

### RESULTS AND DISCUSSION

This chapter deals with results and discussion, conclusions and implications, suggestions, limitations of the study, significance of the research and scope for further study.

#### 6.1 RESULTS AND DISCUSSION

The results indicated that marital status, age, academic qualifications and work experience makes a significant difference in the quality of faculty. However, gender makes no significant difference in quality of faculty. Several previous researches have supported these findings. Chalmers, (2007) points out that experience matters: empirical studies show that years of experience in teaching and specific teaching qualifications are significantly correlated to better student achievement. On a contrary, Robert T., et al., (1991) younger faculty members are publishing more publications also supported that gender is not a predictor. On a contrary Blackburn et al., (1991) found that men published more than women, when self-competence was introduced. Goutam G. Saha, (2012) identified that the quality of management education is largely dependent on the quality of its faculty, and the latter should be constantly enhanced by encouraging faculty to attend Faculty Development Programs and promoting a research culture. The results indicated that according to faculty there is a significant difference between perception and expectation of faculty with respect to tangibility, reliability, responsiveness, assurance and empathy of management organizations. The gap analysis of the data reveals that the management faculty is dissatisfied in four dimensions assurance, empathy, tangibility and reliability except responsiveness. The level of dissatisfaction is higher in the case of assurance, then empathy, followed by tangibility and reliability. Supported by Sahney et al., (2008) also found that there was a great deal of dissatisfaction amongst the faculty from the educational system and there was a need for improvement. On a contrary Pariseau & McDaniel, (1997) found that there is a significant difference between responsiveness, reliability and tangibility between the two groups (students and faculty) and there is no significant difference between student and faculty perceptions of the quality for the dimensions of assurance and empathy.

The results indicated that according to faculty and Dean's there was a significant impact of selection criteria of students, teacher focused teaching, student focused teaching and quality of faculty on quality of management education in management education. Miller, (1979) found that faculty quality correlated positively with an overall rating of institutional excellence and also outlined the criteria for judging faculty quality like teaching quality, professional activities and research and publications. Janet G., (1984) found factors that evaluated faculty performance were quality of publications, classroom teaching, personal qualifications and number of publications.

Majority of the faculty respondent accorded first, second and third rank to academic standard of the institution, leadership of the management and accreditation of the institution as the major factors of high priority for faculty to the quality of management education respectively. Fourth, fifth and sixth ranks are given to research and consultancy the institution is engaged, branding of the institution and placements of students. However the results of this study indicate that the linkages with industry and organizational infrastructure are not as important to the faculty as the academic standard of the institution and leadership of the management. The lowest priority is given to compliance with regulation and the last rank to patents and other intellectual properties. The results indicate that the faculty are least concerned with the linkages with industry, organizational infrastructure, compliance with regulation and patents and intellectual property rights. Previous research have supported these findings Mahajan et al., (2014) found that leadership emerged as the most important factor, followed by organizational infrastructure.

The results indicated that according to students there is a significant difference between perception and expectation of students with respect to tangibility, reliability, responsiveness, assurance and empathy of management organizations. Several previous researches have supported these findings. Legcevic J., (2009) found that each of the five SERVQUAL dimensions, there was a negative quality gap also there were significant difference between perceptions and expectations of students in all five dimensions. Douglas et al., (2006) found that students are dissatisfied with responsiveness, tangibles and management of a university. Rasli et al., (2012) found that all the items measuring the gaps are significantly negative with empathy (highest gap), followed by reliability, responsiveness, assurance and tangibles. Sahney et al.,

(2004) found a negative gap between expectations and perceptions of the students where the expectation level is higher than the level of perceived quality and there is a significant level of dissatisfaction among students. On a contrary Abili et al., (2011) found that there was no significant difference between perceptions and expectations of students.

The results indicated that according to students there was a significant impact of quality factors in terms of selection criteria of students, teacher focused teaching and student focused teaching on quality of management education in management education. Previous research have supported these findings According to Guloba et al., (2010) student- centered methods of teaching are found to be more effective compared to teacher- centered teaching methods.

Majority of the students' respondent gave first rank to academic standard of the institution and leadership of the management as the major factors contributing to the quality of management education. Thus placements of students acquire second rank in the ranking of factors constituting the quality of management education, the linkages with industry is accorded the third place followed by branding of the institution for fourth place. Commonly it is believed that students while choosing the institution for admission will give high priority to the organizational infrastructure. However the results of this study indicate that organizational infrastructure, research and consultancy the institution is engaged in and accreditation of the institution are not so important to the students as the academic standard of the institution and placement. The lowest priority is given to compliance with regulation and the last rank to patents and other intellectual properties. The results indicate that the students are least concerned with the research and consultancy the institution is engaged in, accreditation of the institution, compliance with regulation and patents and intellectual property rights. Several previous researches have supported these findings Mahajan et al., (2014) found that leadership emerged as the most important factor. Kaur & Bhalla, (2015) found that eight factors showing the satisfaction of students regarding the quality of education. As per their results availability of infrastructure facilities as an important factor, followed by placement services. Gandhi M., (2013) found that students consider brand name of the institute at first while taking an admission in business school. Further, they consider placement, quality of faculty, infrastructure, fees, location and innovative curriculum.

## **6.2 CONCLUSIONS OF THE STUDY**

From the analysis and interpretation of data collected from respondents, following conclusions were drawn.

### **6.2.1 Faculty Perspective**

1. Marital status, age, academic qualifications and work experience caused significant difference in quality of faculty. It can be further explained that as age increases, this in turn increases the quality of the teachers. Married faculty members are more focused to get higher qualification and quality publications. The senior most faculties having the highest degree (post doctorate) also focus more on extra qualification and publications. Work experienced faculty also believes that quality of faculty gets better when addition to qualification and publications is done. Gender is no bar when it comes to qualification updation and researches.
2. The results indicated in table 5.32 that there was a significant impact of quality factors in terms of selection criteria of students, teacher focused teaching, student focused teaching and quality of faculty on quality of management education. The positive impact of selection criteria of students, teacher focused teaching, student focused teaching and quality of faculty on quality of management education showed that selection criteria of students have the highest impact on the quality of management education followed by quality of faculty, student focused teaching and teacher focused teaching in management education.
3. The actual service (perception) the faculties are getting from the management institutes is different from their expectations regarding the institute's services as shown in table 5.28. The faculty's are expecting high quality and perceiving very low quality in case of reliability dimension which include the items like admission procedure is transparent and fair, students feel safe and secure, academic standard of the institution and curriculum of the courses is periodically updated. Then in case of assurance dimension which include the items like the behavior of the faculty, the research activity in classroom, testing and development of new concepts, exchange programs with other institutes/universities, the industry academia interaction of this institution, the institute provides adequate placement opportunities to the students. Then in

case of empathy dimension which include the items like faculty considers the problem of students, management institution cater the needs of students and institution focuses on the best service for students. Then in case of tangibility dimension which include the items like location of campus, infrastructure of classroom and library are visually appealing, the institution has modern equipments and technology and physical facilities are visually appealing. Then in case of responsiveness dimension which include the items like faculty of the institution is willing to help students, faculty is easily approachable to the students, faculty takes interest in solving students' problems and staff pays immediate attention to the students.

4. The gaps for four dimensions found that expectation was more than perception with the highest gap for assurance followed by empathy, tangibility and reliability as shown in table 5.29. The gap analysis of the data reveals that the management faculties are dissatisfied in four dimensions except responsiveness. The level of dissatisfaction is higher in the case of assurance, than empathy, followed by tangibility and reliability.
5. Majority of the faculty respondent accorded first, second and third rank to academic standard of the institution, leadership of the management and accreditation of the institution as the major factors to the quality of management education respectively as shown in table 5.37. Fourth, fifth and sixth ranks are given to research and consultancy the institution is engaged in, branding of the institution and placements of students. Further, the results of this study indicate that the linkages with industry and organizational infrastructure are not as important to the faculty as the academic standard of the institution and leadership of the management. The lowest priority is given to compliance with regulation and patents and other intellectual properties.

### **6.2.2 Students Perspective**

6. The actual service (perception) the students' are getting from the management institutes is different from their expectations regarding the institute's services as shown in table 5.26. The students are expecting high quality and perceiving very low quality in case of assurance dimension which include the items like the behavior of the faculty, the research activity in classroom, testing and development of new concepts, exchange programs with other institutes/

universities, the industry academia interaction of this institution, the institute provides adequate placements opportunities to the students. Then in case of empathy dimension which include the items like faculty considers the problem of students, management institution cater the needs of students and institution focuses on the best service for students. Then in case of tangibility dimension which include the items like location of campus, infrastructure of classroom and library are visually appealing, the institution has modern equipments and technology and physical facilities are visually appealing. Then in case of reliability dimension which include the items like admission procedure is transparent and fair, students feel safe and secure, academic standard of the institution and curriculum of the courses is periodically updated. Then in case of responsiveness dimension which include the items like faculty of the institution is willing to help students, faculty is easily approachable to the students, faculty takes interest in solving students' problems and staff pays immediate attention to the students.

7. The gaps for all the five dimensions found that expectation was more than perception with the highest gap for assurance followed by empathy, tangibility, reliability and responsiveness as shown in table 5.27. The gap analysis of the data reveals that the management students are dissatisfied in all the five dimensions. The level of dissatisfaction is higher in the case of assurance, then empathy, followed by tangibility, reliability and responsiveness.
8. Majority of the students' respondent gave first rank to academic standard of the institution and leadership of the management as the major factors contributing to the quality of management education as shown in table 5.36. Thus placements of students acquire second rank in the ranking of the factors constituting the quality of management education, the linkages with industry is accorded the third place followed by branding of the institution for fourth place. Commonly it is believed that students while choosing the institution for admission will give high priority to the organizational infrastructure. However the results of this study indicate that organizational infrastructure, research and consultancy the institution is engaged in and accreditation of the institution are not so important to the students as the academic standard of the institution and

placement. The lowest priority is given to compliance with regulation and patents and other intellectual properties.

9. The results indicate that the faculty are least concerned with the linkages with industry, organizational infrastructure, compliance with regulation and patents and intellectual property rights. If we compare these rankings from the students and faculty perspective, we find that in both the rankings highest priority is given to academic standard of the institution and leadership of the management. Further, faculty gave third rank to accreditation of the institution and students gave third rank to placements of students. Further, students gave fourth rank to branding of the institution and faculty gave fourth rank to research and consultancy the institution is engaged in. However, students and faculty both gave lowest priority to compliance with regulation and patents and intellectual property rights.
10. The results indicated in table 5.35 that according to students there was a significant impact of selection criteria of students, teacher focused teaching and student focused teaching on quality of management education. The positive impact of selection criteria of students, teacher focused teaching and student focused teaching on quality of management education showed that student focused teaching have the highest impact on the quality of management education followed by the selection criteria of students and teacher focused teaching.

### **6.3 IMPLICATIONS OF THE STUDY**

1. Management institutes can improve their academic standard by selecting the meritorious students and qualified and experienced faculty.
2. The teacher has to learn the new methods. Institution should encourage and send faculty to learn new pedagogies and methods in faculty development programs (FDP's).
3. The institutes must adopt the student-focused teaching which is essential for building confidence and creating problem-solving skills among students.
4. The faculty may develop research orientation in their pedagogy. A research-oriented teaching can provide practical solutions to real life problems in the field of business.

#### **6.4 SUGGESTIONS OF THE STUDY**

1. The study suggests that Student-focused teaching promotes active learning and creative problem-solving skills. There should be quality improvement programmes for teachers where they can learn new pedagogical techniques to improve upon their teaching skills.
2. The study implies that a fair student-selection criterion must be adhered to by the institutes so that meritorious students with appropriate caliber are admitted into management stream.
3. The study advises that research-orientation in teaching and industry-academia interface must be promoted to impart practical knowledge to students, which is actually relevant to industry. These factors are also vital for better placement opportunities.
4. The study recommends that the academic standard of management institutes can be improved by appointing experienced and qualified faculty. Doctorate level faculty should be given more preference.
5. The study suggests that the faculty with higher degree and with required publication should be preferred.

#### **6.5 LIMITATIONS OF THE STUDY**

1. The study was limited to only Haryana state.
2. The sample size was limited to 750 only.
3. The study was limited to the students, faculty and Dean's who were in management institutes in Haryana only.
4. The length of the questionnaire may have lead to disinterest on the part of the respondents.

#### **6.6 SIGNIFICANCE OF THE STUDY**

1. The study will be useful to reveal the key factors behind the students' expectations and perceptions from the management institutes.
2. The study will be helpful in identification and measurement of factors required in attracting management students.
3. The study will provide necessary input to the management institutes to appraise students' expectations and perceptions in favor of the management institutes. This may help in retaining students for longer time.



4. This research will be significant for the management of educational institutes in improving the quality of education.
5. The study will be useful for the students of management education.
6. The study will be useful for Government policy makers and society.
7. The study will also be useful for researchers as a reference.

#### **6.7 SCOPE FOR FURTHER STUDY**

The present study mainly focus on factors affecting quality of management education in education sector. Future research should ponder on a bigger sample size and all types of other streams of education. In adherence to that, other visualizing variables such as industry perspective should also be considered in the research to expand the horizon of future studies.