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ABSTRACT

Once 160,000 undergraduates in the University of California system were asked to name the obstacles that hinder their academic success, the students listed various aspects, but the number one reason, which was given by 33% of the students, was that they simply didn't know how to study. This seems to be a hard reality when it comes to even Indian colleges. As a solution to this problem, an Innovative practice was adopted by Srinivas Institute of Management Studies and started to follow a model of distributing " Study Materials" to the pupil for each semester in their undergraduate programme. Since last few years this practice had a mixed response in college from the student community. Students have multiple opinions regarding this approach of college. This study titled "a study of student perception on Printed study material distribution model, a case study of students at Srinivas Institute of Management Studies with special reference to MBA & BBM students" is intended to empirically study the actual students' perception towards the model and reinvent possible improvements if needed with the help of student's inputs to facilitate student friendly learning.

Keywords: Study materials, students, Srinivas institute of management studies, best practice.

1. INTRODUCTION :

An important element for the effective learning is the selection of instructional materials that meet the needs of students and helps to overcome the constraints of the teaching and learning environment. Educators & students are trying newer methods to achieve this in their own ways like physical aids as well as digital aids.

Digital aid, thanks to the wonderful information transfer facilities, access to the Internet, and posting of materials on the World Wide Web which gives instructors and student community unbounded supply of resource material. In addition, the ease of electronic communications between a teacher and students, and among students, provides new opportunities for sharing questions, answers, and discussions during a course. At the same time, there remains a major role for student use of textbooks and other

conventional modes for instructional purpose.

Physical aid, like Textbooks and other study materials are highly handy form of information and can be accessed when, where, and at whatever rate and level of detail the reader desires.

Research indicates that, for many people, reading is faster than listening to lectures. Also there is still a large student community who expect a teacher to acts as a knowledge dispenser. Students like the traditional lecture also because there is no need for active effort. The only skills required are to be able to take notes, memorize the information to be repeated at the exam, and hopefully get the expected marks. Therefore, this process is also cost effective for the students in terms of effort for information treatment. Extreme versions of these are compelling educators to do spoon-feeding. Though there are negative opinions on spoon-

feeding students in learning process, it is sometimes inevitable because of following reasons;

- Especially in graduation level, in terms of skill acquisition, there is a need to go through the hard work and routine before one advances to a higher level.
- There is a wide range of abilities among the students and educators do not have a sufficiently comfortable student-teacher ratio for coaching them individually
- The time given to complete each module is limited. We do not have enough time to try out alternative techniques.
- Even in executive management courses, 50-60-year-old senior level officials of private companies, vice-presidents, and chief accountants are waiting to be spoon-fed. So you cannot blame a third year student who has only one or two more classes to finish to expect it.

Here in this case of Srinivas institute of management studies, an Innovative practice has been started - a model of distributing "Study Materials" to the pupil for each semester on each subject.

The Study material:

The study materials are printed notes which are compiled by faculty members of the college. Each teaching faculty will be assigned certain subjects in every semesters for which he/she shall prepare contents by referring the university syllabus and will compile in the form of a book. Apart from university syllabus some value addition chapters will also be included in it in order to enhance the subject knowledge. All these contents will be printed and supplied to each student as a book by collecting some money to cover the printing cost. Faculty who prepare study materials will teach the same subjects to the students for which he / she has prepared the materials.

The advantages of such model are;

- It is a one point authentic reference for the subjects as these are prepared by teachers who will teach that particular subjects.
- It helps as cost effective printed notes and students can focus more on lectures.
- It can be used to write assignments.

- It can act as an exam friendly reference books as it provides comprehensive narration of syllabus of course subjects.
- It will make learning comfortable and easy for the students.
- Helps to cope with time constraints in multiple ways.
- Also helps in imparting out of syllabus subject knowledge

Since last few years this practice had a mixed response in college from student community. Students have a multiple opinion regarding this approach of college. This study titled "a study of student perception on Printed study material distribution model, a case study of students at Srinivas Institute of management studies" is intended to empirically study the actual students' perception towards the model and reinvent possible improvements if needed with the help of student's inputs to facilitate student friendly learning.

2. STUDY OBJECTIVE :

The study was conducted with an objective to know the perception and opinion about the study material system followed in Srinivas institute of management studies, Pandeshwar, Mangalore.

3. METHODOLOGY :

Study being a descriptive research, gathered required information by using mailed questionnaire method.

Under the non probabilistic method [convenience] responses from 73 students who are pursuing / completed BBM and MBA courses at Srinivas Institute of Management Studies have been gathered.

These data have been analyzed using basic statistical tools. Efforts were also made to understand whether there is a significant relationship between some nominal variables using Chi-square tests.

Limitations:

- This study wanted to achieve more randomness in its sampling which could not be achieved.
- The study could not relate its out comes in comparison with responding student's exam

results which could have explored more inferences.

- Sample size being only 73, will have problem of generalization.

4. DATA ANALYSIS :

Table NO:1 Gender distribution of respondents' course wise

Row Labels	Female	Male	Grand Total
BBM	7	25	32
MBA	16	25	41
Grand Total	23	50	73

Chart NO:1 Whether students have purchase all or majority of study materials

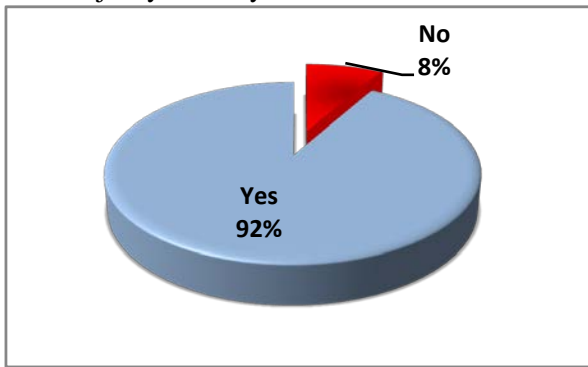


Chart NO:2 Whether students are comfortable with the study material model followed in college, if not the reason

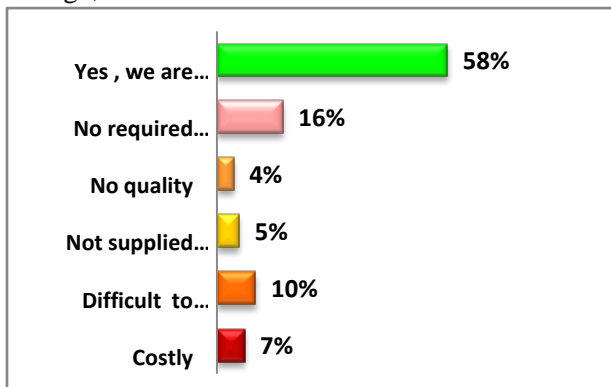


Chart NO:3 About the language used in study materials

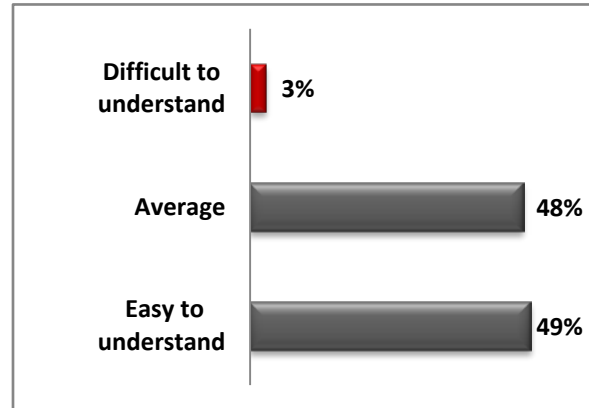


Chart NO:4 Whether study material contains more than required information?

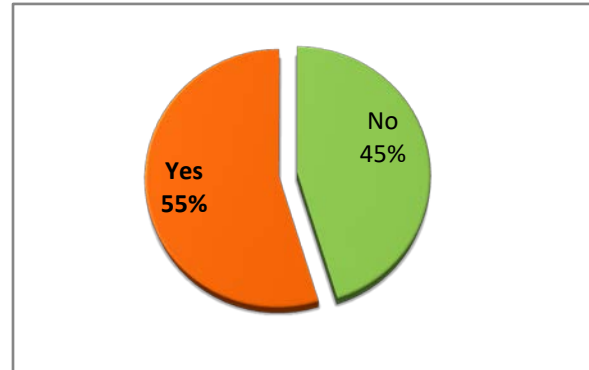


Chart NO:5 Do they need more solved problems or real time examples in study materials?

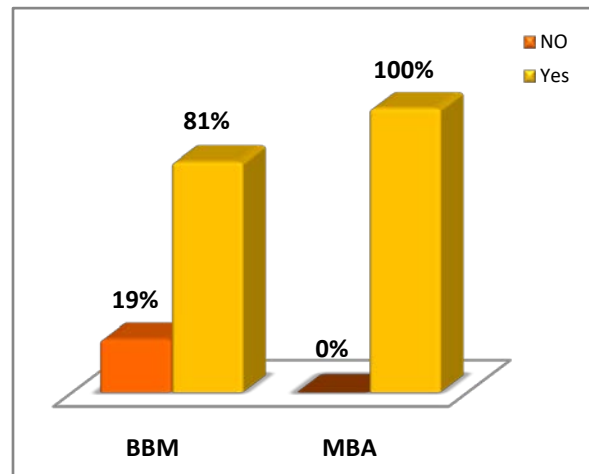


Chart NO:6 Whether books or guides available outside are better than study materials?

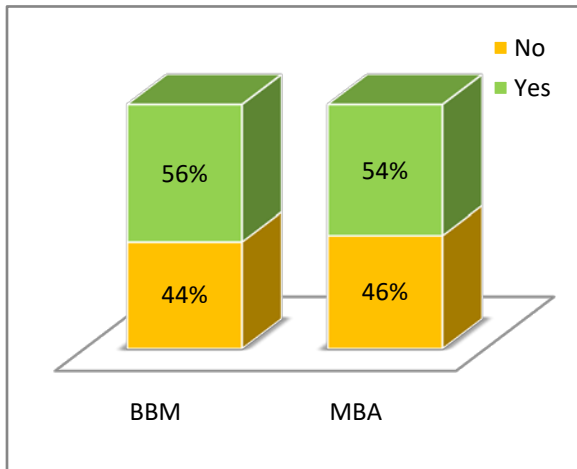


Chart NO:7 Reason for feeling books or guide outside are better than study materials. [Those who said Yes for previous question]

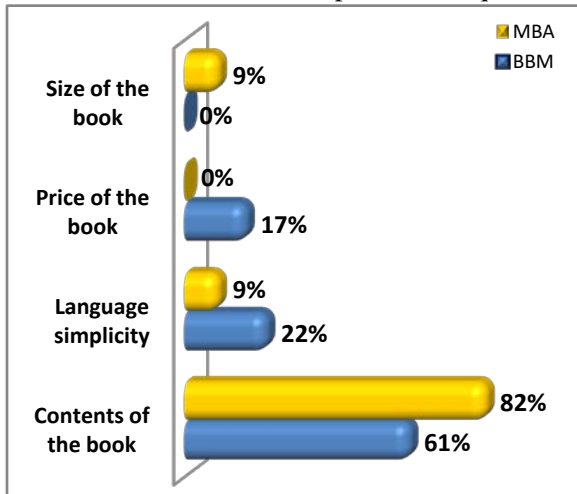


Chart NO:8 Whether assignment questions in study materials helps in improving examination performance?

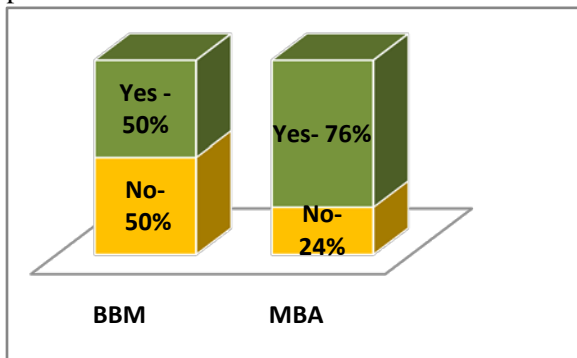


Chart NO:9 Does the study material prevent students' library visits for knowledge enhancement?

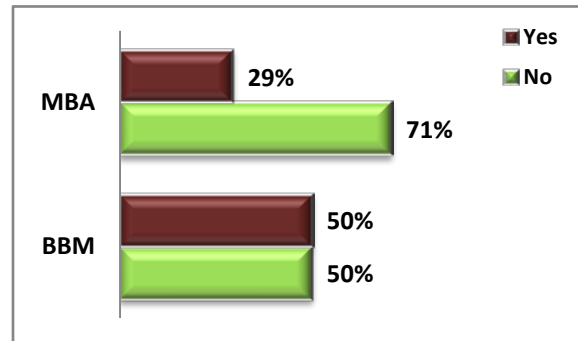


Chart NO:10 Whether short forms and acronyms used in study materials are difficult to understand?

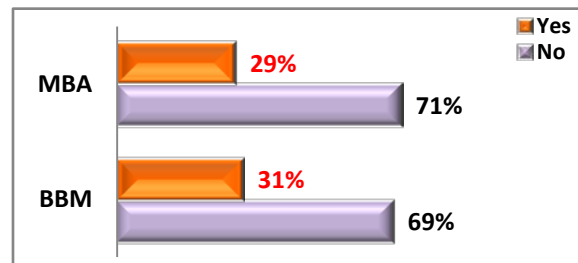


Chart NO:11 About reading of Value added chapters in study materials;

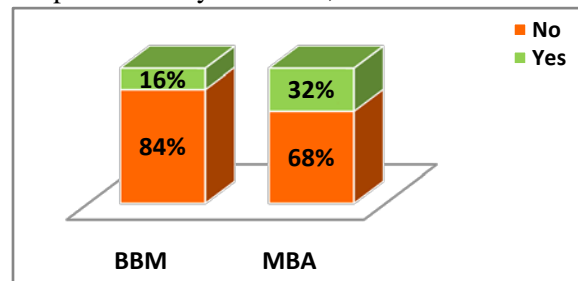


Chart NO:12 Opinion about different aspects of study materials;

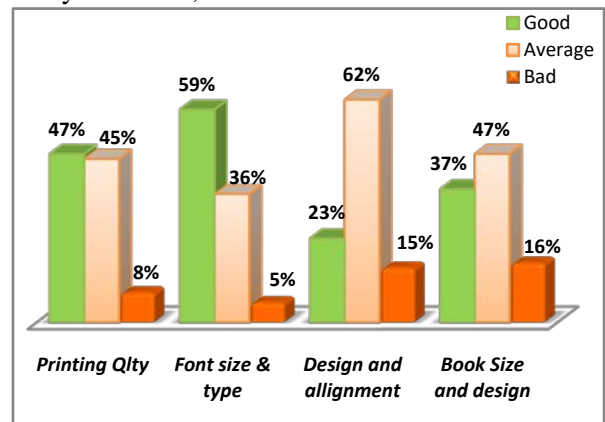


Chart NO:13 Opinion about the price charged for study materials;

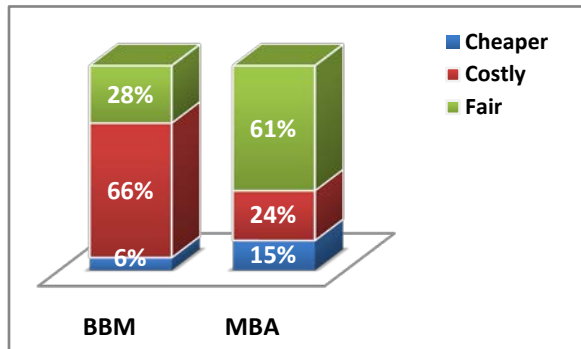


Chart NO:14 When would students prefer to get a study material in a semester?

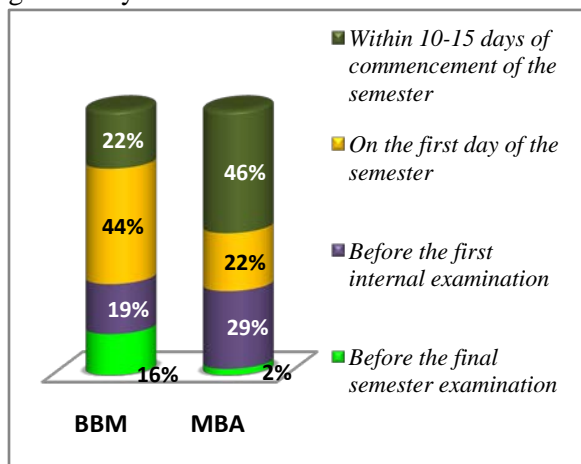


Table NO:2 Students' preferred time to pay for study materials;

Row Labels	BBM	MBA
Along with the annual college fee	28%	41%
As and when you get the study materials	66%	51%
Before the commencement of semester	6%	7%
Grand Total	100%	100%

Chart No:15 Other college students using Srinivas study materials;

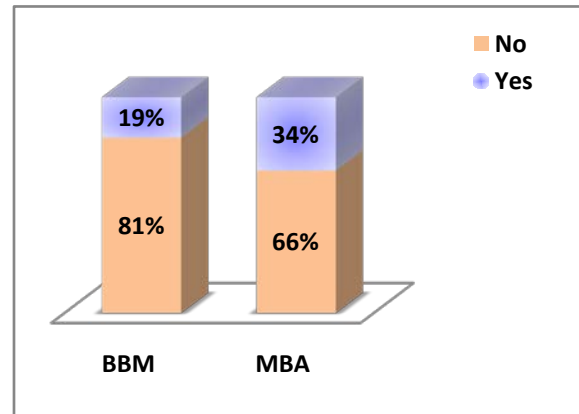


Table NO:3 As a part of improvement suggestion, students' preference of study materials contents;

Row Labels	BBM	MBA	Grand Total
Only questions and answers [covering entire syllabus]	16%	10%	12%
Only solved past question papers	31%	5%	16%
Points and Explanations [as followed now]	53%	85%	71%
Grand Total	100%	100%	100%

Chart No:16 Single most important benefit from study material

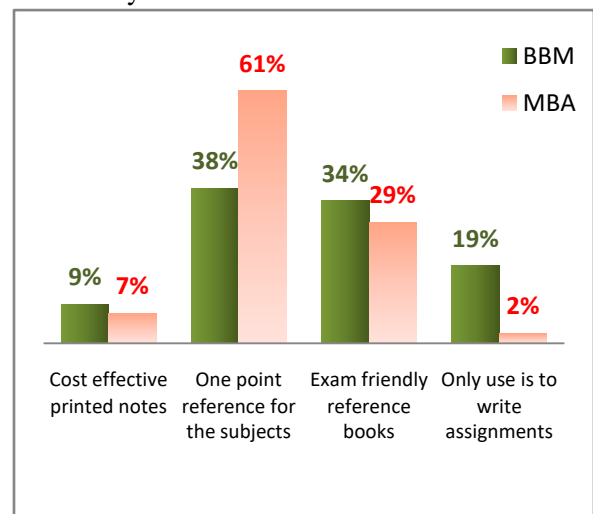


Chart No:17 Overall satisfaction level with study material

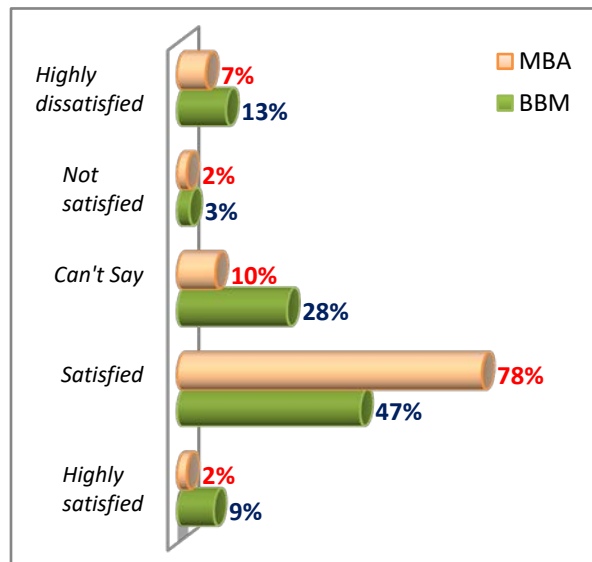


Chart No:18 Opinion about the distribution of study material in soft copy instead of books`

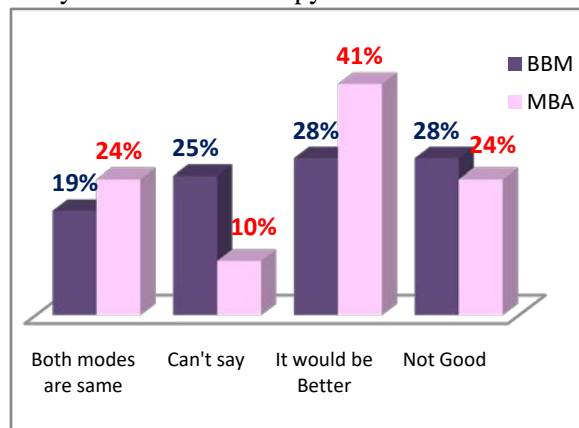


Chart No:19 In spite of study materials whether students refer other books;

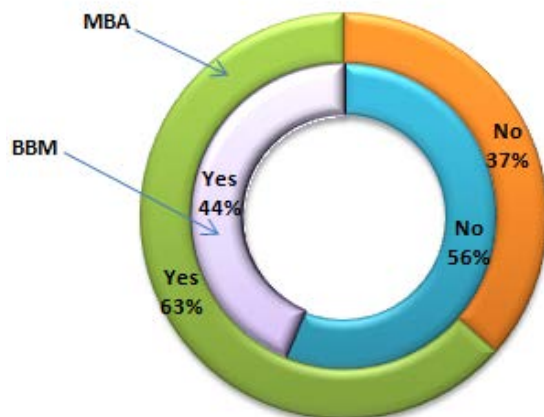
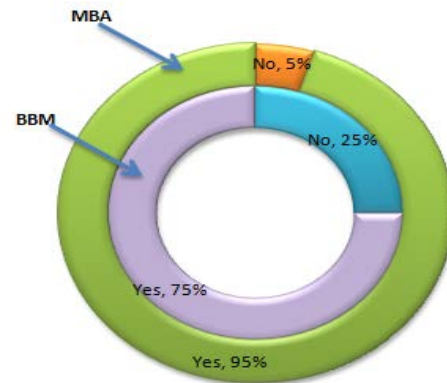


Chart No:20 In spite of all other things, do students need a study material?



Chi square Test

Chi-square test of independence was performed on three pairs of attributes in the study they are;

- To examine the relation between medium of study of students till their class 10 and their opinion about the language used in study materials.

The Null hypothesis (H0) - Medium of study of students till their class 10 and their opinion about the language used in study materials are **independent**.

The Alternative hypothesis (H1) - Medium of study of students till their class 10 and their opinion about the language used in study materials are **dependent**.

Table no: 4 Chi square test variables

About language used in Study material	English medium	Non English	Grand Total
Average	22	13	35
Difficult to understand	0	2	2
Easy to understand	18	18	36
Grand Total	40	33	73

With probability level of 0.05 & Degree of freedom 2, the calculated value being 0.159 and table value being 5.99, H0 is accepted and it is concluded that medium of study of students till their class 10 and their opinion about the language used in study materials **are independent and has no relation**.

- To examine the relation between gender of the student and their overall level of satisfaction on study material model.

The Null hypothesis (H0) - gender of the student and their overall level of satisfaction on study material model are **independent**.

The Alternative hypothesis (H1) - gender of the student and their overall level of satisfaction on study material model are **dependent**.

Table no: 5 Chi square test variables

Gender	Can't Say	Highly dissatisfied	Highly satisfied	Not satisfied	Satisfied	Grand Total
Female	3	0	1	0	19	23
Male	10	7	3	2	28	50
Grand Total	13	7	4	2	47	73

With probability level of 0.05 & Degree of freedom 4, the calculated value being 0.172 and table value being 9.487, H0 is accepted and it is concluded that **gender and their overall satisfaction level on study materials model are independent**.

3. To examine the relation between course pursued/ completed and their overall level of satisfaction on study material model.

The Null hypothesis (H0) - course pursued/ completed and students' overall level of satisfaction on study material model are **independent**.

The Alternative hypothesis (H1) - course pursued/ completed and students' overall level of satisfaction on study material model are **dependent**.

Table no: 6 Chi square test variables

Course pursued/ completed	Can't Say	Highly dissatisfied	Highly satisfied	Not satisfied	Satisfied	Grand Total
BBM	9	4	3	1	15	32
MBA	4	3	1	1	32	41
Grand Total	13	7	4	2	47	73

With probability level of 0.05 & Degree of freedom 4, the calculated value being 0.0834 and table value being 9.487, and H0 is accepted and therefore concluded that both **course pursued/ completed and students' overall level**

of satisfaction on study material model have no relation and are independent.

5. MAJOR OBSERVATIONS FROM THE STUDY :

The survey to study the perception of MBA & BBM students towards study material distribution system in Srinivas Institute of management studies was analyzed with the help of response collected from 32 BBM & 41MBA students. This had following important observations;

- There were still small portions of student population who have not purchases majority / all the study materials [16% BBM & 2% MBA students in this study]
- Study material model is not comfortable for 42% of respondents due to the reasons like ; non availability of needy contents [16%.],difficult to understand [10%], costly[7%], supply of book on time[5%] also quality issues [4%]
- In spite of 10% respondents who felt uncomfortable with study material language, specifically when they had to tell their opinion about the language used in study materials, 97% of pupil rated language as average or easy to understand.
- More than half of total respondents [55%] felt study material contents are more than required.
- Almost 91% respondents wanted more solved problems or real time examples in their study materials.
- When books or guides available outside and study materials were asked to be compared, 55% said our side books are better and 45% said study materials are better.
- About the assignment questions in study materials, majority [64%] people felt that it helps in improving examination performance and 36% had opposite opinion on it.
- For 50% of BBM respondents, study materials prevent them from going to library for knowledge enhancement and for 71% of MBA students study materials don't prevent them from library visits.
- Majority said that short forms or acronyms used study materials are not a problem for their understanding.

- 75% of pupil don't read value added chapters [84% BBM & 64% MBA]
- Book Size, design of the book & alignment of contents inside were mostly rated bad aspects in the present study materials.
- 42% people said study materials are costly, 47% people said study materials are fairly priced and 11% said its cheap
- 25% students want study materials only before the first internal exam and 8% students want it only before the semester exam.
- 36% students said that the amount of study materials can be paid with annual college fees.
- As a part of improvement suggestion 31% BBM students want only solved university question papers in study materials. However in total present mode of point & explanations is preferred by majority.
- About single most important benefit of study materials, more than half of responding students i.e., 51% [61% of MBA & 38% BBM] say that it is a one point reference for the subjects; it is an exam friendly reference book for 38% students, 10% feel that it is useful only to write assignments.
- Overall basis, study material system is not satisfactory or highly dissatisfactory to only 13% of responding students all others were satisfied.
- 27% students feel that Srinivas study materials are benefiting other college students as well.
- Distributing softcopy of study materials alone instead of books will better according to only 36% respondents & 26% say that it is not good & will not help for study and 22% people have neutral opinion on this.
- When study materials are supplied, 56% of BBM & 47% of MBA students will not refer any other books.
- With Chi-square test it is inferred that,
 - Medium of study of students till their class 10 [English/non English] and their opinion about the language used in study materials are independent and has no relation.
 - Gender and their overall satisfaction level on study materials model have no relation.
 - Course pursued/ completed and students' overall level of satisfaction on study material model have no relation and are independent.

6. CONCLUSION :

With a view to facilitate student centric active teaching learning process the innovative practices started by Srinivas Institute of Management Studies by distributing "Study Materials" to the pupil for each semester on each subject had a mixed response from student community specially from MBA & BBM, and has provided scope for some valuable introspection.

While encapsulating result of this study, one can observe the negatives like, 8% pupil still not buying study materials; 42% still have some discomforts with the system, Majority feel contents are more than required & no use of value added chapters & Cost of study materials being a concern for many UG students.

However there are some positives as well; like, Language being understandable for 97%; Affirmation about clubbing Study Material charge with annual fee, other college students using Study Material [specially PG study material], Majority feeling satisfied with Study Material system etc. Along with this, some scope of improvement were also found, such as, inclusion of more solved problems/real time example, reframing of assignment question [especially UG] supporting exam performance, emphasizing library engagement activity for UG.

Undoubtedly this innovative practice has been embraced by student community with some unfulfilled wishes, if faculty and the management can work in those directions without any doubts this innovation would definitely be the most successful endeavor helping positively in the teaching learning environment of the institution.

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