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Factors Affecting Selection Of B- Schools In Chhatisgarh, (India)

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ABSTRACT

In India presently the Business Schools are facing tough time due to cut-throat competition and in order to remain in the competitive market the Business Schools must provide superior value to the students. The management education institutions need to anticipate and react to student's needs, want and their choice factor in selecting B-Schools. Considering all the challenges that management education institutions are faced with, it is evident that B-schools need to focus increasingly on marketing techniques used by profit organizations. The basic purpose of education is to produce an able and competent cadre of individuals who can become, at later years, an effective human resource for nation's growth. Although education brings behaviour changes in individuals but the benefits of education are multi-dimensional, which particularly serve the broader national interests. Today the expectations of the students and their parents are too high while selecting the B-Schools. Therefore, the objective of this paper is to explore the institution factors that influence students' decision in selecting B-school in Chhatisgarh a state in India. A structured questionnaire was designed to collect the data. A sample of 2oo students were collected from the cities of Chhatisgarh. Factor Analysis Techniques has been used to extract the factors. It was found that the main factors which affect the student's decision are extracurricular/students activities, faculty, placement-industry-institute, University results, facilities and financial aids, location and word of alumni.

Keywords: Student's Decision, Institutional Factors, Management Institutes, Chhattisgarh, Education.

INTRODUCTION

Formal management education started in India, with the introduction of Master of Business Administration (MBA) program at Andhra University in 1950. The first institution, dedicated to management, Indian Institute of Management and Social Welfare, was set up in 1954; the nomenclature indicates the emphasis on welfare. On account of the acceptance of the MBAs by industry and business, the number of institutions offering the program kept on growing. High standards in selection of students and management education have been attained at the Indian Institutes of Management (IIMs) and at very few other institutions. The current decade has witnessed tremendous growth in the number of management institutions, with most of these being privately managed. For example, a record number of 222 management institutions were approved by All India Council of Technical Education(AICTE) in 1994; most of these institutions started functioning immediately after approval.

A new dimension to management education was added by the distance education programs offered by Indira Gandhi National Open University(IGNOU) and several other universities; the availability of many modular programs, counting towards the MBA degree, has introduced a novel element of flexibility in the otherwise rigid structure of management education. Even today, next to USA, India has the largest number of management education institutions compared to any other country. This growing importance of management education and the exponential growth taking place in the field is a welcome step, but at the same time they post a number of questions and challenges. There is a very wide variation in the quality of business schools, for example, 9 out of the top 10 business schools, according to Business India had ratings of 9.76 points but the rating of the 10th school is far below 5.14 points. In this way, one can visualise that the 100th school will have around 1 point which is quite disturbing.

Today in India due to increase in number of institutions there is large number of competition and to survive in this competitive environment, institutions must have an advantage. This means that a business management institution must provide its target market with more value than its competitors. In order to provide superior value to the students, management education institutions need to anticipate and react to student's needs, want and their choice factors in selecting B-schools. Considering all the challenges that management education institutions are faced with, it is evident that B-schools need to focus increasingly on marketing techniques used by profit organizations. The basic purpose of education is to produce an able and competent cadre of individuals who can become, at later years, an effective human resource for nation's growth. Although education brings behaviour changes in individuals also but the benefits of education are

multi-dimensional, which particularly serve the broader national interests.

What students routinely fail to do when selecting B-schools is to research whether these institutions make sense academically and financially. Every student carries the unique history of their past and this determines how they view the world. That history created, in part by the student's environment, personality, and opportunity, will determine how students make career choices.

LITERATURE REVIEW

Bhola and Nalawade (2013) found out that Case Studies, Live Projects, well furnished seminar hall are must be attributes and guest lecture is attractive attribute for female students. Whereas computer with fast internet connection, latest and well furnished seminar hall are categorized under must be attributes and wi-fi campus and English communication development program are categorized under attractive attributes by male students. Farhan Mehboob et.al, (2012) concluded that the factor Career has been found as the most preferred one for students to pursue in HEI's. The factor "facility" is the most influential attribute found in determining student enrollment decisions in HEI's. O'Shaughnessy, Lynn (2012) concluded that students rarely research whether a school or a college they are going to be is affordable. Reddy (2011) found out the factors that Indian students prefer while selecting the B-School. He emphasized on the student's decision-making process and identity six factorss i.e, auxiliary academic activities, attainment yardstick, pure academic offerings, physical facilities, personal and location comfort zone and endorsement/ Ratification.

Joseph Sia Kee Ming, 2010 said that management education experienced an increasing competition among universities and higher education institutes to attract student. Competitive pressure has forced the higher educational institutions to look for more competitive marketing strategies in order to compete for students in their respective markets. Therefore, to study the important attributes especially institutional factors that affect students' choice decision in selecting B- schools become pertinent on the part of marketing strategy planning for students' selection of B- Schools. Daniel and Stoner (2011) measured five factors that influence a person's decision to go to college: career/financial, social opportunity, intellectual, self-discovery and norms/obligations. Kiolbassa et al. (2011) found that the overall, individual aspects (personal ambition, future perspective, work-life balance) were rated as more important than occupational aspects (i.e variety in job and job related ambition) while going for higher education.

Di Meglio Francesca, (2010) suggested to talk to the students of the college and take their feedbacks regarding its culture, inquire about the latest job placement

statistics, and interact with subject faculty to check the prospects of his/her career goal in the college. A visit to the campus and a look out for living arrangements is also suggested. Romi Sainy and Sanjeevni Gangwani (2010) suggested that the most important factor rated by both male and female student was placement and ranking. Hunjra, et. al., (2010) conducted a research on finance major students. The study concluded that majority of the students found it to be an absorbing cause. The students considered a career in finance mostly for their personal benefits instead of playing a positive and participating role in the society. Jean, et. al., (2010) found that the social class background is strongly associated with the type of university to which students intend to apply.

Ismail, (2009) indicated that students are satisfied with college choice based on their information satisfaction with respect to academic recognition (external influence). Beggs, et.al, (2008) found that students declared a compatibility with interests as the most important reason in choosing an institution and subject major. Vrontis, et. al., (2007) identified academic aptitude, gender and personality as determinants of student behaviour while choosing a higher education institution. Malgwi, et.al., (2005) found that women tend to give more importance to aptitude in the subject and institution choice then a men. Hoyt and Brown (2003) identified that the financial considerations and proximity are the two most important factors which affect the student's choice while going for further studies. Joseph & Joseph, (2000) concluded that course, career information, physical aspects and facilities are critical issues that must be kept in mind when educational institutions are trying to create sustainable competitive advantages in marketing strategies.

LeBlance and Nguyen (1999) identified perceptions of price in the form of the price/quality relationship as most important factors, while Ford et al. (1999) recognized academic reputation, cost/time issues and program issues as the determinants of universities choice and also found that program issues such as range of programs of study, flexibility of degree program, major change flexibility and range of degree options are the most important factors for students to choose higher education institutions. Ruth E. Kallio (1995), founded following factors which influence decisions of students : residency status, quality and other academic environment characteristics, work-related concerns, spouse considerations, financial aid, and the campus social environment. Hossler and Gallagher, (1987; Chapman 1981) concluded that the second stage is the search phase during which students gather information about institutions of higher education and formulate a choice set that is the group of institutions to which students will actually apply.

The search phase is affected by students' preliminary college values, their search activities and college or university search activities for students. The third stage is that of choice, that is, deciding which college or university a student will

actually attend. Educational and occupational aspirations, costs and financial aids and college or university courtship activities influenced the choice phase (Hossler and Gallagher 1987; John 1990; Nora and Cabrera 1992). The three admission mistakes usually made by the students are overreaching, failing to consider finances and overlooking graduation rates. It is obvious that students and parents incur a huge cost, financial as well as emotional, in the process of selecting B-schools. This cost can be reduced significantly by assisting students and parents in the decision-making process. Advisors and counselors at high schools and universities websites can play a meaningful role in helping students in this process. To do an effective job in helping students, it is important to understand what factors impact their decision-making process while choosing a B-Schools.

OBJECTIVES

The objective of this study is to explore the most common and least common factor that influences the student's decision for selection of any B school in India and to explore various other criteria for the selection of B-school among students.

METHODOLOGY

A survey was conducted using first year students of private institutes in Raipur, Bhillai and Bilaspur cities of Chhatisgarh in India as the respondents. Convenience sampling was used as the sampling method. Questionnaires were distributed to 200 students of private institutions. The questionnaire was divided into two sections. The first section consisted of questions pertaining to the demographic as well as background information. The second part of the questionnaire included the 5 point Likert-Scale on college selection criteria. Statistical Package for Social Sciences (SPSS) software was used in the analysis of primary data.

Before conducting surveys, a pilot study was also being done on 20 students in order to check the reliability of the questionnaire. The test gave reasonable results towards reliability thus making it feasible for data collection. The reliability test was conducted by the means of chronbach alpha. The overall value of chronbach alpha for 40 different items was found to be 0.721. In order to draw meaningful inference from the study factor analysis technique was used. Factor analysis is used for data reduction so as to identify most important factors which have significance in the study.

RESULTS

There are seven factors identified after conducting factor analysis which affected the decision process of the students for selection of B-Schools in Chhatisgarh. Seven factors were given appropriate names based on the variables. Factor loadings and naming of the factors are present in the Table.

Table I: Factor Analysis with varimax Rotation (N = 200)

Factor Description	Factor Loading	Eigen Values	Variance	Cummulative Variance
Extracurricular Activity, Faculty and Placement				
Extracurricular/Students events	.984			
Number and qualities of faculty	.984			
Renowned and Experience Faculty	.977			
Brand image	.984			
Industrial link of the institute	.984			
Ranking	.984	9.758	24.395	24.395
Good placement record	.930			
Good placement facilities	.533			
University Results and Affiliations				
Overall teaching	.984			
Good university results	.977			
Good study environment	.977	7.826	19.566	43.960
Accreditation/Affiliation	.749			
Facilities & Resources				
Online fee payment, online results facility	.990			
Communication Facilities	.990			
Financial Aids/scholarships	.990	6.600	16.501	60.461
Specialization	.990			
Admission procedure	.837			
Fee structure	.770			

Social Factors and Others				
Nearer to my home	.975			
Existing students/number of students	.975			
Alumni	.975	4.602	11.504	71.965
College Representative	.837			
Advertisement	.633			
Infrastructure				
Good Infrastructure	.984			
Campus Visit	.977	1.796	4.491	82.101
Residential Campus	.920			
Maximum operation hours of library	.827			
College hostel and its facilities	.695			
Foreign Tours				
Foreign Tours facility	.826	1.557	3.893	85.994
Collaboration with foreign institute	.786			
Forceful Situation				
Elders suggestion	.783			
Discipline in students	.614	1.072	2.681	88.675
Family culture/tradition	.977			
Others remark(friends/relatives)	.858			

Factor I. Extracurricular Activity, Faculty and Placement: Now a day students believes more in practical learning and overall personality development rather than classroom teaching therefore the extracurricular/students activity which include industrial link has highest factor load. On the same time, students are more concern about faculty and placement as there is pressure on students to go for job immediately therefore placement is main concern. The students considered the companies coming to the B-School average package offered in previous years and percentage of students placed. The quality of teaching is based on quality of faculty therefore faculty should be provided necessary tools to deliver quality teaching and institutions must invest in good quality teachers.

Factor II. University Results and Affiliations: The students prefer the B-schools having good study environment. Regular classes, tutorials, personality development and good results are the considering factors for students. The curriculum and the results create the interest amongst the students to achieve something different.

The establishment of the B-School, its affiliations from the governing body like UGC,AICTE is the most important factors for students.

Factor III. Facilities & Resources: The students pay more attention to the facilities provided by the institute. The facilities of online fee payment, online results, financial assistance/scholarship and admission procedure are the third important factor for students. MBA program do not come cheap. However, B-schools will have to include scholarship, and loan schemes to attract higher quality students.

Factor IV. Social Factors and Others: The students prefer institution nearer to home, location was the most important factor because other things like cost of living, safety, transportation depend on the location. Alumni play vital role in any B-school. The B-school which has a strong alumni background is basically referred as a good B-school and most preferred option for the aspiring students. As the students are young blood of India definitely the advertisement play a key role in influencing their decision.

Factor V. Infrastructure: The fifth factor considered by the students while applying to the B-School is infrastructure it includes residential campus, college hostels and maximum operations hours of library. The students of Chattisgarh in India are moderate about this.

Factor VI. Foreign Tours: Now-a-days the institute offers the facility of Foreign Tour and collaboration with foreign institute for attracting the students, but this is not very much affecting factor for the students decision for selecting B-school in Chhatisgarh a state in India.

Factor VII. Forceful Situation: This is the least important factor in the selection decision of students. Some students take decision under the influence of their parents, elders, friends/relatives and also they don't have any choice because of low score in the competitive exam. Family culture also affect the decision of the students as most of the students in Chhatisgarh is from business class family and they prefer the student to join the business rather than going for higher studies.

CONCLUSIONS

This paper focuses on understanding the impact of a number of selected factors, which influence the decision making of students in selection of B-Schools in Chhatisgarh. The analysis carried out shows that the main factors affecting the selection of a B-school are extracurricular/students activities, faculty, placement. It is ideas, ideals and people that constitute an institution. Faculty must be selected very carefully and all possible efforts should be made to develop the faculty constantly. Management teaching has an entirely different orientation in comparison to other disciplines. It should be borne in mind that management cannot be taught by anyone

who has a free-time, but a management teacher necessarily needs to be a blend of academic strength and industrial exposure. Faculty can continuously develop by exposing itself to industrial experiences through interaction with the executives by way of training and consultancy assignments. A management teacher should be versatile enough to teach, train, do consulting work and be a sound researcher.

B-School should provide a good placement facility to the students so that the future of the students can be secure. The placement activity of any institute should act as a link between academic input given to the students and a practical orientation of the industry. Students need to be sincerely interested in learning process. They are essentially expected to treat an academic institution as a temple of learning and not a liasioning for seeking better jobs. Placement activities have to be undertaken for facilitating the students in getting transported from learning centre to work centre. In other words, placement is a part of training imparted in such institutions. Its aim is to help every student plan his/her future career and find the type of job opportunity that is of special interest and for which he/she has shown potential. The calibre of students at the time of admission needs to be strictly guarded so that only those students could get such an opportunity who are eager to learn and have a potential for implementing their achievements for the good of society at large.

The students are also concerned about University results, facilities and financial aids, location and word of alumni. Besides faculty, a good library is another resource for a premier institution. Library should have a vast collection of books and journals. Latest teaching aids should be used in class rooms for communication. Audio Visual section and Computer Lab should be well equipped. Library, Computer Lab and other facilities should be within the access of students round the clock. There should not be any binding on students for using the facilities most of the time during their stay on the campus. While selecting the location for the B-School the management should take care of the facilities that a particular location can provide like cost of living, transportation and safety in that area.

The good result of the institute creates the good environment in the institute and it encourages the students to do something significant therefore institute should provide the highly qualified faculty to the students. The seminar/workshops and conferences should be conducted so that students get the platform to develop their skills and it also help in learning process. The fee structure, loan facility and scholarship scheme are also the important factor for the students. The scholarship should be provided to the meritorious students. The B-School should also pay attention to the views of the students and academic about themselves because world of mouth plays a important role in affecting the student's decision.

The least important factor for students are foreign tour, foreign collaboration

and forceful situation which includes elder suggestions, friends/relatives suggestions and family culture of the student. The study concludes that there isn't a single factor that going into the mind of student when making decision choice. There are multiple variables or factors that are affecting students simultaneously, as this study suggests. The Objective of the study was not only to explore the factors influencing student's decision only, but also to find out an association among them. The results convey that students prefer the institute where overall personality development involves. Management students are not very much interested in classrooms teaching only in India.

IMPLICATIONS

This study has effected more questions than answers. It is an encouraging sign that more research into this area should be carried out in the near future. In particular researchers can look into other aspects of the student decision-making process, including personal factors, family background, academic achievements, and other considerations. The causal relationship between college choice and post-purchase behaviour, academic achievements, and satisfaction levels, can also be examined. Similarly, more constructs can be defined and measured in follow-up studies. As this research is meant for exploratory purposes, we believe that a wealth of other follow-up studies can and should be carried out. In particular, more studies in this field need to be conducted before a clearer picture of the education industry in Chhattisgarh emerge.

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