

Students Perception while Selecting Education Institutions for P.G. Courses

Dr. Nitin Sharma¹, Dr. Krati Sharma², Prof. Sujata Salvi³

¹Mumbai University, Assistant Professor, N L Dalmia Institute of Management Studies and Research, Mira Road, Mumbai (Maharashtra), shrinitinjee@gmail.com

²Mumbai University, Assistant Professor, Aditya Institute of Management Studies and Research, Kandivali, Mumbai (Maharashtra), sharma.kkrati@gmail.com

³Mumbai University, Assistant Professor, Aditya Institute of Management Studies and Research, Kandivali, Mumbai (Maharashtra), ingalesujata@gmail.com

ABSTRACT

The purpose of this study is to help higher education institutions make the best use of their student feedback. All institutions collect feedback from their students and in many different forms. They use it to improve the quality of the education they provide. In recent years, there has been a shift in the balance between informal and formal types of student feedback with a greater emphasis on the latter. Thus, as the importance attached to student feedback increases, ensuring that feedback is collected effectively and used wisely becomes an increasing priority for higher education institutions.

Such readers are recommended to go directly to the summaries at the end of each section and only to delve into the main text if they need clarification or justification of points made in the summaries. We hope that other readers will find it worthwhile to read the Guide in more detail and, in particular, to consider how it compares with their own experiences and institutional practices.

the student learning process or rather a commentary on that process; according to whether it was seen as being primarily about whether programme objectives were being achieved or providing an opportunity to critique those objectives.

- enhancing the students' experience of learning and teaching
 - contributing to monitoring and review of quality and standards. Other purposes cited included.
 - ensuring the effectiveness of course design and delivery
 - enabling a dialogue with students
 - helping students reflect upon their experiences
 - as part of the teaching and learning process
 - identifying good practice
 - measuring student satisfaction
-

Introduction

Institutions of higher education are increasingly realizing that they are part of the service industry and are putting greater emphasis on student satisfaction as they face many competitive pressures. On the one hand, student satisfaction has been related to recruitment and retention and academic success which has lead university administrators to pay great attention to those factors that help them to more effectively attract students and create a supportive learning environment.

Administrators and educators also recognize that understanding the needs and wants of students and meeting their expectations are important to develop environments in which students can learn effectively.

learners use self-regulatory attributes to control their personal learning processes and self-efficacy

influences choice, efforts, and volition. Successful students seem to have an ability to motivate themselves to complete a task, while less successful students have difficulty in developing self-motivation.

In a narrower sense, measures of student satisfaction have long been used to assess the effectiveness of different college services (e.g. housing, student life, financial aid) and programs (e.g., programs dealing with special student populations such as commuters, adult learners and international students). The assessment of the effectiveness of particular academic programs (e.g., engineering, business) is increasingly including measures of student satisfaction. Many aspects of the total college experience contribute to a student's overall satisfaction as the university's product is the sum of the student's academic, social, physical, and spiritual experiences. Much of the research in this field has

focused on identifying program or student characteristics that impact of satisfaction..

Quality and students' perceptions in services of higher education

Perception is a sensory information mode and is related to abstract/ concrete objectives in the external world. Perception is a social and psychological phenomenon, which can be controlled and directed with external intervention. The primary element of perception is attention and comment Students' perception of their personal circumstances and surroundings can influence behavior. Students' Perceptions of Academic and Institutional Service Quality in higher education affect the students' behavior.

OBJECTIVES

This study has the following specific objectives that would be significant in order To come up with a credible set of data that would the bases for analysis and drawing of the conclusions

- 1) To find out the students' overview/perception about the service quality of business institutes or universities.
- 2) To evaluate the significant determinants of service quality for business institutes or universities in India.
- 3) To find out the significance difference of service quality perception in male and female students.
- 4) The altering business environment mostly offers challenges and opportunities to the organizations.
- 5) Superiority in quality has become vital for business institutes or universities.

Literature Review

Senthilkumar et al. (2009) did in-depth research on the various determinants of the different service quality in the higher education institutions in India, in specific to the educational institutions in vary specific for the state of Tamil Nadu. He finally concluded that the major determinants are the placement, teaching quality, quality of the

faculty members, various physical resources and a wide range of disciplines. He speaks about the employability of the graduate and post graduate students in a higher education institution.

Arambewela et al. (2009) by their empirical research on a model of international student satisfaction, proposed through a theoretical model that, the perceived level of the satisfaction of the students is depend upon the nature of services. This depends upon the educational and non-educational services.

Marks et al. (2005) through the research on predictors for the vary effective online learning by use of the Structural Equation Modelling, did search and an investigation on interactions among three components on education i.e. instructor, student and content. They concluded that instructor is the major component for any effective learning process.

Arulraj et al. (2007) on a study of placement (employability) as a criteria to determine the service quality of an educational institution through a SQM-HEI model revealed that there are three major components which determine the service quality of an educational institution, these are; teaching style, study environment and discipline. They developed a 30 variable instrument, which are empirically tested with the uses of AMOS 7 for structural equation model & Bayesian estimation and testing.

Pituch et al. (2006) on a study of the perception of students for an e learning system. They proposed the alternative models of learning, proposes a model consists of external variables, perceived usefulness,

Research methodology

Research methodology deals with a systematic and scientific methods that can be adopted to solve research problems. Methodology is a crucial step in any research because it directly influences the whole research and its findings. The present study will be carried out to gain an insight into the

students' satisfaction level with the quality of services provided by educational institutions.

MARKET ANALYSIS

The research objectives of this project are: -

- a. Marketing activities and operational activities are always driven with an aim of getting sale increased with innovate ideas. Offers are designed in such a manner that customers are made to go and experience the shopping. Marketing also gives some offer to increase the bill size, taking in consideration the ongoing fashion in vogue.
- b. Marketing Strategies Targeting the customers Advertising Strategy – Understanding the media consumption habits of the customer.

Scope of the study:

The study would try to throw some insights into the existing services provided by the institutions and the gap between the student's expectations, perceptions and the actual state of performance. The results of the study would be able to recognize the lacunae in the system and thus provide key areas where improvement is required for better performance and success ratio.

Research Questions:

What are the major factors affecting students' satisfaction with the quality of educational services? What is the level of students to choose the institutions and impact of fees, governments institutions and culture of institute, placements records, ranking of institutes, environment of institutes?

Research design:

A research design is the arrangement of the condition for collection and analysis of data. Actually it is the blueprint of the research project. The research type is descriptive research. The main objective of this design is search primary

and secondary data. The research primarily focuses on the primary sources and first hand information through questionnaire.

Data Sources:

For the research purpose, the researcher does data collection. For successful efficient marketing research investigation, the researcher must be familiar with the nature of the data as well as the data collection method.

Sources of data collection:-

Sources of data collection state the various sources of data from where we collect the information's for the comparative analysis.

Primary Data:

Primary Data is the data exclusively collected for the research work by the researcher. It is the raw data collected for research work that represents an official position or opinion. Primary data is collected afresh from the field for the purpose of conducting the research. A structured questionnaire was designed & administered to the respondent. The was questionnaire constructed as concise and simple as possible keeping the profile of the respondent in mind.

- ✓ It is collected through structured questionnaire by conducting survey.

Secondary Data:

Secondary data is the data collected by the researcher from some other sources where the data would have already been collected and interpreted. Here it's not possible to get the data in its purest form because it would have been used for some other purposes already. Secondary data is the refined form of primary data. Internet databases & text books related to retail & Research Methodology have been a major secondary source for the extraction of the expert's opinion.

Books

- ✓ websites
- ✓ database at intitutions
- ✓ library research
- ✓ magzins
- ✓ news papers

Sampling plans:

THE SAMPLE

A sample size of 100 was considered in this project. That is, a total number of respondents were 100 for survey.

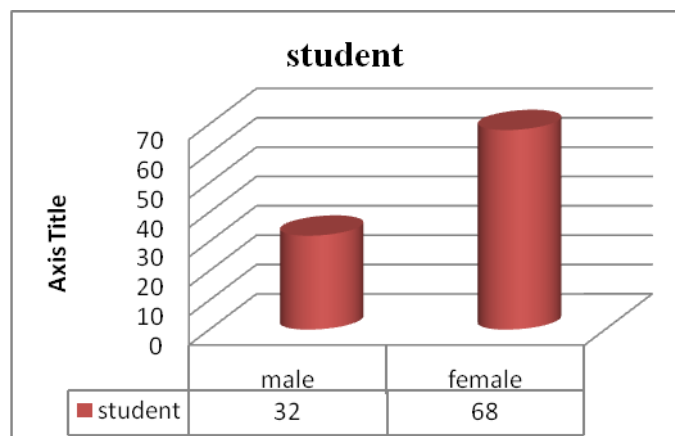
The marketing researcher must design a sampling plan, which calls for three decisions –

sampling process & size Research being exploratory in nature, a simple random & convenient sampling was taken in to consideration. **100** students, contact method Used can be personal interviewing.

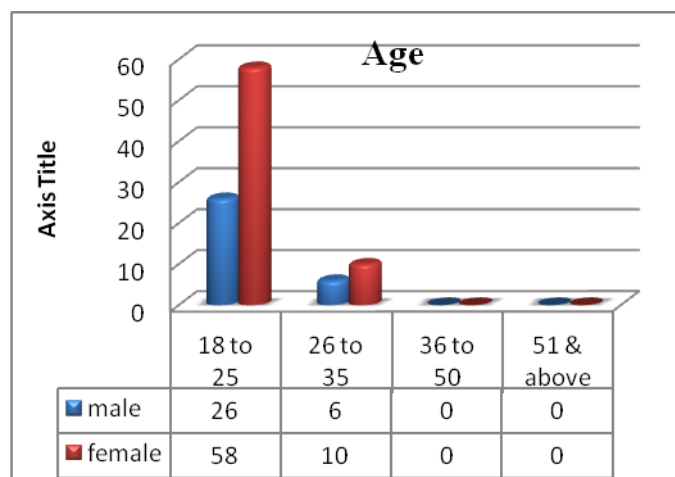
TIME TAKEN

The time of research was 15 days and surveys of some people were done daily. The research was based on the change in consumption of customers for the products in scheme.

Data Analysis and Interpretation

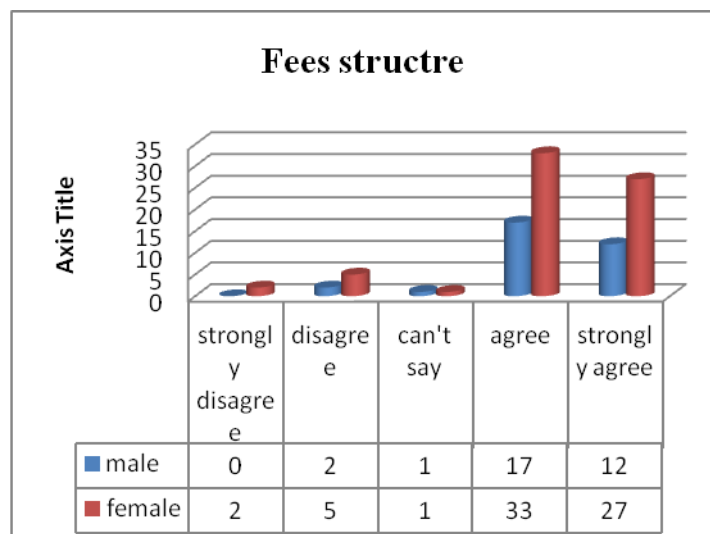


Interpretation: As per the above graph, Out of the 100 respondents 32% respondents are male and 68% respondents are female.



Interpretation: As per the above graph, Out of 100 respondents falls under the age category of 18-25 male are 26% and females are 58%, comes under the category of 26-35 male are 6% and females are 10%.

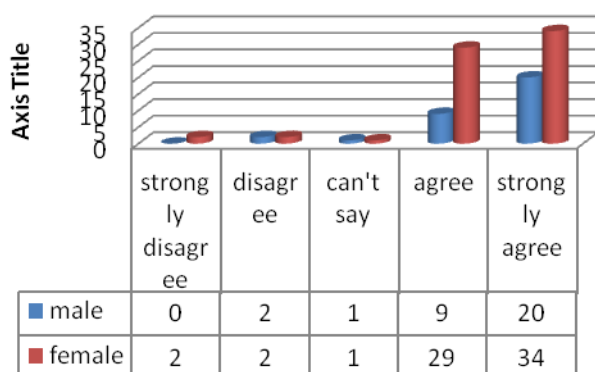
Fees structre



Interpretation: As per the above graph, Out of 100 respondents 2% are female are strongly disagree, 5% female and 2% male are disagree, 1% female and 1% male are can't say, 33% female and 17% male are agree, 27% female and 12% male strongly agree with fees structre of the institutes have major impact on choosing institutions.

Government institute have major impact

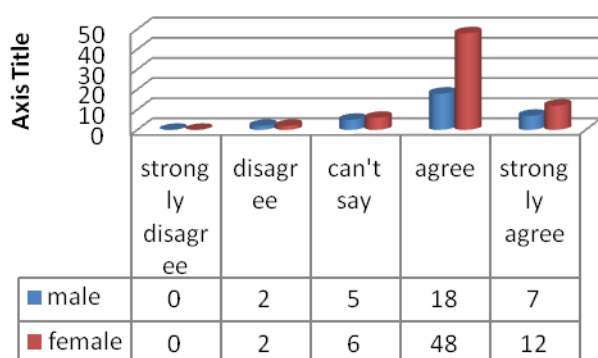
Government institute impact



Interpretation: As per the above graph, Out of 100 respondents 2% are female are strongly disagree, 2% female and 2% male are disagree, 1% female and 1% male are can't say, 29% female and 9% male are agree, 34% female and 20% male strongly agree with government institutes have major impact on choose the institutes.

Faculties of institution Should available during institutional hours

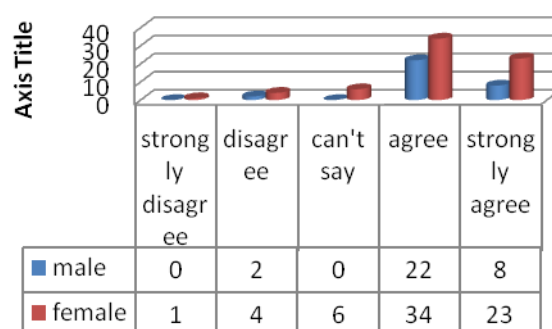
Faculties of institution are always available



Interpretation: As per the above graph, Out of 100 respondents, 2% female and 2% male are disagree, 6% female and 5% male are can't say, 48% female and 18% male are agree, 12% female and 7% male strongly agree with faculties of institution are always available during institutional hours.

Faculties Should be knowledgably and experienced

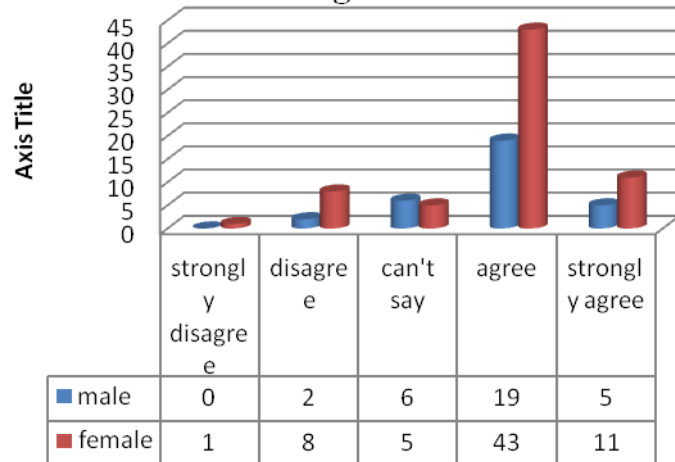
Faculties are knowledgably and experienced



Interpretation: As per the above graph, Out of 100 respondents 1% are female strongly disagree, 4% female and 2% male are disagree, 6% female can't say, 34% female and 22% male are agree, 23% female and 8% male strongly agree with faculties are knowledgably and experienced in institutions have major impact on choosing institutions.

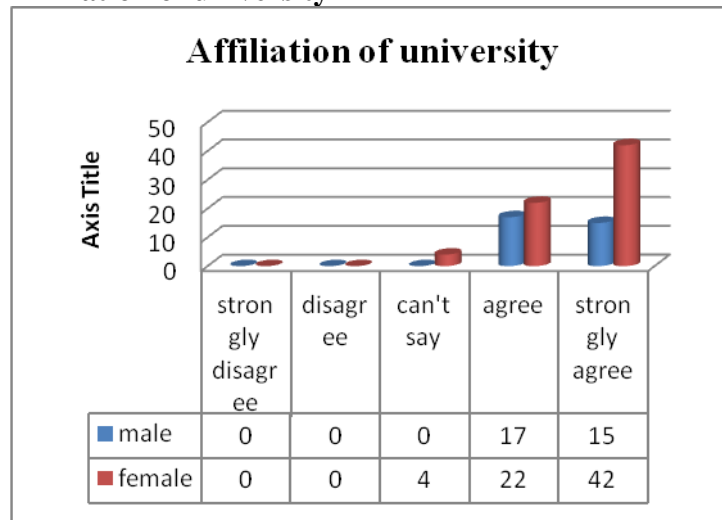
Teaching method of faculties

Teaching method



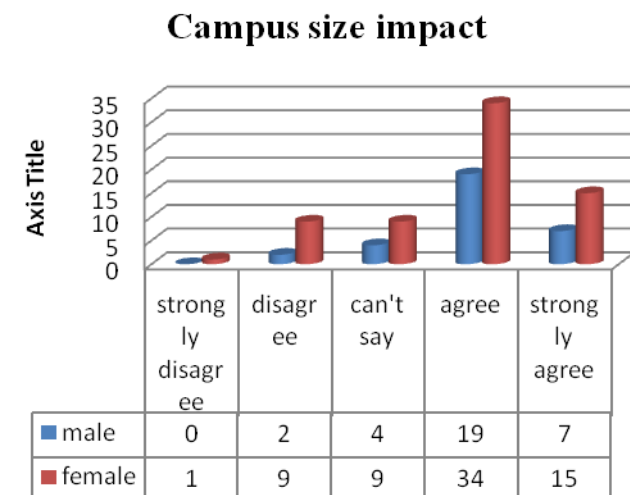
Interpretation: As per the above graph, Out of 100 respondents 1% are female strongly disagree, 8% female and 2% male are disagree, 5% female and 6% male are can't say, 43% female and 19% male are agree, 11% female and 5% male strongly agree with teaching methods of faculties in the institution have major impact on choosing institutions.

Affiliation of university



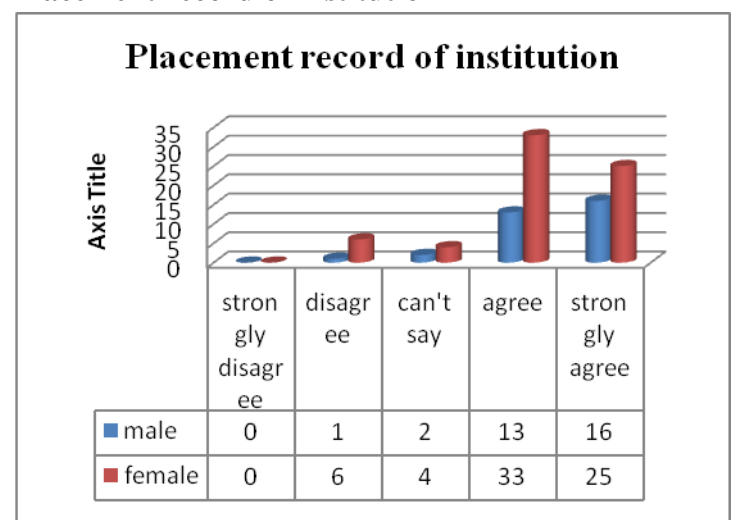
Interpretation: As per the above graph, Out of 100 respondents, 4 female can't say, 22% female and 17% male are agree, 42% female and 15% male strongly agree with affiliation of university are impact on choosing institutions.

Campus size have measure impact



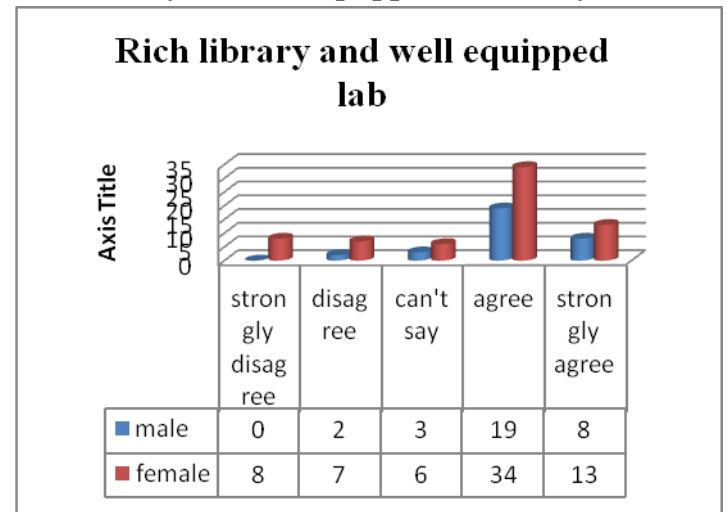
Interpretation: As per the above graph, Out of 100 respondents 1 are female and 0 are male are strongly disagree, 9 female and 2 male are disagree, 9 female and 4 male are can't say, 34 female and 19 male are agree, 15 female and 7 male strongly agree with campus size have major impact on choosing institutions.

Placement record of institution



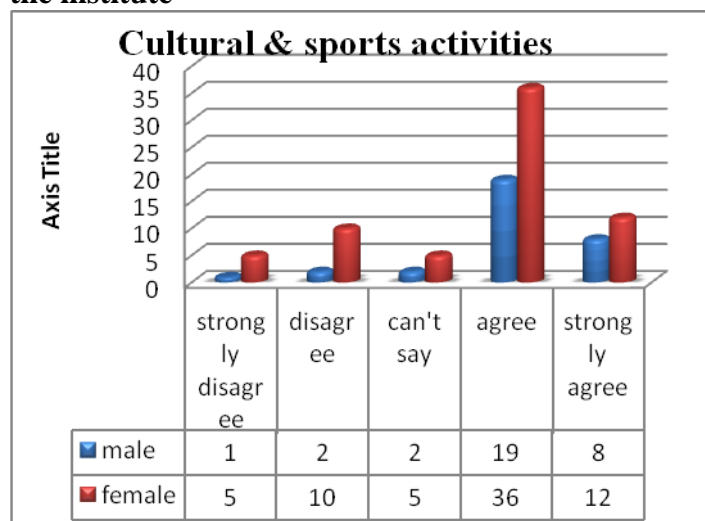
Interpretation: As per the above graph, Out of 100 respondents, 6% female and 1% male are disagree, 4% female and 2% male are can't say, 33% female and 13% male are agree, 25% female and 16% male strongly agree with placement records of institution have major impact on choosing institutions.

Rich library and well equipped lab facility



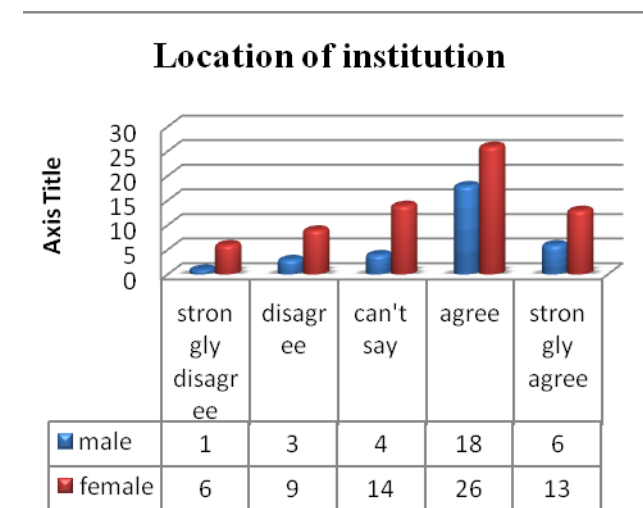
Interpretation: As per the above graph, Out of 100 respondents 8% are female are strongly disagree, 7% female and 2% male are disagree, 6% female and 3% male are can't say, 34% female and 19% male are agree, 13% female and 8% male strongly agree with rich library and well equipped lab facility have major impact on choosing institutions.

Cultural & sports activities should be done in the institute



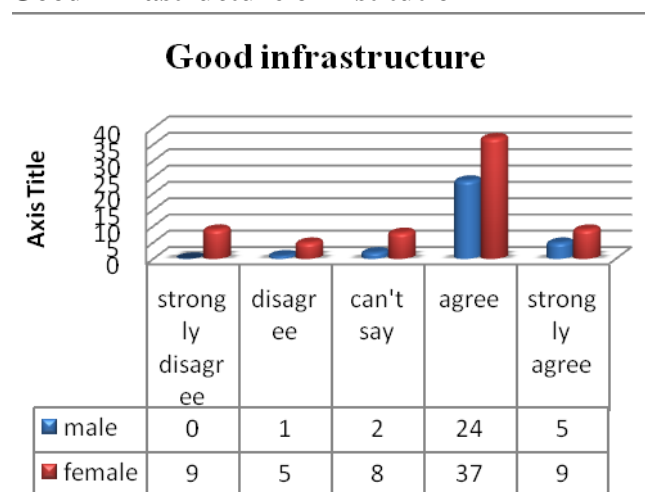
Interpretation: As per the above graph, Out of 100 respondents 5% are female and 1% are male are strongly disagree, 10% female and 2% male are disagree, 5% female and 3% male are can't say, 36% female and 19% male are agree, 12% female and 8% male strongly agree with cultural and sports activities should be done in the institutions.

Location of institution



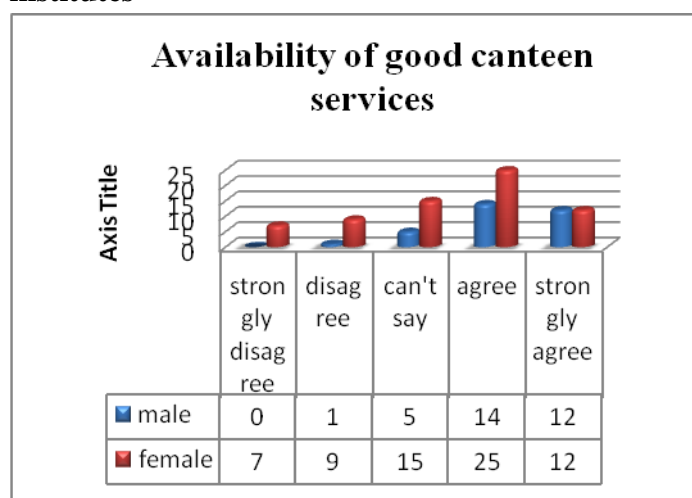
Interpretation: As per the above graph, Out of 100 respondents 6% are female and 1% are male are strongly disagree, 9% female and 3% male are disagree, 14% female and 4% male are can't say, 26% female and 18% male are agree, 13% female and 6% male strongly agree with location of institutions have major impact on choosing institutions.

Good infrastructure of institution



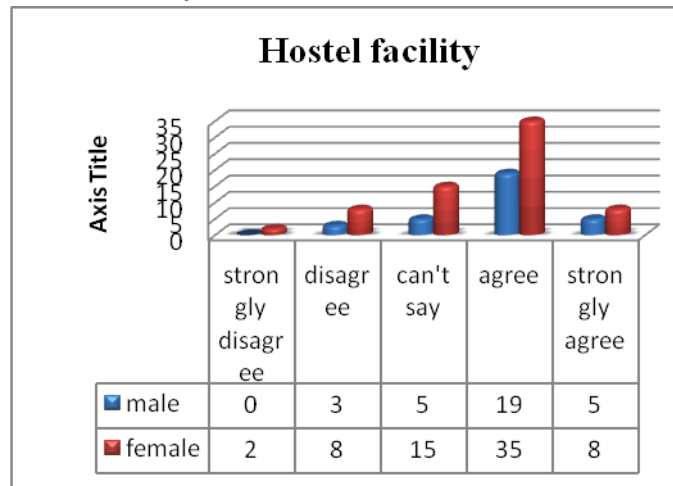
Interpretation: As per the above graph, Out of 100 respondents 9% are female are strongly disagree, 5% female and 1% male are disagree, 8% female and 2% male are can't say, 37% female and 24% male are agree, 9% female and 5% male strongly agree with good infrastructure of institutions have major impact on choosing institutions.

Availability of good canteen services in institutes



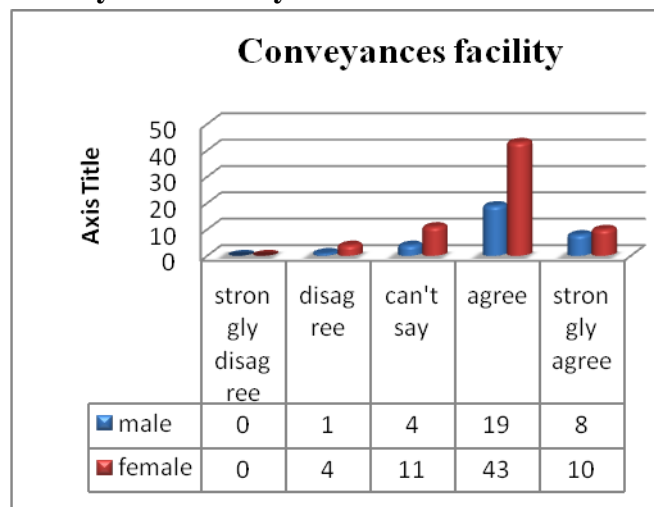
Interpretation: As per the above graph, Out of 100 respondents 7% are female are strongly disagree, 9% female and 1% male are disagree, 15% female and 5% male are can't say, 25% female and 14% male are agree, 12% female and 12% male strongly agree with availability of good canteen services institutions have major impact on choosing institutions.

Hostel facility in institutes



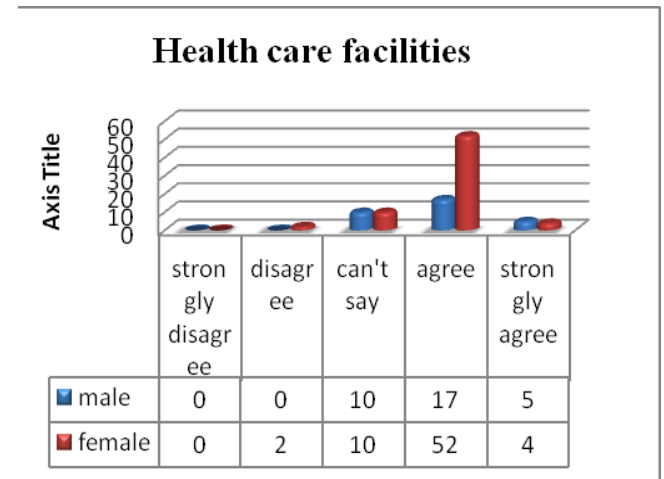
Interpretation: As per the above graph, Out of 100 respondents 2% are female are strongly disagree, 8% female and 3% male are disagree, 15% female and 5% male are can't say, 35% female and 19% male are agree, 8% female and 5% male strongly agree with hostel facility of institutions have major impact on choosing institutions.

Conveyances facility in institutes



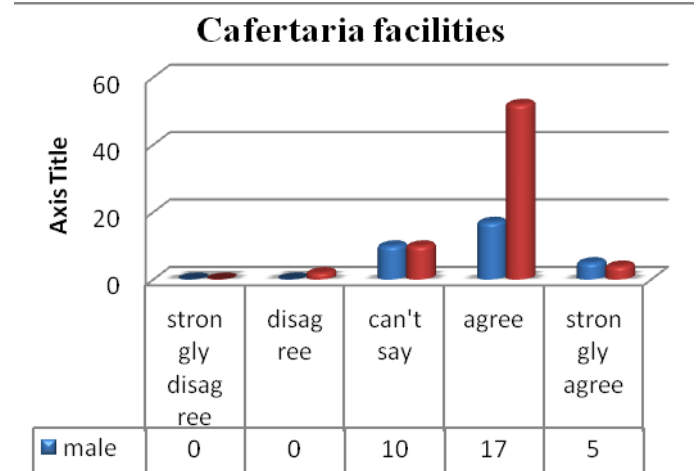
Interpretation: As per the above graph, Out of 100 respondents, 4% female and 1% male are disagree, 11% female and 4% male are can't say, 43% female and 19% male are agree, 10% female and 8% male strongly agree with conveyances facility of institutions have major impact on choosing institutions.

Health care facilities in institutes



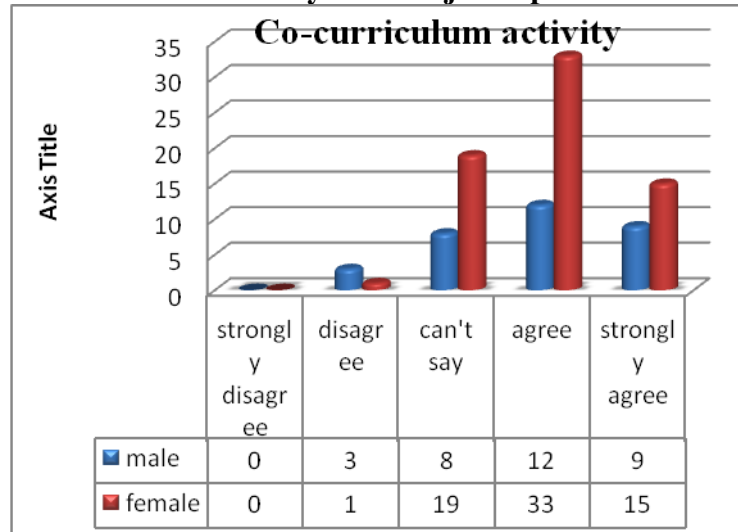
Interpretation: As per the above graph, Out of 100 respondents, 2% female are disagree, 10% female and 10% male are can't say, 52% female and 17% male are agree, 4% female and 5% male strongly agree with health care facilities of institutions have major impact on choosing institutions.

Cafeteria facilities



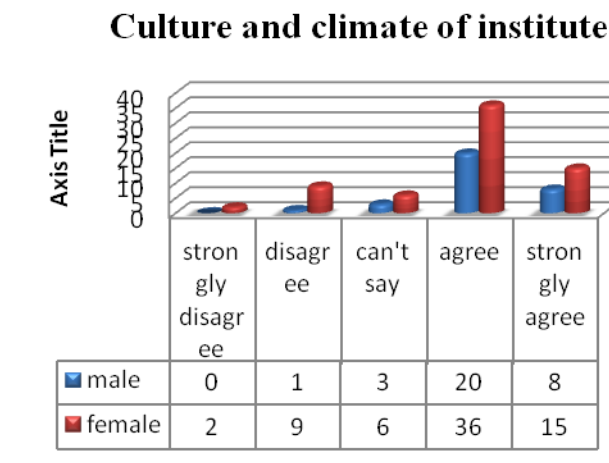
Interpretation: As per the above graph, Out of 100 respondents, 2% female are disagree, 10% female and 10% male are can't say, 52% female and 17% male are agree, 4% female and 5% male strongly agree with health care facilities of institutions have major impact on choosing institutions.

Co-curriculum activity have major impact



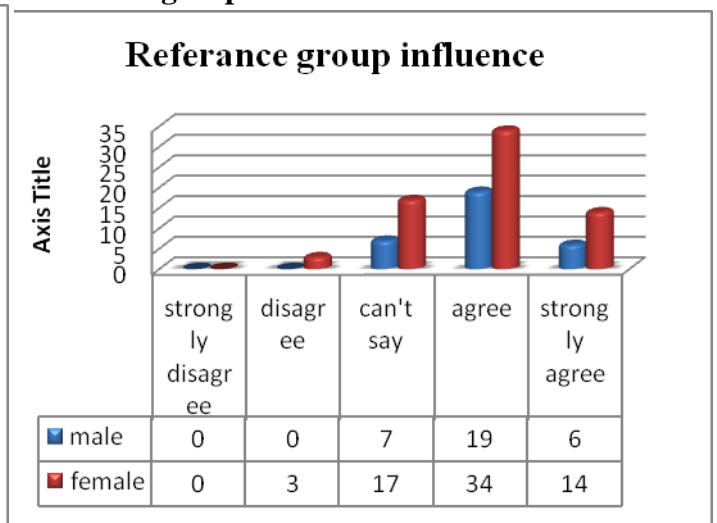
Interpretation: As per the above graph, Out of 100 respondents 2% female are disagree, 10% female and 10% male are can't say, 52% female and 17% male are agree, 4% female and 5% male strongly agree with health care facilities of institutions have major impact on choosing institutions.

Culture and climate of institute



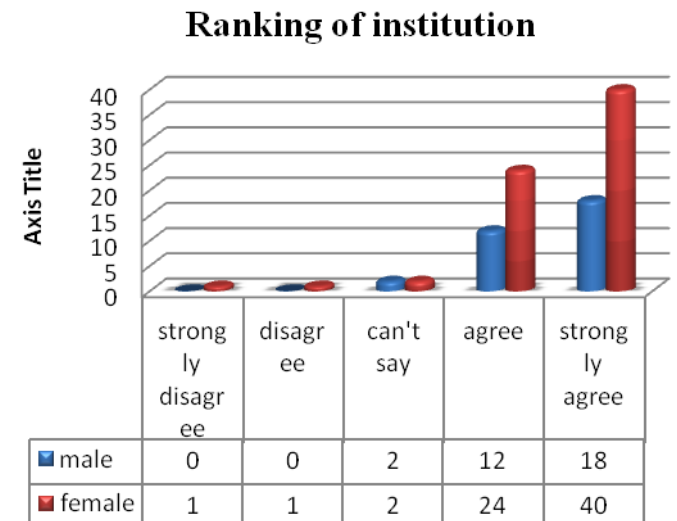
Interpretation: As per the above graph, Out of 100 respondents 2% are female are strongly disagree, 9% female and 1% male are disagree, 6% female and 3% male are can't say, 36% female and 20% male are agree, 15% female and 8% male strongly agree with culture and climate of institutions have major impact on choosing institutions.

Reference group influence



Interpretation: As per the above graph, Out of 100 respondents, 3% female are disagree, 17% female and 7% male are can't say, 34% female and 19% male are agree, 14% female and 6% male strongly agree with reference group influences to choose the institutions.

Ranking of institution



Interpretation: As per the above graph, Out of 100 respondents 1% are female are strongly disagree, 1% female are disagree, 2% female and 2% male are can't say, 24% female and 12% male are agree, 40% female and 18% male strongly agree with ranking of institutions have major impact on choosing institutions.

Findings

- Fees structure plays an important role while selecting educational institution.
- Most of the students are interested in selecting government institute.
- The faculties teaching methods, availability of faculties, experienced faculties also affect the student decision
- Institute is affiliated to which university also affect the student decision.
- Most of the student agreed on the fact that campus size & good placement from the institution also affect the student decision.
- Most of the student agreed on the fact that an institution must have an good library and well equipped lab.
- Most of the student agreed on the fact that apart from studies cultural and sports activity must be done in institute

Limitation and Scope

Limitations

The Guide records the things that people in institutions have told us work. It does not mean they will work in the reader's own context. Nor does it mean that there is necessarily 'hard' evidence that they actually do work, in terms of enhancing the quality of higher education. But the experiences of large numbers of practitioners should not be discounted. At any rate, it is on these experiences that this Guide is mainly based.

should be available in

- information on institutional context
- information on student admission, progression and completion
- arrangements for academic and tutorial guidance, support and supervision
- library services and IT support
- suitability of accommodation, equipment and facilities for teaching and learning
- perceptions of the quality of teaching and the range of teaching and learning methods
- assessment arrangements
- feedback from recent graduates, disaggregated by institution, collected through a

national survey.

Furthermore, no study of this kind has as yet been done specifically for and among higher education institutions and students. Although there is international literature on the topic of Community Service- Learning, the South African educational environment has yet to explore its possibilities and benefits in formal academic programmes and studies. The research problem to be investigated was the following:

What are the attitudes and perceptions among third-year teacher training students about Community Service-Learning and its integration into the curriculum of a teacher training programme?

The main aim of the study was to provide information to lecturers about student teachers in teacher training programmes regarding the attitudes and perceptions students have about Community Service-Learning, which could be of value for curriculum development and the inclusion of Community Service-Learning in teacher training programmes.

Scope of The Study

The study would try to throw some insights into the existing services provided by the institutes and the gap between the students expectations, perceptions and the actual state of performance. The results of the study would be able to recognize the lacunae in the system and thus provide key areas where improvement is required for better performance and success ratio of institutions.

Previous research and surveys have examined the effects of Community Service-Learning on outcomes and learning experiences but little has been written about students' attitudes to and perceptions of Community Service-Learning before it is incorporated into the curriculum of, for example, a module or course of an academic learning programme. states that investigating what attitudes, beliefs and opinions groups of subjects with common traits hold, is of value because these attitudes will influence behaviour.

Uninformed students who participate in Community Service-Learning programmes may develop negative attitudes and participate unwillingly. Information about preconceived ideas gained by surveying the attitudes and perceptions students have concerning Community Service-Learning and community service could shed light on how best to integrate Community Service-Learning into learning programmes, so as to ensure successful integration.

Conclusion

- The outcomes of the analysis specify that the students have the positive perception about the service quality of the institutes or universities.
- They all are agreed with the service quality level provided by the institutes or universities except the quality of food and services level at cafeteria. They are overall satisfied with the service quality provided by the business institutes or universities.
- The only service quality determinants as reliability, responsiveness, competence, tangibility and communication are significant determinant of service quality for business institutes/universities.
- The study found no significance difference between the male and female students perception about the overall service quality of the business institution or universities it is almost the same for male and female students.

Recommendations

- The faculties should be adequately trained & educated to services with the students.
- Many institutions need to improve their infrastructure to have pace with the competing environment.
- Many of the services needs improvement in education institutions..
- Faculties should be friendly and approachable for the students.
- Institutes have to done Cultural and sports activity.
- An institute must have Hostel facility, Conveyances facility, Health care facilities, Cafeterias facilities

- An institute must have Hostel facility, Conveyances facility, Health care facilities, Cafeteria facilities

Bibliography and Webliography

References

1. Randall J (2002). Quality Assurance: Meeting the Needs of the User. Higher Education Quarterly, 56(2): 188-203.
2. Rehber E (2007). A Debate on Agricultural Higher Education. Agriculture and Engineering. TMMOB Press of Agricultural Engineering Chamber. Ankara, Turkey.
3. Rehber E (2002). Quality Problem in Higher Education, Accreditation and Quality Management. Uludag University, Publishing No: 378, pp. 101-266, 139-140. (Official Gazette). Date. 22, Number: 24914.
4. Sekaran, U. (2000). Research Methods for Business: a Skill-Building Approach, NY: John Wiley & Sons, Inc, New York.
5. Shabanav GA (2005). The Quality of Education in a Non-state Institution of Higher Learning. Russian Education and Society, 47(10): 47-59.
6. SPSS (2007). SPSS for Windows (Version 16.0) Chicago IL. SPSS Inc. Yelkikalan N, Sumer B, Temel S (2006). Students' perceptions on Faculty Evaluations: A Research on Students of Faculty of Economics and Business. Selcuk University, Karaman J. Faculty Econ. Administrative Sci., 10: 144-160.

Annexure or Appendix

QUESTIONNAIRE

Dear Respondents,

I am doing a study on “Students Perception while Selecting Education Institutions for P.G. Courses”. In this connection I request you to read the following items carefully and answer them. The answers you give will be kept confidential and used purely for academic purpose. I thank you for your time.

Section – 1(Please fill the Information)

Name:-				
Age	18 to 25	26 to 35	36 to 50	51 & above
Gender	Male		Female	
Annual income	Below 1,00,000	1,00,000 to 5,00,000	5,00,001 to 10,00,000	Above 10,00,000

Section – 2(Please tick the answer of your choice)

S.n o.	Statements	Strongly Disagree	Disagree	Can't say	Agree	Strongly Agree
1	Fees structre					
2	Government institute have major impact					
3	Faculties of institution are always available during institutional hours					
4	Faculties are knowledgably and experienced					
5	Teaching method of faculties					
6	Affiliation of university					
7	Campus size have measure impact					
8	Placement record of institution					
9	Rich library and well equipped lab facility					
10	Cultural & sports activities should be done in the institute					
11	Location of institution					
12	Good infrastructure of institution					
13	Availability of good canteen services					
14	Hostel facility					
15	Conveyances facility					
16	Health care facilities					
17	Cafeteria facilities					
18	Co-curriculum activity have major impact					
19	Culture and climate of institute					
20	Referance group influence					
21	Ranking of institution					