

Perception of management students on quality of management institutions offering post-graduation course of MBA

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Abstract:

It's a high time to survive in running management institutions giving management education in the long run. Globalization and tough competition have given rise to a strong challenge to sustain in management education in service sector. Gone are the days when the focus was only on teaching and learning. Today, to survive in this field management institutions have to concentrate more on outcome-based education and adopt technologically developed ways of giving management education. Not only the students pursuing management education are important but other stakeholders are equally important to be considered for survival. Traditional ways of giving management education are not acceptable now. As the industrial requirements are changing day by day it's the need of the hour that the management institutions should drastically change to offer the best possible management education to fulfill the expectations of the management education pursuing students.

The purpose of this paper is to focus on understanding the perception or expectations of management students on management education.

The core purpose of this paper is to measure what exactly the students doing MBA post-graduation feel about the overall quality of the management institutions. This paper would help the management institutions to understand the changes to be made to survive in the long run. This paper also concentrates on problems faced in adopting new ways to make the changes. The conclusion of this paper is based on review of some qualitative research articles written in this field.

Keywords: Perception, Management Education, Industrial Requirement, Students

Introduction:

Students 'satisfaction has been considered as a central issue in the educational literature. Providing a high level of quality lowers costs and retains satisfied students and ultimately generates higher satisfaction for an educational institution. Past research studies (Parasuraman et al., 1990; Cronin and Taylor, 1992) has shown the importance of understanding what the customer expects which will help the organisation to achieve the first step in delivering service quality and satisfaction. This cannot be the exception for educational

institutions. Although the students are not exactly the customers but are the most important stakeholders of the institutions. It would not be wrong to say that students are as good as owners. Now, more than ever, higher education institutions have embraced the marketing concept and the idea of the student as consumer, the customer who is involved in the purchase of higher education programs and services (Kotler and Levy 1969). In today's technologically developed scenario students search for institutions that will provide them with exceptional, unique, special, memorable and personal educational experiences and knowledge. When it comes to higher educational institutions offering post-graduation of MBA students are very selective and would like to be admitted into industry driven management institutions wherein, they can be groomed with all the soft skills and technical skills. Also, he/she is a customer, seeking an educational program that will prepare him/her for a successful career and gainful employment. In an educational institution, students are the main customer of the organization (IWA, 2007; Sakthivel et al., 2005; Hill, 1995; Zairi, 1995). Students' satisfaction should always be considered by the institutions due to intensive competition among institutions, internationalization spirit, higher expectation of customer towards higher educational institution, an increase in the tuition fee, and the classification of education as a marketable service (Kwek et al., 2010). Letcher and Neves (2010) reported that "student satisfaction helps to build self-confidence, and that self-confidence helps students develop useful skills, and acquire knowledge". Based on the previous explanation, it is important to discuss about factors which determine students' satisfaction. This study concentrates on understanding the students' expectation, perception and satisfaction towards the services offered by management education institutions.

Objectives:

- To understand the basic concept of perception of management students about

management education through the literature review

- To explore expectations of management students with the help of review of literature.
- To study strategies to be adopted to increase the satisfaction level of management students
- To study the problems faced in the management education

Research methodology:

- This study is totally based on secondary data and literature review methodology.
- Secondary data has been collected from various websites, journals, magazines, research articles, newspapers and reference books etc.
- Original work done by different researchers in perception of management students about management education have been reviewed for concluding this paper

Scope of the study:

- The study gives insights on various research works which have been carried by different researchers in the field of management education
- The study focuses on use and implementation of some strategies to provide solutions to improve the quality of management education to full fill the expectations of management students with help of previous research work.
- The study focuses on understanding the basic requirement of the management students

Significance of the study:

- The research work might be useful to management education institutes to understand the perception of the students about the course.

- The study might be useful to know importance of making improvements in the quality of management education to survive in the long run
- The review of literature will help us to understand different dimensions of expectations of management education pursuing students
- This study would be helpful to the management degree giving institutions to understand the challenge of survival

Limitations of the study:

- Research was limited to various management journals, websites, magazines, online journals to identify perception of management students about the quality of the management education
- The research methodology is too theoretical and descriptive.
- This study is predominantly focused on learners' experiences about perception of management students only
- The conclusion of this study is only based on selected research papers.

Literature Review:

Ms. P.V Sumithaa, Dr. M. G. Krishnamurthy B, Mr. Baretto Royce Winfredc (May 2016) have studied on An Empirical Study to Measure the Perception of Management Students Towards Choice Based Credit System (Cbcs) as a case study. The study concluded that in the current economic crisis, innovation is seen as a key strategy for institutions and companies not only to recover but to thrive and to sustain growth into the future (World Economic Forum, 2010). To conclude it can be said that education is not an end but an integral process in building the youth of a nation and subsequently at a global level. A well-designed system of evaluation is a powerful educational device. Choice Based Credit System is essential for Higher Education. This system increases the sincerity among the teacher as well as

the students. CBCS have been efficient in eliminating rote learning and memorizing introducing critical thinking and analysis which leads to creativity and innovation in education system. From the empirical evidence students perceive the CBCS to be student centric which provides student autonomy/freedom and has clarity in evaluation with clear syllabi and adequate collegeresources providing all-round development of students. It is concluded that the significant factors. Thus, CBCS will enable the smooth transition from a teacher-centric system to a student-centric regime. This in turn will enable the programme to be industry sensitive and tailor made to meet corporate needs. The prevailing richness in academic tradition must be retained in spirit while allowing the academic framework to cater for a fast-paced technology-based system.

Dr. Sudharani D. Ravindrana , Mrs. Kalpana Mb (May 2012) have done research on Students' Expectation, Perception and Satisfaction towards the Management Educational Institutions. The study explains various factors such as location, academics, image, infrastructure, cost and personnel as a measure of institutional quality. Practically, the findings of this study offer implications for administrators, policy makers and educationalist to frame suitable strategies to attract student customers. The priority of policy makers is at the transaction level of institutional quality and they must try to improve the institutional quality attributes. Berry and Parasuraman (1991) noted that "Service quality is the foundation of service marketing". All these quality attributes are under the control of the educational administrators. Thus, at the transactional level, institutional quality is the most important for education administrators to concentrate on.

Aaratee Tripathee (May 2017) has published research paper on Analysis of Students' Perception on Quality of Management Education in Kathmandu. The finding shows that reputation is seen as the most important factor that determines quality and infrastructure is the least important

factor among the selected five different quality attributes. Demographic constructs like university, age group, place of SLC origin and educational background do not affect the satisfaction level of the students but variables like gender and marital status show a significant association. Females and married respondents are found to be more satisfied with the quality of MBA program. Among the five quality dimensions, again reputation is seen as the prime influential factor in forming the perception of students towards the quality and the satisfaction level with the MBA program whereas curriculum is seen as the least influential factor.

Graeme Currie and David Knights (June 2015) have written a research article Reflecting on a critical pedagogy in MBA education. The concluding remark includes that the MBA course should provide innovative teaching methodologies where in the students enjoy the management education rather than feeling it to be stressful or unwanted. Traditional teaching to the students of management no more stands now. The students should be given hands on experience of management skills to learn more and this would result in to the students over all development. They should be molded in such a way that they can easily acquire the best jobs or else can become successful entrepreneurs. Strategies of empowerment should be taught to these management students with the help of the case studies.

Dr.R.SubramaniyaBharathy and Mrs.R.Rajapushpam (January 2018) have carried research in A study on students' perception and satisfaction level towards MBA programme in Periyar University. This research helped the researcher to understand the satisfaction level of MBA students who studied in Periyar university. Most of the students prepared to pursue MBA due to ample facilities and opportunities available in this university. Students expect more job opportunities from MNC's such as INFOSYS,

WIPRO, TCS, HCL etc., industrial visits outside Tamilnadu, internships, project funding from organization. Apart from syllabus, importance must be given to improve technical skills and practical knowledge among students.

Lydia N Takyi (June 2017) has studied on the perception of management students towards management education programme in the faculty of business studies educational, college of technology education, Ghana. The author concluded that the pursuit of education has been very challenging and at the same time highly effective because of advancement in technology and the use of innovative devices that help teaching and learning. The students of 21st century is much swifter, smarter and intellectually open than their counterparts ten years ago. The technological mantra in the current dispensation requires equal match with smarter students. However, when such is compromised students become dull within their educational pursuit. The perception of students towards educational programme is very significant since it forms the foundational prime for altering old age system that jeopardizes the current needs of students. In light of this, the study was conducted to determine the perceived usefulness of MEP on learning outcomes of students. The study stipulated four objectives as guiding post for the achievement of the purpose. The positive impact of perceived usefulness of the programme on learning outcome depicts a huge potential of the programme in providing the needed skills, values, attitudes and behaviors needed to meet the national goals of the country. It must be noted that the programme has the propensity of developing innovative and knowledgeable students with basic managerial and administrative skills for the world of work. Despite the challenges such as inadequate use of technology in teaching and learning, inadequate instructional materials and many others the course or programme is effective in providing required training to students.

Meena Chavan and Leanne Carter (September 2018) has studied on the perceptions of management students. By understanding the perceptions of first-year students in a preliminary management class, researcher has gained some insights into the expectations and realities of these students as they attend lectures and tutorials with a view to understanding and applying management theories and skills to develop employable skills for future work opportunities.

It is thus evident that academics must reconsider the current formats for their learning activities and identify alternative methods to reach students in terms of content, particularly in light of the softer employability skills and the appropriate application of understanding affective learning for deeper learning within the curriculum and teaching and learning activities. At present, many of these skills are developed through opportunities outside the classroom either in part-time work or student groups/societies. Change is required in the classroom to ensure a nexus between theory and practice is made from first-year courses through group industry projects, industry visits, guest lectures, internships and work experience attached to courses. Some forms of collaborations have seen university students, staff engaging in a “go out” to the employer’s domain, for internships or work experience programs and also where staff can consult on curriculum development and experiential, application and reflective course content in collaboration with employers

Sonpreetkaur, Roopali Batra (October 2019) have done research in Evaluating student’s perception regarding prevailing practices of TQM in management institutions of Punjab. They concluded that to focus on the satisfaction of the consumer is the main purpose of TQM. With the current implementation of TQM, student show more delicate and less satisfied. Therefore, the satisfaction of student which is the basic principle of TQM is not completely visible. There is some possible justification for this result. It was almost due to absence of reciprocal relationship between (Faculty, teachers and parents) and students in

management institutions (teamwork principle of TQM), absence of decision making of students and less involvement in participation of programs (teamwork principle of TQM), adoption of new changes is absence (continuous improvement principles of TQM) in management institutions. To improve the level of TQM implementation to improve customer satisfaction management educational director must focus more attention in this area. They focus more concentration on impacts like training in service, communication, integration, new changes and student focus. This study shows that between the gender of student there is a significant difference in the level of TQM. In this case, the female and male student thinks differently. The level of TQM is higher in their management institution the male student thinks which is different from thinking of female students. A male student has more chance of face challenges and adopts new changes than female students. Therefore, the expectations of female students about TQM are higher than male; regarding more satisfaction than males, females are tougher to satisfy expect more service and more delicate towards satisfaction.

Ritu Narang (June 2012) has published the research work in How do management students perceive the quality of education in public institutions? The study demonstrates that the tool employed in the study was both reliable and valid. It revealed negative gaps between the perceptions and expectations of the management students in all the quality dimensions. The findings seek to draw the attention of the policy makers and the institutes’ administration to the negative quality gap that needs to be addressed and act as a guideline for resource planning (Campbell et al., 2001). Though all the quality dimensions require improvement, immediate action needs to be taken in the areas of “physical facilities” and “personal development”. Well-equipped computer laboratory and comprehensive learning sources like the library with a focus on practical orientation towards education and adaptability to modern techniques require particular and urgent attention.

Second priority needs to be given to “learning outcomes” followed by “responsiveness” and “academics”. This study provides a valuable contribution to the knowledge gained from the earlier studies by extending the application of a modified SERVQUAL instrument to a multi-campus higher education environment. It also seeks to draw the attention of policy makers to ensuring the quality aspect of education rather than being confined to quantitative increase of the higher education institutes. However, the study has some limitations as well. As the study was conducted in higher education public institutes in one state it may not be possible to generalize the results for the entire country.

Brenda M. Oldfield and Steve Baron (March 2018) have published the research article Student perceptions of service quality in a UK university business and management faculty. The service experience that is higher education is complex, and students undergoing higher education likewise have a complex set of expectations. Despite this, the study has revealed that, in general, students have three main criteria which need to be satisfied. These have been labelled requisite, acceptable and functional. Programme and course management teams can more seriously consider the often-neglected elements of “functional service quality” through systematically examining the three criteria. A general managerial implication highlighted in this research is that there is a set of quality measures that students themselves have identified which management teams can address. If quality measurement instruments are designed around factors associated with variables students consider to be essential, then it may be possible to move away from measuring teaching quality only, towards an understanding of the elusive holistic evaluation that is the student experience. The limited comparative study of first and final year students suggests that student evaluation of certain aspects of service quality may change resulting from student experience and/or course content, and that the criterion “acceptable” is increasingly important, the longer the students have been on the

course. There are many areas where further research is required. It would be useful to replicate the survey with students on nonvocational courses, and with part-time students, especially those experiencing distance learning modes of delivery. Each replication would add to knowledge, and it would be instructive to see if the same three factors were recovered. Further qualitative research with students is needed to assess the relative importance of technical and functional service quality. It is hoped that this article has offered a useful starting-point for such research.

Molly Inhofe Rapert, Scott Smith, Judith a. Garretson and Anne Velliquette (January 2014) have done research in the meaning of quality: Expectations of students in pursuit of an MBA. They concluded that quality in higher education is considered a critical variable by a multitude of constituents, including business leaders, corporations, industries, legislators, communities, and, most importantly, students. Existing student evaluation research illustrates that the perceived quality of educational experiences directly affects overall satisfaction with programs (Guolla, 1999; O’Brien & Deans, 1995; Seldin, 1980). Thus, if educational programs are striving for higher satisfaction ratings from their students as well as employers, they must continue to determine what constitutes quality from a student’s perspective and implement strategies to improve students’ educational experiences. As such, our goal in this research was to extend the standard, quantitative end-of-term student evaluation measures, which currently dominate in the domain of education quality assessment. With the addition of a qualitative, case-by-case approach to exploring students’ perceptions of the quality of a program as a whole, this research contributes to the business education literature in several ways. First, a qualitative approach allows for a rich, thematic description of a diverse set of student interpretations of quality, which is overlooked when quantitative research forces a predetermined frame of reference and set of variables. Second, this research both identifies and supports the

importance of quality dimensions established in the literature, illustrating the impact of those domains across various satisfaction and performance outcome measures for MBA-level programs. Furthermore, this study introduces dimensions of quality not previously identified in the existing student evaluation literature. As a result, the present study presents a new approach as to how students conceptualize quality that may influence their satisfaction with a graduate business program.

Conclusion:

Authors have reviewed eleven research papers on perception of management students about the quality of the education of management institutions offering management degree. Some of them are related with management graduation and many are related to the perception of MBA pursuing students. It is found that making survey on this topic as a tool, strategy or methodology is very important to improve the quality of management education which is the need of this era. Today's competitive world demands to make required improvements to survive in the long run, to maintain goodwill, to maintain better relations with stakeholders of the institutions and to give returns to the society.

The pursuit of education has been very challenging and at the same time highly effective because of advancement in technology and the use of innovative devices that help teaching and learning. The students of 21st century are much swifter, smarter and intellectually open than their counterparts ten years ago. The technological mantra in the current dispensation requires equal match with smarter students. However, when such is compromised students become dull within their educational pursuit. The perception of students towards educational programme is very significant since it forms the foundational prime for altering old age system that jeopardizes the current needs of students. These studies stipulated four objectives as guiding post for the achievement of the purpose

of improving the quality of management education. The positive impact of perceived usefulness of the programme on learning outcome depicts a huge potential of the programme in providing the needed skills, values, attitudes and behaviors needed to meet the national goals of the country. It must be noted that the programme has the propensity of developing innovative and knowledgeable students with basic managerial and administrative skills for the world of work. Despite the challenges such as inadequate use of technology in teaching and learning, inadequate instructional materials and many others the course or programme is effective in providing required training to students.

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