

Student's Perception towards Higher Education in Jodhpur with Special Reference to MBA Program.

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Abstract

The present study is an empirical analysis designed to measure the perception and satisfaction level of students towards the MBA program in Jodhpur. Study undertaken with sample of 100 students across Jodhpur.

The MBA Program which is the very popular among the students who wants to build their career in Management, many students in Jodhpur revealed their views about it. In recent time the success of business is depend upon the management team. The study is an attempt towards the perception and satisfaction level of students towards such a prestigious degree which can also gives a lucrative career.

Keywords: Higher Education, Management Education, Commerce Education, Chi Square Test, Education in India

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Objectives

1. To study about the students perception towards MBA Program in Jodhpur
2. To know the relationship between gender and choosing MBA for commerce graduates in Jodhpur

Research Methodology and Research Design

In this study exploratory research has been undertaken. The purpose of exploratory studies is to achieve new insights into a phenomenon. The major emphasis in those studies is the discovery of new insights or ideas.

Sampling Design: - In this project convenience sampling research has been undertaken.

Sources of Data:-

Primary data: - Primary data are collected through orderly structured E-questionnaire from the students pursuing Graduation Final Year.

Secondary data: - Secondary data are collected from books and websites.

Tools for Analysis: The collected data was formulated using the statistical tools namely

1. Percentage analysis, 2. Chi square method.

Limitations of the Study

- The study is conducted only in the Jodhpur city so results are applicable to that place only.
- The sample is limited up to 100 respondents for the study.

Review of literature

Enwistle (2003), is that a student's motivation to learn is a key influence on how that student learns overall. The second assumption is that there is a relationship between the type and level of inspiration to learn of a student and their expectations of that learning experience.

DeBacker & Nelson (1999) who suggest that these expectations of learning will have a number of different dimensions. In making the link between motivations and expectations, this paper considers motivation across two dimensions: Intrinsic motivation and extrinsic motivation

.2 Fagan et al (2008) suggest that intrinsic motivation "refers to doing something because it is inherently interesting or enjoyable" (p.31) which is a common explanation across much of the literature.3 V.

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.

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

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 406 Fourteenth AIMS International Conference on Management 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

Management Education in India

Management education has taken different shapes in India. In the 90's, due to privatization, and major economic reforms, management education was provided by several institutions and it was like a mushroom growth. But after 2010, slowly the government started controlling the management education institutions, mainly by using Information Technology.

Today Management education in India is divided into three categories: (1) Management colleges, (2) Management institutions, where Master's program are offered like MBA/ PGDM exclusively or in addition to UG programs and along with teaching, faculty works on research and (3) Business schools or shortly, '*B-Schools*' offers exclusively the Master's program like MBA/ PGDM exclusively and faculty works on teaching, research, training, academic administration and consultancy. B-Schools, by its nomenclature, should be autonomous and self-sustained.

Initially, MBA programs started in university departments and later in their affiliated colleges with an objective as an additional degree with just knowledge transfer. Later, with the advent of IIMs, PGDMs became popular, which imparted knowledge through practical learning using '*Case Studies*'. B-Schools that practicing IIM Model are very successful, and IIMs are conducting training Programs on *Case Study Pedagogy* and facilitating other management institutions to imitate the IIM Model in training the students to learn practical application of management. The greatness of IIMs is the faculty members do research in developing the cases

and then they teach those cases in the class, whereas in other management institutions, faculty downloads the cases and use.

B-Schools started working on '*Entrepreneurship*', but it took some time to create awareness in the mindsets of Indian students about entrepreneurship. Students joining B-Schools with the only motto of getting jobs and hence placement became the pivotal element. Slowly, B-Schools used '*Placement*' as their marketing strategy to attract candidates. Majority of the B-Schools, even though they offer entrepreneurship as a program, very few Institutions like EDI, Ahmedabad able to withstand on this concept. But, with the recent boom in start-ups, B-Schools are focusing on entrepreneur development programs once again. B-Schools are now able to attract budding Entrepreneurs and nurturing their ideas through the '*Incubation Centers*'.

B-Schools in India are facing problem in getting qualified and experienced Faculty. In the process of training students to industry requirements, B-Schools are able to support students for good placements. The Ph.D. in management program offered by universities and FPMs offered by B-Schools are giving partial support to '*Education Industry*' to get faculty in management field. On the other hand, all Institutions are going for quality norms like NAAC, NBA etc. where the process includes lot of documentation with data/information from various departments. Some of the Management of B-Schools are able to train their faculty for academic administrative works and offering better positions like Dean or Director in various verticals like admissions, student services, academics, and placements etc.

With the reforms that are taking place at higher education with a focus on technical and management education through clear-cut policies from the government, B-Schools are slowly moving from fixed specializations to *Choice-based Credit System (CBCS)* and this seems to be a good direction for management education as (a) uniformity in curriculum across country (b) freedom to the students to choose their courses without intervention by the Institute (c) easy for any credit transfer with any international institute during any student exchange program (d) student will be getting what direction his career has to forward by selecting his course credits semester wise (e) student gets advantage during placements as recruiting companies are looking all-rounder profiles not just specialization in one vertical.

Government of India has initiated “*Digital India*” and slowly all sectors are on digital platform. Education sector has also taken its role in such an initiate and exploring the possibility of technology-based learning in the classrooms. Flipped classrooms are becoming popular compared to the traditional classrooms. This is an instructional strategy where material will be given through online in addition to the lecture sessions. This also includes the home works /assignments/tests /projects which students can do after the lecture sessions through online. Now slowly educational sector started using MOOCs (Massive Open Online Course) in which online education for unlimited participation through web, In MOOCs, in addition to traditional lecture sessions, one can find video lectures, readings, Problem Sets, interactive sessions through forums, quizzes and assignments. One has to register and it is a free of cost for learning, but if you want a certificate for your learning, then only you have to make payment. IIM-B has started giving training to faculty of different Institutions in how to integrate MOOCs in management education. AICTE has indicated that faculty should go for refresher courses on MOOCs in different topics and asking them to register, as the future of education is mainly ‘*Digital*’.

ANALYSIS AND INTERPRETATION

AGE GROUP OF RESPONDENTS

S.NO.	AGE	NO. OF RESPONDENTS	PERCENTAGE
1	19	6	6
2	20	33	33
3	21	32	32
4	22	15	15
5	23	14	14
		100	100

UNDERGRADUATION OF THE RESPONDENTS

S.NO.	UNDERGRADUATION	NO. OF RESPONDETS	PERCENTAGE
1	B.com	27	27
2	B.com (Hons)	21	21
3	BBA	31	31
4	BA	7	7
5	BSC	4	4
6	BCA	6	6
7	BE	4	4

PLACE OF ORIGIN OF THE RESPONDENTS

S.NO.	PLACE	NO. OF RESPONDENTS	PERCENTAGE
1	RURAL	34	34
2	URBAN	66	66
		100	100

FAMILY INCOME OF THE RESPONDENTS

S.NO.	FAMILY MONTHLY INCOME(in INR)	NO. OF RESPONDETS	PERCENTAGE
1	Below 20000	11	11
2	20000-30000	21	21
3	30000-40000	27	27
4	Above 40000	42	42

Gender and MBA Program

In order to indicate the relationship between the gender and choosing MBA program chi-square test is used and the result is disclosed.

H0: There is no relationship between gender and choosing MBA after graduation for the commerce graduates in Jodhpur.

H1: There is relationship between gender and choosing MBA after graduation for the commerce graduates in Jodhpur.

GENDER	No. of Respondents		TOTAL
	Interested	Not Interested	
MALE	54	10	64
FEMALE	30	6	36
TOTAL	84	16	100

Factor	Degree of Freedom	Calculated Value (x2)	Table Value	Hypothesis
Gender	1	0.017	3.841	Rejected

The table discloses that the calculated chi-square value is less than the table value and the result is accepted at 5% level. Hence the null hypothesis is rejected. Therefore there is significant relationship between the gender and doing MBA program.

Findings

Majority of respondents belongs to Family Income Group (>40000) which indicate that in India MBA Education is still a dream for poor students. Most students want to choose MBA to be more valuable person but the financial difficulties prevent them to do so. When the questions comes to why they want to choose MBA then there are some other common reasons also revealed from respondents that luxury corporate life styles, high salaries in MNCs, other benefits in forms of luxury accommodation, vehicles etc. Highest percentage 33% were from the age 20 who want to choose MBA after graduation. 31% students who wish to choose MBA after graduation, were from BBA; after that B.com students were interested (27%). When it comes to the place of origin then 66% of urban students were interested in MBA and 34% from rural area.

Suggestion and Recommendation

Education could be provided at low cost.

Scholarship could be provided to students who are academically brilliant.

Faculty should be qualified and trained enough to impart knowledge to students.

More focus should be made on skill development in students.

Course should be as per industry need.

Specialization could be increased.

For the exposure of students they could be taken to industrial visit time to time.

Conclusion

This study helped in getting information about the student's satisfaction towards MBA program. The reason for analyzing this study is to know how many of the under graduates are interested to do the higher studies especially MBA and to make the aware about the importance of the higher studies. The respondents have mixed reactions. Some of them have willing to do they higher study (MBA) and some are note due to certain reasons such as financial problems, placement problems etc. It can be concluded that doing higher studies would be good for student has they would get more knowledge and personal development of student which would help them in

future to get a good job opportunity. The study also concluded that female students are more interested than male students in doing MBA.

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