

# An Empirical Pilot Study On Perspectives Of Students With Respect To Pursue Business Administration Degree In Regional (Gujarati) Language At Higher Educational Institutes Of Gujarat

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## ARTICLE INFO

## ABSTRACT

Before conducting a descriptive study on the perspective of students with respect to offering Business Administration Education in Regional (Gujarati) Language at HEIs, a pilot study was carried out to evaluate the methods for recruiting participants, the effectiveness of the survey questionnaire, and the process of collecting data. The research aims to address the gap in understanding the viability and acceptance of offering business administration programs in Gujarati within the educational landscape. A conceptual framework is developed for this investigation to identify and organize various factors that influenced students' perspectives on studying in the regional language. The authors aim to enhance the existing research on language's impact on business administration education. This paper outlines the results of pilot testing conducted prior to initiating the primary research study on providing business administration education in regional (Gujarati) language. The results highlights the feasibility of the study and effectiveness of the research methodology adopted for the purpose of the study.

**Keywords:** Pilot Testing, Feasibility Study, Students, Perspectives, Business Administration, Degree, Regional Language

## 1. Introduction

Language plays a significant role in the acquisition of information and other abilities. Education is mostly delivered through the use of either spoken or written language. It is inconceivable to imagine any topic of information that could be taught without the use of a medium. Language, as a medium, encapsulates the information that is conveyed to the learner while also supplying the organizing patterns that are required for the student to remember, understand, and apply what he learns. The New Education Policy of India NEP – 2020 emphasizing on offering higher education in regional language to widen the nation's talent pool by including students from regional language backgrounds to join the mainstream.

The study (del Campo et al., 2023) demonstrates that there is no difference in learning objectives achieved by students enrolled in a Business Administration Degree in Spain, independent of the language of teaching. (Raghuvanshi, 2020) studied about the importance of mother tongue in learning and found that Education models that overlook the mother tongue in the early years can be inefficient, ineffectual, and detrimental to students' learning. (Rao, 2013) studied about multilingual education in India in his study titled "The English-only Myth". The study found out that English Medium of Instruction in education leads to poor results as well as increasing the social inequalities. Hence, English-only education should be converted to multilingual education which includes English, too.

The researchers conducted a pilot study to determine the feasibility of using a survey questionnaire, as well as the recruitment and data collection processes, as a precursor to the main descriptive study on offering business administration education in Gujarati. The researchers structured the online survey instrument to collect

students' perspectives they had not previously used. It was believed that the conceptual framework would provide an effective framework for organizing the factors contributing to students' perspectives regarding the medium of instruction in business administration UG and PG programs.

The research literature did not commonly document or extensively discuss pilot and feasibility studies in the past. Although educational research still somewhat follows this trend, it would be advantageous to focus on pilot and feasibility studies within the wider research framework, including education community. The authors outline their efforts to enhance the existing body of research by detailing the pilot testing procedure, the specific feasibility concerns investigated, and the adjustments implanted to ensure readiness for the primary study on students' viewpoints about business administration education in regional language. This manuscript provides some background information about pilot and feasibility studies followed by its methods, process, instruments, and observations.

## 2. Pilot Study on Offering Business Administration Education in Regional Language

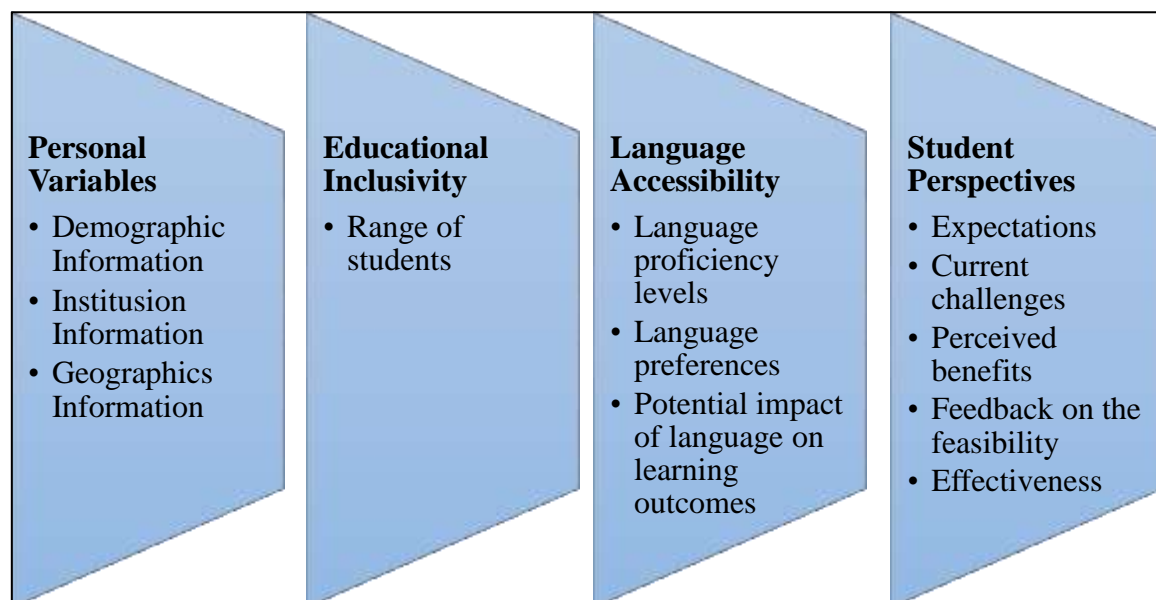
This paper adopts the definition of (Doody and Doody, 2015) for the pilot study. According to them, "a pilot study is a small-scale version of a planned study conducted with a small group of participants similar to those to be recruited later in the larger scale study". By evaluating the feasibility of participant recruitment procedures, assessing the content validity and face validity of the questions, and evaluating the usability of the questionnaire administration methodology, which includes ease of access and navigation, the pilot study aimed to enhance the likelihood of success in the main study.

## 3. Research Methodology

For the purpose of the study, a conceptual framework is developed to identify the range of variables affecting the students' perspectives. On the basis of the dependent and independent variables of the framework, an instrument of data collection was developed. It was used to collect the data from a small sample of respondents. The data was analyzed to check the reliability and validity of the questionnaire on the basis of findings. This pilot study will be useful to pave the way for the large-scale study.

### 3.1 Conceptual Framework

The conceptual framework for the pilot study can be structured around several key components. By integrating these components, the conceptual framework provides a structured approach to investigating the feasibility and students perspectives regarding the offering of a Business Administration education in Gujarati in Higher Education Institutions.



**Figure 1: Conceptual framework model**

On the basis of this framework, various variables were identified which affects the perspectives of students about education in the regional language.

**Table 1: Range of variables**

Category	Group	Identified Variables
Personal	Demographic Information	Gender, Age, Parental Occupation, Family Income
	Institution Information	Name, Type, District, Zone, Fees
	Geographic Information	Native Place, District, Zone
Educational Inclusivity	Range of Students	Program and semester of study, Schooling, Social Category, Mother Tongue
Language Accessibility	Language Proficiency	Languages Known, Language Skills, Levels
	Language Preference	Language for regular communication, Emotional connection with language
	Potential Impact of Language on Learning	Comfortableness, Attentiveness, Quick Grasping
Student Perspectives	Expectations	Class Discussion in Local Language, Material in Regional Language, Class conduction in Regional Language
	Current Challenges	Lack of confidence, Hesitation, Non-availability of Material in Regional Language
	Perceived Benefits	Confidence in Communication, Confidence among Large Audience
	Feasibility	Career Opportunities, Employability
	Effectiveness	Effectives of Degree received in English Language

### 3.2 Research Objectives

The objective of this pilot study are:

- To evaluate the feasibility of students with respect to language of study.
- To examine the usability of the questionnaire and its administration methodology
- To study the perspectives of students about Gujarati as a medium of instruction in business administration studies at HEIs

### 3.3 Hypotheses of the Study

H1: There is a significant association between the study program and the belief that medium of teaching and learning for the business administration degree should be in English only

H2: There is a significant difference in preference of Bachelor or Master level students to learn business administration in regional language

H3: The students of MBA/BBA programs prefer to read the management/business administration concepts in the regional language

H4: There is a significant association between programs and students belief that discussion of any topic in class should be in the local language

H5: The lack of confidence while explaining concepts in English is the same across the categories of business administration program

### 3.4 Participants of Pilot Study

The target audience of the primary study is students studying in BBA and MBA programs in management institutes of Gujarat. The responses were gathered from 128 participants from different zones of Gujarat state to get the comprehensive view.

### 3.5 Instrument

A web-based survey approach was used to gather the perspectives of students from two different programs to better understand the factors influencing their attitudes towards studying in a regional language. The literature review revealed no validated surveys relevant to the conceptual framework, prompting modifications to the survey questionnaire. The pilot study facilitated the field-testing of this questionnaire to assess its content and face validity, with the aim of gathering input on the following aspects:

- Clarity, accuracy, objectivity, readability, and suitability of the questions in terms of their type and format
- Amount of time needed to complete the questionnaire

The survey questions were meticulously constructed to cover characteristics pertaining to personal information, educational inclusivity, language accessibility, and student perspectives. An effort was made to eradicate prejudice and methodically integrate widely recognized best practices into the survey. The final iteration of the pilot survey consisted of 48 questions, which were transformed into a Goggle Form. The questions were presented in both Likert rating scale and open-ended format.

#### 4. Analysis of Pilot Study

The collected data of the pilot study is analyzed to check the reliability and validity of the questionnaire used. For the purpose of the analysis SPSS 29.0 and Microsoft Excel 2016 were used. The results are summarized in this section.

##### 4.1 Reliability Analysis

Reliability Statistics	
Cronbach's Alpha	N of Items
0.796	51

An alpha value of 0.796 suggests a good level of internal consistency among the 51 items in measurement scale. Thus, it can be said that the questionnaire used for the data collection is reliable and it measures what it intends to measure.

##### 4.2 Validity Analysis

The validity analysis was done with the help of Bivariate Analysis Pearson Correlation Test. The result shows that out of 51 variables, 36 variables have significant value less than 0.05 and 9 variables have Pearson correlation less than 0.01. This shows the validity of the questions asked for the purpose of data collection.

##### 4.3 Normality Test

A normality test was conducted to check the distribution pattern of the collected data. The Kolmogorov-Smirnov test and Shapiro-Wilk test were performed in SPSS and the result shows that significant value is less than 0.05. Thus, it can be concluded that the distribution of the data is not normal.

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Mother Tongue	0.458	128	0.000	0.500	128	0.000
English Reading Fluency	0.331	128	0.000	0.702	128	0.000
English Writing Fluency	0.249	128	0.000	0.818	128	0.000
English Listening Skill	0.253	128	0.000	0.787	128	0.000
Speaking Fluency in English	0.233	128	0.000	0.871	128	0.000
Hindi Reading Fluency	0.355	128	0.000	0.684	128	0.000
Hindi Writing Fluency	0.272	128	0.000	0.789	128	0.000
Hindi Listening Skill	0.411	128	0.000	0.570	128	0.000
Speaking Fluency in Hindi	0.344	128	0.000	0.690	128	0.000
Gujarati Reading Fluency	0.385	128	0.000	0.656	128	0.000
Gujarati Writing Fluency	0.306	128	0.000	0.729	128	0.000
Gujarati Listening Skill	0.442	128	0.000	0.544	128	0.000
Speaking Fluency in Gujarati	0.449	128	0.000	0.538	128	0.000
Language used to communicate with friends	0.420	128	0.000	0.633	128	0.000
Language used to communicate with family members	0.440	128	0.000	0.522	128	0.000
Language used to express yourself most proficiently	0.413	128	0.000	0.620	128	0.000
Language you feel emotionally connected to	0.427	128	0.000	0.550	128	0.000
Feel confident while communicating in mother tongue	0.484	128	0.000	0.380	128	0.000
More attentive in class when professors speak in a regional language	0.324	128	0.000	0.754	128	0.000
Teachers use regional/Hindi language in the class to teach	0.228	128	0.000	0.848	128	0.000
Quick grasping when the discussion is carried out in the regional language	0.319	128	0.000	0.748	128	0.000
Feel comfortable when discussions about any subject or topic are carried out in the regional language	0.347	128	0.000	0.713	128	0.000

Lack a confidence while explaining concepts in English	0.155	128	0.000	0.889	128	0.000
Feel hesitated to speak in English in front of a large audience	0.179	128	0.000	0.879	128	0.000
Discussion of any topic in class should be in the local language	0.184	128	0.000	0.870	128	0.000
Prefer to read the management/business administration concept in the regional language	0.173	128	0.000	0.877	128	0.000
Lack of books and reading material on the management/business administration discipline in the regional language	0.210	128	0.000	0.861	128	0.000
Medium of teaching and learning for the Business Administration degree should be in English only	0.211	128	0.000	0.843	128	0.000
BBA/MBA will lose its charm in a regional language	0.172	128	0.000	0.870	128	0.000
Limited career opportunities outside Gujarat if BBA/MBA are taught in a regional language	0.230	128	0.000	0.826	128	0.000
If the employer does not strictly prefer an English-speaking person, then I will prefer to study in a regional language	0.198	128	0.000	0.870	128	0.000
Confident to speak in a regional language to a large audience	0.277	128	0.000	0.808	128	0.000
Many of my friends did not take admission in BBA/MBA due to their fear of English	0.190	128	0.000	0.858	128	0.000
Prefer to learn BBA/MBA in the regional language	0.173	128	0.000	0.876	128	0.000

a. Lilliefors Significance Correction

#### 4.4 Descriptive Analysis

The below table describes the Mean and Standard Deviation of the variables. The mean shows the central tendency of the data, while a standard deviation depicts the dispersions of the data in relation to mean. It is seen from the data that a standard deviation is high from the means which indicates that data are more spread out.

Descriptive Statistics			
	N	Mean	Std. Deviation
Gender	128	1.41	0.494
Age (In years)	128	2.23	0.786
Program Name	128	1.50	0.502
Medium of Schooling	128	2.27	0.962
Mother Tongue	128	1.43	0.936
Social Category	128	1.62	0.915
English Reading Fluency	128	4.46	0.709
English Writing Fluency	128	4.14	0.781
English Listening Skill	128	4.24	0.791
Speaking Fluency in English	128	3.64	0.920
Hindi Reading Fluency	128	4.41	0.900
Hindi Writing Fluency	128	4.13	1.027
Hindi Listening Skill	128	4.61	0.745
Speaking Fluency in Hindi	128	4.42	0.857
Gujarati Reading Fluency	128	4.25	1.230
Gujarati Writing Fluency	128	4.03	1.328
Gujarati Listening Skill	128	4.49	1.057
Speaking Fluency in Gujarati	128	4.46	1.129

Language used to communicate with friends	128	1.35	0.526
Language used to communicate with family members	128	1.41	0.855
Language used to express yourself most proficiently	128	1.41	0.704
Language you feel emotionally connected to	128	1.41	0.808
Feel confident while communicating in mother tongue	128	4.76	0.718
More attentive in class when professors speak in a regional language	128	4.32	0.860
Teachers use regional/Hindi language in the class to teach	128	3.88	1.108
Quick grasping when the discussion is carried out in the regional language	128	4.37	0.792
Feel comfortable when discussions about any subject or topic are carried out in the regional language	128	4.38	0.871
Lack a confidence while explaining concepts in English	128	3.29	1.341
Feel hesitated to speak in English in front of a large audience	128	3.48	1.304
Discussion of any topic in class should be in the local language	128	3.58	1.252
Prefer to read the management/business administration concept in the regional language	128	3.23	1.428
Lack of books and reading material on the management/business administration discipline in the regional language	128	3.55	1.345
Medium of teaching and learning for the Business Administration degree should be in English only	128	3.76	1.228
BBA/MBA will lose its charm in a regional language	128	3.48	1.298
Limited career opportunities outside Gujarat if BBA/MBA are taught in a regional language	128	3.86	1.228
If the employer does not strictly prefer an English-speaking person, then I will prefer to study in a regional language	128	3.48	1.346
Confident to speak in a regional language to a large audience	128	4.11	0.990
Many of my friends did not take admission in BBA/MBA due to their fear of English	128	3.23	1.491
Prefer to learn BBA/MBA in the regional language	128	3.34	1.400
Valid N (listwise)	128		

#### 4.5 Factor Analysis

A factor analysis is performed to reduce a set of variables by extracting all their commonalities into a smaller number of factors. Firstly, the Kaiser-Meyer-Olkin (KMO) test is conducted to measure the suitability of data for factor analysis.

<b>KMO and Bartlett's Test</b>		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.795
Bartlett's Test of Sphericity	Approx. Chi-Square	3101.056
	df	561
	Sig.	.000

The KMO value is 0.795, which is considered good. It suggests that the dataset is adequate for factor analysis, as the variables share enough common variance to proceed with this analysis. The rotated Component Matrix was used for the factor analysis and the below table shows the rotated factor loadings, which represents both how the variables are weighted for each factor and the correlation between the variable and the factor.

<b>Rotated Component Matrix<sup>a</sup></b>								
	Component							
	1	2	3	4	5	6	7	8
Annual Income of Family (in INR)	-.161	-.	-.	-.	.078	.001	.117	.667
English Reading Fluency	.102	.065	.381	.079	.731	.142	.067	.012
English Writing Fluency	.114	-.099	.255	.059	.774	-.002	.056	.106

English Listening Skill	-.096	.120	.146	.083	.792	.069	.148	-.069
Speaking Fluency in English	-.228	-.098	.106	.080	.757	.061	.061	.178
Hindi Reading Fluency	.092	.204	.882	.085	.164	.022	-.047	.055
Hindi Writing Fluency	.093	.099	.875	.079	.144	-.041	-.067	.054
Hindi Listening Skill	-.019	.312	.763	.136	.264	.115	.102	-.030
Speaking Fluency in Hindi	.010	.119	.770	.170	.359	.139	.069	.009
Gujarati Reading Fluency	.156	.843	.273	.150	-.046	-.150	-.059	-.049
Gujarati Writing Fluency	.113	.828	.211	.176	-.079	-.226	-.070	.022
Gujarati Listening Skill	.055	.885	.168	.101	.095	-.113	.106	-.122
Speaking Fluency in Gujarati	.124	.862	.109	.083	.032	-.247	.099	-.137
Language used to communicate with friends	-.290	-.365	.239	-.357	.202	.320	.012	-.061
Language used to communicate with family members	-.050	-.143	.025	-.002	.100	.903	.000	.058
Language used to express yourself most proficiently	-.211	-.387	.147	-.273	.158	.678	.051	-.050
Language you feel emotionally connected to	-.081	-.271	.058	-.060	.030	.855	-.001	.043
Feel confident while communicating in mother tongue	.097	.169	.063	.581	.152	-.246	.195	-.038
More attentive in class when professors speak in a regional language	.269	.073	.137	.779	.071	-.012	.012	-.017
Teachers use regional/Hindi language in the class to teach	.364	-.014	.180	.242	.107	.172	.183	.500
Quick grasping when the discussion is carried out in the regional language	.208	.096	.145	.859	.003	.020	.060	.061
Feel comfortable when discussions about any subject or topic are carried out in the regional language	.261	.146	.110	.817	.115	-.078	.089	.042
Lack a confidence while explaining concepts in English	.761	.033	-.015	.204	-.215	.086	.210	-.271
Feel hesitated to speak in English in front of a large audience	.631	.117	.034	.150	-.250	.019	.375	-.336
Discussion of any topic in class should be in the local language	.650	.167	-.075	.357	.097	.050	-.072	.153
Prefer to read the management/business administration concept in the regional language	.836	.113	.085	.209	-.066	-.043	.003	.038
Lack of books and reading material on the management /business administration discipline in the regional language	.780	.221	-.115	.149	.120	-.030	-.062	.148
Medium of teaching and learning for the Business Administration degree should be in English only	-.041	-.122	-.033	.129	.139	-.016	.732	-.094
BBA/MBA will lose its charm in a regional language	.140	.079	.039	.051	.129	.027	.820	.169
Limited career opportunities outside Gujarat if BBA/MBA are taught in a regional language	.320	.157	-.016	.087	.036	.028	.637	.302

If the employer does not strictly prefer an English-speaking person, then I will prefer to study in a regional language	.760	.085	.112	.168	-.066	-.111	.146	.073
Confident to speak in a regional language to a large audience	.257	.263	.131	.320	.152	.004	.223	.288
Many of my friends did not take admission in BBA/MBA due to their fear of English	.662	.001	.114	-.062	-.066	-.145	.262	.014
Prefer to learn BBA/MBA in the regional language	.789	-.011	.102	.204	.133	-.248	-.130	-.134
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.								
a. Rotation converged in 7 iterations.								

The above table shows the factor analysis test of Rotated Component Matrix where the 34 statements are divided into total 8 factors.

Factor 1: Language Fluency and Skills

Factor 2: Gujarati Language Fluency

Factor 3: Hindi Language Fluency

Factor 4: Regional Language Preference & Confidence

Factor 5: English Language Fluency

Factor 6: Communication & Emotional Connection

Factor 7: Language Preference in Education

Factor 8: Regional/Hindi Language Preference

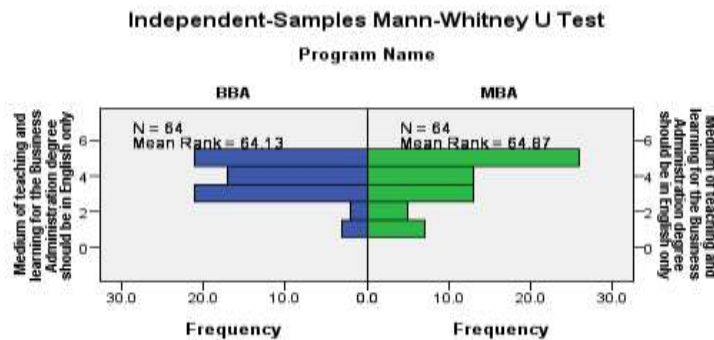
#### 4.6 Hypotheses Testing

A total 5 hypotheses are tested to observe the significant association / differentiation between key variables.

**H0:** There is no significant association between the study program and the belief that medium of teaching and learning for the business administration degree should be in English only

**H1:** There is a significant association between the study program and the belief that medium of teaching and learning for the business administration degree should be in English only

Ranks				
	Program Name	N	Mean Rank	Sum of Ranks
Medium of teaching and learning for the Business Administration degree should be in English only	BBA	64	64.13	4104.50
	MBA	64	64.87	4151.50
	Total	128		



Total N	128
Mann-Whitney U	2,071.500
Wilcoxon W	4,151.500
Test Statistic	2,071.500
Standard Error	201.083
Standardized Test Statistic	.117
Asymptotic Sig. (2-sided test)	.907



The Asymptotic significance is higher than 0.05 which means the alternative hypothesis is rejected. It means students believe that the medium of teaching and learning for the business administration degree should be in English irrespective of UG or PG programs.

**H<sub>0</sub>:** There is no significant difference in preference of Bachelor or Master level students to learn business administration in regional language

**H<sub>2</sub>:** There is a significant difference in preference of Bachelor or Master level students to learn business administration in regional language

<b>Prefer to learn BBA/MBA in the regional language * Program Name Crosstabulation</b>				
Count				
		Program Name		Total
		BBA	MBA	
Prefer to learn BBA/MBA in the regional language	Strongly Disagree	11	6	17
	Disagree	11	11	22
	Neutral	17	9	26
	Agree	10	16	26
	Strongly Agree	15	22	37
Total		64	64	128

<b>Chi-Square Tests</b>				
	Value	df	Asymptotic (2-sided)	Significance
Pearson Chi-Square	6.641 <sup>a</sup>	4	.156	
Likelihood Ratio	6.724	4	.151	
Linear-by-Linear Association	3.588	1	.058	
N of Valid Cases	128			
a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 8.50.				

The Pearson statistic used in the chi-square test produces a chi-square value, and the corresponding p-value is 0.156. Since the p-value (.156) is higher than 0.05 and the significance level (alpha) is usually set at 0.05, the alternate hypothesis is rejected. This implies that the null hypothesis - there is no significant difference in preference of Bachelor or Master level students to learn business administration in regional language - is supported by data.

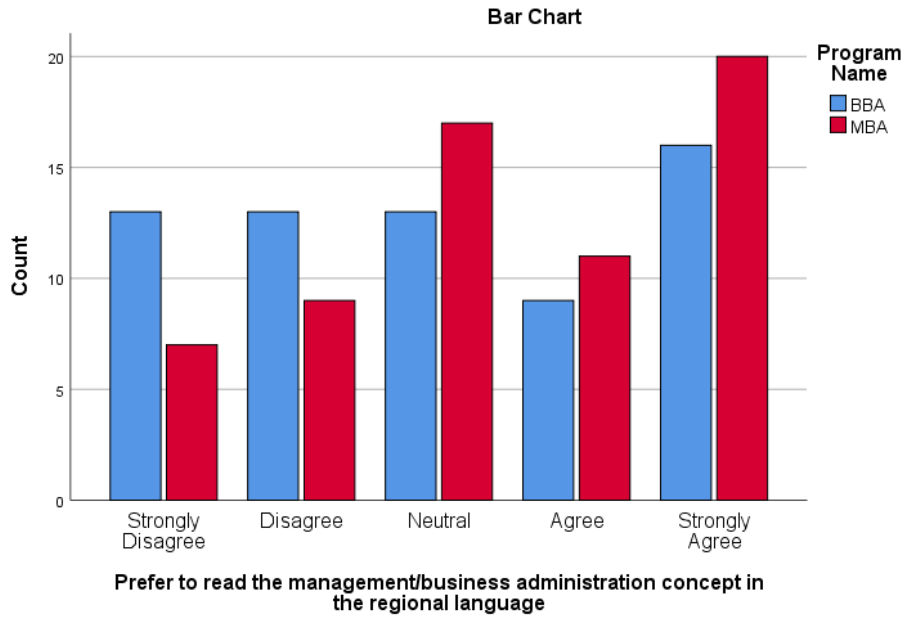
**H<sub>0</sub>:** Students do not prefer to read the management/business administration concepts in the regional language

**H<sub>3</sub>:** Students prefer to read the management/business administration concepts in the regional language

<b>Ranks</b>			
	Program Name	N	Mean Rank
Prefer to read the management/business administration concept in the regional language	BBA	64	59.44
	MBA	64	69.56
	Total	128	

<b>Test Statistics<sup>a,b</sup></b>	
	Prefer to read the management / business administration concept in the regional language
Kruskal-Wallis H	2.504
df	1
Asymp. Sig.	.041
a. Kruskal Wallis Test b. Grouping Variable: Program Name	

<b>Chi-Square Tests</b>			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	3.705 <sup>a</sup>	4	.028
Likelihood Ratio	3.740	4	.442
Linear-by-Linear Association	2.590	1	.108
N of Valid Cases	128		
a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 10.00.			



The Asymptotic significance is (.041) which is lower than the significance level 0.05. It means null hypothesis is rejected. It depicts that BBA/MBA students prefer to read the management/business administration concepts in the regional language. However, the above chart shows that in comparison to BBA students, more number of MBA students prefer to read the management / business administration concepts in Gujarati language.

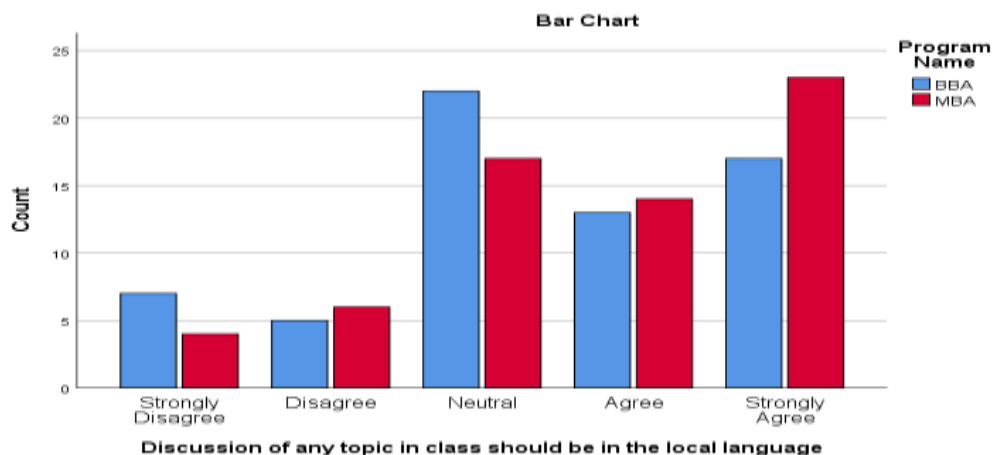
**H0:** There is no significant association between programs and students belief that discussion of any topic in class should be in the local language

**H4:** There is a significant association between programs and students belief that discussion of any topic in class should be in the local language

Ranks			
	Program Name	N	Mean Rank
Discussion of any topic in class should be in the local language	BBA	64	60.48
	MBA	64	68.52
	Total	128	

Test Statistics <sup>a,b</sup>	
	Discussion of any topic in class should be in the local language
Kruskal-Wallis H	1.618
df	1
Asymp. Sig.	.203
a. Kruskal Wallis Test	
b. Grouping Variable: Program Name	

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	2.487 <sup>a</sup>	4	.647
Likelihood Ratio	2.503	4	.644
Linear-by-Linear Association	1.614	1	.204
N of Valid Cases	128		
a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.50.			

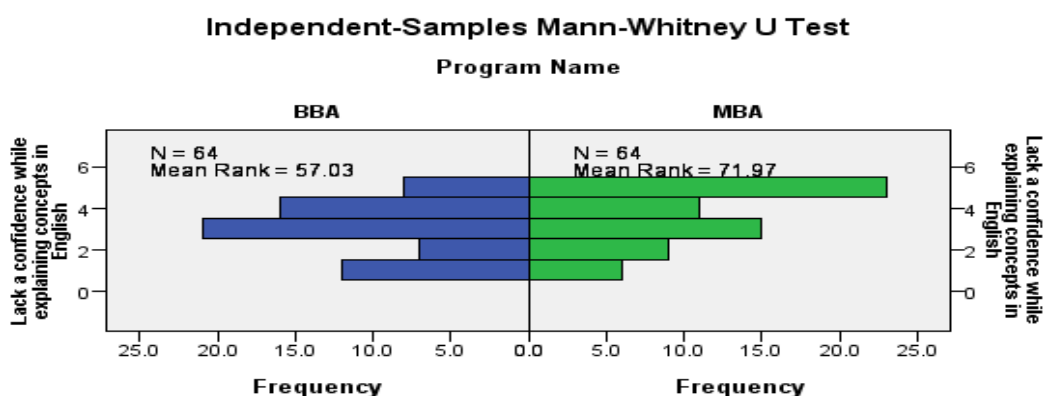


The Asymptotic significance is (0.203) higher than the significance level 0.05 which accepts the null hypothesis. It means that there is no significant association between programs and students belief that discussion of any topic in class should be in the local language. The chart also shows that BBA students are neutral about their preference while maximum number of MBA students are strongly agree that discussion of any topic in class should be in the local language.

**H0:** The lack of confidence while explaining concepts in English is not the same across the categories of business administration program

**H5:** The lack of confidence while explaining concepts in English is the same across the categories of business administration program

Ranks				
	Program Name	N	Mean Rank	Sum of Ranks
Lack a confidence while explaining concepts in English	BBA	64	57.03	3650.00
	MBA	64	71.97	4606.00
	Total	128		



<b>Total N</b>	128
<b>Mann-Whitney U</b>	2,526.000
<b>Wilcoxon W</b>	4,606.000
<b>Test Statistic</b>	2,526.000
<b>Standard Error</b>	204.469
<b>Standardized Test Statistic</b>	2.338
<b>Asymptotic Sig. (2-sided test)</b>	.019

The Asymptotic significance is (.019) lower than the significance level 0.05. This rejects the null hypothesis. It means both BBA and MBA students lack confidence while explaining concepts in English.

## 5. Findings and Conclusion

The findings of the pilot study shows that the questionnaire measures what it intends to measure and the collected data is reliable.

- A total 75 girls and 53 boys participated in the pilot study. 58.6% participants belong to urban area and 54% respondents are from Saurashtra & Kutch region.
- Equal number (64) responded from each program. And 80% students have done their schooling from Gujarat Board. However, the data shows that 63% students have attend English medium school.
- Most of the respondents (78%) have Gujarati language as their mother tongue. It is widely used language by respondents while commutating with friends and family members. They also feel emotionally connected to the regional language and can express themselves most proficiently.
- The reliability test result shows that content of the questionnaire is reliable and valid. The normality test result depicts that data is not normally distributed.
- The factor analysis resulted in division of questions into eight factors, namely, Language Fluency and Skills, Gujarati Language Fluency, Hindi Language Fluency, Regional Language Preference & Confidence, English Language Fluency, Communication & Emotional Connection, Language Preference in Education, and Regional/Hindi Language Preference.
- Respondents believe that the medium of teaching and learning for the business administration degree should be in English irrespective of UG or PG programs.
- There is no significant difference in preference of Bachelor or Master level students to learn business administration in regional language.
- BBA/MBA students prefer to read the management/business administration concepts in the regional language.
- There is no significant association between programs and students belief that discussion of any topic in class should be in the local language.
- Both BBA and MBA students lack confidence while explaining concepts in English.

Thus, it can be concluded that the methods for recruiting participants, the effectiveness of the survey questionnaire, and the process of collecting data is feasible and can be adopted for the primary study to know the perspective of students with respect to offering Business Administration Education in Regional (Gujarati) Language at HEIs.

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