

Students' Perception towards Private B-Schools in Delhi/NCR



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The traditional model of management education practiced in the country for decades is on decline. A study therefore is carried out to assess management students' perception towards the 2-year post-graduate program. Institution quality factors were captured using structured questionnaire across different dimensions such as academics, infrastructure, personnel and overall satisfaction. The main purpose is to identify the parameters that can be improved to ensure better outcomes. The study is exploratory in nature, descriptive statistics and EFA is used to analyze the data. The findings will provide an insight into the opinion of millennial pertaining to academic environment.

Keywords: Management Education, Students, Perceptions, Academics, India

1. Introduction

Management education has become a panacea for entry into corporate sector; it registered exponential growth in the late 1990s in India. In the last five years many of these B-Schools closed down due to declining enrollment which was mainly owing to lack of quality in imparting education. The model primarily borrowed saw no changes in pedagogy or learning outcomes. The students passing out from many of these B-Schools were not employable; there was a wide chasm between skills desired and skills acquired. On the other hand many students showed a preference for pursuing 'management education' abroad in Tier-I colleges. The main reasons were lack of academic environment as students paid hefty fees to gain a seat in only. Most of these institutions; wherein the total cost borne by the student was not at par with their expectations pertaining to delivery to their career goals which had been promised by the institution. There is an over-riding belief that the salary package of corporate managers is more attractive than the college counterparts. When these students pay hefty fee structures for their courses, they prefer to go for a higher package options to recover their costs. It could imply that these B-Schools have assumed the role of a placement provider and 'job-guarantee' is an important element regarding choice of B-School. Many of these institutions have been facing the problem of retaining experienced and talented faculty from switching on to other colleges.

It is already established that education being an intangible-dominant service it is very important for the 'service provider' to bridge the gap between the changing expectations of the students and the delivery of the service. Therefore a study to understand the students' perception about the elements regarding the education is carried out in Delhi amongst the currently enrolled students in the two-year program to obtain an insight into their perceptions pertaining to the educational outcome. This research will help the professional colleges to understand the admission perspectives better from students' point of view and make necessary and required changes.

2. Literature Review

Experts such as KPMG suggests that fast-growing education sector in India holds a potential to attract huge investment in future, driven by demand for skilled professionals and according to consulting firm Technopak, the growth of private education sector is estimated to reach US\$ 115 billion by 2018. Though there is large scope for the growth and development of education sector in India, it is a fact that Indian Management Private B schools are struggling very hard for their survival and sustenance in the fast changing global scenario. At this stage, it needs immediate vision and direction to cope up with the change.

The management education in India is basically faculty –centric rather than student – centric (Rao M.S, 2015). Most of the private B school does not cater with the expectation of students and industry, leaving a huge gap between academia and industry. The education services, course curriculum and teaching pedagogy are not customized as per the aspirations of students and industry resulting in skill gap.

According to Zeithmal et al. (2009) one of the prime issues of poor performance in service organizations is unawareness about customer's expectations. Further the study suggests that higher learning institutions are bound to fail if they do not have an accurate understanding of customer's expectations.

A study conducted by Rajab Azizah, Rahman Hamaidah Abdul, (2012), to investigate the perception of students towards teaching, learning and services provided by supporting staff in institution of higher learning identified that private institutions are facing challenges in holding multiple task not only for their identity and sustenance but also to provide high learning and quality services to students to attract applicants either locally or internationally

An empirical survey conducted by Gamage, et al, (2008) in Japan and Thailand on 10 university student suggests that in case of academic the students perceptions are influenced by factors like quality of academic staff, quality of programs, and university reputation, whereas in case of non-academic; the factors influencing their perception included financial assistance

and tuition fees, counseling and support services, job placement services, and grievance procedures. Besides they were also influenced by facilities like, library and computing facilities, physical plants and facilities, and student organizations. The final results of the study suggest that perceived quality has a positive impact on student overall satisfaction and academic is the most important factor which strongly impacts on students' overall satisfaction followed by non-academic and the facilities factors.

Similar, study on factors determining quality in higher education was conducted by Tsinidou et al. (2010) in Greece among Business and Economics students. The important factors of identified were: academic staff, administrative service, library service, curriculum structure, location, facilities, and career prospects.

Oldfield and Baron (2000) have conceptualized three dimensions: requisite elements; acceptable elements; and functional elements of service quality in higher education based on the student perception regarding service quality and further suggest that requisite elements are necessary to fulfill their study obligations and overall satisfaction. These items include duties to be carried out by non-academic staff, Faculty support staff. Further it was observed that student are not interested in university organizational hierarchies, and expect all university staff to work together.

The findings of study conducted by Douglas et al. (2008) in the UK at Liverpool John Moores University suggest that education managers need to focus on responsiveness, communication and access. It was observed that the critical sources of dissatisfaction are attitude, responsiveness, tangibles, teamwork, communication, management, access and socialization.

Benoit et al. (1998) conducted a study on the emerging contribution of online resources and tools to classroom learning and teaching trends in higher education and observed seven themes: mixed mode of learning (face to face and on-line learning activities); direct interactive and flexible information access; social interaction; the learning community, supported by networked technologies, computer resources; adaptability of the university to new higher education needs; and finally, the computer linked to other computers constitutes an important element in the modification of academic administrative procedures at both the micro and macro levels.

3. Purpose of the Study

It can be summarized from the above studies that the selection of the B School is an important decision as it decides the future of the students; they are going to spend a considerable amount of money and most crucial time of their life. During discussions with the aspirants it was found that some of the parameters that influence the choice of a B-School include infrastructure, average salary packages, and placement records, faculty profiles, ranking/branding of the B-School, fee structure, library facilities, pedagogy and specializations offered. It was felt that a study to understand the factors which helps the students while taking admission is required so that the B-School can also identify the areas which need improvement and can enhance the education experience offered. A study of students' perceptions was carried out as only the students who have taken admission and are part of the two-year process can give valuable inputs and feedback.

4. Research Methodology

The study is exploratory and analytical in nature. The primary data has been collected from three business schools in Tier-II category in New Delhi by using the method of personal administration to improve the response rate. The sampling method is purposive; the sample size included for the final study is 134. The students currently enrolled in first year and second year of the post-graduate program in management were asked to score their responses on a 5-point Likert scale. The structured questionnaire was pre-tested before collecting data. The technique used includes descriptive statistics and chi-square tests. The premises that have been tested using a confidence interval of 95% can be stated as given below:

H_{01} - There is no relation between whether the student is a hosteller and primary reason for enrolling in post-graduate management course

H_{02} - There is no relation between whether the student is a hosteller and his likelihood or recommending the B-School to others

H_{03} - There is no relation between whether the student is a hosteller and his perception about academic staff regarding being helpful to students.

5. Findings and Discussion

The table 1 below gives a profile of the students; it can be observed that most of the respondents (79%) are either from commerce or management course at under-graduate level. The figure 3 shows that this holds true for male and female students. It can be observed from table 3 that the main reason cited for opting for management education is better career opportunities (72.4%). From table 4 it can be seen that majority of the students surveyed (81%) have said that they will recommend the B-School to others.

It can be seen from tables 5a and 5b that the null hypothesis 2 is rejected at 95% confidence interval. In other words it can be inferred that the variables whether the student is a hosteller or a day scholar and whether he/she will recommend the same B-School to others are not independent of each other. Many reasons can be attributed for this inference; however the correlation co-efficient (refer table 5b) at 0.356 is very low.

An EFA was carried out to extract the factors from the 27 scaled statements to identify the important factors pertaining to management education is imparted. The calculated Cronbach alpha for 27 statements is 0.896 which shows that data is reliable for EFA. In KMO and Bartlett's test the KMO adequacy is 0.837 which is far greater than 0.6. According to Coakes

et al (1997), Bartlett’s Test of Sphericity is very significant; it indicates the acceptance of the components in the questionnaire. The total variance extracted which is 60.3 %.This shows that only 39.7% of variation is lost; therefore it is a good extraction. It is able to economize on the number of choice. .The scree plot (figure 7) displays the extracted factors; table 8 displays the rotated component matrix. The factor loadings are shown and explained below in Table 9 and discussed in detail to identify the main issues pertaining to students’ perception.

Table 1 Profile of Students

Variable	Description	Frequency
Gender	Male	60 (44.8%)
	Female	74 (55.2%)
Discipline at under-graduate level	Science	7(5.2%)
	Arts	10 (7.5%)
	Commerce	64 (47.8%)
	Management	42 (31.3%)
	Engineering	7 (5.2%)
	Others	4 (3%)
	Hostels or Day Scholars	Hostel stay
Day Scholar		51(38.1%)

Table 2 Cross Tabulation of Gender * Discipline at Graduate

Gender		Discipline at Graduate Level						Total
		Science	Arts	Commerce	Management	Engineering	Others	
Male	Male	2	4	30	19	2	3	60
	% of Total	1.5%	3.0%	22.4%	14.2%	1.5%	2.2%	44.8%
Female	Female	5	6	34	23	5	1	74
	% of Total	3.7%	4.5%	25.4%	17.2%	3.7%	7%	55.2%
Total	Total	7	10	64	42	7	4	134
	% of Total	5.2%	7.5%	47.8%	31.3%	5.2%	3%	100%

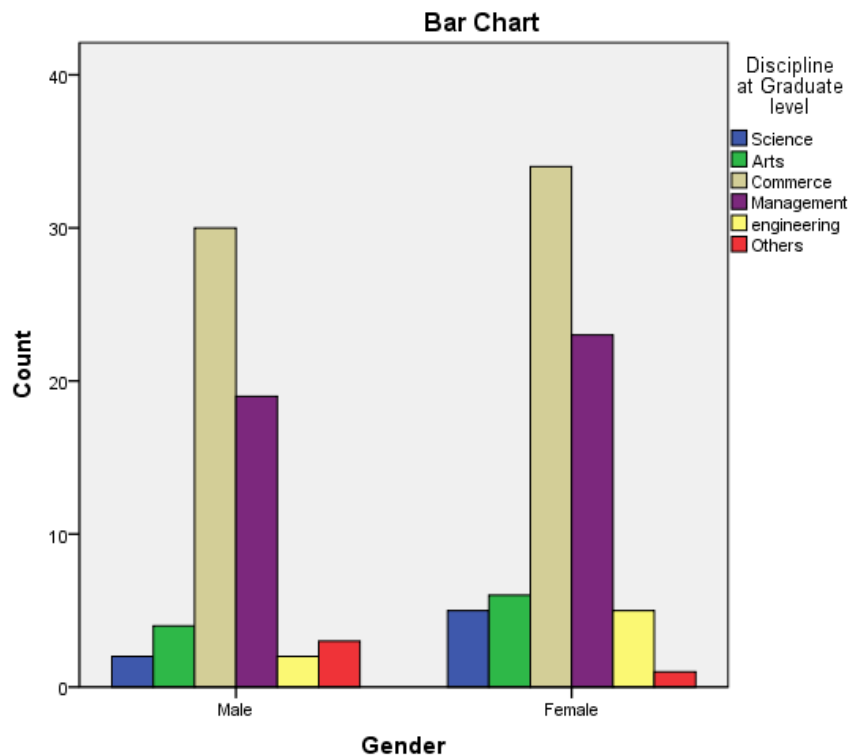


Figure 3 Bar Chart Showing Gender and Under-Graduate-Level Discipline of Study

Table 3 Gender * Primary Reason for Seeking MBA/PGDM

Gender	Primary reason for seeking MBA/PGDM				Total
	For better career opportunities	For enhancing knowledge	For brand value	For placement	
Male	42	5	3	10	60
% of Total	31.3%	3.7%	2.2%	7.5%	44.6%
Female	55	11	1	7	74
% of Total	41.0%	8.2%	.7%	5.2%	55.2%
Total	97	16	4	17	134
% of Total	72.4%	11.9%	3.0%	12.7%	100%

Table 4 Gender * Recommend the B-school to others Cross tabulation

Gender	Recommend the B-school to others		Total
	Yes	No	
Male	50	10	60
% of Total	37.3%	7.5%	44.8%
Female	59	15	74
% of Total	44.0%	11.2%	55.2%
Total	109	25	134
% of Total	81.3%	18.7%	100.0%

Table 5a Chi-square Tests

Hypothesis	Value	Degrees of freedom	Asymp. Significance (P-Value)
H ₀₁	2.390	6	0.881
H ₀₂	8.877	2	0.012
H ₀₃	15.355	8	0.053

Table 5b Symmetric Measures for H₀₂

	Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Pearson's R	-.256	.064	-3.037	.003 ^c
Spearman Correlation	-.257	.065	-3.060	.003 ^c
	134			

a. Not assuming the null hypothesis.
 b. Using the asymptotic standard error assuming the null hypothesis.
 c. Based on normal approximation.

Table 6 KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.837	
Bartlett's Test of Sphericity	Approx. Chi-Square	1296.659
	df	351
	Sig.	.000

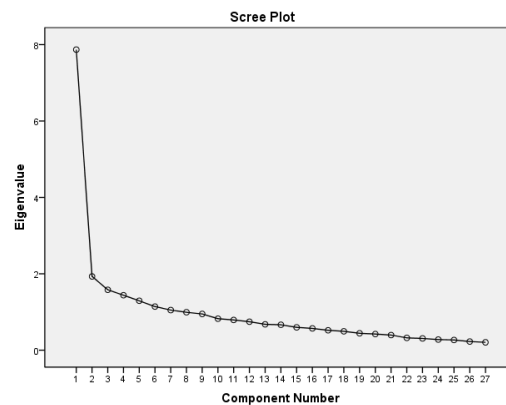


Figure 7 Scree Plot Showing Extracted Factors

Table 8 Rotated Component Matrix^a

Statements	Component						
	1	2	3	4	5	6	7
Academic staff at my department tries to empathize with me	.035	.061	.031	.814	.094	.211	.141
Academic staff at my department is well-educated	.221	.345	.464	.262	.023	.146	.018
Academic staff listens to me	.412	.047	.352	.521	.016	-	-
academic staff helps me	.123	.177	.208	.733	.161	.235	.037
The education I receive is valuable	.007	.154	.786	.146	.130	.100	.062
Library services are good	.107	.145	.204	.380	.571	.060	.227
department/university is well-equipped technically (computers	.702	-	.209	-	.034	.051	.376
Sports facilities in my campus are satisfactory	.128	-	-	-	.797	-	.071
Teamwork in courses positively contributes to my education	-	.002	.783	.004	-	.061	.326
The education is practical at my department/campus	.094	.503	.110	.125	.256	.102	.101
The students get a good education at my department/campus	-	.548	.493	.092	.099	.150	-
I am satisfied with the courses offered at my department/campus	.291	.255	.436	.199	.138	.412	.061
The graduates in my department start professional life with a satisfactory salary	.151	.208	.236	.165	.106	.108	.748
There are lot of graduates of my department who are well-known in their area of expertise	.150	.536	-	.026	.069	-	.485
As compared to other university graduates, the graduates of my department are more preferred	.164	.366	.008	.150	.556	-	-
I gain a lot of information from topics covered in the courses	.337	.373	.335	.343	.090	-	-
I can apply the information I receive in class to my professional life	.016	.721	.180	-	-	.084	.061
The department I study in offers a variety of course alternatives	.145	.532	.060	.266	-	.196	.135
The campus/department has modern infrastructure(ERP/Smart boards/LCDs	.805	.087	-	-	.123	.087	.014
Academic staff has domain knowledge/expertise to impart knowledge	.421	.216	.484	.124	.003	.409	-
The department/campus is equipped to meet specific needs of students as per by-laws	.621	.291	-	.202	.222	.285	.045
The department/campus believes in timely delivery (classes/results	.513	.125	.292	.258	.200	.113	-
The different committees (Grievance/Sexual Harassment/Anti-Ragging) are functional	.240	.147	.166	.179	-	.727	-
The academic staff at my campus is tech-savvy	.546	.124	-	.245	.129	.282	.144
The procedures in my campus/department are transparent	.106	.270	.253	.276	.335	.484	.259
The academic staff in my department/campus maintain integrity in working	.129	.535	.111	.354	.125	.201	.115
The non-teaching staff is supportive in my academic pursuits	.458	.312	.081	.362	-	-	.187
Extraction Method: Principal Component Analysis.							
Rotation Method: Varimax with Kaiser Normalization.							
a. Rotation converged in 12 iterations.							

6. Factor Discussion

From Factor Analysis following seven important factors were identified which impacts students' perception and their preference to consider Private B schools in Delhi /NCR (India):

Factor 1: Modern Infrastructure and Technology

The most important factor 1 with 29.14% of cumulative variance indicates that Private B Schools with Modern Infrastructure and Technology is most preferred by students. The tech savvy millennial are attracted by well-equipped technically sound

department/university which includes ERP/Smart boards/LCDs etc, it is observed that it caters their specific needs and expectations .They are influenced by responsiveness ,easy access and timely delivery of feedback and results.

Factor 2: Application oriented Teaching

In this study it was observed that the second factor with 36.296 % of Cumulative variance suggests that student prefer application oriented teaching .They are influenced by department or campus which maintain integrity in working and offers a variety of course alternatives and provide quality based, updated information, practical education .This helps them to acquire expertise in their area and a good ground for their professional life.

Factor 3: Collaborative Learning

The third factor indicates that students prefer to work in team; they perceive that collaborative learning adds value and positively contributes to their education.

Factor 4: Supportive Academic Staff

It was observed that the most important factor 4,i.e , Supportive academic staff with 47.483% of cumulative variance indicates that students are greatly influenced by this variable .It suggests that Private B schools of India should consider this factor for attracting the students and create a supportive environment where academic staffs are empathetic, listens and helpful in resolving issues.

Factor 5: Brand Image and Facilities

Factor 5 with 52.276 % of cumulative variance depicts that students get influenced by the image of the organization and facilities provided by Private B schools in Delhi /NCR. They believe besides above mentioned variables, institutes which provide good facilities like library and sports are more preferred as compared to other university graduates, and it leads to overall satisfaction among them.

Factor 6: Active Committees

The next factor indicates that student's value different committees like Grievance, Sexual Harassment, Anti-Ragging which are active and functional and not only on papers. They are of the opinion that such committees are helpful in creating collaborative learning and stress free environment.

Factor 7: Good Career Path

From the study it was observed that the seventh factor with cumulative variance of 60.391% suggests that the Private B schools which caters with the needs and expectation of the students gives a good opening to their professional life with a satisfactory salary.

Table 9 Factor Matrix

Variables	Factor Loadings	Factor Name
Department/university is well-equipped technically (computers)	.702	Factor 1 Modern Infrastructure and Technology
The campus/department has modern Infrastructure(ERP/Smart boards/LCDs)	.805	
The department/campus is equipped to meet specific needs of students as per by-laws	.621	
The department/campus believes in timely delivery (classes/results)	.513	
The academic staff at my campus is tech-savvy	.546	
The education is practical at my department/campus	.503	Factor 2 Application Oriented Teaching
The students get a good education at my department/campus	.548	
There are lot of graduates of my department who are well-known in their area of expertise	.536	
I can apply the information I receive in class to my professional life	.721	
The department I study in offers a variety of course alternatives	.532	
The academic staff in my department/campus maintain integrity in working	.535	
The education I receive is valuable	.786	Factor 3
Teamwork in courses positively contributes to my education	.783	Collaborative Learning
Academic staff at my department tries to empathize with me	.814	Factor 4 Supportive Academic Staff
Academic staff listens to me	.521	
Academic staff helps me	.733	
Library services are good	.571	Factor 5 Brand Image and Facilities
Sports facilities in my campus are satisfactory	.797	
As compared to other university graduates, the graduates of my department are more preferred	.556	
The different committees (Grievance/Sexual Harassment/Anti-Ragging) are functional	.727	Factor 6 Active Committees
The graduates in my department start professional life with a satisfactory salary	.748	Factor 7 Good Career Path

Source: Authors

7. Conclusion

As per the survey all the factors mentioned above are very important and crucial for the students during selection of their B School, but out of all the factors, there are certain factors which are more important. It can be concluded that students perceive that infrastructure and technology in imparting learning is very important factor for education outcome. Application-oriented learning which helps in professional development is perceived to be more important and so on as discussed. It also signifies these factors are important component which has to be revised every now and then. The students also perceive that the above factors are significant to produce desirable outcomes and the components if rightly used like Infrastructure, Placement, Packages, Faculty, Library will result into effective performance, more students and quality. The research is expected to help the professional colleges to identify the real issues and address them to sustain the stiff competition in this category. It has helped in identify the most significant enablers in the professional education sphere which include faculty, infrastructure in terms of technology, curriculum, timely-feedback and career development.

8. Limitations

The main limitation of this study is that the findings cannot be generalized to a larger segment of B-Schools primarily for two reasons; one the study has been not been conducted among the top B-Schools and the second the primary data has been collected from students in Delhi. The other limitation is the sample size; CFA has not been carried out on the factors extracted which limit the application. It does provide direction regarding issues which are important to a student.

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