

## Measuring Performance in DPB 50113 Business Finance Continuous Assessments Courses: Comparison Between Two Different Semesters

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**Abstract:** Malaysian Polytechnic is offering the Business Finance course as the core paper which is compulsory for marketing students for the Diploma in Marketing. Business finance courses are newly introduced for Diploma in marketing students replacing Business Mathematics courses. This paper's objective is to measure the performance of two different semesters, the second semester and fourth semester with the same set of questions such as quizzes, tests, assignments, and case studies throughout the semester, and the result will be shared and presented to Polytechnic Curriculum Department as a guide to determine which semester is more appropriate to offer to marketing students. Two classes in session II 2022/2023 are included in this research and the continuous assessment score is being extracted from *Sistem Pengurusan Maklumat Politeknik (SPMP)* in the I-Exam module. The method used is a comparative study which analyzes the continuous assessment results for the semester and compares them to each other. This research shows that the fourth-semester students are adapting well and their performance in continuous assessment marks are better than second-semester students. The main factor that contributes to these results is the maturity and experience of fourth-semester students are better compared to second-year students which helps them to initiate creative thinking in solving the problems in continuous assessment tasks and notes taking sessions.

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**Keywords:** *Action Research; performance, business finance, continuous assessment,*

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### 1.0 Introduction

Malaysian Polytechnic is offering the Business Finance course as the core paper which is compulsory for marketing student for Diploma in Marketing. Business Finance consists of seven topics which are Introduction to Financial Management, Risk and Return, Financial Analysis, Working Capital Management, Short and Long-Term Financing, Capital Budgeting, and Leverage. This course consists of theoretical concepts and calculation which is thirty percent theoretical part to seventy percent calculation. This course is usually offered to Diploma in Accounting students previously and after the curriculum reschedule the accounting student courses are separated into two courses which is Financial Management 1 and Financial Management 2 with five topics in each course. Business finance courses are newly introduced to Diploma in marketing students replacing Business Mathematics courses. This course was implemented for the first time for second-semester students and after one semester it was revised and offered to fourth-semester students. After two semesters offered the Polytechnic Curriculum Department revised it again and reverted it back to second-semester students. This

action research study focuses on comparing the performance between two semesters in Business finance subject at Polytechnic Sultan Abdul Halim Mu'adzam Shah through continuous assessment. The study addresses on the performance between semester 2 and semester 4 students. The study was conducted over 14 weeks using the CORR analysis which was derived from *Sistem Pengurusan Maklumat Politeknik (SPMP)*.

## **2.0 Problem Statement**

The Business Finance courses are quite challenging for marketing students since the requirement to enroll in a Diploma in Marketing does not require student to achieve credit scoring in mathematics subject in *Sijil Pelajaran Malaysia* (SPM) compared to another diploma offered in Malaysian Polytechnic. Since almost all the topics in Business Finance are calculation, marketing students are struggling in order to understand the concept and at the same time to master the formula and calculations used. Therefore, this study is going to compare the performance of TWO different semesters and determine which semester is more suitable for this course. The result will be presented to the Marketing Program Coordinator and Academic Deputy Director to address the result to the person in charge of the curriculum department in headquarters.

## **3.0 Literature review**

Action research is a method that emphasizes continuous reflection and development as opposed to a final outcome (Bahja, M., & Shukla, M.). This section discussed the focused of the objectives.

### **3.1 Performance**

Student performance refers to how well students are doing in their academic pursuits within an educational environment. It involves assessing their achievements, progress, and understanding of the subjects they are studying. This assessment includes factors such as grades, test scores, class participation, completion of assignments, and overall engagement in learning (Schechner, 2017). Improving student performance often involves tailored teaching methods, additional support, and creating a conducive learning atmosphere to help students succeed academically. Teachers, schools, and

education systems often use student performance data to identify areas of improvement, personalize education, and provide necessary support to help students achieve better academic outcomes.

Student performance is one way to measure the level of student understanding of the subject studied (DeNisi & Murphy, 2017). Research on student performance looks into how students learn and succeed in school. It studies things like different ways students learn, good teaching methods, how a student's background affects learning, what motivates students, how teachers influence learning, and how technology and early education impact student success. Researchers aim to find ways to make teaching better, improve schools, and help all students do well in their studies.

### **3.2 Maturity**

Maturity refers to the state of being fully developed in terms of emotional, intellectual, and behavioral aspects. It involves demonstrating responsibility, self-control, and the ability to handle situations with understanding and wisdom (Nisa et al., 2023). Maturity isn't solely linked to age but reflects a person's level of emotional and mental growth, impacting how they navigate life's challenges and make thoughtful decisions. Student maturity refers to how responsibly and effectively students handle their academic and personal responsibilities. It includes being accountable for their actions, managing emotions well, staying focused on their studies, adapting to changes, and having good interpersonal skills. It's about students demonstrating responsibility, self-discipline, resilience, and the ability to work well with others in their educational pursuits (Adekeye et al., 2017).

In the present circumstances, difficulties in life are faced by youth as well as children. Many psycho-somatic problems such as anxiety, tension, frustrations, and emotional upsets are caused by these difficulties in day-to-day life. The growth of an adolescent's development is also controlled by emotional maturity, a person who is able to keep his emotions under control is still emotionally stunned and childish. Consequently, all conditions that

aroused anxiety are resolved by the emotionally mature students. This comparison also can be measured by their maturity in adapting to high level subjects (Saini, 2012).

### **3.3 Research objective**

Based on the problem statement the research objectives have been developed in order to solve it.

- 1.3.1 To determine which semester has better performance.
- 1.3.2 To investigate which semester is suitable for the DBP50113 course.
- 1.3.3 To investigate whether maturity affects students' performance.

### **3.4 Research question**

The research question has been developed to address the objectives that need to be investigated.

- 1.4.1 Which semester has the better performance?
- 1.4.2 Which semester is suitable for the DBP50113 course?
- 1.4.3 Does maturity affect student's performance?

## **4.0 Methodology**

The method used is descriptive statistics which analyst the continuous assessment results for the semester and comparing them to each other. The result will be presented in percentages. The comparison is based on the percentage from the continuous assessment result derives from Sistem *Pengurusan Maklumat Politeknik (SPMP)* in I-Exam module. The comparison at the same semester is more accurate since the item used for assessment are the same set of questions. Which is the two quizzes, two test, case studies and assignment are the same set of question throughout the semester. The maturity is measured by semester which second semester is assumed as non-mature students compared to fourth semester students.

### **4.1 Sample**

The sample are taken from four classes out of seven classes in session II 2022/2023. This research sample taken is 110 students out of 194 students are from 4 different classes, 2 classes from 2<sup>nd</sup> semester students and 2 classes from

4<sup>th</sup> semester students. This sample size is able to define and represent the total population of the student.

## 5.0 Data Analysis and Findings

Based on the figure 4.1 average attainment for DPR2 is 48.5% while DPR4 able to attain 59% average marks. DPR2 attainment for marks above 50% is 53% while DPR score 85%. Score for below 50% is 46.5% for DPR 2 while DPR4 score is only 15%. Average attainment for DPR2 is 53% while DPR4 score 58.8%. DPR2 mark above 50% is 61.5% while DPR4 score is 76.5%. The score under 50% is 38.5% for DPR2 while DPR4 is only 20.5%. Based on the chart above, average attainment for DPR2 is 79% while 82% for DPR4. Score above 50% marks for DPR2 and DPR4 is 100%. Score under 50% for DPR2 and DPR4 is 0%.

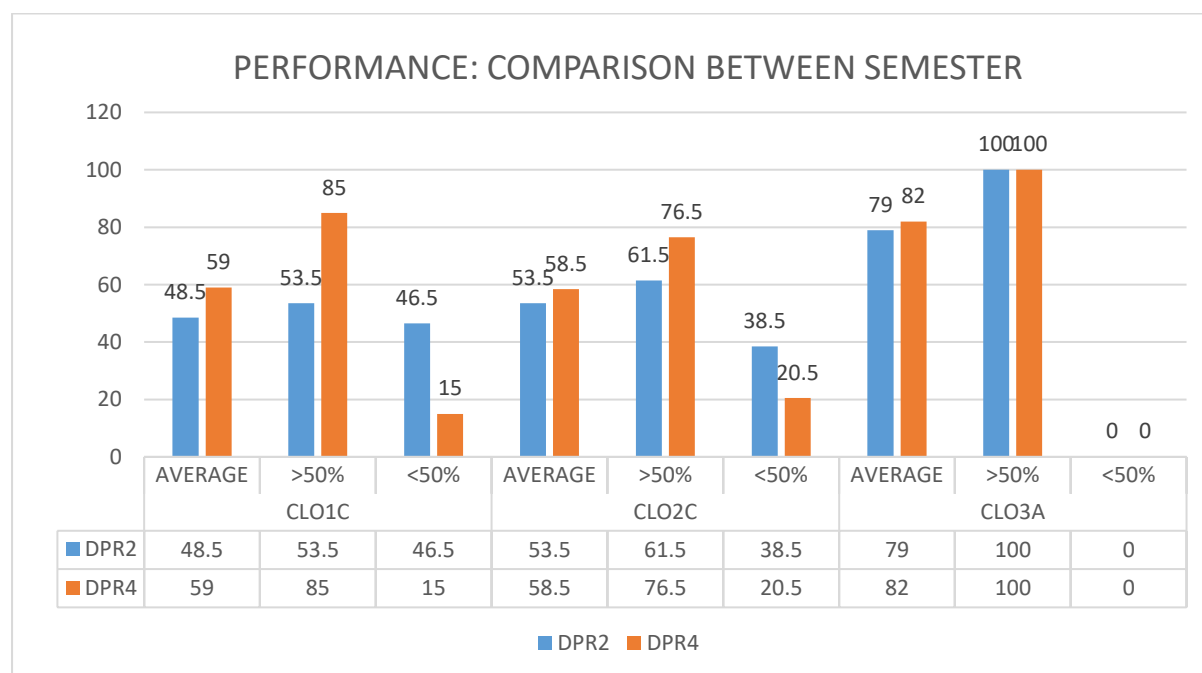


Figure 4.1

## 5.0 Discussion and Conclusions

In conclusion based on the analysis, the result for CLO1C and CLO2C shows that DPR4 score is higher compared to DPR2 except for CLO3A which has the same score. This shows that DPR4 students able to understand the content in the course compared to DPR2 since CLO1C and CLO2C stress on the understanding on the topics, while CLO3A is more to

information gathering and manipulation of data. This study conclude that DPR4 performance is better than DPR 2 which answering the first objective and the most suitable semester to offer DPB5011 Business Finance course is DPR4 which addressing the second objectives. The third objectives adress on the maturity of the student and the level of maturity of students also plays a role in measuring the level of student performance, where mature students, namely fourth semester students, have better performance because of their experience in studying in the polytechnic system compared to second semester students that still in their first year. This result will be presented to Marketing Program Coordinator and Academic Deputy Director to address the Polytechnic Curriculum Department to revised the appropriate semester in offering this course.

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