

A study on satisfaction attitude and behavioural outcome of management education among mba students in salem and namakkal districts

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Abstract— In front of the challenges of globalization, poverty and climate change, the world is now expecting for-profit companies to do less harm and more good in helping to address social and environmental problems. For this reason, in 2000 the UN launched the Global Compact, an agency aimed at encouraging companies to be socially responsible and act in alignment with principles on human rights, labor, anti-corruption and the environment. As such, business schools have an important role in proactively educating current and future business leaders about responsible management. The aim of this study was to examine attitudes and perceptions towards responsible management among MBA students in various Institutions and cultures. Students are very important stakeholders in business schools and deserve to have their voices heard on matters regarding their business education in general and responsible management in particular. The study adopts a structural equation modeling approach which examines the effects caused by student satisfaction and student engagement on loyalty intention among MBA students. Data were collected at a major college in India. Two out of three research hypotheses are supported. Findings of this study are generally in line with existing literature. Yet, the study also provides a meaningful, new insight in the study of student loyalty. Managerial implications and future research directions are provided.

Keywords: student attitude, satisfaction level, cultural changes

I. INTRODUCTION

The purpose of this study is to examine student engagement among MBA students as a promising factor that would enhance their satisfaction. To be specific, the study proposes and tests a model that incorporates both student satisfaction and student engagement as background of post-graduate constancy intention among MBA students. Such an endeavor in this study is expected to not only clarify the role of student satisfaction in the formation of student constancy but also reveal the contribution of student engagement for the establishment of student fidelity among MBA students. This paper provides literature review dealing with MBA student satisfaction, loyalty and engagement; a conceptual model including hypotheses; research methods; findings from a survey; summarized and scrutinized results; and conclusions and implications of the study for higher education institutions.

Student satisfaction is not a short-term evaluation but rather an enduring attitude developed through repeated experiences with campus life. For services that are provided based upon the membership or contractual arrangements like an MBA program, satisfaction is known to have unique characteristics. Compared to a discrete service encounter

where the customer satisfaction is largely determined by whether the contact employee is capable of diagnosing and fulfilling customer needs (Szymanski, 1988; Spiro & Weitz, 1990), the customer satisfaction in relationship is determined by a diversity of factors. Beatty et al. (1996) noted that customers in relationship tend to experience satisfaction when they perceive, from their relationship with the service provider, empathy, understanding of the customer, interpersonal care, trustworthy behavior, in addition to the augmented personal service. Students in an MBA program are also likely to engage in a comprehensive evaluation of their relationship with school using a number of factors. Sevier (1996), for example, has observed that college students evaluate their schools in terms of academic, social, physical, and even spiritual experiences. In this context, student satisfaction can be viewed as a global index that summarizes one's general feeling toward one's educational experiences (Bolton et al., 2000).

Student satisfaction can be defined as a favorable cognitive state resulting from a positive evaluation of a student's educational experience (Athyaman, 1997). Satisfaction is experienced when a college's service delivered matches well with students' expectations (Szymanski & Henard, 2001). Student satisfaction is affected by a number of factors. First, academic dimensions of a college have been found as a major factor affecting student satisfaction. Major academic dimensions affecting student satisfaction include student-to faculty ratios, program reputation, quality of teaching, faculty credentials, quality of student faculty relationships, and quality of academic advising and career counseling (Elliott, 2002; Kotler & Fox, 1995; Martinez, 2001). At a personal level, a student's academic performance such as grade was found to be highly correlated to his/her satisfaction with the school (Babin & Griffin, 1998). Additionally, the quality of social experience of students was also found to be an important factor affecting satisfaction with the school. Tinto et al. (1994), for example, maintained that the social aspect of college life was one of the two most important factors that determine students' satisfaction with and intention to remain in an academic program.

Higher education is an educational level that follows a completion of a school providing a secondary education, such as a high school, secondary school, or gymnasium. Tertiary education is normally taken to include undergraduate and postgraduate education, as well as vocational and training. Colleges, universities, and institutes of technology are the main institutions that provide tertiary education (sometimes known collectively as tertiary institutions). Examples of institutions that provide post-secondary education are vocational schools, community colleges, independent colleges and universities in the United States, the institutes of technical and further education in

Australia, pre-university colleges in Quebec, and the IEKs in Greece. They are sometimes known collectively as tertiary institutions. Completion of a tertiary education program of study generally results in the awarding of certificates, diplomas, or academic degrees.

II. OBJECTIVES OF THE STUDY

- A study on student's perception of satisfaction towards MBA program in select districts of tamilnadu.
- To study about the students attitude towards MBA Program.
- To study the family's income level and educational level attained by students.

III. SCOPE OF THE SYUDY

MBA is a degree which is branded qualification all around the world. MBA degree holders have very wide scope as well as knowledge to get the job opportunities at higher level management and also at any other place. It gives the acquaintance about the business and train how to face the facts and how to rise up during crucial period of the business. It prepares the student by working on assignments, presentations, scrupulous training that gives crucial capabilities required to managerial-life business situations.

A. Limitations Of The Study:

- The study is conducted only in the state of tamilnadu so results are applicable to that place only.
- The sample is limited up to 200 respondents for the study .
- Time constraint is considered as a main drawback.

IV. RESEARCH METHODOLOGY

A good research work requires a clear scientific methodology because only through the application of correct methodology in selection of sampling techniques, appropriate tools of data collection etc; so that we founded conclusion can be drawn on the phenomenon under consideration. The validity of the research depends upon the method of collecting the data and analyzing the same. In the present study, extensive use of both primary and secondary data is planned to collect systematically.

A. Research Design:

Research design constitutes the blue print of collection, measures and analysis of data. In specific terms, a research design in the arrangement of conditions and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. Here in this study, the researcher plan to use descriptive Research design and studies concerned with specific predictions, with narration of facts and characteristics concerning individual, group or situation are all examples of descriptive research studies.

1) Sources of Data:-

- Primary data
- Secondary data

2) Primary data:

- Primary data are collected through orderly structured questionnaire from the students pursuing MBA.

3) Secondary data:

Secondary data are collected from books and websites.

4) Tools for Analysis:

The collected data was formulated using the statistical tools namely

- Chi square method.

V. RESULT AND DISCUSSION

A. Chi-Squire Analysis:

Satisfaction (VS) attitude

B. Hypothesis:

Ho : There is no significant relationship between the satisfaction of the MBA Students and their attitude

H₁ : There is significant relationship between the satisfaction of the MBA Students and their attitude

| Satisfac tion level | V. GOOD Oi Ei | GOOD Oi Ei | MODER ATE Oi Ei | POOR Oi Ei | TOT AL |
|---------------------------|----------------------------|----------------------|------------------------------|----------------------|-----------|
| Acade mic result | 36 25.8 | 49 58.2 | 35 35.4 | 0 0.6 | 120 |
| Extra curricul ar | 1 3.23 | 6 7.28 | 7 4.42 | 0 0.08 | 15 |
| Busine ss skills | 5 3.23 | 10 7.28 | 0 4.43 | 0 0.08 | 15 |
| Others | 1 10.75 | 31 24.25 | 17 14.75 | 1 0.25 | 50 |
| TOTA L | 43 | 97 | 59 | 1 | 200 |

SOURCE: PRIMARY DATA

Calculated Value = 28.83

Degree Of Freedom= (c-1) x (r-1)
=(4-1) (4-1)
=9

Leave of significance = 5%

Table value (χ^2) = 16.9

Since Calculated Value (28.83)>Table Value (16.9) The Null Hypothesis Is Rejected

C. Inference:

It can be inference that there is significant relationship between the satisfaction of the MBA Students and their attitude

D. Findings

Majority of respondents prefer s belongs to quality of academic result category.

There is a significant relationship between the satisfaction and attitude of MBA program students.

Business analytical Skill enhancement stands the first rank for selecting management studies.

VI. SUGGESTION AND RECOMMENDATION

Suggestion and recommendation of solution to the problems which has to the problem by the researcher to the MBA whose we have contested the research.

Education could be provided at low cost.

Scholarship could be provided to students who are academically brilliant students.

Specialization could be increased to pasting competitive business environment.

For the global exposure of students they could be taken to foreign countries for industrial visit.

VII. CONCLUSION

Graduate students are viewed as customers, and the schools establish their strategic goals in terms of student satisfaction and loyalty. Accordingly, a number of research calls have been made on the psychology of MBA students (Richards-Wilson, 2002). Regardless, student loyalty is an elusive concept. Oliver (1999), after observing the mixed findings on the relationship between satisfaction and loyalty, has stated a call for research on additional factors that lead to customer loyalty. This project helped me in getting information about the student's satisfaction towards MBA program. The reason for analyzing this project is to know how many of the under graduates are interested to do the higher studies and to make the aware about the importance of the higher studies. From this study conclude that respondents have mixed reactions. Some of them have willing to do they higher study and some are note due to certain reasons such as financial problems, placement problems etc.. I conclude that doing higher studies would be good for student has they would get more knowledge and personal development of student which would help them in future to get a good job opportunity.

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