A STUDY ON EXPECTATIONS AND PERCEPTIONS OF STUDENTS IN MANAGEMENT EDUCATION.

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INTRODUCTION

Talk of technical or professional education, among them: Masters of Business Administration (MBA) is the most popular and prestigious postgraduate programme in India according to a survey done by A & M, 15 April 2001, pp 43, on India's Top Status Symbols', educational degree, gets the highest scores in Hyderabad, Chennai and Kolkata.

The management education institutes are aimed at moulding the participants into career-seeking, efficient business managers or administrators and especially sensitive organizational leaders and change agents. Though the emergence of new business schools is in response to market realities, however this quantum increase in the number of schools has given rise to the many crucial issues.

The satisfaction of the student plays an important role in the success of any educational institute It develops the state of healthy balance in the college in which teachers also make their respective contributions to achieve the goals set by the college management. With the Government policy of liberalization of economy, a large number of management Colleges in private sector were established during the last decade As a result the competition also started among the managements of these colleges. In a competitive environment each college is interested to improve its position to create a strong base 'or its survival The competition was developed in terms of attracting large number of students by providing various student related requirements, such as placements, supply of educational material, conducting various programs and extracurricular activities etc As management of these colleges plays a dominant role in fulfillment of various needs of students and to achieve the primary aim of students' satisfaction, studies of these kinds are necessary to know the gap between the expectations and perceptions of students.

RATIONALE OF THE STUDY

Each educational Institute has its own policies for the accomplishment of objectives. Continuous updating and monitoring of these policies is essential to keep the pace with change in time and to avoid any dissatisfaction of the students. To study the expectations and perceptions of the students, various factors which are directly or indirectly related to students and college environment have been considered. These factors include placement, infrastructure, extracurricular activities, education, student development, educational material supplied, and college environment etc.

NEED & SCOPE OF THE STUDY

The study is based on the students studying in private management colleges. The need for the study is to ascertain the expectations and perceptions of the students that lead to the satisfaction.

This study will help the managements of the colleges in identifying the gap and to develop more appropriate policies for the better management of educational Institutions.

LITERATURE REVIEW

It is a fact that satisfaction is treated as an important factor in determining the demand of goods and services and also considered as an indicator of competitive advantages of firms. The term satisfaction in service sector is different from the term used in the goods market. Since evaluating the satisfaction is more difficult, the measurements are in general made by means of perceptions of consumers Student's satisfaction is the major indicator of service quality in educational institutions. Many researchers on this issue believe that there is a relation between the perception and their satisfaction (Petersen 1988) Satisfaction of students appears to be a major device in order to take important decisions by the college managements According to Ibekwe (2006), any higher educational Institute must desire its basic goals and objectives to satisfy students by offering various academic and career oriented programs, providing quality teaching and learning environment and by providing adequate student support services. Therefore, the managements of the colleges, as a matter of fact, take satisfaction of students into account as a main goal of strategies of their colleges (Bolton & Frederic, 1971) Abbott & doucouliagos (2003), in their studies also opined to change the attitude of management towards providing relevant, purposeful and meaningful education "or the academic community and for the society as a whole.

Most of the service sectors consider that satisfaction of consumers is explained by expectations and perceptions. The expectations are based on one's own and others' experiences. The measurement of expectations and perceptions has been a controversial issue in the literature While it seems to be logical that identifying the gap between the expectations and perceptions for the estimation of the satisfaction, the other researchers (Cronin and Taylor, 1992 and Teas. 199?) questioned the validity of the gap model The study made by Zeithaml et al.,(1996), suggest that measuring perceptions alone might be a better indicator of satisfaction related to service sector, than measuring the difference between expectations and perceptions. Aldlaigan and Buttle, (2002) are of the view that, it is not always easy to adopt the gap approach, since in real life setting it requires to collect the data twice from the same customers and compare their answers. However, from the management perspective it is always necessary to identify the gap between expectations and perceptions of the students, so that effective and suitable strategies can be designed to close the gaps or at least to minimize them (Arun Kumar, 2010). In the present study gap approach has been used, with the objective of identifying the gaps and to use these gaps for the prediction of the satisfaction of the students. Some of the other researchers such as Stanley and Reynolds (1994), Srikanth and Dairymple (2007), Kealy and Rockel(1987), Anderson (2000), Hill et al (2003), in their studies suggested various factors like placement, education, infrastructure, college environment etc., contribute positive perceptions of the students. The essence of these studies is the consideration of various factors that are responsible for the satisfaction of students as well as finding out the relation among them giving least scope to identify the gap between the expectations and perceptions.

OBJECTIVES OF THE STUDY

The purpose of the present study is aimed to enhance the satisfaction of students studying in private management colleges by identifying the gap between their expectations and perceptions on various college related factors. The following are the research objectives formulated to guide the study.

1.   To measure the gap between expectations and perceptions of the students studying management education.
2.   To suggest suitable measures, to minimize the gap between expectations and perceptions of the students.

HYPOTHESIS

This study infers that there is no difference in the mean value of students' expectations and perceptions for all dimensions, as against this back ground the following hypothesis has been formulated.

NULL HYPOTHESIS: There is no difference in the mean value of students' expectations and perceptions for all dimensions.

ALTERNATIVE HYPOTHESIS: There is a difference in the mean value of students' expectations and perceptions for all dimensions.

TABLE NO.1: PROFILE OF THE RESPONDENTS

l. Gender	No of Respondents	Percentage
a) Male	110	62.85
b) Female	65	37.15
Total	175	100
2.Area of residence		
a) Rural	47	26.85
b) Semi urban	65	37.15
c) Urban	63	36.00
Total	175	100
3.Year of study		
a) First year	79	45.00
b) Second year	96	55.00
Total	**175**	**100**

METHODOLOGY
INSTRUMENT DEVELOPMENT

The instrument used in this study is composed of 2 parts. Satisfaction of the students was measured by a questionnaire consists of 7 dimensions namely

1.   Placement
2.   Infrastructure
3.   Extracurricular activities
4.   Education

5.   Student Development
6.   Educational Material
7.   College environment.

The dimensions included in the questionnaire have been taken from the students perceptions and are supported by other researchers like Dalwinder kaur and Gurwinder Singh Bhalla (2010), Anderson (2000), Hill et al (2003) Part 1 of the questionnaire includes demographic characteristics such as gender, area of residence, year of study etc, while part 2 has an expectations section and perceptions section with 33 statements Each of these statements was measured on 4 points likert scale in which 1 indicated "strongly disagree", 2 indicated "disagree" 3 indicated agree" and 4 indicated "strongly agree".

TABLE 2: EXPECTATION AND PERCEPTION OF STUDENTS ON PLACEMENT STATEMENTS

	Placement (Statements l-6)	Mean Score		Gap	Average value for Dimension	
		Expectation	Perception		Expectation	Perception
1.	College students appearing in the competitive exams have a good passing rate	3. 080	3.194	-0.114		
2	Number of on-college placement is high	2.989	2 994	-0.005		
3	Students participate actively in the placement activities.	2. 960	2 874	0.086		
4.	Students pursuing job - oriented courses get placements earlier than other students.	2.629	2 989	-0.36		
5.	Career counseling sessions are conducted regularly.	3.006	3.126	-0.12		
6.	Placement activities help the students in getting easy admissions in higher education courses.	3.074	3.069	0.005 **Total gap = 0.508**	2.534	2. 606

DATA COLLECTION:

A survey Instrument in the form of close ended questionnaire was developed for the purpose of collecting the main data for the study. This study was conducted at various private management colleges located in Aurangabad district of Maharashtra state. Various factors such as precession, accuracy, time and cost constraints were taken into consideration in selecting the respondents. Using convenient sampling technique 10 colleges were selected. Using non-probability sampling technique, a total of 175 students were selected as a sample of the study. The respondents were selected from private management colleges only in order to maintain uniformity and also, proper care has been taken to select the respondents studying different years of management study, to improve the generalization of the result. The actual field survey was conducted over a period of one month between June 2011 and August 2011, whereby personal interviews were employed to obtain the required information from the selected respondents.

DATA ANALYSIS

The primary data collected have been sorted, classified and tabulated in a format and analyzed by using statistical package for social sciences (SPSS16.0). Appropriate statistical procedures like averages, ANOVA tests have been used for inference.

TABLE 3: EXPECTATION AND PERCEPTION OF STUDENTS ON INFRASTRUCTURE

	Infrastructure (Statements 7-11)	Mean Score		Gap	Average value for Dimension	
		Expectation	Perception		Expectation	Perception
7.	Well maintained study rooms, committee rooms and common rooms are there.	2. 874	2.977	-0 .103		
8	Lecture halls are fully equipped	2.897	2.885	0. 012		
9	Enough space for parking is available.	2. 908	2.782	0 .126		
10	College has sufficient facilities for recreation.	2.983	2.925	0.058		
11	Facilities for fresh drinking water and washrooms nearby	2.920	2. 937	-0. 017 **Total gap 0.076**	2 .083	2. 072

TABLE 4: EXPECTATION AND PERCEPTION OF STUDENTS ON EXTRACURRICULAR ACTIVITIES

	Extracurricular Activities (Statements 12-16}	Mean Score		Gap	Average value for Dimension	
		Expectation	Perception		Expectation	Perception
12	College lays emphasis on developing sports activities.	2.771	2.880	-0.109		
13	Students are given sufficient scholarships for participation in sports.	2.806	2.914	-0. 108		
14	The college encourages its students to take part in extracurricular activities.	2. 869	2 .994	-0.125		
15	Sufficient playgrounds and sports materials are available	2.874	3.086	-0.212		
16	College pays special attention to extracurricular activities.	2.920	3.074	-0.154 **Total gap -- 0.708**	2.034	2 .135

RESULTS AND ANALYSIS
PROFILE OF THE RESPONDENTS

The table l reveals that 62.85 percent of respondents were male and the rest 37.15 percent were female students. An analysis of area of residence of the respondents indicates that 26.85 percent were with rural background, 37.15 percent were with semi urban, and the remaining 36 percent were with urban background. Similarly an analysis of the student respondents studying different years of management education reveal that 45 percent of respondents were studying first year, and the remaining 55 percent with second year of their study. With respect to gender, the students are male dominated. With respect to area of residence, most of the students belong to semi urban and with respect to year of study, majority of students belong to second year.

TABLE 5: EXPECTATION AND PERCEPTION OF STUDENTS ON EDUCATION

	Education (Statements 17-21)	Mean Score		Gap	Average value for Dimension	
		Expectation	Perception		Expectation	Perception
17	Teachers are able to inspire the students for study	2. 891	2. 651	0. 24		
18	Teachers are enthusiastic in their teaching	2 .789	3. 189	-0. 4		
19	Students participate in seminars and conferences actively	2. 863	3. 200	-0. 34		
20	There is a congenial environment for study.	3. 189	3.211	-0.022		
21	Guest lectures are arranged frequently	2.869	3 206	0.337 **Total gap = -0. 185**	2. 085	2 .208

TABLE 6: EXPECTATION & PERCEPTION OF STUDENTS ON STUDENT DEVELOPMENT

	Student Development (Statements 22-25)	Mean Score		Gap	Average value for Dimension	
		Expectation	Perception		Expectation	Perception
22	Platform for overall personality development is available.	3.177	3.177	0.00		

23	Proper monitoring and evaluation is there to keep education and learning material under review.	3.183	3.183	0 00		
24	Educational or industrial visits are organized regularly	3 .194	3 .183	0. 011		
25	The college pays considerable attention to students' moral development.	3. 143	3.1 77	-0 034 **Total gap = -0. 023**	1. 814	1. 817

TABLE 7: EXPECTATION AND PERCEPTION OF STUDENTS ON EDUCATIONAL MATERIAL

	Educational Material (Statements 26-30)	Mean Score			Average value for Dimension	
		Expectation	Perception	Gap	Expectation	Perception
26	There is always a provision for projects and multimedia facilities to deliver the lecture.	3 .149	3.160	-0 .011		
27	Students are informed regularly about updated library collection.	3.154	3.160	-0 .006		
28	Laboratories have all the essential equipment and requisite material.	3.183	3.154	0.029		
29	Library is rich and updated with material related to students' subjects.	3.171	3.160	0.011		
30	Ratio between number of students and equipment in laboratory is quite satisfactory	3.175	3 .160	0.014 **Total gap =0.037**	2.261	2.256

TABLE 8 : EXCEPTION AND PERCEPTION OF STUDENTS ON COLLEGE ENVIRONMENT

	College Environment (Statements 31-33)	Mean Score			Average value for Dimension	
		Expectation	Perception	Gap	Expectation	Perception
31	Informal/ formal groups of students and teachers are used to the advantage of college	3.149	3.154	-0.005		
32	The students complaints are well handled by the college	3.154	3.160	-0.006		
33	Security and discipline are maintained properly.	3 .159	3.143	0 .016 **Total gap 0 005**	1. 352	1.351

TABLE NO 9 : HIGHEST EXPECTATION STATEMENTS

Highest Expectation Statements	Statement Number	Mean Score
Educational or industrial visits are organized regularly.	E-24	3.194
There is a congenial environment for study	E-20	3. 189
Proper monitoring and evaluation is there to keep education and learning material under review.	E-23	3. 183
Laboratories have all the essential equipment and requisite material.	E-28	3.183
Platform for overall personality development is available.	E-22	3.177

From the above, three of the highest expectations, E22, E23, E24, are in the student development dimension. The second highest expectation, E 20 is in the education dimension and the other one, E28, is from the educational material dimension.

TABLE 10 : LOWEST EXPECTATION STATEMENTS

Lowest Expectation Statements	Statement Number	Mean Score
Students pursuing job - oriented courses get placements earlier than other students.	E-4	2. 629
College lays emphasis on developing sports activities.	E-12	2.771
Teachers are enthusiastic in their teaching	E- 18	2. 789
The college encourages its students to take part in extracurricular activities.	E-14	2.869
Guest lectures are arranged frequently	E 21	2. 869

The lowest expectation statement is in the placement dimension, E4, two of the lowest expectation statements, E12, E14 are in extracurricular activities dimension and the other lowest expectation statements E18, E21 are in education dimension

FINDINGS AND RECOMMENDATIONS
The highest gap between the expectations and perceptions of the students was found in the education dimension. The result of the study reveals that students are not happy about the education they are getting for completion of management course. This indicates that students are expecting good education than they are receiving at present. This gap can be bridged by providing good education by way of appointing experienced and dedicated teachers, providing more teaching by practical training and teaching by audio visual aids etc,. The lowest gap in the college environment and placement dimensions show that the students are satisfied with environment prevailed in the college campuses and the placements being offered by the college

administration. If the college administration fails to provide congenial environment and placements, students get dissatisfaction. But the present study shows that majority of respondents satisfied with the college environment and placements. The study also reveals that, students have more expectations on student development activities followed by good education. Hence, the managements of the colleges must give proper importance to provide a platform for career development and personality development as well as moral development of the students.

CONCLUSION

The educational institutions started in recent years have been facing heavy competition due to rapidly changing environment for survival It is the responsibility of college managements to provide various requirements to the satisfaction of students, otherwise, they get dissatisfaction and therefore they will not feel happy studying in these colleges. Hence, the managements of educational institutions must find out the areas where students feel unhappy, and also to investigate factors and understand what makes them to feel happy. The results of the study show various implications for the individual colleges offering management education. A study of this kind helps to identify the areas where students get dissatisfaction. The study identifies what the managements of these colleges have to do to minimize the gap between the expectations and perceptions of the students and also to enhance the satisfaction

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