

**“A STUDY OF SATISFACTION OF STUDENTS PURSUING MBA  
EDUCATION ABOUT QUALITY OF MANAGEMENT EDUCATION IN  
KOLHAPUR DISTRICT IN MAHARASHTRA”**

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**Abstract:** *Management education in India is predominately a derivative of western management thought and practice. In this decade India has witnessed a drastic change in higher education. Especially management education is witnessing an exponential growth in terms of number of institutes imparting management education which are usually termed as Business Schools or Management Institutions. Gone are the days when the education of MBA has been given traditionally and it was all about lecture method only. Today the market is changing day by day and the companies' requirements in a candidate to recruit have completely changed. The required skills of employability are much competitive. Hence the expectations of the students of pursuing MBA education from the management institutions have changed. To survive in the long run these management institutions have to understand the expectations of the students and adopt the new methodology to satisfy the students. In this paper authors have tried to explore the present situation of management education in Kolhapur. This paper also studies the trends prevailing in management education and tries to find out how effectively the management education helps the industries as well as how does it help one to become successful entrepreneur. Further the paper tries to find out the expectations, perception and satisfaction level of the students perusing MBA education in Sangli and Kolhapur districts in Maharashtra. The researchers have tried to find out the perception and satisfaction level of the students of various variables.*

**Keywords:** *Management Education, Business School, Policies, Strategies, Satisfaction, Skills*

#### INTRODUCTION:

The best learning experience what we can have is effective education. A well educated person can think in right direction as well as can have capacity to do many things. Education can mold people in right way. Inherent and considerable change can occur in people with right education. People have different concepts of education. Many think education is obtaining qualification. But only acquiring qualification with certificates without adding values into life cannot be said as education.



All the courses cannot be equated with effective education. Being the part of higher education system management education which offers the post-graduation degree of MBA mold the students to be the successful entrepreneurs, effective managers and motivating leaders. Since hundreds of years many have preached that the term education has very deep meaning which explains the importance of morality in life as well as improving intellectual ability. The greatest, versatile and divine personality Swami Vivekananda preached that the education is nothing but character building. It is the need of the hour that the stakeholders of education system should motivate the students in this regard of building good character and also improve intellectual ability. Today's Education is bundle of many aspects which gives maximum benefits if used properly. The changing time has modified the education system in many ways. Although the motive has changed with the changing times, the awareness of the need for development of this vital sector is greater than before. There is huge difference in the reason of acquiring education then in olden days and now in the modern era. In olden days the core reason of education was to have wisdom and now it is all about money. Today's education has become much rational not having much touch of values. Educational line has become a sort of industry today. As an important part of education management education has to really contribute a lot into society and empower the human beings to do business ethically. The inception of management education has taken place thousands years back. Traces of lessons of management can be seen in the great epics of Ramayan and Mahabharat. The leadership skills, ethical decision making, motivating others and value addition which are the core fundamentals of management have been practiced extraordinarily well in the past and proofs are available with us. But today the scenario has changed. According to Choudhary (1977), "Management education has acquired the status of a commodity, to be bought and sold in markets like other commodities. It is true that that the number of management institutions have increased in numbers with the intention of creating better managers and successful entrepreneurs, the moral touch to this management education is missing somewhere. Question arises about the students with management degree do really have all the qualities to become managers (Pffefer and Fong, 2002). The actual situation today is very unwanted. Many management institutions today sprang up in no time and at the same time some management institutions close down due to many issues. Somewhere it is seen that the dignity of management education has come down especially in some part of Maharashtra. The image of acquiring the management degree has loosen its value only because of wrong practice of running the management institutions. In many management institutions in Maharashtra the seats of MBA are vacant every year. It is now high time to take efforts to bring back the image and dignity of MBA post-graduation course.

Therefore, it is necessary to study the quality of contemporary management education and its implications for a developing and an emerging economy like India. This paper describes relevance and significance of management education, different issues and challenges faced by management institutions in Kolhapur districts of Maharashtra by understanding the expectations of the students pursuing MBA education and required strategies to be applied with emphasis on attracting quality students for MBA course, quality faculty retention, faculty development and academic excellence.

#### **REVIEW OF LITERATURE:**

Some qualitative research papers have been carefully studied in relation with the research topic to have guidance to carry out the research work.

A study was conducted to find out the satisfaction level of the students to know the factors which are significant between the faculty and the courses. We get to know that the perception plays an important role in determining the satisfaction level of quality of teaching and the virtual environment. The study focuses on exploring the importance of online teaching faculty in online MBA program since a part of the classes will be self-studied by the students. The study took British Online MBA to infer the results in order to understand the perceived quality of teaching. This was very much required in order to deal with the international audience of management aspirants. The study revealed four aspects of the behaviours which are really required to best teaching: helping, motivating, challenge and vigilance. Students feel that a teacher should be a great motivator who



can get positive feedback by the students. Faculty should also look at extending help to the students whenever they need any kind of support apart from teaching and subject. MBA is more about the professionals who are seeking assistance in exploring the topics in depth through brainstorming and satisfying discussions. They should be involved in various activities to elaborate on the areas of interest. In Management faculty cannot restrict themselves to the course curriculum since the executive students come from different industries with varied experience. MBA doesn't cater to only one industry in its curriculum since it has different subjects and specializations apart from general subjects. All subjects may not be applicable to all students in a batch. Students should know that the faculty is aware of the students and his actions but it doesn't talk about the intervention of faculty all the time. The Executives are already knowledgeable with industry experience and exposure. The course is a tool for them to bridge the gap between the both. If the students feel that the faculty has knowledge then it becomes evident that students are very actively engaged in the discussions and interactions frequently. This would also lead to the satisfaction level in the learning environment. A list of events are found to be the indicator of the learning environment with the asynchronous activities in online classes (Bignoux & Sund, 2018).

Management Educational Programme has contributed in enriching the leadership qualities in a survey finding conducted by University of Education, Winnebago. Perception plays a dominant role in learning results when the students understand the benefits of the programme. Further, it also showed the enhancement of personal competencies and knowledge to carry on the administrative work in an organization. A positive relationship is found between the way how student perceives and the outcome of the course through motivational perspectives (Takyi & Takyi, 2017).

The research study taken up by University of Queensland highlighted important factors in MBA which has the influence on interested students while making choice to choose the management programme. The five factors were identified in the studies which were career, reputation, facilities, syllabus and quality and it repeated in the interview process as well. Among the five factors reputation of the University was the most important factor for the prospective students in making the decision to join the programme. The study examined the local as well as international categories of the scholars in deciding on the specification of the factors. When it comes to ranking of MBA programmes, employment and the package is usual considered very crucial to rank. But the study revealed that salary is not a major factor in decisions. Flexibility has also been considered crucial in terms of mode of MBA education. Faculty is treated as the source of information to guide further than any other source in advice and suggestions (Blackburn, 2011).

#### **Research objectives:**

1. To understand the expectations of the students from management educational institutions in Kolhapur and Sangli districts in Maharashtra
2. To investigate the satisfaction level of students about the quality of education rendered by management educational institutions in Kolhapur and Sangli districts in Maharashtra
3. To determine the various factors influencing the service quality in the institutions offering MBA education
4. To study the impact of demographic profile on the satisfaction of the management students.

#### **RESEARCH METHODOLOGY:**

##### **Descriptive & Analytical Research Design:**

As the study describes the demographic variables the study can be said as descriptive in nature. The data is analysed using simple frequency distribution table and the percentage analysis to understand the demographic variables. The opinion of the individuals was taken to determine the various constructs in the study that included the perceptions towards management education. Simple Average method with bar and pie charts are used to describe the data. The difference between the actual and expected quality of education was also captured to understand the student satisfaction. Another approach towards research was analytical study which aimed at analyzing the relationship



between the variables proposed in the study.

**Target Population:**

The target population refers to the large audience to whom the research is inferring to. In this research it is the Management students in Kolhapur districts of Maharashtra and their opinion towards competency development and role of the corporate partnership. The results of the study are implying to the population which covers the B school education provided. The students studying first year and second year MBA in the B schools were considered for the study.

**Sample Technique:**

The current technique employed random sampling technique in which the B Schools from Kolhapur district in Maharashtra were picked randomly to collect the data. To get a representation from the population, data was collected from colleges belonging to different zones within said area. Convenience sample technique is used to collect the data from actual students.

**Sample Size:**

To this research, as per sample size computation 400 is more sufficient, but researcher collected close to 500, but 470 is useful samples for data analysis purpose.

**Sources of Data:**

The next section of the chapter discusses about the sources of data based on which the research is carried out. To meet the objectives of the research, the data is very crucial. Data forms the main component of any research and in this research also, data is collected from both primary source as well as the secondary sources.

**Primary Data:**

The primary data which is for the qualitative study included informal interviews, observations from the head of the institutions and students studying MBA. The primary data which is quantitative in nature is collected from self-administered questionnaire which was designed for the study.

**Secondary Data:**

Secondary data which also forms the important aspect was collected from various sources which included various journals, articles, web sites and reference books.

**Research Hypothesis:**

H0: There is no relation between satisfaction of the management students and the gap between expectations of the of management students and actual perceived education of management students

H1: There exists relation between satisfaction of the management students and the gap between expectations of the of management students and actual perceived education of management students

H0: There is no difference on quality of management education perceived by different demographic profile of the students

H1: There is difference on quality of management education perceived by different demographic profile of the students

**DATA ANALYSIS AND INTERPRETATION:**

**Table 1: Gender**

Gender	Count	Percentage
Female	275	58.4
Male	195	41.6

On the analysis of the above table with refer to gender, female respondents achieved the highest score of 58% while male respondents achieved the lowest score of 42%

**Table 2: Age**

Age	Count	Percentage
18-25	419	89.04



26-30	49	10.53
Above 30	2	0.43

On the analysis of the above table with refer to age, 18-25 yrs respondents achieved the highest score of 89.04%, 26-30yrs respondents achieved the score of 10.53% while above 30 yrs respondents achieved the lowest score of 0.43%

**Table 3: Education**

Education	Count	Percentage
B.E /B.Tech	20	4.26
BA/BSC/B.Com	277	58.94
Others	173	36.81

On the analysis of the above table with refer to education, BA/BSC/B.Com respondents achieved the highest score of 58.94%, other respondents achieved the score of 36.81% while B.E /B.Tech respondents achieved the lowest score of 4.26%

**Table 4: Hailed from**

Hailed from	Count	Percentage
Rural	171	36.38
Semi-rural	101	21.49
Urban	198	42.13

On the analysis of the above table with refer to Hailed from, urban respondents achieved the highest score of 42%, rural respondents achieved the score of 36% while semi-rural respondents achieved the lowest score of 21%.

**Table 5: Annual Income**

Annual Income	Count	Percentage
3.7 to 10 lacs	21	04.47
5 to 7 lacs	27	05.64
7 to 10 lacs	06	01.38
Less than 5 lacs	323	68.72
More than 10 lacs	14	02.87
2.5 to 7 lacs	179	17.00

On the analysis of the above table with refer to annual income, less than 5 lacs income respondents achieved the highest score of 68.72%, 5 to 7 lacs income respondents achieved the score of 5.64%, 3.7 to 10 lacs income respondents achieved the score of 4.47%, More than 10 lacs respondents achieved the score of 2.87% while 7 to 10 lacs respondents achieved the lowest score of 1.38%.

**Table 6: Parents' occupation**

Father Occupation	Count	Percentage
Agriculture	144	30.53
Business	149	31.81
Govt employee	24	5.11

Private employee	126	26.81
Retired	27	5.74

On the analysis of the above table with refer to father occupation, business respondents achieved the highest score of 31.81%, private employee respondents achieved the score of 26.81%, agriculture respondents achieved the score of 30.53%, retired respondents achieved the score of 5.74% while government employee respondents achieved the lowest score of 5.11%.

**Table 7: Siblings**

Siblings	Count	Percentage
I am the only child	46	9.79
Yes - 1 more	279	59.36
Yes - 2 more	145	30.85

On the analysis of the above table with refer to siblings, yes - 1 more respondent achieved the highest score of 59.36%, Yes - 2 more respondents achieved the score of 30.85% while I am the only child respondents achieved the lowest score of 9.79%

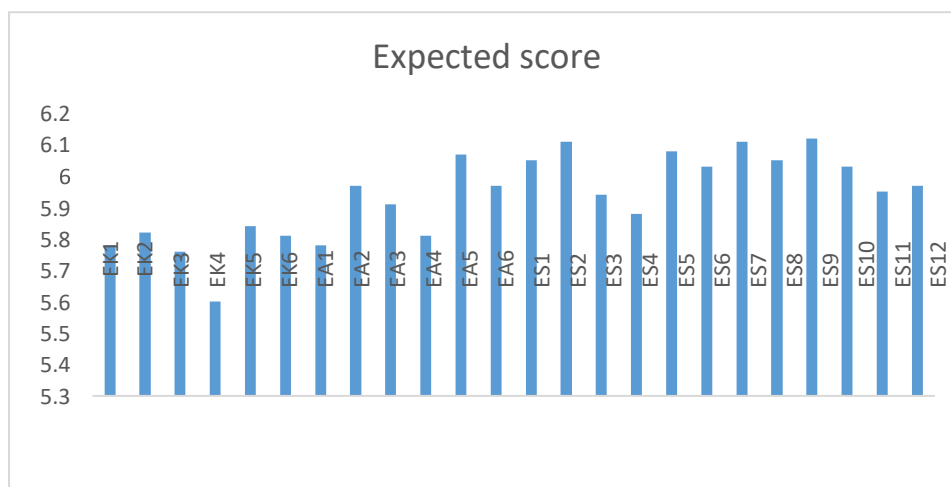
**Table 8: Descriptive statistics - Expected score**

Points	Vars	Mean	Sd	Min	Max
Subject knowledge (EK1)	1	5.78	1.17	1	7
Conceptual thinking(EK2)	2	5.82	1.13	1	7
Computer literacy(EK3)	3	5.76	1.25	2	7
Technical expertise(EK4)	4	5.60	1.27	1	7
Knowledge of handling various situations(EK5)	5	5.84	1.24	2	7
Soft skills knowledge (EK6)	6	5.81	1.26	2	7
Flexibility in approach(EA1)	7	5.78	1.27	1	7
I taking initiative(EA2)	8	5.97	1.21	1	7
I exhibit energy and passion(EA3)	9	5.91	1.18	1	7
I hold positive attitude towards everything(EA4)	10	5.81	1.23	1	7
Willingness to learn(EA5)	11	6.07	1.16	1	7
Information seeking ability(EA6)	12	5.97	1.18	2	7
Teamwork & Cooperation is evident(ES1)	13	6.05	1.10	2	7
Relationship Building(ES2)	14	6.11	1.11	2	7
Interpersonal Communication and understanding(ES3)	15	5.94	1.15	2	7
Influencing skill(ES4)	16	5.88	1.21	2	7
Leadership(ES5)	17	6.08	1.09	2	7
Analytical thinking(ES6)	18	6.03	1.13	2	7
Ability to learn(ES7)	19	6.11	1.10	1	7
Self -Control (ES8)	20	6.05	1.18	1	7
Self-confidence(ES9)	21	6.12	1.09	1	7
Written communication(ES10)	22	6.03	1.15	1	7
Achievement orientation(ES11)	23	5.95	1.15	2	7



Problem solving(ES12)	24	5.97	1.22	2	7
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**Graph 8: Descriptive statistics - Expected score**



On the analysis of the above table with refer to expected score, ES9 achieved the highest mean score of 6.12, while EK4 achieved the lowest mean score of 5.60. For all the above constructs std dev varied from 1.09 to 1.27.

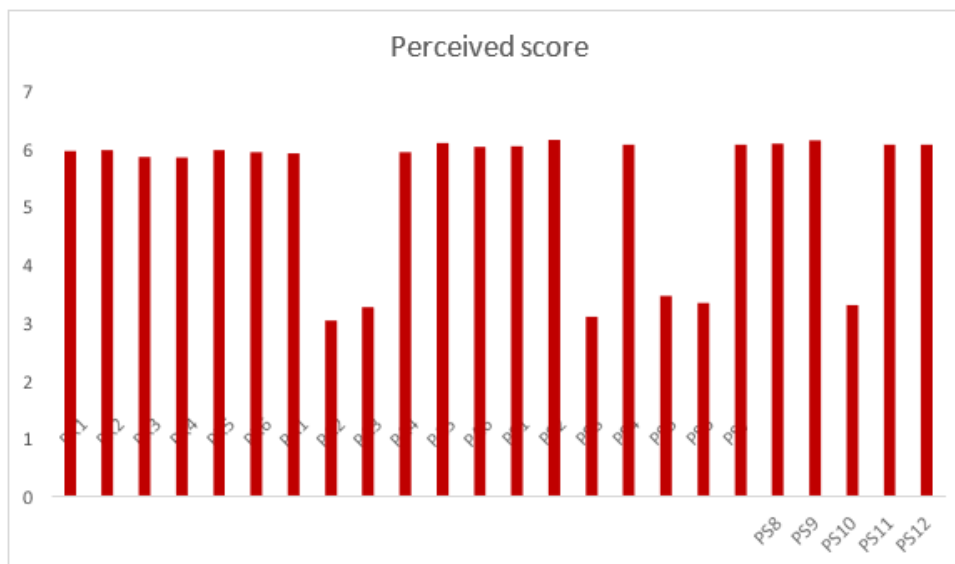
**Table 9: Descriptive statistics - Perceived score**

Points	Vars	Mean	Sd	Min	Max
Subject knowledge (PK1)	1	5.94	1.12	2	7
Conceptual thinking(PK2)	2	5.96	1.13	1	7
Computer literacy(PK3)	3	5.84	1.30	1	7
Technical expertise(PK4)	4	5.83	1.25	2	7
Knowledge of handling varioussituations and people(PK5)	5	5.96	1.07	2	7
Soft skills knowledge (PK6)	6	5.92	1.23	1	7
Flexibility in approach(PA1)	7	5.90	1.14	2	7
I taking initiative(PA2)	8	3.02	1.14	3	7
I exhibit energy and passion(PA3)	9	3.25	1.17	1	7
I hold positiveattitude towardseverything(PA4)	10	5.92	1.23	1	7
Willingness to learn(PA5)	11	6.08	1.13	1	7
Information seeking ability(PA6)	12	6.01	1.23	2	7
Teamwork & Cooperation is evident(PS1)	13	6.02	1.15	2	7
Relationship Building(PS2)	14	6.13	1.10	1	7
Interpersonal Communication andunderstanding(PS3)	15	3.08	1.08	2	7
Influencing skill(PS4)	16	6.05	1.12	1	7
Leadership(PS5)	17	3.44	1.13	3	7
Analytical thinking(PS6)	18	3.32	1.10	2	7
Ability to learn(PS7)	19	6.05	1.13	2	7



Self -Control (PS8)	20	6.07	1.19	1	7
Self-confidence(PS9)	21	6.12	1.11	1	7
Written communication(PS10)	22	3.28	1.11	2	7
Achievement orientation(PS11)	23	6.05	1.11	1	7
Problem solving(PS12)	24	6.05	1.16	1	7

Graph 9: Descriptive statistics - Perceived score



On the analysis of the above table with refer to Perceived score, PS2 achieved the highest mean score of 6.13, while PK8 achieved the lowest mean score of 3.02. For all the above constructs std dev varied from 1.07 to 1.3

Table 10: GAP [Perceived - Expected]

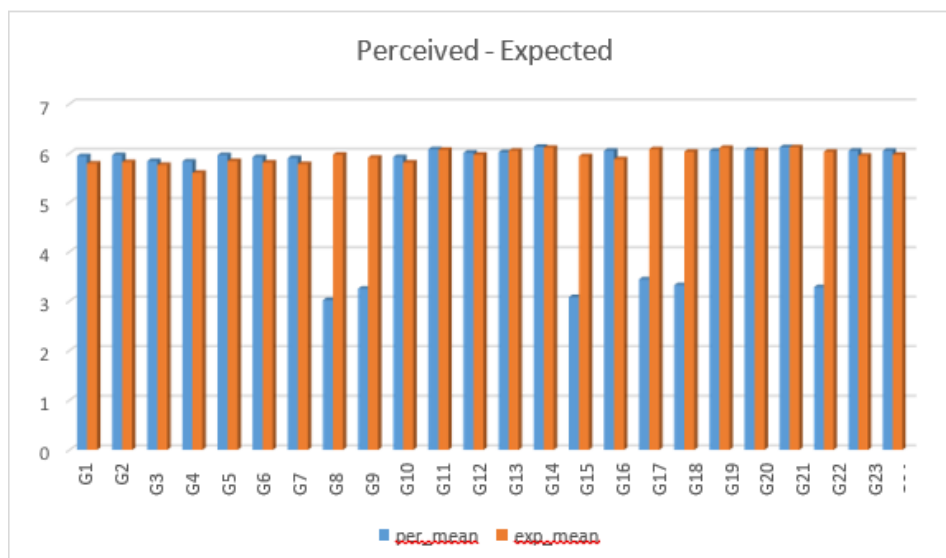
	Per Mean	Per Sd	Exp Mean	Exp Sd	Diff
G1	5.94	1.12	5.79	1.172	0.152
G2	5.96	1.13	5.82	1.126	0.139
G3	5.84	1.30	5.76	1.251	0.084
G4	5.83	1.25	5.60	1.267	0.224
G5	5.96	1.07	5.84	1.242	0.118
G6	5.92	1.23	5.81	1.259	0.105
G7	5.90	1.14	5.78	1.267	0.118
G8	3.02	1.14	5.97	1.210	0.004
G9	3.25	1.17	5.91	1.179	0.114
G10	5.92	1.23	5.81	1.235	0.101
G11	6.08	1.13	6.07	1.155	0.008
G12	6.01	1.23	5.97	1.182	0.046
G13	6.02	1.15	6.05	1.098	-0.025
G14	6.13	1.10	6.11	1.108	0.013
G15	3.08	1.08	5.94	1.148	0.152





G16	6.05	1.12	5.88	1.209	0.173
G17	3.44	1.13	6.08	1.090	-0.038
G18	3.32	1.10	6.03	1.134	0.042
G19	6.05	1.13	6.11	1.103	-0.063
G20	6.07	1.20	6.06	1.176	0.013
G21	6.12	1.11	6.12	1.094	0.000
G22	3.28	1.11	6.03	1.151	-0.004
G23	6.05	1.11	5.95	1.149	0.105
G24	6.05	1.16	5.97	1.217	0.089

Graph 10: GAP [Perceived - Expected]



On the analysis of the above table with refer to Perceived - Expected, G13, G17, G19 and G22 shows the negative difference which show that in these variables the students expectations are not fulfilled.

**Hypothesis:**

1. H0: There is no relation between satisfaction of the management students and the gap between expectations of the of management students and actual perceived education of management students

H1: There exists relation between satisfaction of the management students and the gapbetween expectations of the of management students and actual perceived education of management students

**DISCUSSION:**

As per table number 10 and graph number 10 it is seen that there is gap between the means of perceived variables and expected variables which shows that either the students are satisfied with some variables or the students are not satisfied with some variables. The negative difference show that the students are not satisfied with those variables and the positive difference show that the



students are satisfied with those variables.

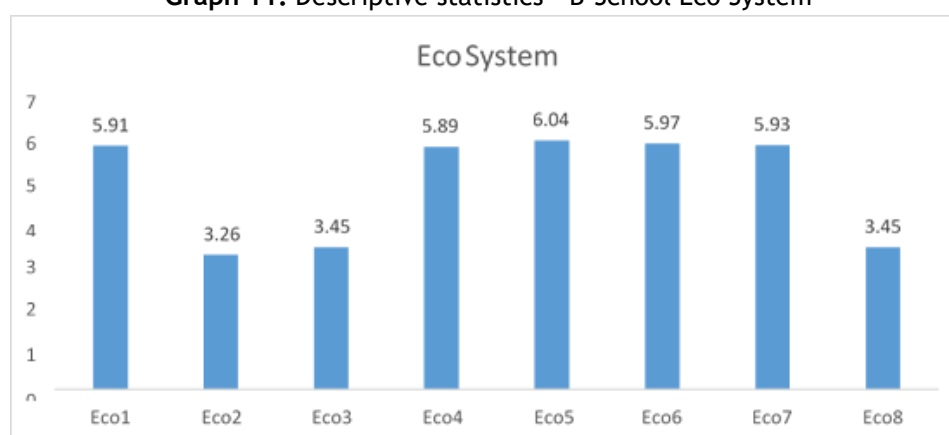
The variables Teamwork & Cooperation is evident, Leadership, Ability to learn, Written communication have negative difference which means the students expectations about these things from the institutions were not satisfactory. Other all variables have positive difference which shows that the students are satisfied with those variables by the institutions.

With this explanation it is decided to reject null hypothesis and accept alternative hypothesis.

**Table 11: Descriptive statistics - B-School Eco System**

Statements	Mean	Sd	Min	Max
I can effectively communicate and manage across the domains(Eco2)	5.91	1.16	1	7
I can create innovative solutions to business challenges(Eco3)	3.26	1.07	2	7
Faculty teaching in management program have strong expertise(Eco4)	3.45	1.28	2	7
Business programs have diverse faculty group to build competencies(Eco5)	5.89	1.15	2	7
Faculty often use their work experience and expertise to generate discussion and relevant conversions in the classroom(Eco6)	6.04	1.15	1	7
Faculty introduce many cases, readings and examples with context in their courses(Eco7)	5.97	1.18	1	7
Group projects and team assignments helped to build competencies(Eco8)	5.93	1.14	2	7
Business programs are provided with opportunities to meet with and learn from leaders (Eco9)	3.45	1.17	2	7

**Graph 11: Descriptive statistics - B-School Eco System**



On the analysis of the above table B-School Eco System EC05 achieved the highest mean score of 6.04, Ec07 achieved the mean score of 5.93, Ec06 achieved the mean score of 5.97, Ec04 achieved

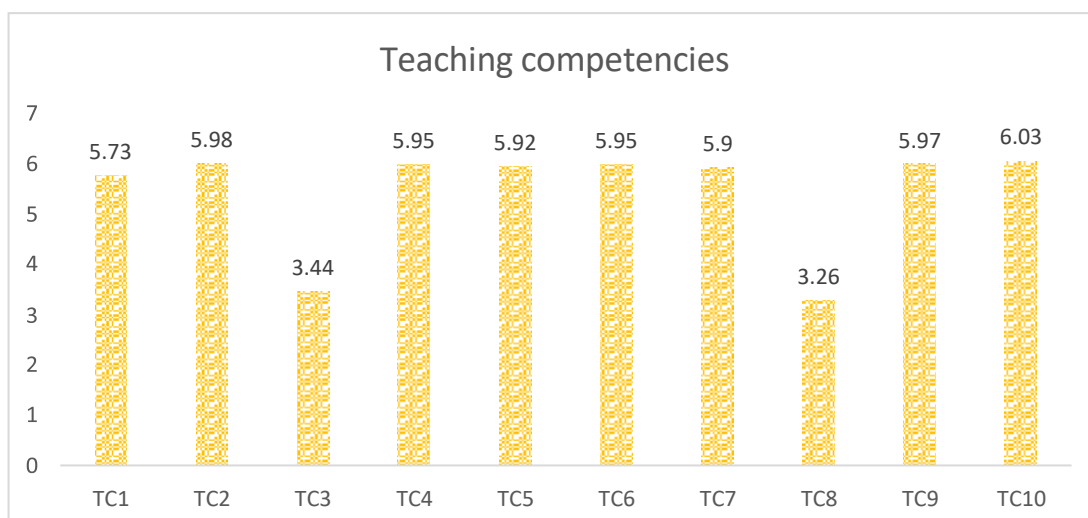


the mean score of 5.89, Ec01 achieved the mean score of 5.91, Eco3 & Ec08 achieved the mean score of 3.45 while EC02 achieved the lowest mean score of 3.26. For all the above constructs std dev varied from 1.07 to 1.28

**Table 12:** Descriptive statistics - Teaching competencies

Statements	Mean	Sd	Min	Max
Faculty Incorporates contemporary issues into the lessons(TC1)	5.73	1.28	1	7
Faculty facilitate student-teacher interaction in class(TC2)	5.98	1.13	2	7
Faculty plan teaching on the basis of I response to learning(TC3)	3.44	1.24	2	7
Faculty link knowledge of other fields to make teaching effective(TC4)	5.95	1.14	2	7
Faculty Integrate subject matter with real life situation(TC5)	5.92	1.19	1	7
Faculty use analogies, diagrams, pictures to make subject interesting(TC6)	5.95	1.21	1	7
Faculty provide clear directions on subject content(TC7)	5.90	1.29	1	7
Faculty uses technology in networking/collaborating(TC8)	3.26	1.26	1	7
Faculty uses different teaching methods (TC9)	5.97	1.19	1	7
Faculty interpret complex ideas/concepts in simple form(TC10)	6.03	1.18	1	7

**Graph 12:** Descriptive statistics - Teaching competencies



On the analysis of the above table Teaching competencies, TC10 achieved the highest mean score

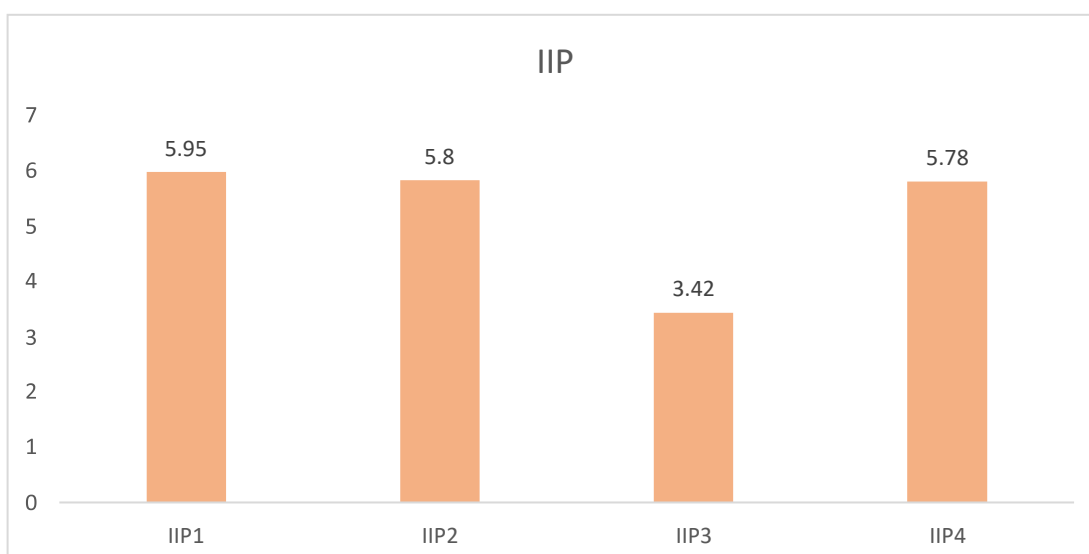


of 6.03, TC2 achieved the mean score of 5.98, TC3 achieved the mean score of 3.44, TC4 & TC6 achieved the mean score of 5.95, TC5 achieved the mean score of 5.92, TC7 achieved the mean score of 5.90, TC1 achieved the mean score of 5.73, TC9 achieved the mean score of 5.97 while TC8 achieved the lowest mean score of 3.26. For all the above constructs std dev varied from 1.13 to 1.29.

**Table 13:** Descriptive statistics - IIP (Industrial Internship Program)

Statements	Mean	Sd	Min	Max
Corporate Training helps in getting full-time employment(IIP1)	5.95	1.20	1	7
Graduates who complete IIP are more likely to perceive their present employment as being more relevant to their specialization(IIP2)	5.80	1.25	1	7
It's easier for I to get pre-placement offers from same organization(IIP3) where they do their IIP	3.42	1.39	1	7
IIP gives more fulfilment to the graduates(IIP4)	5.78	1.30	1	7

**Graph 13:** Descriptive statistics - IIP



On the analysis of the above table IIP, IIP1 achieved the highest mean score of 5.95, IIP2 achieved the mean score of 5.80, IIP4 achieved the mean score of 5.78 while IIP3 achieved the lowest mean score of 3.42. For all the above constructs std dev varied from 1.20 to 1.39.



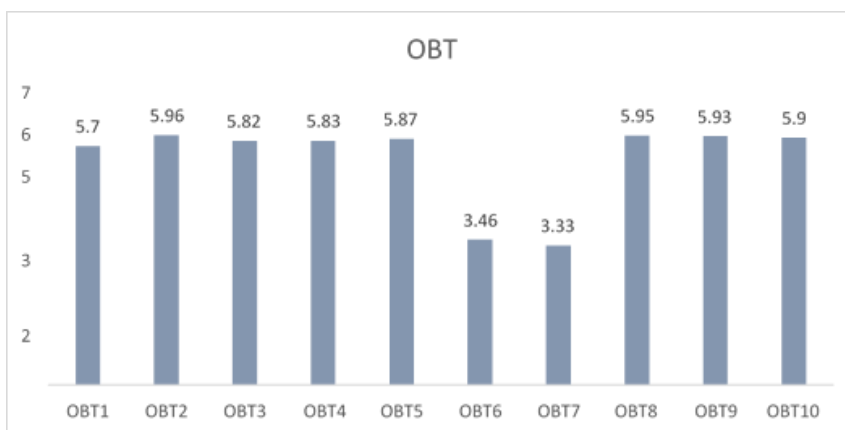
Table 14: Descriptive statistics - OBT (Out-bound Training)

Statements	Mean	Sd	Min	Max
Activities like short excursion, student exchange program, industry visit, education trip add value to the MBA education(OBT1)	5.70	1.26	1	7
Students get sufficient exposure to enhance skills and knowledge through excursion or a day training or industry visit(OBT2)	5.96	1.10	2	7
Student exchange program shall built cognitive learning i.e., academic learning(OBT3)	5.82	1.21	2	7
Out-bound training has enhanced my cultural understanding and openness for other languages	5.83	1.18	2	7
Out-bound training has influenced participation in community organisations(OBT4)	5.87	1.17	2	7
Out-bound training has increased my creativity and problem-solving skills(OBT5)	3.46	1.20	2	7
Out-bound training has developed leadership skills into me(OBT6)	3.33	1.11	1	7
Activities like short excursion, student exchange program, industry visit, education trip add value to the MBA education(OBT7)	5.95	1.08	3	7
Students get sufficient exposure to enhance skills and knowledge through excursion or a day training or industry visit(OBT8)	5.93	1.16	2	7
Student exchange program shavebuilt cognitive learning i.e., academic learning(OBT9)	5.90	1.15	1	7

On the analysis of the above table OBT, OBT2 achieved the highest mean score of 5.96, OBT3 achieved the mean score of 5.82, OBT4 achieved the mean score of 5.83, OBT5 achieved the mean score of 5.87, OBT6 achieved the mean score of 3.46, OBT9 achieved the mean score of 5.93, OBT10 achieved the mean score of 5.90 while OBT7 achieved the lowest mean score of 3.33. For all the above constructs std dev varied from 1.08 to 1.26.



**Graph 14: Descriptive statistics - OBT**



**Table 15: t Test -Gender**

Group Descriptives					
	Group	Mean	SD	t test	P value
ECO	Female	5.85	0.97	-1.35	0.18
	Male	6.02	0.9		
TEC	Female	5.86	1.03	-0.9	0.37
	Male	5.98	0.97		
IIP	Female	5.72	1.12	-1.3	0.20
	Male	5.92	1.15		
OBT	Female	5.79	0.99	-1.46	0.14
	Male	5.98	0.91		

On the analysis of the above table,

ECO: The Male respondents M = 6.02 while Female respondents M = 5.85 t = -1.35 and P=0.18.

TEC: The Male respondents M = 5.98 while Female respondents M = 5.86 t = -0.9 and P= 0.37

IIP: The Male respondents M = 5.92 while Female respondents M = 5.72 t = -1.3 and P= 0.20.

OBT: The Male respondents M = 5.98 while Female respondents M = 5.79 t = -1.46 and P=0.14.

**Table 16: Anova Test - Degree**

Group Descriptives					
	Degree	Mean	SD	f value	P value
ECO	B.E /B.Tech	5.7	0.62		



	BA/BSC/B.Com	5.9	0.99	0.82	0.45
	Others	5.99	0.89		
TEC	B.E /B.Tech	5.72	0.6	0.82	0.45
	BA/BSC/B.Com	5.87	1.06		
	Others	5.99	0.95		
IIP	B.E /B.Tech	5.56	1.11	0.32	0.73
	BA/BSC/B.Com	5.79	1.17		
	Others	5.85	1.09		
OBT	B.E /B.Tech	5.4	1	1.04	0.37
	BA/BSC/B.Com	5.87	0.98		
	Others	5.91	0.93		

On the analysis of the above table,

ECO: The Others respondents  $M = 5.99$ , BA/BSC/B.Com respondents  $M = 5.9$  while B.E /B.Tech respondents  $M = 5.7$   $f = 0.82$  and  $P = 0.45$ .

TEC: The Others respondents  $M = 5.99$ , BA/BSC/B.Com respondents  $M = 5.87$  while B.E /B.Tech respondents  $M = 5.72$   $f = 0.82$  and  $P = 0.45$ .

IIP: The Others respondents  $M = 5.85$ , BA/BSC/B.Com respondents  $M = 5.79$  while B.E /B.Tech respondents  $M = 5.56$   $f = 0.32$  and  $P = 0.73$ .

OBT: The Others respondents  $M = 5.91$ , BA/BSC/B.Com respondents  $M = 5.87$  while B.E /B.Tech respondents  $M = 5.4$   $f = 1.04$  and  $P = 0.37$ .

**Table 17: Anova Test - Hailed**

	Hailed	Mean	SD	f value	P value
ECO	Rural	5.78	0.99	2.14	0.12
	Semi-rural or urban	5.89	1.06		
	Urban	6.06	0.82		
TEC	Rural	5.8	1	2.27	0.11
	Semi-rural or urban	5.78	1.16		
	Urban	6.07	0.9		



IIP	Rural	5.73	1.13	0.71	0.50
	Semi-rural or urban	5.73	1.26		
	Urban	5.9	1.08		
OBT	Rural	5.82	0.96	1.28	0.28
	Semi-rural or urban	5.73	1.08		
	Urban	5.98	0.9		

On the analysis of the above table,

ECO: The Urban respondents  $M = 6.06$ , Semi rural or urban respondents  $M = 5.89$  while Rural respondents  $M = 5.78$   $f = 2.14$  and  $P = 0.12$ .

TEC: The Urban respondents  $M = 6.07$ , Rural respondents  $M = 5.8$  while Semi rural or urban respondents  $M = 5.78$   $f = 2.27$  and  $P = 0.11$ .

IIP: The Urban respondents  $M = 5.9$  while Rural & Semi rural or urban respondents  $M = 5.73$   $f = 0.71$  and  $P = 0.50$ .

OBT: The Urban respondents  $M = 5.98$ , Rural respondents  $M = 5.82$  while Semi rural or urban respondents  $M = 5.73$   $f = 1.28$  and  $P = 0.28$ .

**Hypothesis:**

1. H0: There is no difference on quality of management education perceived by different demographic profile of the students

H1: There is difference on quality of management education perceived by different demographic profile of the students From table number 15, 16 and 17 it can be seen that the means of opinions on the variables are different when it comes to gender wise, education wise and from locality wise. Thus it can be understood that there is difference on quality of management education perceived by different demographic profile of the students.

Hence the null hypothesis is rejected and the alternative hypothesis is accepted

**FINDINGS:**

The current study provided a solution to the research problem that persisted in the Southern Maharashtra B-School. On the B-School of this region, not much study is attempted, especially to understand the various factors on service quality perceived by the students. To the researchers' knowledge, this is one kind of unique study that encompassed advanced statistical techniques like PLS-SEM (partial least square structural equation model). The study revolves around the three central key constructs: core academics, industry-oriented, and Service quality. The study's outcome is understanding the relationship and sign of causality between the set of predictors and outcome variables. This chapter has broadly 3 categories: Understanding the profile of the respondents, the outcome of the significant difference on the perception of study constructs based on demographic profile respondents, and last, explaining the PLS-SEM outcome on the background of available literature.

**Sample composition or Demographic profile:**

Any study needs proper sample composition for the following reasons:





1. Understanding the sample composition ensured the generalization of the study outcomes to the larger section of the population.
2. If sample composition is not captured by the relevant stakeholders of the study, the outcome may be in vain.

The current study captured samples of students who studied in the management Institute in and around the Southern Maharashtra belt. On Sex, 58% belongs to Male, and the rest is female. On Age, around 11% is more than 25 years category, which showed predominant who study in this region does not have work experience they moved from UG to management PG without much work experience. Only 4.2% belong to those who completed engineering study this indicated the less technical background of respondents. This is largely because 57% of students from rural or semi-urban backgrounds may not venture much for technical education. Their annual income is less than five lacs which constitutes 69%. One-third of the ward's father's occupation is agriculture. The above description highlighted that the sample is less than moderated income, and rural-based students are getting their education from the southern Maharashtra region.

#### **GAP between Perceived and Expected services from the students:**

In service quality literature, the GAP is considered as the discrepancy between perceived and expected. Perceived is what students realized or experienced after consuming the various services, such as tangible and intangible services.

Each item or statement was measured with the help of a seven-point rating scale. For most of the items, the perceived score is higher than the expected score. The outcome indicated that students' satisfaction level is high. However, some items like PS1, PS5, PS7, and PS10 showed expected score is higher than the perceived score. In this aspect, B-schools from southern Maharashtra need to enhance the satisfaction level. On overall construct score, ECO, TEC, and MEC attained more than 5.9 out of 7. Online gained on average of 4.16, which is lesser than other constructs, MOU, OBT close to 5.8, PHY, SPS, MGT, and SAT is slightly higher than 4. All shown students are satisfied in a moderate way than delighted level. Especially on Online score is less, it is understood that students are not used to online education and offline known for interactive, and live while compared to online, this may be one of the reasons why online ratings are slightly lower compared to other constructs.

#### **Perception differs based on the demographic profile of the respondents:**

To prove the difference between one level of demographic on various study constructs, t-test and ANOVA are used. For instance, on Sex, two-level, male and female.

This study deciphers the result from the independent t-test. The perception of males and females is more or less similar. In other words, the agreement between the two genders is identical. Similarly, across the Annual income and father occupation, on different levels of both variables, there is no significant difference in study constructs. This finding seems a bit surprised because, in most of the studies, the demographic profile makes a difference in the perception of psychometric constructs. However, there are valid reasons why it cannot be a significant difference. The primary reason is if all the stakeholders felt all are quite important and cannot be compromised, the respondent usually provides higher ratings. Besides this, social desirability bias may be found in the study. The respondent tends to provide the scores for positive statements and lower scores for negative items.

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