Impact of Demographic Factors on Academic Performance of Management Teachers

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Abstract

Purpose - The purpose of this study was to assess the impact of demographic factors of management teachers on their academic performance with special reference to Dr. A P.J. Abdul Kalam Technical University, Lucknow (India).

Design/methodology/approach – In this research, respondents were selected from various management institutions affiliated to Dr. A P.J. Abdul Kalam Technical University, Lucknow (India). A questionnaire was distributed to 300 teachers and data collected for analysis. Around 20 questionnaires were rejected due to incomplete information and analysis was performed on 280 respondents. Kruskal –Wallis test and Regression analysis were used to analyze the data and draw conclusions.

Findings - The findings suggest that the demographic factors of management teachers affect their academic performance significantly. Among four demographic factors selected for study, UGC NET qualification of teachers has no effect on the academic performance of teachers. Other three factors highest professional qualification, designation and academic experience of teachers affect their academic performance significantly.

Research limitations/implications - Limitations of this research work includes: (1) It is assumed that the work environment in the University is same everywhere but there is possibility of micro cultural dissimilarities in the same macro culture, (2) Dependence on self-reported questionnaire data.

Practical implications - The results support the view that demographic factors of teachers are important indicator of their academic performance. Despite the importance of demography among teachers, there is little empirical research on this relationship.

Social implications- The findings will contribute towards improvement in quality education which in turn help in overall development of individuals and education world.

Originality/Value **-** The insights of this research paper will be of value to teachers and institutions engaged in education sector. Specifically, the results will contribute in understanding the relationships between demographic factors and academic performance of teachers which can be utilized for various purposes in academic world.

Keywords: *Academic performance, Demographic factors, Teachers, Management education, Qualification.*

Introduction

Education is the key to improve the lives of people. Each student deserves to have quality education and entitled to have excellent teachers in their classrooms. Teachers are the only instrument who may contribute in achieving quality education that will pave the way for high productivity and great competence level among the new generation in leading the nation. In pursuit of the objective for achieving excellence in teaching and learning, professional development of teachers is both an inevitable and essential fundamental step.

Over the last couple of years, some of the key universities have established a center for teaching excellence, with the objective of supporting and developing teaching resources and to create ideal practices for teaching methods. As a result, Quality teaching has become an increasingly significant matter within academia over the past few years. Since last few years management education is suffering from issue of quality performance, this research study focuses on academic performance of management teachers. Management education has become a major profession that fascinates considerable attention all over the world. In India during 1990s the Government has liberalized Management education which led to rapid growth of Management institutions offering management courses at undergraduate and postgraduate levels. In global scenario, industries worldwide searching for the multi-talented manpower with application based approach in place of only simple knowledge oriented approach. Due to this reason revamping of management education in India is required for healthy participation and sustainability in the global economy. The challenging task of management education is to develop the competency level of students for meeting corporate expectations.

Now a days, quality teaching has become a crucial issue within academic world. It appears that the focus is shifting from providing mass education or just completing the degree to providing quality education at large scale. Quality teaching encourages knowledge and skill development and focuses on redesigning teacher preparation, their professional development, and making sure that there are well qualified and learned teachers in each classroom. The role of a teacher assumes highly significant in this declining scenario of higher education. It is said that a good teacher has the capability to bring the entire world in the classroom. Quality education is able to provide solution to all the complications of education system and teachers are the key ingredients in providing quality education. Ensuring quality faculty with diversified experience of industry, teaching, research and consultancy is one very important measure of promoting quality education. It is required that faculty members involve themselves in research or consulting in order to create quality teaching material. Research activities contribute in the development of teachers which further reflected in their content delivery. Quality of a nation depends upon quality of citizens which in turn depends upon quality of education and ultimately depends upon quality of teachers. Therefore, teachers play critical role in promoting quality education and in determining the future and destiny of a nation.

By considering the scenario of management education and role of teachers in quality education, this study was initiated to assess the impact of demographic factors of teachers on their academic performance (UGC defined API score). Demographic characteristics of teachers as

designation, qualification and experience (academic and industry) were studied as probable determinants of their academic performance (API score). API scores are based on the teacher's self-assessment, these scores are proposed for (1) teaching related activities; (2) domain knowledge; (3) participation in examination and evaluation; (4) contribution to innovative teaching, new courses etc. The self-assessment score should be based on objectively verifiable criteria if possible and will be finally decided by the screening/selection committee. In this research work, to evaluate the academic performance and to calculate the API score of teachers, Category -III: Research and Academic Contributions was considered. Based on the teacher's self-assessment, API scores are proposed for research and academic contributions. The minimum API score required by teachers from this category is different for different levels of promotion and between university and colleges.

Literature Review

Carroll and Green (1995) defined that the demographics provide an opportunity to the policy makers to significantly affect the complexion of the teaching workforce of a nation for a generation. Thus, the demographic information proposes remedial measures to the policy makers to deal with the teaching fraternity. As per the views of Cosio-Zavala (1999), demography is the scientific study of characteristic features and dynamics concerning the human population. Demography needs the study of specific information that can be collected from a population census or statistic records. Malik (2011) identified that demographic factors rank, age, qualification, experience were related to some extent with the overall job satisfaction of university teachers. Adeyemi (2010) concluded that experience of teachers and their educational qualification were the primary predictors of academic achievement. There are two very important demographic factors of teachers which affect academic achievement; one is education level and other is experience of teacher. Education level of teacher refers to the highest educational qualification obtained by a teacher. Experience of a teacher is the total number of years a teacher has taught and was involved in academics. Experience of a teacher is a matter of concern for policymakers as experienced teachers have great opportunities to teach higher level studies or advanced classes, and therefore have students with high achievement in their classrooms. Hence, it is possible that poor performers are more likely to have a dual disadvantage because there are more chances that these students will be taught by less experienced teachers (Greenberg *et al.*, 2004). Thomas and Olugbenga (2012) analyzed the effect of teachers' qualification on performance of senior secondary school students in physics. The study concluded that the students who were taught by highly qualified teachers, performed better than those taught by less qualified teachers. The research findings also revealed that students taught by professional teachers performed better, however teachers experience in concerned subject teaching was of significant advantage. Yusuf and Dada (2016) examined the effect of teachers' qualification and experience on performance of students in Colleges of Education in Kaduna State, Nigeria. The results revealed that a significant difference found in the performance of students taught by experienced and professional teachers. The study recommended that only qualified and experienced teachers should be permitted to teach in Colleges of Education in Kaduna state, Nigeria. On the other hand, all non-professional and unqualified teachers should be encouraged to pursue their studies on a part-time or full-time basis. It will help to increase the quality of teaching and further improve students' performance and quality of education in Nigeria. As per the views of Clotfelter et al. (2014) teacher's experience is consistently associated with achievement.

Research findings have also established that teaching experience is positively correlated with learning outcomes. Raw (2003) confirmed that teachers with more teaching experience turned out students with higher academic performance. The reason behind this is the teachers who are able to develop harmony with the minds and emotions of their students in classroom which further produces better academic outcomes.

The concept of academic performance of individuals has become a major concern especially in the scenario of declining quality of education. The decline is basically attributed to various education related demands and responsibilities (Ukpong, 2007). Academic Performance is regarded as a level of achievement in a specific field of study where high scores indicate better academic performance (Egbule, 2004). Performance is what people actually do and it can be observed. Performance includes all those actions that are relevant to the goals and can be measured in terms of each individual's proficiency (Campbell *et. al.*, 1993). Mohanty (2000) describes teacher's performance as the most essential input in the education field. Teachers are perhaps the most critical element of any education system. The effectiveness of their teaching depends on motivation level, qualification, training, experience, aptitude and different other factors such as environment in which they operate and management structures with in which they perform their allocated duties. Teachers must be realized as part of the solution, not part of the problem.

Therefore, based on above literature, it is coming out that demographic factors play important role in academic performance of teachers. There are different demographic factors of teachers but in this research study four factors which are relevant in higher education, have been chosen as demographic variable for further investigation through empirical analysis. These factors are: 1) UGC NET qualified and Not UGC NET qualified teachers 2) Qualification and 3) Designation of teachers 4) Experience (academic and non-academic).

Academic performance was measured by using this criterion: UGC devised API score (Academic Performance Indicator: Research and Academic contributions) which was dependent variable of the study.

Objective of the Study

The basic objective of the proposed research is how the academic performance of teachers is affected by their demographic factors. The proposed research aims at:

(1) To analyze the effect of demographic factors of teachers on their academic performance (UGC devised API score).
(2) To recommend suitable measures for the improvement of academic performance of teachers.

Hypothesis Formulated

$H_{0\,(1)}$: The distribution of performance score (API) is same across the two types (UGC NET qualified and UGC NET not qualified teachers) category.

$H_{0\,(2)}$: The distribution of performance score (API) is same across the three types of qualification (Post- Graduate, M.Phil. and Ph.D.)

$H_{0\,(3)}$: The distribution of performance score (API) is same across the designation of teachers (Professor, Associate professor and Assistant professor).

$H_{0(4)}$: Academic experience of management

teachers are not significantly and positively affecting their Academic Performance Indicators (API score).

$H_{0\ (5)}$: Non-academic experience of management teachers are not negatively affecting their Academic Performance Indicators (API score).

Methodology

This research study was initiated to explore how teacher's academic performance (API score) varies with their demographic factors. The research study is performed within the context of Management education of various institutions of National Capital Region affiliated to Dr. A.P.J. Abdul Kalam Technical University, Lucknow (India). Data was collected through questionnaire and total 300 teachers participated as respondents from various institutions of university. Multistage cluster sampling followed by simple random sampling was used for identifying samples. The selection of faculty members from each cluster is based on relevant weightage in total population. After collecting the data, around 20 questionnaires were rejected due to inadequate information and statistical analysis was performed on completely filled 280 questionnaires of respondents.

Measures

In the questionnaire, demographic factors; UGC NET qualification, designation of teachers, qualification of teachers and experience of teachers (academic and non-academic) were used as independent variables. Dependent variable Academic performance is measured through API score which are proposed for evaluating research and academic contributions of teachers as per UGC guidelines for teacher's assessment.

Independent variable of the study

As per the significance of demographic factors of teachers in their academic performance, it is hypothesized that these variables create impact on academic performance of teachers. Four demographic factors were selected as independent variables of the study; (1) First factor: UGC NET qualification of teachers. In India UGC NET examination is conducted by the National Educational Testing Bureau of University Grants Commission. This test creates the eligibility of the candidate for the Junior Research Fellowship (JRF) award and lectureship. In this research work respondents were divided into two categories on the basis of UGC NET qualification, first category includes those teachers who are UGC NET qualified and second category includes those teachers who are not UGC NET qualified. These categories were formed to answer this question "Is there any difference between the academic performance (API score) of teachers who have qualified UGC NET examination and the teachers who have not qualified UGC NET examination. (2) Second factor: Qualification of teachers which was divided into three categories. These three categories were; Post graduate teachers, teachers with M.Phil. degree, teachers with Ph.D. degree. These categories were formed to answer this question "Is there any difference in academic performance (API score) of teachers with the different qualification status". (3) Third factor: Designation of teachers which was divided into three categories. These three categories were; Professor, Associate professor, Assistant professor. (4) Fourth factor: Experience of teachers which included number of years of experience they have in academic and non-academic field.

Dependent variable of the study

Academic performance of teachers was measured by Academic Performance Indicators (API score), points defined by UGC guidelines in category III for calculating API scores regarding research and academic contributions of teachers.

Analysis

In this research study, the statistical analysis included two parts: First part included analyzing the impact of three demographic factors: UGC NET qualification, Highest professional qualification and Designation of teachers on their academic performance (API score). In first part, for analyzing the data and finding the results the Kruskal - Wallis Test was used. This test is an alternative to one way independent ANOVA if the assumptions of a parametric test are violated. The second part included assessing the impact of experience of teachers (academic and non-academic) on their academic performance (API score). In the second part of analysis, independent variable (total experience in years) and dependent variable (API score) both are scale variable and for analyzing the metric data and finding the results Linear regression analysis was used.

Analysis: Part I

In this part, the Kruskal –Wallis test is used for analyzing the data and finding the results. This test is based on the rank of the scale variable, which in this case is API score/performance score; for each independent group based on three categories of demographic variable of teachers (1) UGC NET qualified or UGC NET not qualified (2) Designation; Assistant professor, Associate professor and Professor (3) Qualification; Post-Graduate, M.Phil and Ph.D**.**

(1) Kruskal - Wallis Test (API Score and UGC NET qualified and UGC NET not qualified Respondents)

API score were not normally distributed for both UGC NET qualified and UGC NET not qualified categories, with a skewness of 5.04 (SE=.311) and a kurtosis of 4.31(SE=.613) for the UGC NET qualified category and a skewness of 8.62 (SE=.164) and a kurtosis of 5.09 (SE= .326) for the UGC NET not qualified category.

H_0: The distribution of API score is same across the two types (teachers UGC NET qualified and UGC NET not qualified)

Test results:

Table 1: Ranks

	UGC NET Qualification	N	Mean Rank
API	NET not Qualified	221	143.54
	NET Qualified	59	129.10
	Total	280	

Table 2: Test Statistics[a,b]

	API
Chi-Square	1.483
df	1
Asymp. Sig.	.223

a. Kruskal Wallis Test

b. Grouping Variable: NET Qualification

The results indicate that the value of Kruskal-Wallis test statistic is 1.483. The p-value of test statistic is found to be more than 5% level of significance. This indicates that null hypothesis that the distribution of API score is same across the two types (UGC NET qualified and UGC NET not qualified) category is accepted. Therefore, it can be concluded that the API score in different categories in terms of UGC NET qualification are not significantly different.

(2) Kruskal - Wallis Test (API Score and Qualification; Post-Graduate, M.Phil and Ph.D degree respondents)

API score were not normally distributed for all the three categories i.e. Post-Graduate, M.Phil and Ph.D, with a skewness of 3.47 (SE=.200) and a kurtosis of 1.42 (SE=.397) for the Post -Graduate respondents and a skewness of 2.37 (SE=.421) and a kurtosis of .27 (SE= .821) for the M.Phil category and with a skewness of 2.94 (SE=.239) and a kurtosis of .80 (SE=.474) for the Ph.D respondents.

H_0: The distribution of API score is same across the three categories of qualification of teachers (Post-Graduate, M.Phil and Ph.D)

Test results:

Table 3: Ranks

	Qualification of the Teachers	N	Mean Rank
API	P.G	147	107.10
	M.Phil	31	126.29
	Ph.D	102	192.96
	Total	280	

Table 4: Test Statistics[a,b]

	API
Chi-Square	68.868
df	2
Asymp. Sig.	.000

a. Kruskal Wallis Test

b. Grouping Variable: Qualification of the Teachers

The results indicate that the value of Kruskal-Wallis test statistic is 68.868. The p-value of test statistic is found to be less than 5% level of significance. This indicates that null hypothesis that the distribution of API score is same across the three types (Post-Graduate, M.Phil and Ph.D) category is not accepted. Therefore, it can be concluded that the API score in different categories in terms of qualification (Post-Graduate, M.Phil. and Ph.D) are significantly different.

(3) Kruskal - Wallis Test (API score and Designation of respondents; Professor, Associate Professor, Assistant Professor)

API score was not normally distributed for all the categories of designation i.e. Professor, Associate Professor and Assistant Professor with a skewness of 2.07 (SE=.564) and a kurtosis of .08 (SE=1.09) for the Professor and a skewness of 1.63 (SE=.327) and a kurtosis of 1.28 (SE= .644) for the Associate Professor and with a skewness of 6.67 (SE=.168)

and a kurtosis of 2.04 (SE=.335) for the Assistant Professor.

H_0: The distribution of API score is same across the designations (Professor, Associate Professor and Assistant Professor).

Test results:

Table 5: Ranks

	Designation of the Teachers	N	Mean Rank
API	Senior Professor	2	78.50
	Professor	16	245.53
	Associate Professor	53	196.58
	Assistant Professor	209	118.83
	Total	280	

Table 6: Test Statistics[a,b]

	API
Chi-Square	68.557
df	3
Asymp. Sig.	.000

a. Kruskal Wallis Test

b. Grouping Variable: Designation of Teachers

The results indicate that the value of Kruskal-Wallis test statistic is 68.557. The p-value of test statistic is found to be less than 5% level of significance. This indicates that null hypothesis that the distribution of API score is same across the designations (Professor, Associate Professor and Assistant Professor) is not accepted. Therefore, it can be concluded that the API scores in different categories in terms of designation of teachers are significantly different.

Analysis: Part II

Linear Regression analysis (Research and academic contributions or API score vs. Academic & Non-academic (industry) experience)

To find out effect of academic and non-academic experience i.e. industry experience, on academic performance indicator (API score), regression analysis was performed. We obtained the value of R^2 =.24 (Table 7), and adjusted R square value = .239; which means 23.9% variation in academic performance indicator (API score) depends on variation in academic and non-academic experience.

Table 7: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.494a	.244	.239	110.62429

a. Predictors: (Constant), Non-academic/Industry Experience , Academic/ Research Experience

To further test that the regression model will be good fit on this data or not, f-value is being calculated with the help of ANOVA. The calculated f-value is 44.73 (Table 8) and corresponding p value is .000, which means regression model will be a good fit for this data. The obtained regression model is

API = 6.27+14.32 Academic experience – 2.6 Non-academic (industry) experience

Table 8: ANOVA[a]

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1094905.971	2	547452.985	44.735	.000b
Residual	3389852.426	277	12237.734		
Total	4484758.396	279			

a. Dependent Variable: API

b. Predictors: (Constant), Non-academic/Industry experience , Academic/Research experience

Table 9: Coefficients[a]

Model	Standardized Coefficients		Unstandardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	6.274	15.432		.407	.685
Academic/Research experience	14.320	1.518	.495	9.433	.000
Non-academic/Industry experience	-2.602	1.640	-.083	-1.587	.114

a. Dependent Variable: API score

The calculated t-value (Table 9) corresponding to regression coefficient of academic experience is 9.43 and p value is .000, which means academic experience is significantly and positively affecting the academic performance indicators of management teachers; while calculated t-value corresponding to regression coefficient of non-academic experience is (-) 1.587 and p value is .114, which means non-academic experience is negatively affecting the academic performance indicators of management teachers but not very significantly.

Discussion

The purpose of this study was to test the effect of demographic factors of teachers on their academic performance (API score) in management education. Among four demographic factors selected as independent variable of study, first factor was UGC NET qualification of teachers. It is clearly indicated from Table 10, that hypothesis $H_{0\,(1)}$ null hypothesis that the distribution of API score is same across the two types (UGC NET qualified and UGC NET not qualified teachers) category is accepted. Therefore, it can be concluded that the API score in different categories in terms of UGC NET qualification are not significantly different. Highest professional qualification of teachers was the second demographic factor selected for the study. Hypothesis $H_{0\,(2)}$ that the distribution of API score is same across the three categories of qualification (Post-Graduate, M.Phil. and Ph.D.) category is not accepted. Therefore, it can be concluded that the API score in different categories in terms of highest professional qualification of teachers (Post-Graduate, M.Phil. and Ph.D.) is significantly different. It indicates that academic performance of teachers (API score) varies with their qualification. The next demographic factor

selected for the study was designation of teachers. Hypothesis $H_{0(3)}$ that API score is same across different designations (Professor, Associate professor and Assistant professor) category is also not accepted and it can be concluded that the API score in different categories in terms of (Professor, Associate professor and Assistant professor) designation are significantly different. It indicates that academic performance of teachers varies with different designation of teachers. Experience of the teachers was the next demographic factor selected for the study. Hypothesis $H_{0\ (4)}$ that academic experience of management teachers is not significantly and positively affecting their Academic Performance Indicators (API score) is not accepted and it indicates that an individual teacher's academic experience significantly affect academic performance (API score) of that teacher. Hypothesis $H_{0\ (5)}$ that non-academic experience of management teachers is not negatively affecting their Academic Performance Indicators (API score) is not accepted and it clearly indicates that teachers with no academic experience or less academic experience have low academic performance (API score).

Table 10: Description of Hypotheses status

Criteria	Hypothesis	Null Hypothesis Statement	Status of Hypothesis
Demographic factor UGC NET qualification (qualified or not qualified)	H0(1)	H0: The distribution of performance score (API) is same across the two categories (UGC NET qualified and UGC NET not qualified) category.	Fails to reject (accept null hypothesis)
Demographic factor Highest Professional qualification (Post Graduate, M.Phil., Ph.D.	H0(2)	H0: The distribution of performance score (API) is same across the three categories of highest qualification (Post-Graduate, M.Phil. and Ph.D.)	Reject null hypothesis
Demographic factor Designation (Professor, Associate professor, Assistant professor)	H0(3)	H0: The distribution of performance score (API) is same across the designation (Professor, Associate professor and Assistant professor)	Reject null hypothesis
Demographic factor Experience (academic)	H0(4)	H0: Academic experience of management teachers is not significantly and positively affecting their Academic Performance Indicators (API score).	Reject null hypothesis
Demographic factor Experience (non-academic/ industry)	H0(5)	H0: Non-academic experience of management teachers is not negatively affecting their Academic Performance Indicators (API score).	Reject null hypothesis

Limitations of the Study

One of the critical assumptions of this research work is: The environment is identical in all the institutions of the university in which teachers of Dr. A.P.J Abdul Kalam Technical University, Lucknow (India) are working. Certainly, there can be variation from individual to individual micro cultural differences with in the same macro culture. Secondly, Out of 280 valid respondents only 59 (nearly 21% of the total) of them are UGC NET qualified respondents and remaing 221(nearly 80% of the total) are UGC NET not qualified respondents. Althought, it is already evident under $H_{0\ (1)}$ that API score in different categories in terms of UGC NET qualification are not significantly

different. However, a more rational approach can further be developed if both the categories can get equal split in terms of their presence. The last concern is reliance on self-reported questionnaire data, which may affect the research findings.

Conclusion

Demographics influence an individual's everyday life. There are different demographic factors which affect the performance of individuals. This study contributes towards identification of few selected demographic factors of management teachers and their impact on academic performance (API score) of teachers. Accordingly, this study contributes to understand how academic performance (API score) of teachers varies with the variation in their demographic factors. This study has practical implications for policy makers and administration in different universities running management courses. The results indicated some important aspect of relationship between demographic factors and academic performance (API score) of management teachers. The results suggested that demographic factors designation and highest qualification of teachers create difference in their academic performance (API score). Results also indicated that academic experience of teachers affect their academic performance positively and non-academic experience of teachers does not affect their academic performance (API score) positively. In order to improve the quality of education, some recommendations have been given on the basis of findings. Therefore the study suggests that the teachers should upgrade their qualification which will improve their knowledge and learning level and it will further lead to better academic performance. The findings of the study clearly indicate positive relationship between academic experience of teachers and their academic performance. This can be utilized in selection process of the teachers as it is one of the most significant factors of academic performance of the teachers. The implications of this study may be useful for different universities and institutions running management courses and policy makers to develop employment and promotion policies in order to improve quality of education.

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