Learning Expectations of the Students of the Master of Business Administration Program in Industrial Business at King Mongkut's Institute of Technology, Ladkrabang

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ABSTRACT

The objective of this research was to assess the learning expectation of students of the Master of Business Administration Program at King Mongkut's Institute of Technology, Ladkrabang. The study sample comprised 167 students. Questionnaires were distributed to them and the data collected were analyzed using SPSS for windows. The statistical exercises were directed at determining the frequencies, percentages, averages ($\overline{X}$) and standard deviations (S.D.) and performing t-tests and one-way Analysis of Variance (ANOVA). The hypothesis testing thresholds were set at the 0.05 and 0.01 level of significance. The results were as follows: 1. The learning expectation of Graduate Students in King Mongkut's Institute of Technology Ladkrabang in Master of Business Administration Program was at a high level ($\overline{X}$ = 4.145); 2. The study variables included gender, age, place of living, occupation, timing of work, salary, field of study, and the immediate need for employment following graduation. However, there were no statistically significant differences between the learning expectations of students within the program; 3. However significant differences were found when they were compared against graduate students studying sciences in terms of desire for personal academic fulfilment.

Keywords: Learning Expectation, Master of Business Administration Program

1. INTRODUCTION

The studies sample consisted of all graduate students who had enrolled in King Mongkut's Institute of Technology, Ladkrabang (KMITL) during the 2013 academic year. They were all studying in Industrial Business Management and came from a variety of backgrounds in terms of fields of studies.
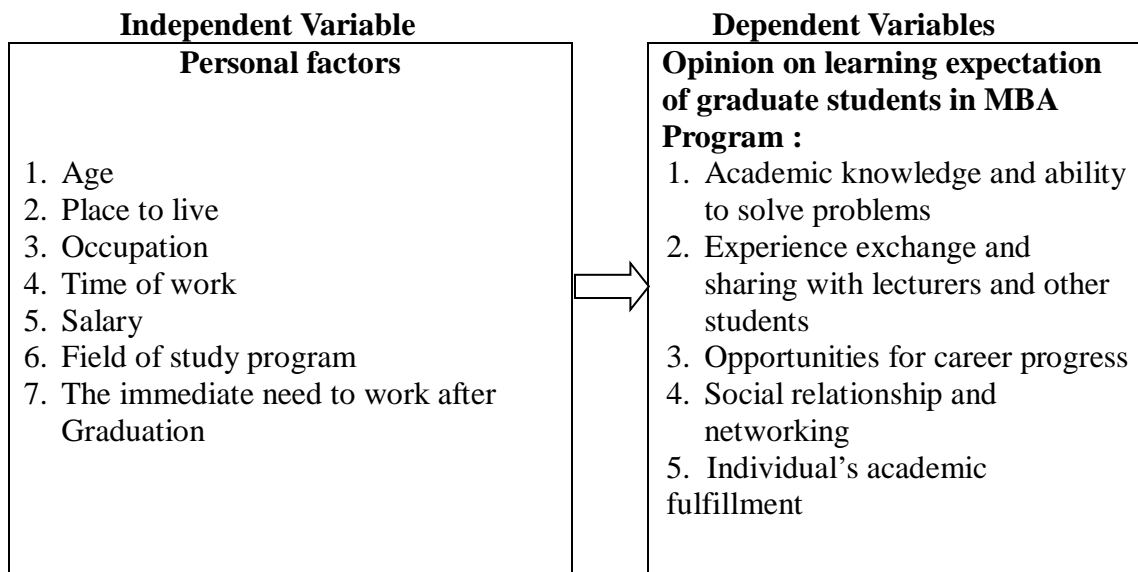
2. OBJECTIVES

1. To study student's opinions on their learning expectations in Master of Business Administration Program specializing in Industrial Business at King Mongkut's Institute of Technology, Ladkrabang (KMITL) during the 2013 academic year.

2. To investigate the relationship between personal factors and student opinions concerning their own learning expectations.

3. THE RESEARCH HYPOTHESIS

The learning expectations of students of the Master of Business Administration program at King Mongkut's Institute of Technology, Ladkrabang vary with their personal factors.

4. CONCEPTUAL FRAMEWORK

Independent Variable	**Dependent Variables**
Personal factors 1. Age 2. Place to live 3. Occupation 4. Time of work 5. Salary 6. Field of study program 7. The immediate need to work after Graduation	**Opinion on learning expectation of graduate students in MBA Program :** 1. Academic knowledge and ability to solve problems 2. Experience exchange and sharing with lecturers and other students 3. Opportunities for career progress 4. Social relationship and networking 5. Individual's academic fulfillment

5. RESEARCH INSTRUMENT

The research instrument was a questionnaire divided into 2 parts. Part 1 presented a set of questions about general information of personal factors including age, living place, occupation, time of work, salary, field of study, the degree of the immediate need to work after graduation, and the immediate Workplace. Part 2 sought opinions on the learning expectations.

6. DATA COLLECTION AND ANALYSIS

The questionnaires were distributed to the whole population. 167 were returned. They were used as the study sample.

The data were analyzed using SPSS for Windows. The following statistical measures were examined: percentage, arithmetic mean, and standard deviation. The research hypotheses were tested using t-test and one-way ANOVA. The scores for the students' degree of learning expectation were interpreted as follows:

- Average score 4.50 to 5.00 means the degree of learning expectations are the highest.
- Average score 3.50 to 4.49 means the degree of learning expectation is high.

- Average score 2.50 to 3.49 means the degree learning expectation is moderate.
- Average score 1.50 to 2.49 means the degree of learning expectation is lower.
- Average score 1.00 to 1.49 means the degree of learning expectation is the lowest.

7. RESEARCH RESULTS

Table 1 Student characteristics

Personal Characteristics	Number (n = 167)	Percentage (%)
1. Gender		
Male	80	47.90
Female	87	52.10
Total	167	100.00
2. Age		
≤ 25 yrs.	70	41.92
> 25-30 yrs.	50	29.94
> 30-35 yrs.	23	13.77
> 35 yrs.	24	14.37
Total	167	100.00
3. Live Place		
Bangkok and Metropolitan	95	56.89
Other Provinces	72	43.11
Total	167	100.00
4. Occupation		
Student	29	17.37
Work at Private Sector	118	70.66
Work of Government	11	6.59
Entrepreneur	9	5.39
Total	167	100.00
5. Timing of work (years)		
Never worked before	23	13.77
Less than or equal 5 years	81	48.50
More than 5-10 years	32	19.16
More than 10-20 years	26	15.57
More than 20 years	5	2.99
Total	167	100.00
6. Salary		
Less than or equal	56	33.53
More than20,000-30,000 bath	50	29.94
More than 30,000-40,000 bath	27	16.17
More than40,000-50,000 bath	17	10.18

	17	10.18
More than50,000 bath		
Total	167	100.00

Table 1 (cont.)

Personal Characteristics	Number (n = 167)	Percentage (%)
7. Field of study Program		
Engineer	57	34.13
Sciences	43	45.51
Management	46	32.34
Others	21	10.18
Total	167	100.00
8. Types of Study Program		
Plan 1	16	9.58
Plan 2	128	76.65
Progressive Plan	23	13.77
Total	167	100.00
9. The Immediate Need to do after graduation		
Continue old career path	61	36.53
New career path	109	63.47
Total	167	100.00
10. Important factors needed to support studying in the program		
Modern and suitable in each study subject/course	76	43.71
Lecturer with expertise and high experience in each study subject/course	49	29.34
Pay attention to learning by students	14	8.38
More academic activities for creating learning and experience out of classroom	14	8.38
Use of modern information technology and ease of access benefiting searching for academic research	11	6.59
More activities promoting friendship and good relationships among students	6	3.59
Total	167	100.00

Table 2 Descriptive statistics concerning student learning expectation

Learning Expectation Dimension	$\overline{X}$	S.D	Rank
Academic knowledge and ability to solve problems	4.210	.505	2
Experience exchange and sharing with lecturers and other students	4.140	.543	3
Opportunities for career progress	4.229	.525	1
Social relationships and networking	4.058	.577	5
Personal academic fulfilment	4.087	.587	4
Total	4.145	.417	

Table 3 Analysis of variance: relationship between living place and student learning expectation

Learning Expectation Dimension	Age ($\overline{X}$)				p-value
	≤25 (n=70)	30-25 (n=50)	35-30 (n=23)	> 35 (n=24)	
Academic knowledge and ability to solve problems	4.252	4.193	4.058	4.264	.409
Experience exchange and sharing with lecturers and other students	4.129	4.147	4.058	4.236	.729
Opportunities for career progress	4.250	4.255	4.043	4.292	.330
Social relationships and networking	4.119	3.993	3.913	4.153	.322
Personal academic fulfilment	4.061	4.110	4.022	4.177	.788
Total	4.162	4.140	4.019	4.224	.373

Table 4 Analysis of variance: relationship between living place and student learning expectation

Learning Expectation Dimension	Place to Live($\overline{X}$)		p-value
	Bangkok and Metropolitan (n=95)	Other province (n=72)	
Academic knowledge and ability to solve problems	4.211	4.208	.978
Experience exchange and sharing with lecturers and other students	4.119	4.167	.569
Opportunities for career progress	4.232	4.226	.943
Social relationships and networking	4.084	4.023	.500
Personal academic fulfilment	4.103	4.066	.690
Total	4.150	4.138	.857

Table 5 Analysis of variance: relationship between occupation and student learning expectation

Learning Expectation Dimension	Occupation($\overline{X}$)				p-value
	Student (n=29)	Private (n=118)	Government (n=11)	Entrepreneur (n=9)	
Academic knowledge and ability to solve problems	4.184	4.220	4.273	4.074	.817
Experience exchange and sharing with lecturers and other students	4.046	4.172	4.121	4.037	.658
Opportunities for career progress	4.284	4.239	4.068	4.111	.607
Social relationships and networking	4.046	4.076	3.970	3.963	.891

Personal academic fulfilment	3.957	4.138	3.886	4.083	.310
Total	4.103	4.169	4.064	4.054	.673

Table 6 Analysis of variance: relationship between time of work and student learning expectation

Learning Expectation Dimension	Time of Work ($\overline{X}$)				p-value
	Never (n=23)	≤5 yr. (n=81)	> 5-10 yr. (n=32)	> 10 yr. (n=31)	
Academic Knowledge and Ability to Solve Problem	4.203	4.243	4.167	4.172	.862
Experience Exchange and Sharing with Lecturers and other Students	4.188	4.123	4.135	4.151	.966
Opportunities for Career Progress	4.402	4.201	4.180	4.226	.391
Social Relationship and Network	4.145	4.053	4.000	4.065	.839
Individual's Academic Fulfillment	4.000	4.071	4.211	4.065	.568
Total in all Dimensions	4.183	4.138	4.139	4.135	.963

Table 7 Analysis of variance: relationship between age salary and student learning expectation

Learning Expectation Dimension	Salary($\overline{X}$)					p-value
	< 20,000 (n=56)	20,000-30,000 (n=50)	> 30,000 -40,000 (n=27)	> 40,000 -50,000 (n=17)	> 50,000 (n=17)	
Academic knowledge and ability to solve problems	4.292	4.160	4.222	4.176	.4098	.583
Experience exchange and sharing with lecturers and other students	4.113	4.187	4.173	4.059	4.118	.910
Opportunities for career progress	4.232	4.215	4.231	4.441	4.044	.298
Social relationships and networking	4.030	4.073	4.111	4.078	4.000	.965
Personal academic fulfilment	4.009	4.105	4.176	4.235	4.000	.542
Total	4.135	4.148	4.183	.4198	4.052	.849

Table 8 Analysis of variance: Relationship between the immediate need to work after graduation and student learning expectation

Learning Expectation Dimension	The immediate need to work after graduation ($\overline{X}$)		p-value
	Continue (n=61)	New Career (n=106)	
Academic knowledge and ability to solve problems	4.235	4.195	.624
Experience exchange and sharing with lecturers and other students	4.148	4.135	.888
Opportunities for career progress	4.316	4.179	.107
Social relationships and networking	4.066	4.053	.897
Personal academic fulfilment	4.025	4.123	.300
Total	4.158	4.137	.759

Table 9 Analysis of variance: relationship between field of study and student learning expectation

Learning Expectation Dimension	Field of study ($\overline{X}$)				p-value
	Engineer (n=57)	Science (n=43)	Management (n=46)	Others (n=21)	
Academic knowledge and ability to solve problems	4.234	4.295	4.101	4.206	.328
Experience exchange and sharing with lecturers and other students	4.199	4.054	4.094	4.254	.396
Opportunities for career progress	4.250	4.105	4.261	4.357	.272
Social relationships and networking	4.111	3.853	4.138	4.159	.058
Personal academic fulfilment	4.088	3.884	4.239	4.167	.033*
Total	4.176	4.038	4.167	4.229	.244

*0.05

8. DISCUSSION

This paper has investigated the competency expectation of graduate students of the MBA program at KMITL. Learning expectation was divided into 5 dimensions measured on the Likert scale. The following are the results in terms of the 5 dimensions ranked from high to low via score,

(1) Opportunities for career progress
(2) Academic knowledge and ability to solve problems
(3) Experience exchange and sharing with lecturers and other students
(4) Personal academic fulfillment
(5) Social relationship and networking

This result is surprising since opportunities for career progress is at the top This could be an indication of student opinion on the strength of study program in terms of the degree to which the program is able to provide the learner with the right knowledge for advancement in their respective career paths after having already completed the program. This result also implies that the learners focused their expectation of the program on the content of the curriculum that may need to be modernized in terms of content relevant to solving problems at work. Students perceived that their completion of the program can help them to get promoted to a higher job position. The usefulness of the course content, the approaches, the general learning environment of the institute, the faculty, and the program curriculum, all these factors were important to the success of the MBA program. Competency-oriented educational concepts focus on the output from educational processes whereas the conventional paradigm emphasizes the "input" which students should learn.

9. RECOMMENDATIONS

1. The programs need to provide the learner with the right knowledge so the students can apply it for advancing their respective career paths after completing the program.

2. The learners based their expectations from the program on curriculum content. Apparently they thought it should be modernized and become more relevant to solving problems at work. They perceived that after completing the program they would be promoted to a higher job position.

3. The usefulness of the course contents, the approaches, the general learning environment of the institute, the faculty, as well as the program curriculum were considered important to the success of the MBA program.

4. In contrast to the conventional paradigm that emphasizes the "input" which students acquire, competency-oriented educational concepts focus on the output of educational processes .

5. The MBA program could pay more attention to the following:
  5.1 The need for modernizing each study subject/course and make it more suitable to student career needs
  5.2 Lecturer expertise and experience in each study subject/course
  5.3 Needs of learners/Students
  5.4 The need for more academic activities capable of creating learning experiences outside classroom
  5.5 The need for modernizing information technology elements and make them easy to access for the benefit of academic research
  5.6 The need for more friendship activities and promoting good relationships among students

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