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Factors Influencing on the Academic Performance of Students in Business Education

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Abstract This study analyses the factors of students' commitment and teaching context which influence on the academic performance of students. The study findings reveal that the students' commitment, teaching context and students' academic performance are in satisfactory level. Students' commitment has positive moderate influence and teaching context have weak positive influence on the academic performance of students. The regression analysis shows that both students' commitment and teaching context explain 21.4% of variation on the academic performance of students, while 78.6% of variation in the academic performance of students is unexplained by these both variables. These unexplained variations may be caused from personality, family background, prior knowledge, physical and psychological competencies, cognitive skills of students and learning habit etc. Therefore the teacher needs to improve present teaching context in alliance with personal factors of students in order to improve students' learning in business education in a university.

Key Words: Students Performance, Teaching, Learning, Student Commitment

Background of the Study

The primary objective of education is to build knowledge, skills and attributes of students in order to improve their personality. The students' performance plays an important role in order to produce the best quality graduates who will become great leader and manpower for the country thus responsible for the country's economic and social development.

The word education derived from the Latin word "educare" which means "to lead out" or "being forth". It means, through education student's knowledge and aptitudes are natured. According to Nunn, "education is the complete development of the individuality, so that he can make an original contribution to human life and to his best capacity"

(Aggarwal, 2002, p: 6). Thus the education plays an vital role for bringing sustainable achievement in mankind by continuous reorganization and integration of activities from the past to present and forwarded to future (Aggarwal, 2002).

Further, Biggs (1999, p: 13), ensured that "learning is the way of interacting with the world. As we learn, our concepts of phenomena change, and we see the world differently". Hence, education creates changes in the society.

In order to implement effective education, present academics have to confront many challenges resulting from students' diversity, increase student's intake, fewer staff, and new courses etc. In addition, they face difficulties in maintaining standard for higher academic performance. This makes the academic job more complex and need to re-skill the academic to face such challenges (Biggs, 1999). Thus, there is a need arises that the academic needs to focus on improving students' learning by the way of adopting proper teaching approaches, which would support students to engage deep learning.

In this context, the quality of students' performance depends on student factors, teaching context, deep and surface approach to learning by students and learning outcomes of study programme (Biggs, 1999).

The performance of students in a particular study programme is varying from course unit to course unit, and also student to student with in a course unit in the Faculty of Commerce and Management, Eastern University Sri Lanka. Therefore, this study intends to analyze the factors influencing on the academic performance of business students in the Faculty of Commerce and Management, Eastern University Sri Lanka.

Hence this study would be advantageous for those who involved in teaching and designing higher education study programme.

Problem Statement

It is observed that the results of students are varying very much from student to student even though the students draw from similar subject with similar teaching context. In which some students' performance were good while other students' performance were not at satisfactory. Hence, the research problem can be stated as, "Why do some students perform poor although other students' performance is high?"

Research Questions of the Study

The research questions for this study are stated as below.

- i. What is the level of the students' commitment in the particular course unit?
- ii. What is the level of the teaching context in the particular course unit?
- iii. What is the level of impact of the students' commitment and teaching context on the academic performance of the students in the particular course unit?

Objectives of the Study

Hence the objectives of the study intends:

- i. To find out the level of the students' commitment in the particular course unit?
- ii. To find out the level of the teaching context in the particular course unit?
- iii. To find out the level of impact of the students' commitment and teaching context on the academic performance of the students in the particular course unit?

Literature Review

Teaching

The term teaching illustrates "the activity that helps some body to learn something by giving information about it" (Oxford, 2005). Biggs (1999, p: 4), says that "good teaching is getting most students to use the higher cognitive level

processes that more academic students use spontaneously".

Different Views about Teaching

There may be different perception about teaching role from person to person. It can said with opinion of teachers on how learning accrued by the function of students efforts as there is an individual differences, quality of teaching or result of learning focused activities as both teaching context and student engagement. Thus the levels of teaching can be categorized into three; level 1- what student is, level 2- what the teacher does, and level 3- what student does (Biggs, 1999).

Level 1 - what student is

Under this scenario, the teacher taking their responsibility is to know the content well, and expound it clearly. "There after it's up to the student to attend lectures, to listen carefully, to take notes, to read recommended readings and to make sure it's taken on board and unloaded on cue. Then the assessment instrument of sorting the good students from the bad after teaching is over" (Biggs, 1999, p: 21).

Level 2 - what the teacher does

The view of teaching at the next level is still based on transmission, but of concepts and understanding, not just information. Under this scenario learning is viewed as more function of what the teacher doing than of what sort of student one has to deal with (Biggs, 1999).

Level 3 - what student does

The aspect of teaching on "what student does" is more comprehensive and wider philosophical oriented. In which the teacher has to focus beyond concepts and facts, especially, what is mean by understanding, what are the level of understanding for particular students, in what ways the student will understand, and what kind of teaching - learning activities are required to reach those kinds of understanding. This view follows the some key questions:

- How do you define those levels of understanding?
- What do students have to do to reach the level specified?
- What do you have to do to find out if they have been reached or not? (Biggs, 1999)

Reflective Teaching

Reflective action differs from routine action. According to Dewey, routine action is guided by factors such as tradition, habit and authority and by institutional definitions and expectations. By implication it is relatively static and is thus unresponsive to changing priorities and circumstances. Reflective action on the other hand involves a willingness to engage in constant self appraisal and development rigorously (Pollard, 2006).

The term reflective teaching illustrates the adaptation of reflective practice into individual teaching. It is being as an action learning targeted to teaching individual herself or himself.

According to Biggs, the reflective practice will direct us to be better teacher. Further he states that “learning new techniques for teaching is like fish that provides a meal today; reflective practice is the net provides meals for the rest of one’s life” (Biggs, 1999, p: 6).

“The process of reflection feeds a constructive spiral of professional development and capability” (Pollard, 2006, p; 5). The Figure 1 indicates it.

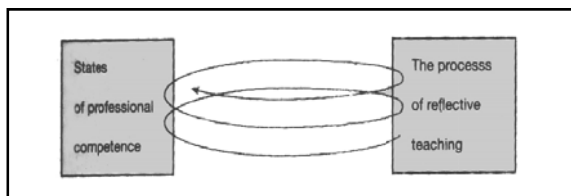


Figure 1 The Spiral of Professional Development

Source: Pollard, A., (2006), Reflective Teaching, 2nd Edition, London: Continuum , p:5

Another question arises that how the reflective practices have to be carried out rigorously. It has been explained by Andrew Pollard as seven Characteristic of reflective practice. They are;

- i Reflective teaching implies an active concern with aims and consequences; as well as means and technical efficiency”.
- ii “Reflective teaching is applied in a cyclical or spiraling process, in which teachers monitor, evaluate and revise their own practice continuously”.

- iii “Reflective teaching requires competence in methods of evidence-based class room enquiry, to support the progressive development of higher standards of teaching”.
- iv “Reflective teaching requires attitudes of open mindedness, responsibility and wholeheartedness”.
- v “Reflective teaching is based on teacher judgment, informed by evidence-based enquiry and insights from other research”.
- vi “Reflective teaching, professional learning and personal fulfillment are enhanced through collaboration and dialogue with colleagues”.
- vii “Reflective teaching enables teachers to creatively mediate externally developed frameworks for teaching and learning” (Pollard, 2006, pp: 14-23)
- viii 5.2 Learning
- ix “Learning can be considered as the process by which knowledge, concepts, skills, and attitudes are acquired, understood, applied and extended. Learning is partly a cognitive process and partly social and affective” (Pollard, 2006, p: 142).
- x According to Biggs (1999, pp: 12-13), “learning is the way of interacting with the world. As we learn, our conceptions of phenomena change, and we see the world differently”. Hence, learning is the way we structure the information and think with it does. Thus education is about conceptual change, not just acquisition of information. Further he pointed out that the requisites for such deepen learning incurred when there is clarity of what, where, when and why to be learnt, felt need from experience, freedom to learn, and collaborative effort.

xi Approaches to Learning

- xii The learning process can be viewed differently by the scholar’s point of view. For instance, the learning process can be seen as the theory of behaviorism, constructivism, and social cognition. The behaviorism theory suggests that living creatures, animal or human, learn by building up associations between their experience, their thinking, and their behavior. The theory of constructivism suggests that people learn through an interaction between thinking and

experience, and through sequential development of more complex cognitive structures. The social cognition theory retains the constructivist concern with learner activity, but also recognizes the significance of social process (Pollard, 2006).

- xiii Alternatively the learning process can be viewed as surface and deep approach to learning (Biggs, 1999). The Figure 2 indicates the different level of learning of academic and non-academic oriented student.

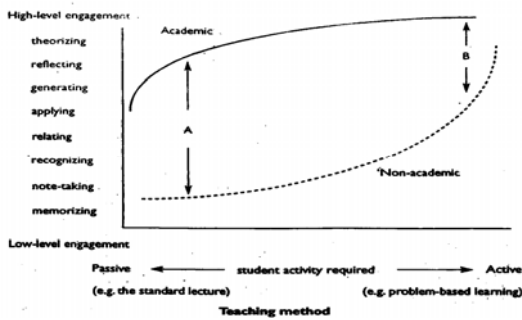


Figure 2 Student Orientation, Teaching Method and Level of Engagement

Source: Biggs J, 1999, Teaching for quality learning at University, Buckingham: SRHE and Open University Press. p: 14

Surface approach

The surface approach arises from an intention to get the task out of the way with minimum trouble, while appearing to meet requirements. Low cognitive level activities are used, when higher level activities are required to do the task properly (Biggs, 1999, p: 14).

Many factors may influence for this surface learning. From student sides it can be viewed that, an intention only to achieve minimal marks, irrelevant subject, non academic priorities, insufficient time, cynical view of education, anxiety, inability to learn. The surface learning could also influence by teacher by the way of poor structuring the topic, assessment component, encourage cynicism, workload, and undue anxiety (Biggs, 1999).

Deep approach

The deep approach arises from a felt need to engage the task appropriately and

meaningfully, so the student tries to use the most appropriate cognitive activities for handling it. Under the deep approach “students have positive feelings of interest, a sense of importance, challenge, even exhilaration. Learning is pleasure”. (Biggs, 1999, pp: 16-17)

Same as surface learning, many factors may influence for the deep learning. From student sides it can be viewed that, an intention to engage the task meaningfully, well structured knowledge base, genuine preference, ability, and working conceptually rather than with unrelated detail. While the deep learning could be resulted from teacher efforts, such as, structure the subject explicitly, teaching to elicit a positive response from students, building on what students already known, eradicating students misconception, encourage positive working atmosphere, emphasizing depth of learning, and explicit aims and objective (Biggs, 1999).

The 3P Model of Teaching and Learning

The 3P model describes the factors into three dimensions, which determine the student’s learning, say presage, process, and product (Biggs, 1999, p:18). The Figure 3 shows 3p model of Teaching and Learning

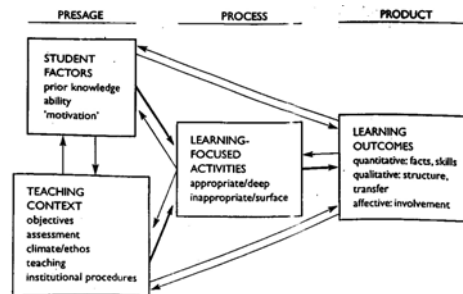


Figure 3 The 3p Model of Teaching and Learning

Source: Biggs,J., (1999), Teaching for quality learning at University, Buckingham: SRHE and Open University Press. p:18

The 3P model depicts three areas that might affect the learning outcome. They are; student based factors, teaching based factors, learning focused activities and interactive effect from the system as a whole to produce a common outcome. Further this system explains why two classes you teach are not ever the same. You may be same, but the students are not; you as it were strike a deal with each group of students each time, so in a functional sense it

is not even true that you are the same (Biggs, 1999).

Constructive Alignment

In this view, the learning has to be constructed by aligning teaching. The university learning environment consists of following component in accordance to that the learning has to be aligned. They are;

- (1)The curriculum that we teach
- (2)Teaching methods that we use
- (3)The assessment procedures
- (4)The climate that we create in our interactions with students
- (5)The institutional climate: the rules and procedure we have to follow.

prove by showing that they have achieved those outcome in the assessment procedure. Then the teaching methods need (2) to make or direct student to achieve those outcomes. Finally the assessment procedures (3) will have be done such a way to assess the level attainment of those desired outcomes. Thus the grading for assessment must indicate the level understanding the concept. The **Error! Reference source not found.** shows the details of it (Biggs, 1999).

The 3P model describes teaching as a balanced system in which all components support each other, as they do in any ecosystem. To work properly, all components are aligned to each other. Imbalance in system will lead to breakdown, in this case to poor teaching and surface learning (Biggs, 1999).

Align teaching system ensures that the teachers have to be set off desired objectives (1) in terms of outcome that student have to

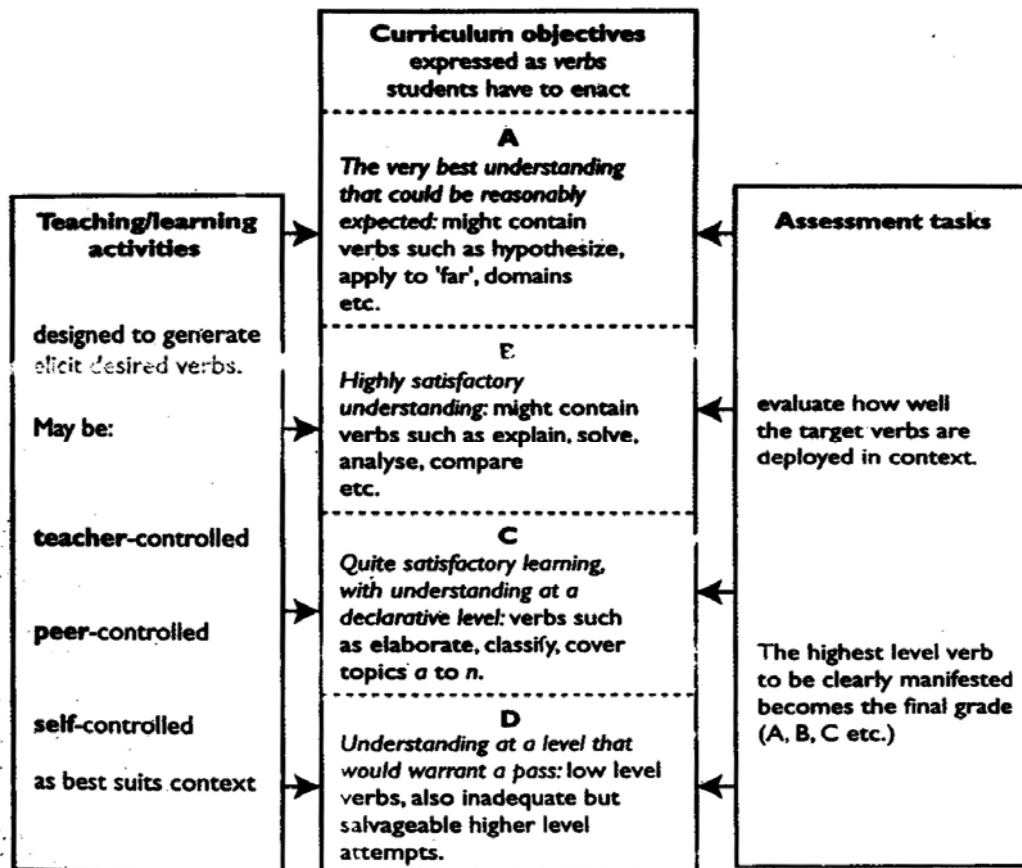


Figure 4 Aligning Curriculum Objectives, Teaching and Learning Activities and Assessment Tasks
 Source: Biggs, J., (1999), Teaching for quality learning at University, Buckingham: SRHE and Open University Press., p: 25

Methodology

Study Population

The study considers all third year students in the Faculty of Commerce and Management, Eastern University, Sri Lanka as population for a case study in the Bachelor of Business Administration (BBA) and Bachelor of Commerce (B.Com) study programme with its specializations. The data is collected using questionnaires from 56 students.

Methods of Data Analysis

The data is analysed using the techniques of univariate analysis, cross tabulation analysis, bivariate analysis and multivariate analysis.

In the univariate analysis, mean values and standard deviation of the variables are considered. Such as the mean value of students' commitment (X_1), teaching context (X_2) and students' academic performance (X_3). The following decision criteria are used in this study.

- If mean value fall between $1 \leq X_i < 2.5$: dissatisfied level
 - If mean value fall between $2.5 \leq X_i \leq 3.5$: marginally satisfied level
 - If mean value fall between $3.5 < X_i \leq 5$: satisfied level
- $i = 1, 2, 3$

Cross tabulation analysis is used for examining relationship between two categorical variables by cross tabulating its set of values with other variables. It is used for comparing the mean value of students' commitment, teaching context, and students' academic performance with the categorical variable of age, gender, income, type of degree programme and residing place of students.

Bivariate analysis measures the association between two variables (independent and dependent). Pearson' correlation coefficient is considered. It indicates the strength of the linear relationship and its sign indicates the direction of relationship (David et al, 2007). Table 1 indicates the decision criteria used for this study regarding bivariate analysis.

Table 1 Decision Criteria

Coefficient of Correlation	Decision Criteria
$-1 < r \leq - 0.7$	Strong Negative
$-0.69 \leq r \leq - 0.3$	Moderate Negative
$- 0.29 \leq r < 0$	Weak Negative
$+0 < r \leq + 0.29$	Weak Positive
$+0.3 \leq r \leq + 0.69$	Moderate Positive
$+0.7 \leq r < +1$	Strong Positive

Partial regression analysis method also used to show the effect of independent variables while controlling other variables.

Multivariate analysis is used to measures the association more than two independent variables. It is used to study the combined influence of the Students' Commitment and Teaching Context on the Students' Academic performance. And Multiple Regression Analysis technique is used for determine the functional relationship between a dependent variable and a host of independent variables (David et al, 2007).

Conceptual Framework

The study model consists of three variables such as, Students' Commitment and teaching context as independent variables, students' academic performance as dependent variable. Conceptualisation of variables is shown in Figure 2.

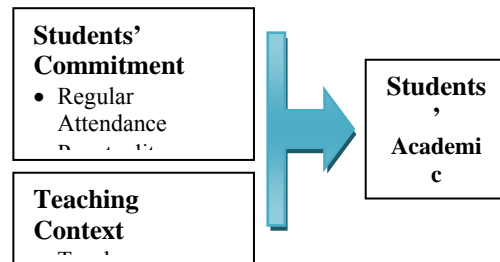


Figure 5 Conceptual Framework

Source: Adapted from: Biggs,J., (1999), Teaching for quality learning at University, Buckingham: SRHE and Open University Press. p:18

The concept of Students' Commitment, teaching context and students' academic performance were operationalised into dimension and indicators. The details are shown inTable 2.

Table 2 Operationalising Variables

Concept	Dimensions	Variables	
Students' Commitment	Regular Attendance	Regular attendance for lectures	
	Punctuality	Attend on time for lectures	
	Reviewing Lectures	Review the matters discussed in the lectures	
	Additional Learning	Effort for extra learning	
	Group Learning	Engage in group learning activities	
Teaching Context	Teacher Performance	preparation for lectures	
		completeness of course contents	
		communication of subject matter	
		respecting students	
		maintaining conducive environment	
		on time arrivals of lectures	
		on time leaving of lectures	
		fair in examination	
		usage of teaching resources	
		availability of lectures	
	Course Structure	structure of course	
		quality of syllabus	
		real-world applications of course	
		reasonability of assessment	
		The course material is modern and updated	
		manageable workload for course	
		challenge ability to students	
		Overview of course	
		Learning Environment	Conducive learning environment
			class rooms conditions
relevancy of Learning materials			
appropriateness of recommended reading books			
adequacy learning resources in the library			
Students' Personality Improvement	Knowledge	explain various statistical techniques	
		interpreting of finding difficulties in analyzing data *	
		ability to use SPSS software	
	Skills	applying appropriate statistical technique	
		ability to use SPSS software	
	Attitude	positive thinking habit	
		ethically sound person	

Findings of the Study

Descriptive Analysis

Descriptive analysis reveals that the research variables of students' commitment, teaching context and students' academic performance are at satisfactory level with respective mean

values of 3.579, 4.105 and 3.850. Kolmogorov-smirnov test reveals that the above three variables are normally distributed. Therefore parametric test can be used for analysis.

Table 3 Descriptive Statistics of Students' Commitment, Teaching Context and Students' Academic performance

Variables	N	Mean	Std. Deviation
Students' Commitment	56	3.5786	.69458
Teaching Context	56	4.1047	.38201
Students' Academic performance	56	3.8500	.33004

ANOVA test conducted by grouping dependent and independent variables with categorical variables of gender, family income, living place and specialization programme. This analysis shows that only family income has significance impact on the variable of students' commitment as shown in

And other categorical variables did not have significance impact in the research variables.

Table 4 Students' Commitment by Categorical Variable with Anova Test

Personal Factors	Mean	Number	Significance of ANOVA
Gender			
Male	3.742	20	0.591
Female	3.637	36	
Family Income			
from Rs. 10 000 less than Rs. 20 000	4.013	25	0.003
from Rs. 20 000 less than Rs. 30 000	3.383	25	
from Rs. 30 000 less than Rs. 40 000	3.472	06	
Residence			
University hostel	3.964	14	0.359
Boarding outside of the University	3.782	20	
Relative home	3.989	03	
Own house with my family	3.814	19	

Impacts of Students' Commitment on Students' Academic Performance

The extent of students' commitment impact on the academic performance of students is analysed using ANOVA test, correlation and regression analysis. The ANOVA test was done by comparing mean value of academic

performance of students by cross tabulating students' level of commitments. It reveals the significant impact on academic performance of students at the significance level of 0.05 (p value is 0.029). The Table 5 shows the details. It shows a positive effect between student commitment and academic performance.

Table 5 Levels of Student Commitment and Academic Performance

Level of Student Commitment	Mean Value of Academic Performance	Std. Deviation	Significance of ANOVA
Dissatisfaction	3.5533	.34042	0.029
Marginal Satisfaction	3.8000	.27458	
Satisfaction	3.9120	.33192	
Total	3.8500	.33004	

Table 6 Correlations between Student Commitment and Students' Academic Performance

Variables		Students' Academic performance	Student Commitment
Students' Academic performance	Pearson Correlation	1	.384**
	Sig. (2-tailed)		.003
	N	56	56
Student Commitment	Pearson Correlation	.384**	1
	Sig. (2-tailed)	.003	
	N	56	56

**Correlation is significant at the 0.01 level (2-tailed).

As per the Table 6, Correlation analysis reveals the moderate positive correlation with the coefficient of correlation of 0.384, significance at 0.05 levels (p value is 0.003), between students' commitments and academic performance of students.

The simple regression analysis shows the magnitude of impact of students' commitments on the academic performance of students, as beta value is 0.182, which is significance at 0.05 levels (p value is 0.003). The adjusted R squared value is 0.132. It shows that 13 % of variation in the dependent variable explained by the independent variables.

Step wise multiple regression analysis ensures the impact among the sub dimension of students' commitments such as, attendance, punctuality, reviewing

lectures, additional learning and group learning as show in Table 2. This analysis suggests two models, first model composite of attendance as a predictor with the beta value of 0.114, significance at 0.021 and adjusted r squared of 0.086, and other sub dimensions are excluded in this analysis. As per the second model, given by two predictors of attendance and reviewing lectures with respective beta values of 0.111 (p value is 0.02), 0.08(p value is 0.034) and adjusted r squared of 0.152, other sub dimensions are excluded in this analysis. Hence both attending lectures and reviewing lectures explain more positive impact on the academic performance of students, in which reviewing lectures have higher positive influence on the academic performance. The Variable inflationary factor in collinearity statistics is less than 5, which proof the nonexistence of multi collinearity in the models.

Impacts of Teaching Context on Students' Academic Performance

The impact of teaching context on the academic performance of students is analysed in two ways using ANOVA test and correlation and regression analysis. The improvement in teaching context as marginal satisfaction to satisfactory level, the mean value of academic performance also increasing as 3.56 and 3.87. Even though, the mean comparison using ANOVA test is insignificant at 0.05 (p value is 0.128) as shown in Table 7. However, it shows a positive trend between teaching context and academic performance of students.

Table 7 Levels of Teaching Context and Academic Performance

Level of Teaching Context	Mean Value of Academic Performance	Std. Deviation	Significance of ANOVA
Dissatisfaction	-	-	0.128
Marginal Satisfaction	3.5667	.40415	
Satisfaction	3.8660	.32255	
Total	3.8500	.33004	

Table 8 Correlations between Teaching Context and Students' Academic Performance

Variables		Students' Academic performance	Teaching Context
Students' Academic performance	Pearson Correlation	1	.277*
	Sig. (2-tailed)		.039
	N	56	56
Teaching Context	Pearson Correlation	.277*	1
	Sig. (2-tailed)	.039	
	N	56	56

**Correlation is significant at the 0.01 level (2-tailed).

Correlation analysis reveals as per Table 8, the weak positive correlation with the coefficient of correlation of 0.227, significance at 0.05 levels (p value is 0.019), between teaching context and academic performance of students.

The simple regression analysis shows the magnitude of impact of teaching context on the academic performance of students, as beta value is 0.240, which is significance at 0.05 levels (p value is 0.039). The adjusted R squared value was 0.06. It shows that 6 % of variation in the dependent variable of academic performance of students explained by the independent variable of teaching context.

Step wise multiple regression analysis ensures the impact among the sub dimension of teaching context as teacher performance, course composition and learning environment. This analysis suggests a model, composite of learning environment as a predictor with the beta value of 0.198 significance at 0.013 and adjusted r squared of 0.091, and other sub dimensions are excluded in this analysis. Hence the learning environment is the best predictor for the academic performance of students than other dimensions. Further correlation matrix reveals that the quality of teacher performance and course composition depends on the nature of learning environment, which are supported by strong positive correlation between learning environment, teacher performance and learning environment and course composition with coefficient of correlation of 0.643 and 0.669, significance at 0.000 of both respectively. Variable inflationary factor in

collinearity statistics is less than 5, which proof the nonexistence of multi collinearity in the models.

Combine Effects of Students' Commitment and Teaching Context on Students' Academic Performance

Combine influence between the predictors of students' commitment and teaching context on students' academic performance is analysed using partial correlation and multiple regression analysis. The details are shown in Table 9, Table 10 and Table 11. Correlation analysis shows students' commitment has more positive influence than teaching context on the academic performance of students.

Table 9 Multiple Regression Analysis: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.493a	.243	.214	.29255

a. Predictors: (Constant), Students' Commitment, Teaching Context

Table 10 Multiple Regression Analysis: ANOVA Test

Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	1.455	2	.728	8.501	.001a
	Residual	4.536	53	.086		
	Total	5.991	55			

a. Predictors: (Constant), Students' Commitment, Teaching Context

b. Dependent Variable: Students' Academic performance

Partial correlation analysis is done by two perspectives, first approach, students' commitment is considered as controlling variable, in which zero order correlation between teaching context and students' academic performance is 0.277 significance at 0.039, when keeping students' commitment as controlling variable, the correlation is increased to 0.335, significance at 0.013.

Table 11 Multiple Regression Analysis – Coefficients

Model Variable	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations	
	B	Std. Error	Beta			Zero order	Partial

(Constant)	2.055	.488		4.214	.000		
Teaching Context	.268	.104	.310	2.586	.013	.277	.335
Students' Commitment	.194	.057	.409	3.409	.001	.384	.424

a. Dependent Variable: Students' Academic performance

In the second approach, teaching context is considered as a controlling variable, in which zero order correlation between students' commitment and students' academic performance is 0.384, significance at 0.003, when keeping teaching context as a controlling variable, the correlation is increased to 0.424, significance at 0.001. It shows that both predictors influence on each other since the coefficient values are increasing when keep them as controlling variables. The Table 11 shows the details. As per the Table 9 and Table 11 multiple regression analysis is used to form a regression model combining both independent variables of students' commitment and teaching context and dependent variable of students' academic performance. The respective beta value of 0.268 (p value is 0.013) and 0.194 (p value is 0.001), which is significance at 0.05. The adjusted r squared of the model is 0.214, which explains 21.4% of variation in the dependent variable of students' academic performance explained by the independent variable of both students' commitment and teaching context. Further ANOVA test confirms the significance of this model with the p value of 0.001.

Step wise multiple regression analysis suggests two models, first model composite students' commitment as a predictor with the beta value of 0.182, significance at 0.003 and adjusted r squared of 0.384. As per the second model is given by two predictors of students' commitment and teaching context with respective the beta value of 0.194 (significance at 0.01) and 0.268 (significance at 0.013), and adjusted r squared of 0.214. Hence both students' commitment and teaching context explain more positive impact on the academic performance of students, in which teaching context have more positive influences on the academic performance. Variable inflationary factor in collinearity statistics is less than 5, which proof the nonexistence of multi collinearity in the models.

Conclusion and Recommendation

This study intends to establish cause and effect relationship between of students' commitment and teaching context on the academic performance of students. Descriptive statistics reveals that students' commitment, teaching context and academic performance of students are at satisfactory level. The mean comparison among the categorical variables of gender, age, family income, living place and study programmes using ANOVA test shows that only family income levels have significance impact on students' commitment. It can be generalized that living pattern of family, life styles have influence on behavioural aspects of students.

Correlation and regression analysis insists that students' commitment have moderate positive correlation and teaching context have weak positive correlation on the academic performance of students. Hence the present teaching practice, even though at satisfactory level on the perception of student, did not have sufficient impact on students' academic performance. Therefore, current teaching context (teacher performance, course composition and learning environment) at the university need to be improved towards students' centered. Biggs (1999) ensured that university knowledge is declarative than procedural. It must be focused to enhance to upgrade declarative knowledge to functional knowledge on students.

Further, multiple regression analysis shows that 21.4% of variation in the academic performance of students, balance 78.6% of variation is unexplained by combine effect of students' commitment and teaching context. Other factors, such as, students' personality, family support, psychological factor, students' cognitive skills, students' past performance and motivational support by related people could have influence on academic performance of students.

According to step wise regression analysis, among the sub dimension of students' commitment, both attending lectures and reviewing lectures explain significance positive influence on the academic performance of students. It is found that even students have good attendance, students who reviewing lectures have

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significant positive influence on the academic performance. Further correlation matrix reveals that the quality of teacher performance and course composition depends on the nature of learning environment, which are supported by strong positive correlation. Therefore, management of university need to focus to improve students' attendance, practices of reviewing lectures, providing ideal learning environment which will promote students' participation in learning activities as well as motivate teachers to enhance their teaching practices. In this manner quality of teaching in university education could be promoted in the business education.

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