

A Critical Analysis of Facilities & Services offered and provided by Business Management Education Institutes for Students in Nashik District

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Abstract: *The participation of Higher education institute in India has witnessed a wide scope towards the resource mobilization of manpower. The orientation of industries has enforced to deploy qualified Management graduates in key positions. The positive intervention of government has increased to scope of expansion of new Management education institute in India resulting to empowerment of nation and employment opportunities. This paper attempts to identify the satisfaction level among students towards the facilities and services offered by business management education. The nature of globalisation demands quality management education which strives the young aspirants to pursue their career in professional management courses.*

Keywords: Education Institute, Management, Services and facilities.

Introduction:

The practice and thought of Management education was derived from western region of globe. The Management school has drawn inferences from Indian epics, shastras and practices. It was evolved with various discipline including fundamental disciplines of philosophy, psychology, economics, accounting, mathematics, statistics and industrial engineering.

The origin of Business education in India, pioneered back to the 19th century. Initially the business school were focused to teach commercial side of business by fulfilling the needs of market environment. In India the first B-school was set up in 1886 in the southern city of Chennai (Madras) i.e. Commercial School of PacchiappaCharites. There were 03 prime Business Education institute in the era of pre-independence which initiated by providing short term courses like Secretarial practice, Business Communication, Short hand, Typing, Correspondence & Accounting. After independence, the Government of India applied for and obtained grant from the Ford foundation in 1961 to launch two (2) Indian Institutes of Management, one at Calcutta (West Bengal) and other at Ahmedabad (Gujarat). This grant was focused to disseminate Business education knowledge & models to other nations on the grounds of intensive collaboration with an American B-Schools.

Management Education in India shaped up as a result of the reviews, reforms and recommendations given by various authorities and committees framed under the guidance of educationist experts and government officials like Education Commission (1882), Universities Commission (1902), Indian Education policy resolution (1904), Governor General's policy statement(1913), Central Board of Advisory Education (1920), Technical Education Committee of the Central Advisory Board of Education (1943), Sergeant Report of (1944) etc.

The study reveals to understand and analyse the perception and satisfaction of student's community towards the facilities and services provided by Management education institute. It is prima facia to determine the factors affecting the quality of facilities and services offered and provided by such Management which has direct impact on admission, placement and student empowerment. Hence, it is the need of time to give an assurance by providing essential facilities and services to the learners by the existing Management education institutes. The tangible and intangible facilities & service framework consist of environment, infrastructure, teaching faculties and resources.

Literature Review:

i) **D Napatupulu and ettal (2019):** The researcher has evaluated the student satisfaction towards conditions of quality of campus service facilities. The study revealed that the expectation of students is negative. The facilities includes computer and multimedia laboratory and wifi network which shows lowest index based on the satisfaction level.

ii) **Dr.R.SubramaniyaBharathy, Mrs.R.Rajapushpam (2018):** The researcher has found that students are satisfied with low fee education, location, and universities marketing and internal factor such as to gain new experience like, library facility, seminars, conference, placement, skill development work shop. Along with the above factors the students are also satisfied with the physical characteristics such as universities facilities, education system, but they still require more psychological characteristics as they wish the university could provide such as students support.

iii) **Tejinder Sharma (2014):** This paper attempts to find the gap that exist between the expectation and perception towards the services delivery quality in management education institute. The access to institutions of higher learning the students must be well-informed and ambitious and evaluated before taking Admission. Students have expectation towards their educational institutions to provide them education service of outstanding quality. However, institutes providing higher education in India have not kept pace in terms of service quality .The service marketing mix and service quality components will help higher education institutions to shape their service offerings according to the needs of their students.

iv) **Quality Assurance Agency Report (2012-13):** The report is based on the survey conducted to explore the student's expectation towards higher education institute. The key findings towards facilities and services include learning environment to meet clear benchmarks across four areas: instrumental (computers and physical spaces); organisational (timetabling and course structure); interpersonal (staff support and engagement); and academic (lecturers' knowledge and attitude (towards students). Students are investing significant amounts of time and money in their education, and expect institutions to do the same. Students reflect negatively on failures to meet their expectations.

v) **Thorsten Gruber and et tal (2010):** The study gave a valuable insight into how Students perceive the quality of the services offered at a university and how satisfied they are with these offerings. The result indicated that most of the students were satisfied with their university is based on a relatively stable person-environment relationship. Thus, the satisfaction of students seems to reflect quite well perceived quality differences of offered services and of the wider environment. Students were particularly satisfied with the school placements and the atmosphere among students. Students were mostly dissatisfied with the university buildings and the quality of the lecture theatres.

Objectives:

1. To study the facilities and services offered by management Institute.
2. To study the satisfaction level of students based on facilities and services provided by management Institute.
3. To critically analyse expected and actual facilities & services provided by management Institute.

Limitations of the Study:

The study only focuses on facilities & services offered by the management Institute and does not consider any other aspects of the Management Institutes of Nashik District.

Research Methodology:

Type of research: Descriptive Research.

Population: Management Institute of Nashik District.

Sampling Technique: Simple Random sampling

Sampling Unit:50 Students from 01 Management Institute.

Hypothesis:

H1: There is no significance relation between quality of teaching and satisfaction level of students in management institute.

H2: There is no significance relation between library facility and satisfaction level of students in management institute.

H3: There is no significance relation between computer laboratory facility and satisfaction level of students in management institute.

H4: There is significance relation between library facility and satisfaction level of students in management institute.

H5: There is significance relation between classroom facility and satisfaction level of students in management institute.

H6: There is no significance relation between student enrichment and satisfaction level of students in management institute.

H7: There is no significance relation between other basic facility and satisfaction level of students in management institute.

Data Analysis:

Quality of Teaching

Reasons (Teachers Ability, Pedagogy, Study Material, Accessibility)	Tick					
		Ei	O _i - E _i	(O _i -E _i) ²	Chi x ²	S.V.
Highly Satisfied	26	10	16	256		
Satisfied	13	10	3	9		
Neutral	5	10	-5	25		
Highly Dissatisfied	2	10	-8	64		
Dissatisfied	3	10	-7	49		
Total	50			403	40.3	12.592
						0.00

Interpretation: The testing of hypothesis was done by using Chi-square test for independence with a level of significance of 0.05. Hence, Null Hypothesis is rejected.

Library

Facilities (Accessibility, Books Availability, Reading Room, Seating Arrangement)	No. of Respondent					
		Ei	O _i - E _i	(O _i -E _i) ²	Chi x ²	S.V.
Highly Satisfied	18	10	8	64		
Satisfied	5	10	-5	25		
Neutral	17	10	7	49		
Highly Dissatisfied	6	10	-4	16		
Dissatisfied	3	10	-7	49		
Total	50			203	20.3	12.592
						0.00

Interpretation: The testing of hypothesis was done by using Chi-square test for independence with a level of significance of 0.05. Hence, Null Hypothesis is rejected.

Computer Lab

Facilities (No. of system, Internet Connectivity, Software's, Hardware)	No. of Respondent	Ei	O _i - E _i	(O _i -E _i) ²	Chi x ²	S.V.
Highly Satisfied	32	10	22	484		
Satisfied	11	10	1	1		
Neutral	0	10	-10	100		
Highly Dissatisfied	3	10	-7	49		
Dissatisfied	4	10	-6	36		
Total	50			670	67	12.592
						0.00

Interpretation: The testing of hypothesis was done by using Chi-square test for independence with a level of significance of 0.05. Hence, Null Hypothesis is rejected.

Recreational Club

(Sports, Creative Arts, Yoga etc.)	No. of Response	Ei	O _i - E _i	(O _i -E _i) ²	Chi x ²	S.V.
Highly Satisfied	11	10	1	1		
Satisfied	13	10	3	9		
Neutral	8	10	-2	4		
Highly Dissatisfied	17	10	7	49		
Dissatisfied	2	10	-8	64		
Total	50			127	5.08	12.592
						0.012838591

Interpretation: The testing of hypothesis was done by using Chi-square test for independence with a level of significance of 0.05. Hence, Null Hypothesis is accepted.

Classroom

(Layout, Seating , Teaching Aids, Cleanliness)	Tick	Ei	O _i - E _i	(O _i -E _i) ²	Chi x ²	S.V.
Highly Satisfied	7	10	-3	9		
Satisfied	11	10	1	1		
Neutral	9	10	-1	1		
Highly Dissatisfied	20	10	10	100		
Dissatisfied	3	10	-7	49		
Total	50			160	6.4	12.592
						0.003019164

Interpretation: The testing of hypothesis was done by using Chi-square test for independence with a level of significance of 0.05. Hence, Null Hypothesis is accepted.

Students Enrichment

(Placement, Entrepreneurship, Skill Development, Industrial Exposure, Expert Talks, Seminar/Workshop)	No. of Response	Ei	O _i - E _i	(O _i -E _i) ²	Chi x ²	S.V.
Highly Satisfied	1	10	-9	81		
Satisfied	3	10	-7	49		
Neutral	4	10	-6	36		
Highly Dissatisfied	24	10	14	196		
Dissatisfied	18	10	8	64		
Total	50			426	42.6	12.592
						1.25266E-08

Interpretation: The testing of hypothesis was done by using Chi-square test for independence with a level of significance of 0.05. Hence, Null Hypothesis is rejected.

Other Facilities

(Canteen, Parking, Security, Infrastructure, Administrative support)	No. of Respondent	Ei	O _i - E _i	(O _i -E _i) ²	Chi x ²	S.V.
Highly Satisfied	3	10	-7	49		
Satisfied	9	10	-1	1		
Neutral	1	10	-9	81		
Highly Dissatisfied	34	10	24	576		
Dissatisfied	3	10	-7	49		
Total	50			756	75.6	14.86
						1.48765E-15

Interpretation: The testing of hypothesis was done by using Chi-square test for independence with a level of significance of 0.05. Hence, Null Hypothesis is rejected.

Conclusion:

The study concludes with understanding the satisfaction level of students towards facilities and services offered by management education institute. In this study, the researcher has examined the crucial factors that contribute towards student satisfaction in their institute namely, Quality of education, Library facilities, Computer Laboratory, Recreational Clubs, Classroom environment, Student Enrichment and other basic facilities that lead to drive their morale towards learning attitude. It can be inferred that satisfaction level result to outcome given by management

education institutes which prospects their career and at the same time it improves the admission of students and build the goodwill of education institute. The study concludes that the quality of imparting education also depends on the student's perspective of satisfaction level.

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