks | Between Groups | 223.026 | 5 | 44.605 | .898 | .484 |
| | Within Groups | 7004.946 | 141 | 49.680 | | |
| | Total | 7227.973 | 146 | | | |

Source: Compiled by Author from data provided by the GSB and L, 2014

Table 4.8 shows ANOVA tests further show significant differences in Financial Accounting mean marks between students' occupational clusters. There is evidence of a significant

relationship in the academic performances of first year MBA students in the Financial Accounting module across identified MBA students' occupational clusters

Table 4.8. Academic Performance of first year MBA students by Occupational Clusters.

| | Occupational Cluster (1) | Occupational Cluster (1) | Mean Difference (I-J) | Std. Error | Sig. |
|-----------------|-----------------------------------|--------------------------------|-----------------------|------------|------|
| FA MARKS | Finance and accounting | General Business | 13.785* | 3.938 | .001 |
| | Finance and accounting | Math, Physics, Science and Eng | 11.523* | 3.636 | .002 |
| | Finance and accounting | Education and training | 20.178* | 4.620 | .000 |
| | Sales, Marketing and Supply Chain | Education and training | 15.702* | 5.930 | .009 |
| | Maths, Physics, Science and Eng. | Education and training | 8.655* | 4.308 | .047 |

Source: Compiled by Author from data provided by the GSB and L, 2014

Financial Accounting Module: Students in the Financial Accounting occupational cluster, performed better than those in the General Business occupational cluster at significance level 0.011 ($0.001 < 0.05$) they also performed better than those in the Maths, Physics, Science and Engineering occupational clusters at significance level 0.002 ($0.002 < 0.05$) and further performed better than those with Education occupational clusters at significance level 0.000 ($0.000 < 0.05$). Students in the Sales and Marketing occupational cluster performed better than those with Education occupational clusters at significance level 0.009 ($0.009 < 0.05$). Students in Maths, Physics, science and Engineering occupational cluster performed better than those with in the Education occupational clusters at significance level 0.047 ($0.047 < 0.05$).

The study showed variations in mean marks across occupational clusters in one module and furthermore indicated that student's career significantly affected students' academic performance in the Financial Accounting module. The other three module mean marks were not statistically different across student's occupations. Thus the study indicated a significant relationship between students' academic performance and undergraduate degree type in the Financial Accounting module.

Dreher and Ryan (2000:505) conducted a study which had the objective to investigate the relationship between students' prior work experience and academic success during the first year in an MBA programme. Results showed that there was little evidence to show that prior

work experience was related to higher levels in academic performance. Schuurman *et al.*, (2008:207) conducted a study and their results indicated that students with working experience performed much better than those without working experience in the engineering programme. Furthermore, undergraduate work experience affected students with different majors in the engineering class. In contrast, Pattie (2011:63) conducted a study to investigate the relationship between pre-MBA work experience and academic performance in a graduate business school. Results showed that work experience in months was negatively related to academic performance while type of experience was not significantly related to academic performance.

4.5 Students' academic performance and programme modes of delivery

This section examines the academic performance of first year 2014 MBA students according to their programme modes. Table 4.9 shows descriptive statistics data of first year MBA Module mean marks across the two programme modes of delivery. Data showed that Marketing Management was the module in which students performed best with a total mean of 73.08%. Sixty-nine students who attended block release had the highest mean mark of 73.84 percent in Marketing Management. Their scores ranged from 53 percent minimum to 85 percent maximum with a standard deviation of 0.972 spread around the mean mark. Seventy nine students who attended evening class had scores ranging from 0 percent minimum to 90 percent maximum with a standard deviation of 1.375 scattered around the mean mark.

Tables 4.9 Students' Academic Performance According to MBA Programme Modes

| Module | Programme | N | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | | Minimum | Maximum |
|-----------|---------------|------------|-------|----------------|------------|----------------------------------|-------------|---------|---------|
| | | | | | | Lower Bound | Upper Bound | | |
| FA Marks | Evening | 79 | 57.88 | 18.903 | 2.140 | 53.62 | 62.15 | 0 | 97 |
| | Block release | 69 | 58.43 | 16.584 | 2.026 | 54.39 | 62.48 | 0 | 96 |
| | Total | 148 | 58.14 | 17.810 | 1.479 | 55.21 | 61.06 | 0 | 97 |
| BM Marks | Evening | 79 | 62.85 | 11.914 | 1.340 | 60.18 | 65.52 | 0 | 83 |
| | Block release | 69 | 64.03 | 8.640 | 1.040 | 61.95 | 66.10 | 31 | 79 |
| | Total | 148 | 63.40 | 10.498 | .863 | 61.69 | 65.10 | 0 | 83 |
| MM Marks | Evening | 79 | 72.42 | 12.225 | 1.375 | 69.68 | 75.16 | 0 | 90 |
| | Block release | 69 | 73.84 | 8.076 | .972 | 71.90 | 75.78 | 53 | 85 |
| | Total | 148 | 73.08 | 10.487 | .862 | 71.38 | 74.78 | 0 | 90 |
| HOB Marks | Evening | 79 | 64.61 | 9.664 | 1.087 | 62.44 | 66.77 | 0 | 78 |
| | Block release | 69 | 66.71 | 7.737 | .931 | 64.85 | 68.57 | 35 | 83 |
| | Total | 148 | 65.59 | 8.852 | .728 | 64.15 | 67.03 | 0 | 83 |

Source: Compiled by Author from data provided by the GSB and L, 2014

The data further illustrates that Financial Accounting was the module in which students performed the worst with a total mean of 58.14%. Students attending block release classes had the highest mean mark in Financial Accounting of 58.43%. Their scores ranged from 0 percent minimum to 96 percent maximum with a standard deviation of 16.548 scattered away from the mean. Students attending evening classes had a mean score of 57.88%. Their scores ranged from 0 percent minimum to 97 percent maximum with a standard deviation of 2.14 scattered around the mean. Data further showed that students attending block release classes had the highest mean marks in all the four modules compared to students attending evening classes.

Figure 4.11 further shows mean marks of the block release class to be slightly higher than the mean marks of the evening class. MANOVA tests show that there is no significant difference between block release mean marks and evening mean marks. Thus, there is no significant relationship between academic performance and programme modes.

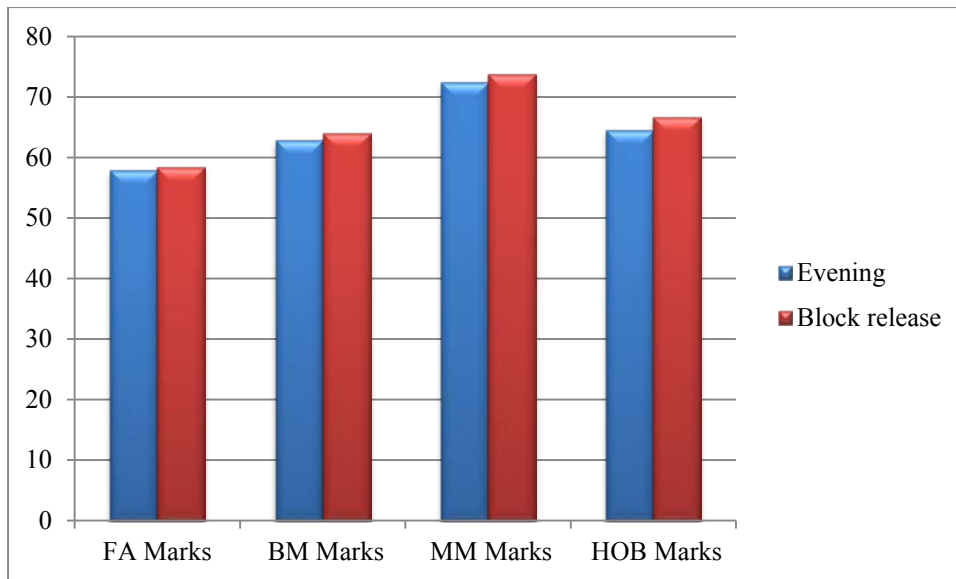


Figure 4.11 Students' academic performance according to MBA Programme Modes

Source: Compiled by Author from data provided by the GSB and L, 2014

4.4.1 Variations in academic performance between block release and evening delivery modes

Differences in mean marks were used to examine if relationship exists between students' occupations and the MBA programme modes offered. In Table 4.10, Tukey's MANOVA statistical test in SPSS was further used to examine if there is a significant difference in first year MBA students' performance between block release and part-time modes of delivery. MANOVA tests showed that there is no significant difference in the academic performances of first year MBA students in the first semester modules in both evening and block release modes of delivery. Financial Accounting was the module in which there was the worst performance and scores differed at a significance level of 0.85 ($P=0.85 > 0.05$). Business Management scores varied between programme modes at a significance level of 0.5 ($P=0.5 > 0.05$) Marketing Management scores varied at a significance level of 0.41 ($P=0.41 > 0.05$) and Human Organisation Behaviour scores varied at a significance level of 0.15 ($P=0.15 > 0.052$). The significance level in all the modules was greater than 0.05, thus the study showed that there was statistically significant difference in mean marks between the two programme modes of delivery (see Table 4.10).

Table 4.10. Academic Performance between block-release and evening students

| ANOVA | | | | | | |
|------------------|----------------|----------------|-----|-------------|------|------|
| | | Sum of Squares | df | Mean Square | F | Sig. |
| BM Marks | Between Groups | 51.36 | 1 | 51.36 | 0.46 | 0.50 |
| | Within Groups | 16148.12 | 146 | 110.60 | | |
| | Total | 16199.48 | 147 | | | |
| MM Marks | Between Groups | 74.57 | 1 | 74.57 | 0.68 | 0.41 |
| | Within Groups | 16092.46 | 146 | 110.22 | | |
| | Total | 16167.03 | 147 | | | |
| FA Marks | Between Groups | 10.83 | 1 | 10.83 | 0.03 | 0.85 |
| | Within Groups | 45666.41 | 143 | 319.35 | | |
| | Total | 45677.24 | 144 | | | |
| HOB Marks | Between Groups | 162.82 | 1 | 162.82 | 2.09 | 0.15 |
| | Within Groups | 11355.04 | 146 | 77.77 | | |
| | Total | 11517.86 | 147 | | | |

Source: Compiled by Author from data provided by the GSB and L, 2014

4.6 Conclusion

This chapter has presented the results of the quantitative data collected from statistical datasets of MBA students provided by GSB and L. Section 4.2 of the chapter showed the demographic characteristics of first year 2014 MBA students. The purpose was to examine the demographic profile of first year 2014 MBA students in comparison with previous trends. The data showed that in 2008, the Indian race was most represented, while in 2014 the African race was most represented. In Section 4.3 differences in mean marks were used to examine if relationships exist between students' undergraduate degrees types and academic performance. One way ANOVA results showed variations in the three modules mean marks, being Financial Accounting, Business Management and Marketing Management. This indicates that the type of undergraduate degree significantly affected students' academic performance. Thus the study showed a significant relationship between students' academic and undergraduate degree type. In Section 4.4 differences in mean marks were used to examine if a relationship existed between students' occupational clusters and academic performance. One way ANOVA results showed variations in Financial Accounting mean marks indicating that students' occupations significantly affected academic performance in the Financial Accounting module. Section 4.5 examined if there are statistically significant relationships between students' academic performance and MBA programme modes of

delivery. The purpose was to establish if there is a relationship between students' academic performances and the MBA programme modes of delivery. Differences in mean marks were used to examine if there was a relationship. MANOVA tests showed no evidence of a significant difference in students' academic performances between the two MBA programme modes of delivery.

The following chapter will provided a summary of the major results as well as conclusions and end with recommendations for future studies.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The purpose of this chapter is to provide a summary of the major results that seek to examine profiles and academic performance of first year MBA students enrolled in 2014. The study used ANOVA and MANOVA to test for significant differences in mean scores and examine the relationships between students' academic performance and their demographic profiles in aspects such as undergraduate degrees, occupational clusters and MBA programme modes of delivery at the University of KwaZulu-Natal. Chapter five ends with recommendations for future studies.

5.2 Summary of Major Results

Major results will be presented in relation to the research questions.

5.2.1 Profiles of the MBA 2014 First Year Students

Research question one set out to examine the profiles of MBA first year students enrolled in 2014. The study identified, gathered coded, and analysed data related to gender, undergraduate degree, students' career, MBA programme modes of delivery and grade point average obtained in the four first semester modules as the demographic variables. The Black ethnic group was the most represented in the 2014 MBA year one class at 69%, Indian students represented 24%, White students were represented 4% and 3% were Coloured students. Likewise Kirti *et al.* (2004) noted an increase in the participation of Black students in postgraduate programmes in South Africa. The study furthermore illustrated how males dominated the MBA class at the University of KwaZulu-Natal in 2014 at 64% with females making up 36% of the group. Walker and Zank (2008) indicated that in 2007 males dominated the MBA programme at the University of KwaZulu-Natal at 59% and there was 41% females. Likewise, Kirti *et al.* (2004) showed how the MBA programme was a male dominated postgraduate degree with 73% Males and 27% females in South African business

schools overall. Males dominated the MBA programme at the GSB and L, UKZN as well as in South Africa (Kirti M *et al.* 2004).

5.2.2 Students' Academic Performance and Undergraduate Degrees

Research question two set out to examine the relationship between academic performance and undergraduate degrees. The study applied descriptive statistics and ANOVA statistical tools to test for the mean differences and examine the relationship between academic performance undergraduate degrees. The study showed significant differences in three modules across undergraduate degrees. Students' mean marks in Financial Accounting, Business Management and Marketing Management varied statistically across their undergraduate degrees. The mean score in the Human Organisational Behaviour module was not significantly different across undergraduate degrees. Students with a Bachelor of Business Administration undergraduate degree had the highest mean mark of 75.4% in Marketing Management compared to the other identified undergraduate degrees. Their scores ranged from 55 percent minimum to 85 percent maximum with a standard deviation of 5.938 clustered closely around the mean mark. Students with a Bachelor of Commerce undergraduate degree had the lowest mean mark in Marketing Management compared to other undergraduate degrees. Their scores ranged from 48 percent minimum to 90 percent maximum with a standard deviation of 10.349 scattered away from the mean mark. ANOVA tests furthermore showed that undergraduate degree type significantly affected MBA students' academic performance in the three modules. Financial Accounting mean marks varied at a significance level of 0.004 ($p = 0.05 > 0.004$), Business Management mean marks varied at a significance level of 0.015 ($p = 0.05 > 0.015$), Marketing Management mean marks varied at a significance level of 0.010 ($p = 0.005 > 0.004$). Therefore, there are statistically significant differences in Financial Accounting, Business Management, and Marketing Management mean marks which indicate a significant relationship between students' academic performance across their undergraduate degrees.

5.2.3 Students' Academic Performance and Occupational Clusters

Research question three set out to examine the relationship between academic performance and students' occupational cluster. The study applied descriptive statistics and ANOVA statistical tools to test for the mean differences and examine the relationship between academic performance and students' occupations. Students in the Sales, Marketing and Supply Chain occupational clusters had the highest mean mark of 79% in Marketing Management compared to the other identified MBA occupational clusters. Their scores ranged from 75 percent minimum to 84 percent maximum with a standard deviation of 2.996 clustered closely around the mean mark. Students in the General Business occupational field had the lowest mean mark in Marketing Management compared to other occupation clusters. Their scores ranged from 48 percent minimum to 83 percent maximum with a standard deviation of 9.329 scattered away from the mean mark. As expected, students in the Financial Accounting occupational cluster had the highest mean mark in Financial Accounting compared to the other identified MBA students' occupational clusters. Their scores ranged from 45 percent minimum to 94 percent maximum with a standard deviation of 14.163 scattered away from the mean. Students in the Education occupational cluster had the lowest mean mark in Financial Accounting compared to the other occupational clusters. Their scores ranged from 31 percent minimum to 66 percent maximum with a standard deviation of 9.325 scattered away from the mean. Furthermore, the study showed that students in the Human Resource Management cluster had the lowest mean mark in the Human Organisational Behaviour module compared to students in the other occupational clusters. Therefore, there is a statistically significant difference in the Financial Accounting mean marks across their undergraduate degrees, indicating significant relationships between students' academic performance in the Financial Accounting module and their occupations.

5.2.4 Students' Academic Performance and MBA Programme Modes

Research question four set out to examine the relationship between academic performance and MBA programme modes of delivery. The study applied descriptive statistics and MANOVA statistical tools to test for the mean differences and examine the relationship between academic performance and MBA programme modes. Data showed that Marketing Management was the module in which students performed best with a total mean of 73.08%. Sixty nine students who attended block release had the highest mean mark of 73.84 percent in Marketing Management. Their scores ranged from 53 percent minimum to 85 percent maximum with a standard deviation of 0.972 spread around the mean mark. Seventy nine students who attended evening class had scores ranging from 0 percent minimum to 90 percent maximum with a standard deviation of 1.375 scattered around the mean mark. MANOVA tests showed that there is no significant difference in the academic performances of first year MBA students in the first semester modules in both evening and block release modes of delivery. Financial Accounting was the module in which students performed the worst and scores differed at a significance level of 0.85 ($P=0.85 > 0.05$). Business Management scores varied between programme modes at a significance level of 0.5 ($P=0.5 > 0.05$) while Marketing Management scores varied at a significance level of 0.41 ($P=0.41 > 0.05$) and Human Organisation Behaviour scores varied at a significance level of 0.15 ($P=0.15 > 0.052$). The significant level in all the modules was greater than 0.05 Therefore, there are no statistically significant differences in mean marks across programme modes of delivery. The programme mode of delivery does not affect the academic performance of students, thus there are no significant relationship between academic performance and MBA programme mode of delivery.

5.3 Recommendations

The following recommendations are made as a result of the study

5.3.1 Students' Academic Developments

Academic tutorials should be provided to students who are performing below average. It would appear that adding tutorial for the Financial Accounting module may help to increase mean marks and improve pass rates. The available academic resources provided by the University such as the library computer laboratory should be more widely used and other academic material should be made available to the students via Moodle. The importance of orientation weeks should be communicated and there should be an increased emphasis on study skills and academic achievement. Study groups should be emphasised and organised by the school. These study groups may benefit from having at least one member from each occupational cluster and undergraduate degree.

5.3.2 Recommendations for Future Studies

The study focused on first year MBA students enrolled in 2014 in the first semester. Future studies could include both first and second semester MBA results to give a clear perspective on the profiles and academic performance of MBA students at the UKZN. Future studies could further include first, second and third year MBA students at UKZN. Future studies could compare profiles and academic performance of MBA students across different business schools in South Africa. Furthermore, the use of primary data in future studies could help collect direct information from students that was not available for in this study.

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APPENDIX I

| ID | Gender | Race | Mode | Undergraduate | Profession | BM | MM | FA | HOB |
|-----------|---------------|-------------|-------------|----------------------|-------------------|-----------|-----------|-----------|------------|
| 1 | 2 | 2 | 2 | 2 | 2 | 73 | 76 | 87 | 65 |
| 2 | 1 | 2 | 1 | 2 | 2 | 71 | 60 | 94 | 62 |
| 3 | 1 | 2 | 1 | 3 | 5 | 59 | 76 | 71 | 72 |
| 4 | 1 | 2 | 2 | 3 | 5 | 75 | 85 | 77 | 81 |
| 5 | 1 | 2 | 1 | 2 | 2 | 75 | 79 | 77 | 59 |
| 6 | 1 | 1 | 2 | 2 | 2 | 68 | 71 | 61 | 35 |
| 7 | 1 | 1 | 1 | 5 | 6 | 72 | 85 | 43 | 70 |
| 8 | 1 | 1 | 2 | 2 | 1 | 59 | 75 | 51 | 67 |
| 9 | 1 | 1 | 2 | 5 | 1 | 70 | 75 | 50 | 68 |
| 10 | 2 | 1 | 1 | 1 | 1 | 63 | 59 | 51 | 65 |
| 11 | 2 | 2 | 2 | 2 | 2 | 70 | 75 | 50 | 55 |
| 12 | 1 | 1 | 1 | 3 | 5 | 59 | 73 | 27 | 66 |
| 13 | 1 | 1 | 1 | 3 | 5 | 66 | 73 | 53 | 65 |
| 14 | 2 | 1 | 2 | 5 | 1 | 65 | 83 | 50 | 72 |
| 15 | 1 | 2 | 2 | 1 | 1 | 62 | 78 | 47 | 71 |
| 16 | 1 | 1 | 1 | 3 | 5 | 59 | 45 | 14 | 44 |
| 17 | 1 | 2 | 1 | 3 | 5 | 73 | 79 | 60 | 59 |
| 18 | 1 | 2 | 2 | 2 | 2 | 71 | 83 | 85 | 73 |
| 19 | 1 | 2 | 2 | 2 | 6 | 61 | 78 | 64 | 67 |
| 20 | 1 | 1 | 1 | 2 | 4 | 70 | 79 | 62 | 68 |
| 21 | 1 | 1 | 2 | 1 | 6 | 71 | 59 | 31 | 63 |
| 22 | 2 | 1 | 2 | 3 | 1 | 65 | 82 | 59 | 75 |
| 23 | 1 | 1 | 1 | 2 | 6 | 69 | 69 | 64 | 55 |
| 24 | 1 | 2 | 2 | 3 | 5 | 61 | 59 | 69 | 70 |
| 25 | 1 | 2 | 1 | 3 | 5 | 51 | 68 | 81 | 72 |
| 26 | 1 | 1 | 1 | 3 | 1 | 66 | 68 | 50 | 62 |
| 27 | 1 | 1 | 1 | 2 | 2 | 56 | 72 | 67 | 64 |
| 28 | 2 | 1 | 2 | 2 | 4 | 70 | 78 | 70 | 70 |
| 29 | 1 | 1 | 2 | 3 | 5 | 54 | 75 | 52 | 61 |
| 30 | 1 | 2 | 2 | 3 | 5 | 72 | 73 | 50 | 71 |
| 31 | 2 | 1 | 1 | 3 | 5 | 62 | 73 | 54 | 64 |
| 32 | 1 | 1 | 1 | 2 | 1 | 68 | 81 | 58 | 63 |
| 33 | 2 | 1 | 1 | 2 | 1 | 67 | 70 | 58 | 68 |
| 34 | 2 | 1 | 2 | 2 | 1 | 71 | 79 | 40 | 65 |
| 35 | 2 | 1 | 2 | 2 | 4 | 63 | 79 | 57 | 75 |
| 36 | 1 | 2 | 2 | 3 | 5 | 64 | 79 | 57 | 75 |
| 37 | 1 | 2 | 1 | 1 | 1 | 56 | 69 | 54 | 69 |
| 38 | 2 | 1 | 2 | 3 | 6 | 75 | 80 | 48 | 75 |

| | | | | | | | | | |
|----|---|---|---|---|---|----|----|----|----|
| 39 | 2 | 1 | 2 | 1 | 1 | 61 | 62 | 77 | 68 |
| 40 | 1 | 1 | 1 | 2 | 1 | 59 | 75 | 52 | 60 |
| 41 | 2 | 2 | 2 | 3 | 5 | 64 | 77 | 61 | 71 |
| 42 | 2 | 1 | 1 | 2 | 4 | 77 | 77 | 78 | 71 |
| 43 | 2 | 1 | 1 | 2 | 6 | 59 | 69 | 58 | 71 |
| 44 | 1 | 2 | 1 | 3 | 5 | 70 | 73 | 68 | 71 |
| 45 | 1 | 2 | 2 | 2 | 1 | 67 | 79 | 96 | 78 |
| 46 | 1 | 2 | 2 | 2 | 2 | 71 | 75 | 86 | 70 |
| 47 | 2 | 1 | 2 | 4 | 6 | 67 | 79 | 55 | 55 |
| 48 | 2 | 2 | 1 | 1 | 1 | 83 | 82 | 89 | 68 |
| 49 | 2 | 1 | 2 | 3 | 1 | 77 | 83 | 75 | 69 |
| 50 | 1 | 1 | 1 | 2 | 4 | 62 | 75 | 73 | 66 |
| 51 | 2 | 1 | 2 | 2 | 2 | 71 | 81 | 75 | 72 |
| 52 | 2 | 2 | 1 | 4 | 6 | 79 | 83 | 66 | 71 |
| 53 | 1 | 2 | 1 | 3 | 5 | 70 | 83 | 78 | 78 |
| 54 | 1 | 1 | 2 | 3 | 5 | 45 | 61 | 49 | 65 |
| 55 | 2 | 2 | 1 | 3 | 6 | 57 | 75 | 50 | 61 |
| 56 | 1 | 2 | 2 | 3 | 5 | 68 | 83 | 95 | 75 |
| 57 | 1 | 1 | 1 | 3 | 1 | 66 | 71 | 50 | 64 |
| 58 | 1 | 1 | 2 | 3 | 2 | 71 | 84 | 51 | 69 |
| 59 | 2 | 2 | 1 | 3 | 1 | 75 | 78 | 83 | 73 |
| 60 | 2 | 1 | 1 | 3 | 5 | 76 | 76 | 41 | 63 |
| 61 | 1 | 1 | 2 | 3 | 5 | 50 | 67 | 66 | 52 |
| 62 | 1 | 2 | 1 | 2 | 4 | 69 | 84 | 97 | 77 |
| 63 | 2 | 2 | 1 | 1 | 2 | 71 | 87 | 89 | 70 |
| 64 | 1 | 1 | 2 | 4 | 6 | 62 | 79 | 50 | 62 |
| 65 | 1 | 1 | 1 | 4 | 6 | 72 | 77 | 43 | 61 |
| 66 | 1 | 1 | 1 | 2 | 2 | 54 | 77 | 48 | 65 |
| 67 | 1 | 1 | 2 | 3 | 5 | 65 | 71 | 36 | 62 |
| 68 | 1 | 1 | 2 | 2 | 2 | 53 | 83 | | 72 |
| 69 | 1 | 1 | 1 | 1 | 3 | 45 | 51 | 39 | 53 |
| 70 | 2 | 1 | 2 | 1 | 2 | 59 | 70 | 58 | 61 |
| 71 | 2 | 1 | 2 | 1 | 2 | 47 | 59 | 45 | 65 |
| 72 | 2 | 3 | 2 | 4 | 6 | 79 | 81 | 51 | 71 |
| 73 | 2 | 2 | | 3 | 5 | 73 | 91 | 85 | 73 |
| 74 | 1 | 1 | 1 | 2 | 4 | 69 | 82 | 53 | 65 |
| 75 | 2 | 1 | 2 | 3 | 5 | 52 | 57 | 78 | 54 |
| 76 | 2 | 1 | 2 | 2 | 1 | 50 | 55 | 52 | 59 |
| 77 | 1 | 1 | 1 | 4 | 6 | 70 | 70 | 44 | 67 |
| 78 | 2 | 1 | 1 | 2 | 1 | 65 | 78 | 57 | 61 |
| 79 | 2 | 2 | 1 | 3 | 5 | 55 | 71 | | 64 |
| 80 | 2 | 1 | 1 | 1 | 3 | 60 | 69 | 50 | 59 |
| 81 | 1 | 1 | 1 | 1 | 1 | 44 | 52 | 58 | 62 |
| 82 | 1 | 1 | 2 | 2 | 4 | 66 | 75 | 39 | 58 |

| | | | | | | | | | |
|-----|---|---|---|---|---|----|----|----|----|
| 83 | | | | | | 60 | 62 | | 64 |
| 84 | 2 | 1 | 2 | 2 | 4 | 72 | 83 | 52 | 65 |
| 85 | | | | 3 | 5 | 57 | 67 | 62 | 65 |
| 86 | 1 | 1 | 1 | 1 | 3 | 51 | 73 | 53 | 55 |
| 87 | 1 | 1 | 1 | 4 | 6 | 53 | 68 | 38 | 61 |
| 88 | 2 | 1 | 2 | 2 | 2 | 63 | 75 | 65 | 69 |
| 89 | 1 | 1 | 1 | 3 | 5 | 70 | 86 | 54 | 71 |
| 90 | 1 | 5 | 1 | 3 | 5 | 47 | 75 | 54 | 68 |
| 91 | 2 | 1 | 2 | 3 | 5 | 64 | 75 | 58 | 57 |
| 92 | 1 | 1 | 1 | 3 | 5 | 66 | 58 | 43 | 65 |
| 93 | 1 | 1 | 1 | 2 | 2 | 63 | 75 | 83 | 71 |
| 94 | 1 | 1 | 2 | 1 | 2 | 59 | 64 | 61 | 72 |
| 95 | 1 | 5 | 2 | 3 | 5 | 64 | 75 | 51 | 67 |
| 96 | 2 | 2 | 1 | 3 | 5 | 78 | 84 | 93 | 69 |
| 97 | 1 | 1 | 1 | 1 | 1 | 64 | 72 | 76 | 63 |
| 98 | 1 | 3 | 1 | 2 | 2 | 68 | 80 | 83 | 72 |
| 99 | 2 | 1 | 2 | 1 | 1 | 59 | 76 | 71 | 62 |
| 100 | 1 | 1 | 2 | 3 | 5 | 67 | 70 | 58 | 70 |
| 101 | 2 | 2 | 1 | 2 | 3 | 54 | 76 | 52 | 70 |
| 102 | 1 | 3 | 2 | 2 | 2 | 54 | 66 | 71 | 72 |
| 103 | 1 | 3 | 2 | 2 | 2 | 68 | 81 | 82 | 83 |
| 104 | 1 | 1 | | 3 | 5 | 53 | 62 | 58 | 63 |
| 105 | 1 | 1 | 1 | 3 | 5 | 57 | 73 | 52 | 66 |
| 106 | 1 | 3 | 1 | 3 | 5 | 75 | 81 | 78 | 76 |
| 107 | 2 | 1 | 2 | 2 | 2 | 75 | 70 | 58 | 76 |
| 108 | 1 | 1 | | 1 | 5 | 70 | 62 | 42 | 59 |
| 109 | 1 | 1 | 2 | 3 | 5 | 72 | 80 | 75 | 71 |
| 110 | 1 | 1 | 1 | 2 | 1 | 64 | 75 | 52 | 71 |
| 111 | 1 | 1 | | 1 | 1 | 47 | 48 | 44 | 60 |
| 112 | 1 | 1 | 1 | 3 | 5 | 51 | 75 | 27 | 64 |
| 113 | 1 | 1 | 1 | | | 65 | 75 | 51 | 63 |
| 114 | 1 | 1 | 2 | 3 | 5 | 75 | 73 | 61 | 70 |
| 115 | 2 | 2 | 2 | 3 | 5 | 67 | 85 | 60 | 70 |
| 116 | 1 | 1 | 1 | 1 | | 51 | 59 | 48 | 57 |
| 117 | 1 | 1 | 1 | 3 | 5 | 67 | 71 | 48 | 71 |
| 118 | 1 | 1 | 1 | 3 | 6 | 60 | 48 | 44 | 55 |
| 119 | 1 | 1 | 2 | 2 | 2 | 68 | 70 | 63 | 68 |
| 120 | 1 | 1 | 2 | 3 | 5 | 68 | 76 | 63 | 64 |
| 121 | 2 | 1 | 1 | 3 | 5 | 72 | 80 | 56 | 72 |
| 122 | 2 | 1 | 1 | 4 | 6 | 66 | 79 | 48 | 66 |
| 123 | 1 | 1 | 2 | 2 | 2 | 69 | 75 | 78 | 71 |
| 124 | 1 | 1 | 2 | 2 | 2 | 62 | 67 | 48 | 60 |
| 125 | 1 | 1 | 1 | 1 | 3 | 75 | 90 | 84 | 71 |
| 126 | 1 | 2 | 1 | 1 | 4 | 59 | 79 | 68 | 69 |

| | | | | | | | | | |
|-----|---|---|---|---|---|----|----|----|----|
| 127 | 2 | 2 | 1 | 2 | 2 | 76 | 85 | 87 | 73 |
| 128 | 1 | 1 | 2 | 3 | 5 | 45 | 54 | 29 | 50 |
| 129 | 1 | 1 | 1 | 3 | 5 | 53 | 72 | 50 | 70 |
| 130 | 1 | 2 | 2 | 2 | 1 | 66 | 76 | 60 | 72 |
| 131 | 2 | 1 | 1 | 1 | 6 | 68 | 77 | 50 | 73 |
| 132 | 2 | 1 | 2 | 1 | 1 | 68 | 80 | | 72 |
| 133 | 1 | 1 | 1 | 1 | 2 | 53 | 75 | 77 | 60 |
| 134 | 1 | 5 | 1 | 2 | 4 | 68 | 78 | 67 | 75 |
| 135 | 2 | 1 | 1 | 1 | 1 | 60 | 65 | 39 | 61 |
| 136 | 2 | 1 | 2 | 2 | 2 | 52 | 69 | 63 | 63 |
| 137 | 1 | 2 | 1 | 2 | 2 | 60 | 76 | 74 | 70 |
| 138 | 1 | 1 | 2 | 3 | 5 | 31 | 53 | 40 | 56 |
| 139 | 1 | 1 | 1 | 1 | 1 | 54 | 76 | 37 | 50 |
| 140 | 1 | 3 | 2 | 1 | 6 | 66 | 72 | 0 | 58 |
| 141 | 1 | 1 | 1 | 1 | 2 | 53 | 64 | 64 | 60 |
| 142 | | | 1 | | | 0 | 0 | 0 | 0 |
| 143 | 2 | 1 | 2 | 1 | 3 | 66 | 78 | 75 | 68 |
| 144 | 2 | 1 | 1 | 1 | 1 | 27 | 58 | 50 | 63 |
| 145 | 1 | 1 | 1 | 3 | 1 | 66 | 79 | 30 | 62 |
| 146 | 1 | 1 | 1 | 3 | 5 | 70 | 71 | 52 | 70 |
| 147 | 1 | 1 | 2 | 2 | 2 | 64 | 73 | 57 | 69 |
| 148 | 2 | 1 | 1 | 4 | 6 | 76 | 58 | 42 | 64 |
| 149 | 1 | 1 | 2 | | | 60 | 84 | 46 | 66 |
| 150 | 2 | 1 | 1 | 3 | 5 | 69 | 89 | 84 | 56 |
| 151 | 2 | 5 | 2 | 1 | 1 | 70 | 65 | 44 | 63 |
| 152 | 2 | 1 | 2 | | | 62 | 75 | 45 | 68 |
| 153 | 1 | 1 | 1 | 1 | 1 | 67 | 73 | 25 | 63 |
| 154 | 1 | 1 | 2 | | | 57 | 72 | 31 | 69 |

Source: compiled and coded by author using data provided by the GSB and L

APPENDIX II

| code | Occupational cluster |
|-------------|--|
| 1 | General Business |
| | Business Analysts Business Managers |
| 2 | Finance and accounting |
| | Financial Managers Accountants |
| 3 | Human Resource |
| | HR managers |
| 4 | Sales marketing and supply chain |
| | Marketing Mangers Sales Managers Supply Chain and distribution professionals |
| 5 | Mathematics, Physics, Engineering and science Fields |
| | Mathematicians Physicians Engineering Science professionals |
| 6 | Education and Training |
| | Lecturers Teachers |
| | |
| | Undergraduate Degree |
| 1 | Commerce |
| | B. Commerce |
| 2 | Business Administration |
| | B. Business Administration |
| 3 | Math, Physics, Science and Eng. |
| | B. Sciences B. Medical Sciences B. Science Engineer B. Pharmacy B. Chemical Eng. B. Optometry B. physiotherapy |
| 4 | Education and Training |
| | B. Education |
| 5 | Law |
| | B. Law |

Source: compiled by author using guidelines provided by South African Statistics, 2005

APPENDIX III

11 July 2014

Ms Hariet Namulondo
Graduate School of Business & Leadership
College of Law and Management Studies
Westville Campus
UKZN
Email: 212558272@stu.ukzn.ac.za

Dear Ms Namulondo

RE: PERMISSION TO CONDUCT RESEARCH

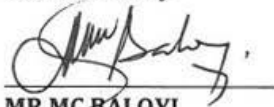
Gatekeeper's permission is hereby granted for you to conduct research at the University of KwaZulu-Natal (UKZN) towards your postgraduate studies, provided Ethical clearance has been obtained. We note the title of your project is:

"Profiles and academic performance of first year MBA students at the University of KwaZulu-Natal".

It is noted that you will be constituting your sample by accessing data of first year MBA students enrolled at Graduate School of Business & Leadership, UKZN.

Please note that the data collected must be treated with due confidentiality and anonymity.

Yours sincerely



MR MC BALOYI
REGISTRAR






Office of the Registrar

Postal Address: Private Bag X54001, Durban, South Africa

Telephone: +27 (0) 31 260 8005/2206 Facsimile: +27 (0) 31 260 7824/2204 Email: registrar@ukzn.ac.za

Website: www.ukzn.ac.za

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17 July 2014

Ms Harriet Namulondo 212558272
Graduate School of Business and Leadership
Westville Campus

Dear Ms Namulondo

Protocol reference number: HSS/0819/014M

Project title: Profiles and Academic Performance of first year MBA students at the University of KwaZulu-Natal

No Risk Approval

In response to your application dated 8 July 2014, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. Please note: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

.....
Dr Shenuka Singh (Chair)
Humanities & Social Sciences Research Ethics Committee

/pm

cc Supervisor: Dr Mihalias Chasomeris
cc Academic Leader: Dr E Munapo
cc School Admin: Ms Zarina Bullyraj

Humanities & Social Sciences Research Ethics Committee

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Website: www.ukzn.ac.za



Founding Campuses: ■ Edgewood ■ Howard College ■ Medical School ■ Pietermaritzburg ■ Westville



Turnitin Originality Report

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