

CHAPTER 2

REVIEW OF LITERATURE

2.1 Introduction

2.2 Educational Disciplines

2.3 Gender Differences and Education

2.4 Methodological Review

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2.1 Introduction:

This review of literature is done on the basis of education disciplines and gender differences in education and especially in post graduation education.

2.2 Educational Disciplines:

In this world of globalized education, the Management Institute must fulfill the needs of industry by providing well polished quality employees. And this can be done by understanding the need of the hour with respect to the industries and the students.

According to Farah Merican, Suhaiza Zailani and Yudi Fernando, in order to provide quality, higher education providers must first understand what their students need. To do that, they must understand the quality attributes embraced by these students because quality is perceived differently. Student's overall perception and evaluation of quality service help to describe a variety of educational activities such as teaching methodology, lecturer-student interaction, staff-student interaction, educational facilities, and contacts with administration. (Farah Merican, June 2009)

So for this the student expectations and their severity or effect on the satisfaction level need to be identified. Student satisfaction can be defined as the student's perception pertaining to the college experience and perceived value of the education received while attending an educational institution (Astin, 1993). Most college students spend considerable time, money, and effort in obtaining a quality education and should perceive their educational experiences as being of high value (Knox W.E., 1993). The study shows that the 'student centeredness', 'campus climate' and 'instructional effectiveness' are the most influencing and having strong impact on the students satisfaction (Healy, 2001). The other study has shown that there are four dimensions of business student satisfaction emerged which are Quality of Educational and Intellectual Outcomes (QEIO), Quality of School Climate (QSC), Quality of Advising (QA), Quality of Computer Resources (QCR). (E Nick Maddox, 2008) Also another study reports seven significant parameters with respect to student satisfaction were identified are Education, Social, Technology, Economic, Accommodation, Safety, Prestige and Image. (Hall, 2008)

A study performed in University of Bari, Italy, on student satisfaction by Luca Petruzzellis, Angela Maria D'Uggento and Salvatore Romanazzi by using the Kano model having different quality parameters segmentation like Attractive, One dimensional, Must be parameters etc. They have found and categorized the placement, leisure time, accommodation, international relations, language courses, online exam booking are attractive parameters. The Scholarship, Counseling, Internships, Educational offer, Internet access and refectories as one dimensional parameters. And tutoring, administrative services, contacts with staff/professors, libraries, teaching equipments, lecture halls, laboratories are categorized under must be parameters. (Luca Petruzzellis, 2006) They have also suggested universities to concentrate efforts on improvement of quality of teaching and non teaching services and making stronger relationship with the local economies and productive systems.

In the Indian education industry, not only due to the threat of the foreign universities but also due to competition among the Institutes of same universities, the universities and Institutes should improve their quality of infrastructure and the quality of services they offer. As there is less research published on the Indian education sector and the students as compared to developed countries like USA and UK, there is lot of scope for knowing the student preferences and assessing the student satisfaction and improving the quality of the education. The image of the institution should also receive special attention particularly given its role in the satisfaction of former students who can act as prescribers and actively recommend the institution to family and friends, spreading its qualities through positive word-of-mouth. (Helena Alves)

As there is huge demand for the employees having management skills. So MBA is most sought postgraduate degree among the graduate students who are graduated in different disciplines like Commerce, Arts, Science and even engineering students. As the common curriculum of MBA, does it affect differently on the various discipline students? Whether students having different disciplines are having same preferences for the parameters or requirements from the management Institutes? Whether their requirements are uniform? So this is an attempt to find out the student's expectations or requirements and their satisfaction from the management institutes which are having the different disciplines.

So the hypothesis for the study is framed as “The preference for attractive requirements, one-dimensional requirements and must-be requirements has uniform preference from students having different educational disciplines.”

2.3 Gender differences and Education

Esa Mangelaja and Tatu Hirvonen have found that students who have sufficient social relations, good study resources and do not spend too much time on recreational activities and achieve their own goals, are the most satisfied with their time at the university. They also found that time management, academic success, university reputation, income seemed to contribute less significantly to student happiness. The study also considered the demographic factor like age and gender, which had either little or no effect. (Hirvonen)

On the contrary it has found in one study that female students are more satisfied than male students (Panades, July 22, 2008). Female students display a greater degree of satisfaction than male students in their overall assessment as the female students assign more importance to teaching methods and planning than male students, as well as to fostering active participation in the learning process. Also female students give greater value to teacher participation, demanding a greater number of presentable sessions and prioritizing tutorial action and the resolution of practical cases. Female students also take greater satisfaction from the planning of the educational process and having various ways of contacting the teacher. (Francisco González-Gómez)

So as like the different disciplines, does the different gender student have different preference for the satisfaction parameters from management institutes? From the discussion of review on gender differences and education the hypothesis can be formed as “The preferences for attractive requirements, one-dimensional requirements and must-be requirements has uniform preference from students of both genders.”

Conclusion:

Many researchers have tried and are still trying to study and measure the customers (students) satisfaction with different tools and models like ‘Student Satisfaction Inventory’ (Noel-Levitz Inc.), ‘Business Student Satisfaction Inventory’ (E Nick Maddox 1995), ‘SERVQUAL Model’ (Zeithaml, Parasuraman & Berry), ‘Critical

incident technique' (John C. Flanagan), 'penalty-reward contrast analysis (PRCA)', 'Importance grid analysis (IGA)', and many more.

So based on above review, the various articles have given different parameters for gauging the satisfaction of students. These are classified into seven different headings: Library, Computer lab and Internet, Career Management, Student development, Administration, Infrastructure, Academics.

As like research done in University of Bari, Italy, on student satisfaction by Luca Petruzzellis, Angela Maria D'Uggento and Salvatore Romanazzi by using the Kano model, researcher would also like to employ the Kano model along with Kano interpretation methods for gauging the satisfaction on the above seven parameter categories in Shivaji University jurisdiction.

Methodological Review:

1. The Business Student Satisfaction (BSSI) Development and Validation of a global measure of Student Satisfaction.

This paper describes exploratory research on Business students' satisfaction with their academic experiences. Using data from 545 (269 male & 239 female) business students, researcher has explored underlying factors of student satisfaction and validates the Business Student satisfaction Inventory. Brief interviews were conducted with faculties for determining the parameters for inclusion in the instrument. Initial BSSI contained 27 satisfaction items with 5 point Likert scale. For analysis multiple regression analysis test are used.

2. Development of MBA program-service quality measurement scale.

The measurement in this paper was to interpret the quality of higher education in terms of the quality dimensions was derived from Parasuraman et al. (1988) model. Perceived College Quality Scale developed by Zailani et. al. (2006) was used as a proxy to the measurement in this research.

The study is descriptive in nature. Questionnaires were used for data collection from MBA students of graduate school in northern region Malaysia. Random sampling of non-probability design (purposive sampling) is used. 222 questionnaires were collected. For analysis the descriptive statistics, ordinary least square method, inter correlations and 't' test is used.

3. Gender difference in E-learning Satisfaction

The study is descriptive in nature. The census method is used for data collection from the 776 female and 409 male students. The questionnaire consists of 23 questions measured on Likert scale. For analysis the descriptive statistics, ordinary least square method, 't' test are used.

4. A Model of Student Satisfaction: International postgraduate Students from Asia.

The SERVQUAL instrument is used which consisted of 36 statements and measurement scale is seven point bipolar scale. Mail survey method is used for collecting the responses from 573 students. For analysis exploratory factor analysis (EFA), confirmatory factor analysis (CFA), factor analysis, fit statistics (critical ratio, standardized regression weight, standardized weight)

5. Key factors for determining Student Satisfaction related to Recruitment and Retention.

The Student Satisfaction Inventory (SSI) survey instrument was used for data collection consisting of 116 items measured in 7 point Likert scale from 1805 students out of which 53% were female. The analysis is into two steps, first, mean importance, satisfaction and performance scores were computed and second, stepwise regression analysis.

6. Students satisfaction during and after Higher Education Service consumption.

The questionnaire was used for data collection from the current 412 students and from the 150 former students. The measurement is done through the 10 point scale. For analysis the partial least square, composite reliability, average variance, regression tools are used.

7. What makes University Students happy?

The questionnaire was used for data collection from the 246 students out of which 53.9% are females. For the measurement five point Likert scale was used.

8. Students Satisfaction and Quality of Service in Italian Universities.

The data collection is done through interviewing the stratified random sample of 1147 students. (43.8 % male and 56.2 % female) The descriptive statistics, MDS technique and chi square test was used for analysis.

9. An analysis of Student Satisfaction Full time versus Part time Students.

The data collection is done through the questionnaire, sample includes 116. The analysis is done through the descriptive statistics, regression analysis tools are used.

Conclusion:

From the above methodological review, it is concluded that, many researchers had used the Questionnaire tool for data collection like Student Satisfaction Inventory (SSI), Business Student Satisfaction Inventory (BSSI) and SERVQUAL instrument, etc. For measurement most researchers had used Likert scale having five or seven or ten points. For analysis most researchers had used descriptive statistics and regression analysis.

But here researcher wants to use Schedule for data collection with Kano questionnaire along with Kano interpretation methods.