

Quality In Business Schools Of Rajasthan – Students Perspective

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ABSTRACT

In order to determine how students in Indian business schools perceive service quality, this research aims to pinpoint the components and create a multidimensional, hierarchical model. This study is undertaken to understand and analyze the quality practices in B-Schools in Rajasthan, from the perspectives of students, recruiting companies, faculty and heads of departments of B-Schools. A model is proposed to measure quality in a B-School. Since many institutes are not as old as the best ones of the country felt the need for using marketing tools and its application much more than it used to be a few years back before education was commercialized. A thorough literature research from International and National Journals has revealed that there is no holistic method of measuring and evaluating quality in a B-School. At the same time

Introduction

Education institute hold a grave responsibility to provide quality education to the students and enable them to survive and grow in the world with seamless growth in finance, relationship, be a responsible citizen. Quality education builds potential, sets higher standards and norms within which all the members of the education institute benefit and contribute to enhancing the standards of the society and culture of the country.

With the commencement of 21st century, we witnessed commercialization of education and educators using various attractive methods to attract parents and justifiably demand exorbitant fees from students. Majorly, non government institutes in India, command higher fees on the basis of courses offered from national and international universities, huge infrastructure, and faculty according to the UGC norms, placements etc.

Major Factors Affecting the Quality of Business Schools

Placements:

Placements were not previously a component of an institute's programme, but they have steadily grown to be one. Nowadays, when choosing a college or university for admission, students pay close attention to placement statistics. A student has a right to determine the ROI (return on investment), which in this case would be a lucrative employment through the college placement cell, if he or she is spending significant sums of their parents' hard-earned money in tuition to the institutions/universities. During a panel discussion at the 10th Higher Education and Human Resource Conference 2019, Chandigarh, Madhu Chitkara, vice chancellor of Chitkara University in Punjab, commended the aforementioned approach taken by students and their parents.

“Nearly 30-40 years ago, students were not expecting jobs from the colleges. I did my graduation from Delhi and I never asked for the job from my college and it was not their responsibility. Now the scenario has changed, the students are aware that Colleges/Universities have the responsibility to provide placements,” she said. Additionally, a school's or university's placement record aids pupils in understanding their potential future successes and motivates them to apply for admission. Every institute has a placement cell built in to help students discover the ideal employment where they can hone their talents and get ready for a promising future. Also, it will aid in drawing in new applicants for admission. An institute might move up in the college rankings by having a strong placement track record. The "placement records" of a University or College are highly valued by the National Institutional Ranking Framework (NIRF) while compiling the ranking list.

Maintaining Quality Standards

Business Schools follow processes laid down by reputed accreditation agencies by following the norms laid down and get themselves accredited. While choosing candidates, the majority of recruiters and employment agencies frequently check the numerous accreditations and approvals of business schools. Several certificates and ratings awarded by these organisations reflect a college's standard and standing in terms of its entrance requirements, student evaluation system, infrastructure quality, management in an institute, etc.

Students must comprehend the significance of the many certification and grading organisations in India in order to choose the best course and institution for their admission.

1. CRISIL: CRISIL is the top research firm in India, and the rating or grade it provides can be used as a standard to evaluate a business school's course structure in terms of how it interacts with industry, how students are chosen, what is taught in the curriculum, and so on.
2. National Assessment and Accreditation Council (NAAC) accreditation It is an independent organisation created by UGC to evaluate and rate higher education institutions all throughout India.
 - a. Curricular Aspects
 - b. Teaching-Learning and Evaluation
 - c. Research, Consultancy and Extension
 - d. Infrastructure and Learning Resources
 - e. Student Support and Progression
 - f. Governance and Leadership
 - g. Innovative practices

NAAC provides grading to the institutes with grades like A+, A, B, B+. Any institute having A+ grade is considered as benchmark which has followed all the recommendations and framework of NAAC.

Students Grades

Students with good grades when encouraged feel responsible to keep up the good grades and set an example for the rest to follow and most definitely, make their institute also shine with good performance amongst other competing institutes.

Participation in Co-curricular activities builds skills in students, Understanding the causes of circumstances and occurrences using **Logic and Analysis**. **Critical thinking** is the process of analysing concepts, ideas, problems, and issues. Visualization, coming up with fresh ideas, and **Creative problem-solving** are all examples of creative thinking. **Problem-solving abilities**, such as the ability to solve issues using a variety of concepts and approaches. **Leadership abilities**, such as taking initiative and responsibility, persuading people to work towards a noble cause, establishing goals, inspiring others to pursue those goals, and accepting accountability Collaboration, teamwork, and fostering positive relationships with others are all social skills. Knowing your strengths and

shortcomings, regulating your emotions, and having empathy for others are all examples of emotional skills. Communication skills include the ability to communicate oneself clearly, to listen intently, to talk in public, etc.

Utilizing numerous computer programmes and apps to do tasks requires technology abilities. Social values are, in other words, the respect for cultural and racial diversity as well as individual distinctions. Ethical principles include upholding moral principles in public life. Recreational values include an appreciation of leisure and recreation as well as engaging in leisure and recreational activities.

The students possessing most of the above skills, are a good choice for an institute as the overall environment of the institute would be positive and progressive. The fact that the school management and the teaching staff equally contribute to this environment, in case the quality of the students is also as specified above, it would lead to effective team work, effective placements and long term good career record. The immediate benefits would be, that it contributes to learning and development of the students.

Impact of Teachers on Quality Education

The role of the teacher in the classroom, in society, and in the world at large has changed from the past. Teachers eventually received a precise curriculum to follow as well as guidelines on how to implement the curriculum. The duty of teachers today extends beyond only instructing students. Students are now counselled, mentored, and taught how to use and apply knowledge in their daily lives as part of their duty. Instructors are now looking for ways to have a completely new impact on their students and even to motivate them to be and do more.

UGC, the education institutes governing body has set standards for enrolling Assistant Professors in the affiliated colleges.

Teachers are known to be the pillars of any educational institute. Whether or not an education institute is endowed with proper class rooms, play ground, library or laboratory, a good teacher can impart learning despite the facilities in an organization. The students spend most of their time in an institute with their professors, faculty members; they get influenced by the teachers by observing the teaching styles, classroom handling style, and knowledge of the subject matter. Teachers create interest in the subject that enables the students to grasp and learn concepts. This is the foundation for imbibing qualities like curiosity, flexibility in approach, a critical mind that analyses, justifying facts and information before simply accepting it. A teacher could be a guide who kindles a

bent for innovation. Could be the reason for a student to have a progressive mindset that gives an advantage in all kinds of circumstances.

The approach of teaching matters

Another important factor that affects the quality of education at any institution is the student's approach to their studies. Faculty members are expected to tie topics to the things that students really encounter during class discussions and interactions by using real-life examples and references. The goal of education delivery at institutions is to be both inclusive and thorough. Our opinion is that it is crucial for faculty to take great effort to integrate concrete experiences and examples within the scope of talks, particularly when it comes to higher level disciplines like management, engineering, etc., in order to make the whole thing more comprehensive for the students. Another great approach to get students excited about a subject is through laboratory examples and real-world experiences, and teachers typically tend to help out in this endeavour. Building institutional repositories is thought to be beneficial for an institute's professors, according to Abrizah (2017).

Purpose of the Study

Rajasthan institutes should inculcate the standards, in case they are already not doing it, and attract students from across the world to study in their quality rich Business Schools. This study may contribute in reforming the standards of the business schools and in turn providing quality education to existing students of the states and inviting students from other states to come and study in Rajasthan.

Scope of the Study

The study is limited to the determinants of Quality Parameters in Business Schools of Rajasthan. There are B Schools chosen from Ajmer, Jodhpur, Jaipur and Bikaner.

Significance of Proposed Study

The research is of importance to the educators, who wish to provide quality education and need to understand the pulse of the people about their experience and perception of quality education. The research would hold values for the university policy makers, colleges who wish to induce quality in their processes, people and product. This study would assist the education institutes in formulating strategies that would create a healthy breeding ground

for the students who expect good standards of study and getting well placed. The recommendations of research work, would give an insight about quality education which leads to good reputation and branding of an institute.

Research Gap

The increasing number of colleges in Rajasthan State, the research conducted would endeavor to get to the pulse of the major stakeholders after seeking and analysing their opinion about the determinants of quality in a business school

Limitations of the Study

The study leaves scope for the questionnaire to be circulated to other stakeholders of various institutes of Rajasthan. The current study only covers the students, this study must further be conducted on Faculty Members, Corporates who hire freshers from the schools

Objectives:

T0 Identify the determinants of Quality of Business Schools.

Hypothesis:

- H1. The quality of management education is dependent on the quality of students enrolled in the B-School.
- H2. Top management philosophy determines the quality of a B- School.
- H3. Adopting quality in processes, builds the quality of a B-School.
- H4. Placement record is the most important attribute of quality of a B-School for students.

Analysis of the Data: the data collected was examined using descriptive statistics, correlation and logistic regression model on RStudio. Academic quality offered by the institution its determinants are described in the form of Questionnaire Statements. The factors that are most-likely to impact the final decision of the respondent. Were ascertained. Overall five factors are being covered in the study.

Table 1

Descriptive statistics of the data obtained on factors that impact Quality of B-School, respondents are students of Rajasthan Business Schools which are located in Jaipur, Jodhpur, Ajmer and Bikaner regions of Rajasthan. The survey was physically handed over to them, which was filled and returned.

Each statement below indicates an aspect of quality determinant, students rated the statements on Likert scale

1 - Strongly Disagree, 2 – Disagree, 3 Neutral, 4 – Agree and 5- Strongly Agree. Accordingly the data is interpreted and analysis drawn.

Tool Used Standard Deviation: Table 1

1. <i>The students enrolled with a good record of Academics and Co-curricular activities are the reason for good quality of a business school. (Students)</i>		2. <i>Leaders in the upper management must be influential enough to persuade the recruiters to hire from their institutes. (Mgmt)</i>	
Mean	3.125	Mean	4.800
Standard Error	0.128	Standard Error	0.045
Median	3.000	Median	5.000
Mode	3.000	Mode	5.000
Standard Deviation	1.140	Standard Deviation	0.403
Sample Variance	1.301	Sample Variance	0.162
Kurtosis	-0.472	Kurtosis	0.345
Skewness	-0.094	Skewness	-1.529
Range	4.000	Range	1.000
Minimum	1.000	Minimum	4.000
Maximum	5.000	Maximum	5.000
Sum	250.000	Sum	384.000
Count	80	Count	80
Confidence Level(95.0%)	0.254	Confidence Level (95.0%)	0.090

1. The onus of good quality of business schools, 60 % of respondents feel is due to the *students enrolled with a good record of Academics and Co-curricular activities*. There is 22% of difference in the overall opinion of the respondents in this regard according to the Standard deviation of 1.14 out of 5.

2. 100% of the respondents feel that the upper management should be influential enough to be able to persuade recruiters to hire from their business schools and there is just 8% of standard deviation in this regard.

<p>3. <i>Institute Management- Strong ties to business/academic communities end up creating a qualitative environment in the business school. (Mgmt)</i></p>		<p>4. <i>Upper management must ensure Industry visits, corporate workshops and lectures, internship programs as a strategy to provide real life exposure to the students. (Process)</i></p>	
Mean	2.938	Mean	4.138
Standard Error	0.146	Standard Error	0.068
Median	3.000	Median	4.000
Mode	2.000	Mode	4.000
Standard Deviation	1.306	Standard Deviation	0.611
Sample Variance	1.705	Sample Variance	0.373
Kurtosis	-1.170	Kurtosis	1.164
Skewness	0.153	Skewness	-0.420
Range	4.000	Range	3.000
Minimum	1.000	Minimum	2.000
Maximum	5.000	Maximum	5.000
Sum	235.000	Sum	331.000
Count	80	Count	80
Confidence Level(95.0%)	0.291	Confidence Level(95.0%)	0.136

3. Tie ups with various communities received an overall median score of 60%, i.e. 3/5 score from the respondents with 26% of the deviation in the opinion of overall respondents.

4. 80% score accorded to *Industry visits, corporate workshops and lectures, internship programs, the platforms provided to the students for real life exposure as a determinant of Business School Quality.*

5. <i>Management as an efficient financial performance and is able to fulfil their financial commitments towards the various stakeholders.</i>		6. <i>Faculty members get Research time and resources improves the quality of a B School</i>	
Mean	2.625	Mean	3.663
Standard Error	0.103	Standard Error	0.104
Median	2.000	Median	4.000
Mode	2.000	Mode	4.000
Standard Deviation	0.919	Standard Deviation	0.927
Sample Variance	0.845	Sample Variance	0.859
Kurtosis	-0.974	Kurtosis	-0.803
Skewness	0.223	Skewness	-0.150
Range	3.000	Range	3.000
Minimum	1.000	Minimum	2.000
Maximum	4.000	Maximum	5.000
Sum	210.000	Sum	293.000
Count	80	Count	80
Confidence Level(95.0%)	0.205	Confidence Level(95.0%)	0.206

5. When it comes to fulfilling the financial commitments to the vendors, suppliers, employees, the respondents gave a 40% overall score as a quality determinant of a business school with a 45% deviation in the opinion. Most of the respondents gave a 2 out of 5 which implies they disagree that fulfilling financial commitments is a determinant of B Schools quality.

6. 80% score given by overall respondents' to the fact that, *Faculty members get Research time and resources improves the quality of a B School.*

7. <i>Faculty Receives Professional development support, this in turn keeps the teaching standards and overall standard of the Business School high.</i>		8. <i>Faculty are motivated with Achievement recognition and rewards, this makes them create a conducive qualitative environment for the students of Business School to learn, grow and get placed.</i>	
Mean	2.288	Mean	4.550
Standard Error	0.131	Standard Error	0.056
Median	2.000	Median	5.000
Mode	1.000	Mode	5.000

Standard Deviation	1.171	Standard Deviation	0.501
Sample Variance	1.372	Sample Variance	0.251
Kurtosis	-1.407	Kurtosis	-2.009
Skewness	0.288	Skewness	-0.205
Range	3.000	Range	1.000
Minimum	1.000	Minimum	4.000
Maximum	4.000	Maximum	5.000
Sum	183.000	Sum	364.000
Count	80	Count	80
Confidence Level(95.0%)	0.261	Confidence Level(95.0%)	0.111

7. When it comes to faculty development raising the standards of a B School, the respondents gave a 40% overall score as a quality determinant with a 53% deviation in the opinion. Most of the respondents gave a 1 out of 5 which implies they strongly disagree that fulfilling financial commitments is a determinant of B Schools quality.

8. Motivated faculty has been given the maximum score by the respondents as a B School determinant of quality. *Achievement recognition and rewards, this makes them create a conducive qualitative environment for the students of Business School to learn, grow and get placed.* Most of the respondents gave a 5 out of 5 which implies they strongly agree to this point.

<p>9. Faculty Members / Teaching staff quality must be up to the mark to achieve objectives of students and management. (Faculty)</p>		<p>10. Various Accreditations by organisations like NAAC (National Assessment and Accreditation Council) provides a reliable guide to the quality of an MBA programme. (Process)</p>	
Mean	3.150	Mean	3.525
Standard Error	0.141	Standard Error	0.087
Median	2.000	Median	4.000
Mode	2.000	Mode	4.000
Standard Deviation	1.264	Standard Deviation	0.779
Sample Variance	1.597	Sample Variance	0.607
Kurtosis	-1.660	Kurtosis	-0.332
Skewness	0.328	Skewness	-0.085
Range	3.000	Range	3.000
Minimum	2.000	Minimum	2.000

Maximum	5.000	Maximum	5.000
Sum	252.000	Sum	282.000
Count	80.000	Count	80
Confidence Level(95.0%)	0.281	Confidence Level(95.0%)	0.173

9. When it comes to *Faculty Members / Teaching staff quality must be up to the mark to achieve objectives of students and management*, the respondents gave a 40% overall score as a quality determinant of a business school with a 51% deviation in the opinion. Most of the respondents gave a 2 out of 5 which implies they disagree that *Faculty Members / Teaching staff quality must be up to the mark to achieve objectives of students and management* is a determinant of B Schools quality.

10. 80% score accorded to *Various Accreditations by organisations like NAAC (National Assessment and Accreditation Council) provides a reliable guide to the quality of an MBA programme, with a 35% of deviation in the opinion and most of the respondents agree to this fact, the mode is 4 out of five for the quality measurement aspect by reputed bodies like NAAC National Assessment and Accreditation Council*

Overall determinants of Quality of Business Schools, the top 3 most preferred factors by the students are:

1. Leaders in the upper management must be influential enough to persuade the recruiters to hire from their institutes. (Mgmt) Almost all the respondents are of the same opinion when it comes to persuading the recruiters for placements.
2. Faculty are motivated with Achievement recognition and rewards, this makes them create a conducive qualitative environment for the students of Business School to learn, grow and get placed. At the same time the
3. Upper management must ensure Industry visits, corporate workshops and lectures, internship programs as a strategy to provide real life exposure to the students. (Process)

The three Least preferred factors amongst the 10 given factors are:

1. Faculty Receives Professional development support, this in turn keeps the teaching standards and overall standard of the Business School high.
2. Management as an efficient financial performance and is able to fulfill their financial commitments towards the various stakeholders.
3. Institute Management Strong ties to business/academic communities end up creating a qualitative environment in the business school.

Although accreditations mean -3.5 indicates a positive approach, however not every individual is in unison, the Standard deviation which is higher than one indicates not all the students are of similar opinion.

Table 2 Correlation amongst all the factors that impact the Quality of the of B-School amongst students:

	Students Enrolled have Good Records	Influential Leaders that persuade recruiters	Association with communities	Frequent Industry visits, corporate workshops	Efficient Financial Performance of Institute	Faculty into Research and Development	Curriculum Matching International Standards	Motivated Faculty - Rewards and Recognition Programs	Goal Oriented Faculty
Students Enrolled have Good Records	1								
Influential Leaders that persuade recruiters	-0.303	1							
Association with communities	0.090	-0.145	1						
Frequent Industry visits, corporate workshops and lectures, internship programs.	-0.043	0.113	-0.037	1					
Efficient Financial Performance of Institute	0.057	0.479	0.254	0.116	1				
Faculty into Research and Development	-0.343	-0.014	0.192	-0.073	-0.150	1			
Curriculum Matching International Standards	0.503	-0.494	-0.162	0.121	-0.498	-0.364	1		
Motivated Faculty	0.144	0.050	0.228	0.246	0.481	0.105	-0.036	1	
Goal-Oriented Faculty	0.110	-0.338	0.167	0.088	-0.104	0.325	-0.141	-0.032	1
Various Accreditations	0.153	-0.509	-0.254	-0.260	-0.605	-0.137	0.249	-0.458	0.356

Source – Primary Data collected from Rajasthan Business Schools

1. There seems to be no correlation between the factors that could be determinants of Quality of an Organisation. A negative correlation is witnessed between Students quality and persuading the recruiters to place students from the college.
2. Various Accreditations and Influential Leaders that persuade recruiters have a negative co-relation. This calls for a further research in this area to understand the co-relation.
3. Accreditations and Financial Performance of the business school indicate a negative co-relation – indicates that fulfilling the accreditations norm may adversely affect the financial performance of an institute, this may include having superior quality human resources and infrastructural and other facilities.

Conclusion

Students select a Business School for self and career development. Most instances it is the career which is major concern of the students of any business schools for the same reason they give priority to any institute whose placement record has been commendable. The study indicates that the quality of the faculty, management policies, they all matter while selecting a Business School, managements tie up with recruiters and the influence they exercise on the recruiters is of prime importance.

The findings of this study, comparatively give lesser priority to faculty quality, accreditations, management policies. The opinions are of the students and the study leaves margin for the other stakeholders like faculty members, other staff, recruiters and management of the business schools, to fill the questionnaire. A comparative study for the opinions of each stakeholder could be conducted to find out whether Recruiter Connection is of prime importance to ascertain the quality of a business school.

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