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# The Scientific Research Pressure and Teaching Input of MBA Instructors:

## Context Analysis of Accounting Course

## LA PRESSION DE LA RECHERCHE SCIENTIFIQUE ET L'ENTRÉE DE L'ENSEIGNEMENT DES INSTRUCTEURS MBA:

### LE CONTEXTE D'ANALYSE DE COURS DE COMPTABILITÉ

**LI Bin**[1]

**LI Yue' e**[2]

**ZHU Hong**[3]

**Abstract:** This study investigates the level of scientific research pressure, professional qualifications, and teaching input of MBA instructors on the outcomes of the level of course satisfaction. We conducted a survey of MBA students in an accounting course at four China key colleges and universities. The latent variables are developed to capture relevance pressure factors that affect the students' satisfaction. The results will be useful for MBA management to adjust the assessment and incentive program.
**Key words:** Scientific research pressure; Teaching input; MBA

**Résumé:** Les études enquêtent sur le niveau de la pression de la recherche scientifique, le niveau des qualifications professionnelles, et l'entrée de l'enseignement des instructeurs MBA sur les résultats au niveau de la satisfaction des cours. Nous conduisons un enquête des étudiants de MBA dans les cours de comptabilité dans les quatre universités et collèges clés en Chine. Les variables latentes sont développées pour obtenir les pertinences de facteurs de pression qui ont une incidence sur la satisfaction des étudiants. Les résultats seront utiles pour le management de MBA pour ajuster les évaluations et stimuler les programmes. dans le système de crédit Chinois.
**Mots clés:** Caractéristiques; Société de petits prêts; Marché du crédit chinois

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## INTRODUCTION

The level of MBA course satisfaction has been studied in various ways. Previous work has taken a behavioral or teaching style perspective (Cullen, 2010).The majority of prior studies dealing rigorously with curriculum have not examined research pressure using instructor-context variables (Chen and Jones, 2007). This study explicitly addresses why MBA instructor teaching inadequate as compared to their professional counterparts. The latent variables representing critical aspects of the pressure and qualifications believed to be associated with course satisfaction are examined. These variables were developed principally through discussions with experienced practitioners and from assertions contained in the academic practice literature.

[1] Accounting Department, College of Economics and Management, China University of Geosciences, Wuhan,Hubei, China
E-mail: betterlife_2007@163.com
[2] Accounting Department, College of Economics and Management, China University of Geosciences, Wuhan,Hubei, China
[3] School of Law & Business, Wuhan Institute of Technology,Wuhan,Hubei, China
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The several latent variables include: (1) the level of scientific research pressure, (2) the level of professional qualifications, (3) the time of extracurricular guidance, (4) the time of preparing lessons. These latent variables are formed from questionnaire data collected from a random sample of 143 MBA instructors (usable responses) who working in key business school. The results indicate that, although all factors appear to be associated with the level of MBA course satisfaction, only one of the four factors, the level of scientific research pressure, is significantly related to dependent variable.

The remainder of this article is organized as follows: We begin with a discussion of the related literature, MBA education market, and Chinese academia background of MBA instructors faced. Next, we introduce our hypothesis and methodology; experimental research results are then discussed. Conclusions, limitation and implications are presented in the final section.

# 1. BACKGROUND

There is an extensive literature on MBA course satisfaction and its relationships with a wide array of variables. The majority of research, however, does not rely on scientific research pressure of MBA instructors as the dependent variable. However, Datar and Garvin (2010) calls into question the previous research not considered faculty pressure effect. Moldoveanu（2008）and Harden (1999), too, found relationship between work pressure and teaching input of MBA instructors. They had examined major challenges facing faculty incentives programs and to argue that many business school field to effectively address these challenges. The findings of the survey was to " rebalancing their curricula to focus more on developing skills, capabilities, and techniques as well as cultivating values, attitudes, and beliefs." But they did not distinguish the affection of the scientific research pressure and the level of professional qualifications. The issues of scientific research pressure at the MBA instructors may be different than other scholars because they focus more on education market competition, are subject to the level of professional qualifications and reputation of academic. Whether lecturer or professor has different satisfaction at the same course is, as a practical matter, rarely at issue. Arguably, the pressing issue is not that they are differences more often, but why they do so. Consider, for example, examining whether professor have negative attitude to preparing lessons and extracurricular guidance at a greater input than lecturer counterparts.

Many theorists, for example, studied the relationships pressure (e.g., work and non-work pressure) and work efficient (for reviews and recent empirical assessments, see, e.g., Toon, 1998; Harden and Davis, 1999; Bennis, 2005). Pressure is now a recognized feature of contemporary academic life. That lower levels of professional qualifications are associated with higher levels of work and non-work pressure is evident from these data. Further, literature exists indicating that young scholars are more likely to be disadvantaged in applying for research project (for a review, see Mintzberg, 2004). Moldoveanu (2008) in a study of the future of the MBA market in EU reported that thinking creatively and innovatively was the soul in MBA course. However, the relevant research appears that do the organizational pressures faced by teachers influencing MBA students innovation behavior. One factor in the source of this tension was the balance of the scientific research pressure and teaching input of MBA teachers. Lower levels of scientific research pressure and professional qualification discrimination are associated with relieved teaching input. Differential rates of teaching input for the curriculum have been demonstrated; scientific research pressure may be one factor that is more influential for the different level of professional qualifications.

As we focus on MBA instructors in the key colleges and universities, compared to ordinary business education, MBA education is customer-oriented and marketing-oriented (John Nicholls, 1995). Such characteristics have a strong need for continuous minor improvements and additions to curriculum offerings, making course satisfaction very important within this context. Datar (2011) argue that MBA programs will have to reconsider their value proposition. Based on this concept, he calls for scholar's action across the business school field to explore effective curricular and programmatic responses as opportunities to innovate.

In recent years, competition for research project in China key colleges and universities has grown increasingly intense. This intense competition has resulted in considerable pressure being exerted on scholars to retain existing professional qualifications and develop higher ones. Academic research has long been known for its long hours and extensive work demands, especially during certain project application periods. Discussions with Chinese MBA instructors indicate that it is not uncommon for them to work 60 hour weeks. It often involves report writing, project competition, even constructing social relations. Such intensive work commitments are likely to exert considerable pressure on many scholars, especially those with more extensive non-work stress and force them to make difficult choices between teaching input and project seek. Furthermore, consolidating large key colleges and universities often leads to difficulties in rating professional qualifications and realigning hierarchies. The increased competition and professional risk associated with the scholars seem likely to be associated with a more tightly controlled work environment. Tighter compensation and benefits hierarchies are likely to make more pressure to seek professional qualifications by applying for national research foundation.

# 2. HYPOTHESIS AND METHOD

Consideration of the foregoing discussion leads directly to the following set of research hypothesis addressing how scholars might be differentially affected by the three latent variables discussed in the previous subsection:

Hypothesis 1: The time of preparing lessons is negatively affected by the level of scientific research pressure and the level of professional qualifications.

Hypothesis 2: The time of extracurricular guidance is negatively affected by the level of scientific research pressure and the level of professional qualifications.

Hypothesis 3: The level of course satisfaction is positively affected by the time of extracurricular guidance and the time of preparing lessons.

If MBA instructors are differentially affected by the foregoing concerns, then the level of course satisfaction might be substantively different from that of their academic counterparts.

A large range of curriculums may be classified as core curriculum, including Accounting, Marketing, Strategic management, Management information system, Production and operations management, etc. Accounting has been taken from the numerous core curriculums for maintenance of research comparability, and its course satisfaction has been studied. In the past years, most studies on the course satisfaction have developed the spot investigation tools for the purposes such as the assessment of teachers' impact on study efficiency or stimulating innovation. Since the information on above latent variables was not readily available, the sources conducted spot investigation and personal interviews to collect the data. The sample consists of 351 MBA instructors who teaching Accounting course in the China key colleges and universities. A correspondence sample of 351 MBA students was taken from these commercial colleges who under the guidance of their MBA instructors. The questionnaires were anonymous to encourage an acceptable rate of return and to ensure integrity of the responses due to the sensitive nature of the teachers and students relationship. Total returns of 232 questionnaires resulted in a response rate of approximately sixty-six percent and 143 usable responses (63 female and 80 male MBA instructors' responses).

The effects of scientific research pressure were studied in an experiment using 143 MBA instructors of usable responses, 351 MBA students questionnaires were used to gather course satisfaction statistics. A number of methods were employed to accurately identify the subjects as either pressure or input factor. Participants were asked their assessment about scientific research pressure, teaching input, and course satisfaction. A survey instrument was developed in which the interviewees were asked to rate the scientific research pressure factor on a scale of 1 = lowest to 5= highest. The survey instrument also contained questions relating to general background information on the respondents such as age, professional background, length of service in commercial colleges, etc. The survey instrument was examined by the professionals for accuracy and correctness of definition for understanding. Any ambiguities were eliminated prior to proceeding with the main survey. Only participants who can clearly evaluate their judgments were used in this study. Anyone who can't describe the feeling was not included. Information relating to the level of professional qualifications of scholars has been corroborated by survey. There are five possible numbers for professional qualyfications（divided into: Teaching assistant, Lecturer, Associate Professor, Professor, PhD supervisor）, the level of course satisfaction, the time of extracurricular guidance, and the time of preparing lessons. Upper limit is from statistics, there is no respondent offered above the five momentous statistics on contemporareity.

# 3. RESULTS AND IMPLICATIONS

The descriptive statistics relating to the variables (unstandardized values) are presented in Tables 1 and 2. A t-test is performed to test for gender differences on the overall scientific research pressure measure. There is statistically significant difference between male and female teachers on this measure.

**Table 1: Descriptive Statistics (unstandardized)**

| Variables | Mean | | Standard deviation | | Range |
|---|---|---|---|---|---|
| | Females | Males | Females | Males | |
| The level of scientific research pressure | 4.39 | 7.82 | 0.97 | 2.47 | 1.00－5.00 |
| The level of professional qualifications | 2.61 | 3.42 | 0.15 | 1.06 | 1.00－5.00 |
| The time of preparing lessons | 4.06 | 3.73 | 1.02 | 1.41 | 1.00-5.00 |
| The time of extracurricular guidance | 2.27 | 3.13 | 0.55 | 0.64 | 1.00-5.00 |
| The level of course satisfaction | 2.98 | 3.32 | 0.47 | 1.15 | 1.00-5.00 |

**Table 2: Correlation Analysis of the Variables**

| Variables | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. The level of scientific research pressure | 1.0000 | - 0.3219* | - 0.4180* | 0.1024 | -0.4578* |
| 2. The level of professional qualifications | | 1.0000 | - 0.5210* | - 0.4611* | 0.3081* |
| 3. The time of preparing lessons | | | 1.0000 | 0.0143 | 0.3201* |
| 4. The time of extracurricular guidance | | | | 1.0000 | 0.4518* |
| 5. The level of course satisfaction | | | | | 1.0000 |

Note: *p < 0.0100.

The independent variables in the regression models have been evaluated for multicollinearity by the computation of variance inflation factors. As shown in Tables 3, 4 and 5, the variance inflation factors of the independent variables in each model are found to be less than 10, thereby indicating that multicollinearity is not a problem (Neter et al., 1985).With the exception of the standardized overall scientific research pressure score, which has been computer scored by the investigation, the raw scores of the other variables in the research model are standardized to facilitate comparison of their respective predictive powers. The unstandardized results of the test of hypotheses are presented in Tables 3, 4 and 5. The standardized coefficients are also reported in the respective tables.

**Table 3: Multiple Regression Analysis Results for the Time of Preparing Lessons**

| Variables | Coefficient* | Standard error | t-value | Pr > \|T\| | VIF |
|---|---|---|---|---|---|
| Intercept | 0.6215 (2.4923) | 1.2023 | 0.44 | 0.5103 | 0.0000 |
| The level of scientific research pressure | - 0.7031 (-0.6390) | 0.1094 | - 3.10 | <0.0001 | 1.0185 |
| The level of professional qualifications | - 0.0292 (-0.0213) | 0.0533 | - 2.04 | 0.0005 | 1.1050 |
| R-square = 0.4807 F value = 23.47 at p<0.0001 | | | | | |

*Standardized coefficients are in parentheses.

Support for Hypothesis 1 can be seen from the results in Table 3 (R-square = 0.4807 F value = 23.47 at p<0.0001). This hypothesis are supported by the statistically significant results (at p<0.0001 and p<0.0005 respectively) for the level of scientific research pressure and level of professional qualyfications. The results of the tests are not surprising considering the importance placed by the MBA instructors on the different MBA instructors and qualifications level when pre-class teaching plan are prepared.

**Table 4: Multiple Regression Analysis Aesults for the Time of Extracurricular Guidance**

| Variables | Coefficient* | Standard error | t-value | Pr > \|T\| | VIF |
|---|---|---|---|---|---|
| Intercept | 1.3165 ( 2.5438) | 0.9360 | - 0.64 | 0.0004 | 0.0000 |
| The level of scientific research pressure | -0.6514 (-0.3016) | 0.1315 | -3.60 | 0.0002 | 1.2374 |
| The level of professional qualifications | 0.1327 (-0.0601) | 0.0432 | 1.58 | 0.1115 | 1.2301 |
| The time of preparing lessons | 0.0573 (-0.0128) | 0.0582 | 4.76 | <0.0001 | 1.8014 |
| R-square = 0.7416 F value = 55.98 at p<0.0001 | | | | | |

*Standardized coefficients are in parentheses.

Support for Hypothesis 2 is shown in the results in Table 4 (R-square = 0.7416 F value = 55.98 at p<0.0001). The statistically significant results for the variables of scientific research pressure (t-value = -3.60 and p = 0.0002) and the time of preparing lessons (t-value = 4.76 and p < 0.0001) provide support for hypot hesis respectively.

**Table 5: Multiple Regression Analysis Results for the Level of Course Satisfaction**

| Variables | Coefficient* | Standard error | t-value | Pr >\|T\| | VIF |
|---|---|---|---|---|---|
| Intercept | - 0.1345 (- 0.2144) | 0.0215 | - 0.54 | <0.0001 | 0.0000 |
| The level of scientific research pressure | - 0.7547 (- 0.7015) | 0.0608 | - 1.56 | 0.1473 | 1.7156 |
| The level of professional qualifications | - 0.1438 (- 0.1512) | 0.1037 | - 0.21 | 0.7351 | 1.4213 |
| The time of preparing lessons | 0.4744 (0.4802) | 0.1380 | 2.54 | 0.0121 | 4.5003 |
| The time of extracurricular guidance | 0.4010 (0.3262) | 0.0762 | 3.05 | <0.0001 | 3.2515 |
| R-square = 0.7677 F value = 50.86 at p<0.0001 | | | | | |

*Standardized coefficients are in parentheses.

Table 5 provides the regression results affecting Hypothesis 3.The significant results support the acceptance of the main Hypothesis 3 (R-square = 0.7677 F value = 50.86 at p<0.0001). Specific support for that the scientific research pressure variable (t-value =- 1.56 and p = 0. 1473) and the professional qualifications variable (t-value = - 0.21 and p = 0. 7351) are negative relevant to course satisfaction.

## CONCLUSIONS

On the whole, this paper is valuable in that it provides the empirical evidence of the association between work pressure and course satisfaction of MBA instructors. The results reinforce our view of which addresses the scientific research pressure that are considered as most important by MBA instructors in the accounting course teaching and student's' satisfaction. The data fits the research model describing the relationships among the variables. More importantly, we identify the relevance of professional qualifications in influence scholars' scientific research pressure, which are seldom emphasized in formal academic research.

In interpreting the findings of this study, certain limitations should be noted. First, the instrument on scientific research pressure has not been perfect in empirical research. This paper provides the empirical evidence to support the hypothesis in small region. Secondly, the sample as used in this study to gather respondents is limited; hence the results may not be generalizable to other settings.

In conclusion, this study provides the empirical evidence which may be useful for MBA education regulators and managers in planning their faculty hiring more effectively to provide appropriately qualified instructors for their institutions.

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