A Study on Student Satisfaction based on Service Quality by Residential Private Business School (B-School) - Kolkata Region

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ABSTRACT

The matter of quality service in higher education is subjective and rather more complex in nature as all the factors that influence it's result are vulnerable (Polonyi, 2008).As students are considered to be the key consumers in higher education so to enhance the class of education ; B Schools try to incorporate students feedback on day to day basis (Tam,2001).

Through this study we tried to determine the satisfaction level of first year management students in contrast to the final year students in regards to their expectations, hopes and desire prior to joining a B-school and after passing out from the course.

The variables which were considered in testing satisfaction level of students were infrastructure, teaching pedagogy, extracurricular activities, additional courses offered by the B-School, including grooming and placement services.

To understand the essentiality of services in both academics and administrative functions of A-listed colleges, initially a survey was utilised to carry out this study. The Survey was conducted at top five residential private B schools in Kolkata region.

The finding indicates that majority of the students are either moderately satisfied or extremely satisfied with the current placement support followed by teaching methodologies.

The conclusion drawn from the study was the student concern towards additional professional courses.

Keywords: Perception on service cater pedagogy, desire, contentment.

INTRODUCTION

Education is the essential need for development of human, nation and a flourishing society (Sivakumar & Sarvalingam, 2010). For proper delegation of higher education government should shoulder responsibility with the private institutions (Rahman and Uddin, 2009) as it helps in shaping social and economic image of the country (Brienan and Teichler, 2008).

Many researches on this topic have been carried out and have tried to identify reasons for students' satisfaction or dissatisfaction, but as per Gibson (2010) researchers have not pointed out the major constraints in educational programme.

William Collins, 1977, defined student as an individual who learns or explore; and teachers or academic administrative staffs as who are related to branches of learning procedure or the learned professions.

In the higher education sector competition is growing enormously. Thus competition in students, teachers, administrative staff, and new sources of funding has become very fierce. In this relevance, institutions have a distinctive image to countenance successfully the competition taking place in the near future. There are a few published articles/papers in the same framework which analyze the professed image from a graphic point of

view. Since many institutions choose not to reveal information that might affect their planned position by opening up weaknesses to their competitors (Landrum et al., 1998)

LITERATURE REVIEW

The students are observed as the patrons of the institutions (Watty, 2006).The institutes plan movement by taking students satisfaction toward teaching corrigendum, teaching flair, learning environment provided assessment methods, research activities and success after passing out. Institutes providing higher education should understand the essence of creating a smart image of quality education in order to form a body of loyal clientele. Concentrating only on the demands of student satisfaction might not yield appropriate results, so higher education institutes should also administer the opinions of parents of the same college students as an element of the improving institute's in-house education quality (Briukhanov, Kiselev, Timchenko, & Vdovin, 2010).Wilkinson and Yussof,(2005) mentioned in their work the general objective of private institutions is to capture their domain in profitable areas only.

These higher education institutes need to maintain a standard quality of service to continue in the market. Rather these have become service centres like any other money-spinning organizations (Akareem & Hossain, 2012).

Hence, to cater '**quality**' in higher education, '**quality assertion'** is mandatory. Studies have shown the dimensions to determine quality especially for higher education as quality of students, faculty credentials, academic features, and administrative supports (Akareem & Hossain, 2012)

In this paper, quality is defined as 'appropriateness for functionality' and quality assertion is defined as 'those *scheme, measures, methods and behaviour* projected to lead to the *success, continuance, supervision and development* of quality' (Woodhouse, 1998)

As per the previous studies education quality could be determined by multiple dimensions that help the higher education institutions to plan appropriate value orientations. The factors which influence the students' sensitivity towards these dimensions were relatively unexplored. Some authors focussed on students' evaluation of individual classes or the evaluations of individual faculties to measure the quality of education (Ginns, Prosser, & Barrie, 2007). Others focussed on students' sensitivity towards learning environment (Lizzio, Wilson, & Simons, 2002)

The gap in the previous study was identified and hence, this motivated to select the topic on student satisfaction based on service quality of Private Business School by categorising them into two groups as entrant level and exit level.

OBJECTIVE

1. To study the student aspirations before taking admissions and after completion   of the course in business schools.
2. To understand the perception difference based on service quality factors by business schools pre and post student admissions.

METHODOLOGY

For undergoing the study, we had taken a sample from an A-grade private management college. The respondents chosen belonged to the final year whose satisfaction level was mapped keeping their entrant level and exit level perception. The questionnaire used in the study was referred from Quaker valley School District, **Pennsylvania, USA** "Quality on VET SCHOOLS FIN-02B-F-PP-126704" who used it to measure their students satisfaction level Samples chosen were mostly placed and few were still appearing for interviews in different companies provided by college or through job-portals where they had uploaded their

resumes. A simple random sampling technique was chosen to collect the sample which was of 30 in size from a total population of 120.

The mean score has been calculated for each factor to understand the preference. For analysis we have used the basic bar chart.

FINDINGS AND INTERPRETATION

Total no of respondents were 200. Out of which male were 120 or 60% and female were 80 or 40%.
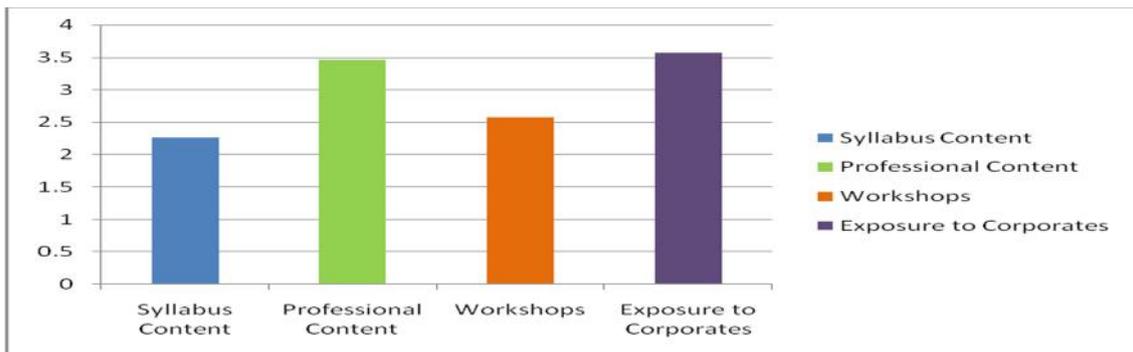
Fig1.Student satisfaction (Entrant level)

The above graph belonged to the students group in their entrant level. It is clearly visible that Student satisfaction is highly dependent on Exposure to Corporate, followed by Professional Content, Workshop and Syllabus content scores the lowest among the four variables.

The study shows that students are looking for more of their exposure to corporate than to any other factor and to bring the opportunities to them the college has to engaged into Industry Academia Interaction program, Internship Program, Short term projects in mentoring through some corporate, Alumni meets in regular intervals, so that they gain practical knowledge.
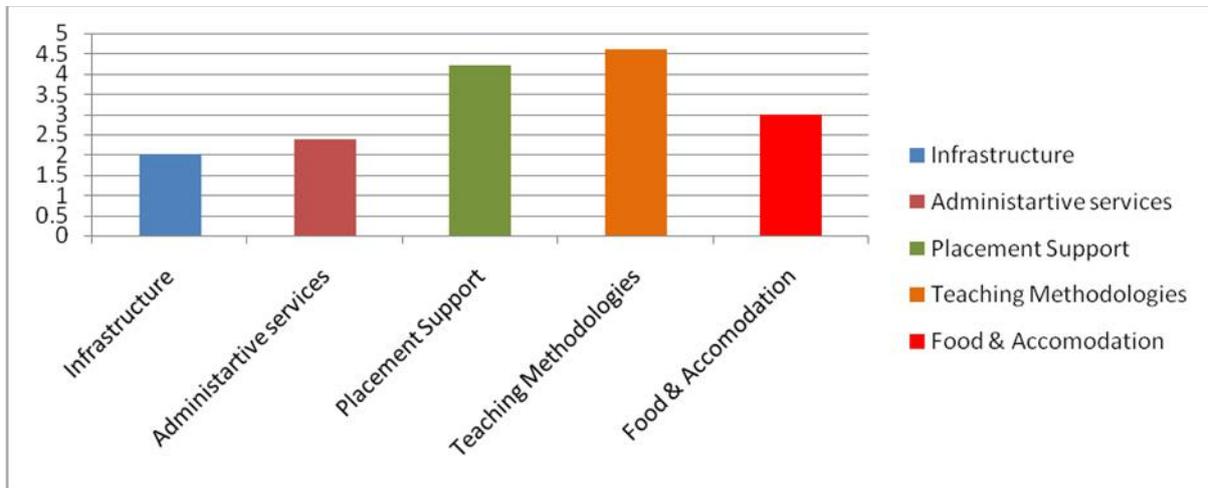
The same set model was again implemented once the students have reached to their final semester, and the results are:
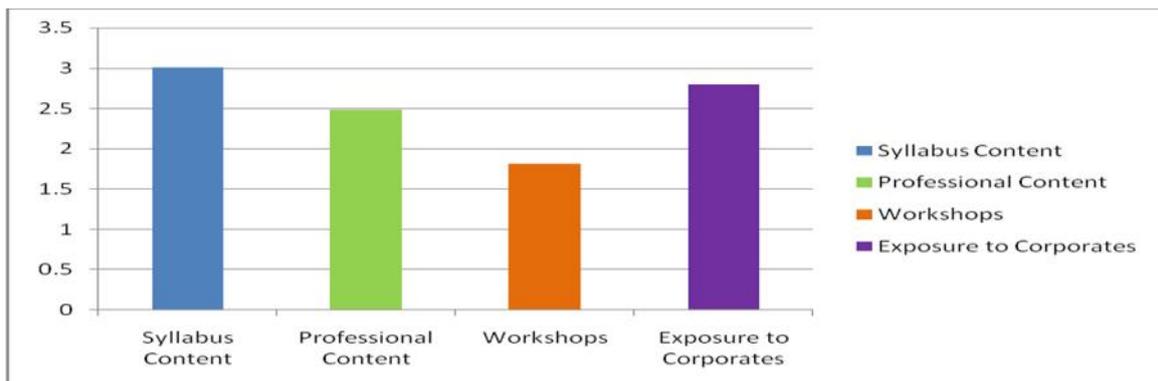
Fig2. Student satisfaction(Exit level)

The results shows that the major focus of the mangement Institute is more towards the Syllabus content,followed by Exposure To corporates but the institute is lacking as far as Professional content knowledge and workshops are concerned which was in high demand at the time of students entering to the college.

The point of concern is that the expectations doesn't meet with the reality and this has an impact on placements,admissions and other related aspects of the institute.

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Fig3. Student satisfaction-Service (Entry level)

The above Graph is a pictorial representation of student expectations before getting admitted to their dream B Schools in regard to the services what they expect from professional courses.

It has been observed that the student expects innovative teaching methodologies followed by excellent placement opportunities keeping admistrative and other factors in moderate.
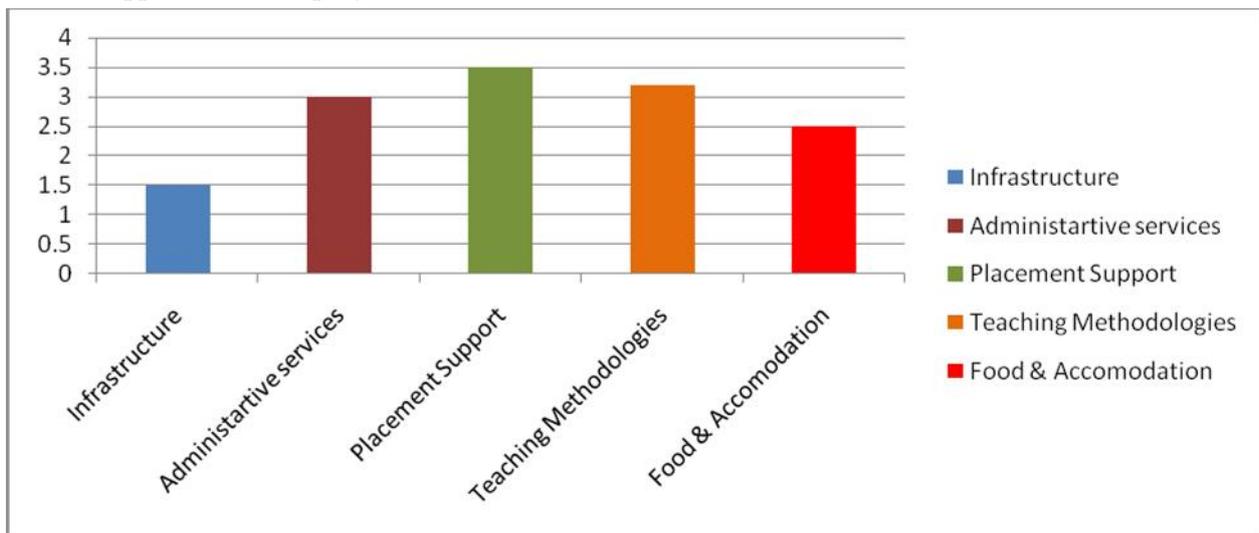
Fig4. Student satisfaction-Service (Exit level)

The above fig. depicts the gap of student expectation in their entry level and the actual scenario of the B school. It has been observed that Placement opportunities score the highest in regard to service and lowest in case of Infrastructural development.

CONCLUSION

The final line drawn from above analysis would be:

(i) Student desire at the entrant level is quite high in regards to teaching methodologies, Placement, Administrative Support, Food & accommodation.

(ii) Student aspiration slowly decreases with the course of time, once the B-schools service does not match with the kind they had dreamt off.

(iii) Students are more interested with corporate exposures rather than a closed room study

(iv) The Teaching methodologies as desired could not meet much of the desired level.

(v) The least concern is on Infrastructural maintenance which loses student interest to be further associated with the Institution growth and development.

RECOMMENDATION

(i) The institute should active participation in suggesting revision of syllabus timely as per Industrial changes.

(ii) More of corporate interactions, workshops, Industrial Visits, internship should be introduced as regular courses rather than additional course.

(iii) The Institute should take high interest to improve teaching methodologies and introduce innovation by practising Faculty Development Programmes (FDP) on quarterly basis with renowned and top graded colleges/universities.

(iv) A new concept of Self Placement through Entrepreneurial Program should be promoted among the students as studies have shown this exercise has worked in favour of B Schools.

(v) As discussed above, students being the primary consumers they are the face of the institute. Proper Personality development Program (PDP), Aptitude and Psychometric test which helps in understanding student's psychology and their requirements must be a part of regular classroom activity.

(vi) Since infrastructure also plays a vital role in regards to student's selection to the B school, should be given equal importance in respect to maintenance and development, which has been missing in this case.

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