

Factors Influencing Students' Preference of Management Institutes : A Kano Model Analysis

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Abstract

The present study aims to find out the expectations of students towards various entities of management institutes viz. library, infrastructure, academics, administration, etc. To identify and classify these expectations, the Kano Model was used. The responses of the students were analyzed by using the Kano Methodology developed by Dr. Kano and the requirements were classified into the Kano attributes i.e. Must be (M), One dimensional (O) and Attractive requirements (A). This Kano methodology included framing a questionnaire, evaluation of Kano parameters through the evaluation criteria like using the Kano Model evaluation table, extent of satisfaction, and extent of dissatisfaction. The research is of diagnostic type conducted in 2011-12 and a structured codified close ended schedule was used to collect the required primary data from students pursuing MBA (two years full time program) from the management institutes affiliated to Shivaji University, Kolhapur, Maharashtra and approved by the AICTE, New Delhi. Graduates from different disciplines like Arts, Commerce, Science, and Professional courses participated in the study. Convenient sampling method was used for data collection. Most parameters were found to be categorized under the one dimensional requirements. Also, it is found that there were uniform preferences for the one dimensional requirements and attractive requirements of the students from different disciplines.

Keywords: Dr. Kano, management institutes, Kano model, must be requirement, one dimensional requirement, attractive requirement

Students have ample options while selecting a management institute for pursuing management studies. Various management education programs - like full time course in management, distance degree course in management, and part time management degree and diploma courses are being offered by numerous institutes across the length and breadth of our country. In the days to come, foreign universities will set up schools in India, and there would be stiffer competition even for filling the capacities. With reference to the management institutes across our country, the demand (students) is less, and the supply (institutes) is more. In the perspective of a company, the candidate should be an asset to the organization, possessing the traits like initiative, professionalism, motivation, integrity, and the ability to deal effectively with pressure and unexpected obstacles instead of merely possessing good educational qualifications. These days, one may find that MBA graduates are failing to get placed in organizations; one of the reasons may be the employability gap. The MBA program, which was once recognized as an esteemed program, has started losing its glory. As per the current trend that has been observed in various Universities of Maharashtra, the demand for management courses has been declining. A boom in India's management education sector that saw the number of business schools triple to almost 4,000 over the last five years has ended as students find expensive courses are no guarantee of a well-paid job in a slowing economy. The allure of the so-called B-schools outside the top tier is fading as the economy grows at its slowest in nine years, with the financial sector especially sluggish, and amid questions about the quality of some schools. Such is the situation that schools with little or no track record fill seats by paying existing students up to ₹ 40,000 for referring other students (Shah, 2012). Hence, institutes need to align their goals and objectives with student support services to satisfy the students with quality teaching and learning environment. This can be done by providing market driven academic and career programs. Hence, the present study focused on finding out the students' preferences for the parameters that led them to choose a particular institute for pursuing management studies by adopting the Kano Model.

Berger, Blauth, Boger, Bolster, Burchill,and Walden (1993) described the Kano model of customer satisfaction which possesses the following : "Must be requirements," "One dimensional requirements," "Attractive requirements," and "Indifferent requirements". Must be requirements refers to those requirements which if are not fulfilled, the customer will be extremely dissatisfied. On the other hand, as the customer takes these requirements for

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granted, their fulfillment will not increase satisfaction. Fulfilling the 'must be' requirements will only lead to a state of not being dissatisfied. These requirements are not explicitly expressed by the customer. One dimensional requirement refers to these requirements - customer satisfaction is proportional to the level of fulfillment – the higher the level of fulfillment, the higher is the level of customer's satisfaction and vice versa. These requirements are explicitly demanded by the customer. Attractive requirements are those requirements which have the greatest influence on customer satisfaction. Fulfilling these requirements leads to more than proportional satisfaction. If they are not met, there is no feeling of dissatisfaction. These requirements are neither explicitly expressed nor expected by the customer. Indifferent requirements do not have much influence on either satisfaction or dissatisfaction among the customers. So, these are the least bothered requirements of the customers.

Review of Literature

Educational institutions, especially the ones which were started in recent years, have been facing heavy competition for survival due to the rapidly changing environment. It is the responsibility of the college managements to provide various facilities for the satisfaction of the students. Otherwise, if the students are dissatisfied, they will not feel happy studying in institutes with poor facilities, and will also spread negative publicity about such an institute. Hence, the managements of educational institutions must find out the areas where students feel unhappy, and also need to take feedback regarding the facilities offered by them, and promptly bring an improvement in the areas which are the cause of the students' dissatisfaction (Kumar, 2011).

Institutes must first identify what is important to students to attract them and then deliver quality education to retain them (Elliott & Healy, 2001). To identify what is important to students and what satisfies the students, various studies had been conducted in this regard. One study showed that 'student centeredness,' 'campus climate,' and 'instructional effectiveness' are the most influencing factors having a strong impact on the students' satisfaction levels (Elliott & Healy, 2001). Another study found that there were four dimensions of B-School students' satisfaction, which are - quality of educational and intellectual outcomes (QEIO), quality of school climate (QSC), quality of advising (QA), and quality of computer resources (QCR) (Maddox & Nicholson, 2008). Furthermore, another study reported seven significant parameters with respect to student satisfaction, which are education, social, technology, economic, accommodation, safety, prestige, and image (Hall, 2008).

A study was performed in University of Bari, Italy on student satisfaction by Petruzzellis, D'Uggento, and Romanazzi (2006) by using the Kano model having different quality parameters segmentation like attractive, one dimensional, must be parameters etc. They found and categorized placement, leisure time, accommodation, international relations, language courses, and online exam booking as attractive parameters. Scholarship, counseling, internships, educational offers, internet access, and refectories were characterized as one dimensional parameters. Tutoring, administrative services, contacts with staff/professors, libraries, teaching equipments, lecture halls, and laboratories were categorized under the must be parameters. They 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 the same universities, the universities and institutes need to improve their quality of infrastructure and the quality of services they offer. As less research has been conducted on the Indian education sector and management students as compared with the developed countries like the USA and the UK, there is a lot of scope for examining and gaining information regarding the students' preferences, assessing the students' satisfaction levels, and improving the quality of education in our country. As there is a huge demand for employees having management skills, MBA (Master of Business Administration) and PG Diploma in Management are the most sought after postgraduate degree courses among the under graduate students who have graduated in different disciplines like Engineering, Commerce, Arts, and Science. The present study seeks to find the answers to the following questions - as the curriculum of MBA is common for all the students, does it differently affect the students coming from different disciplines? Whether the students coming from different disciplines have the same preferences for the parameters or requirements from the management institutes? Whether their requirements are uniform? Hence, the present study is an attempt to find out the students' expectations or requirements and their satisfaction levels from the management institutes.

Research Problem

In the present era of immense competition and changing consumer preferences, it becomes eminent for the organizations to gain competitive advantage over the other firms to become a market leader. This can only be achieved by continuous innovation in the product by perfectly understanding the customer's requirements which could lead to higher customer satisfaction (Mishra & Mahajan, 2008).

Institutes are interested in improving the quality of education, environment, and the like. However, the improvement of any aspect in the institute demands large funds which could be fetched from a good number of enrollment of the students (Kaur & Bhalla, 2010). However, the enrollment of students has a direct relationship with the satisfaction of the students from the MBA course and the institute. In order to enroll the maximum number of students, institutes are using different means (like the various media for promoting their institutes). However, still, no institute has the perfect formula to lure the students. This current problem put forth many questions that need answers : What are the expectations of the students from management education and institutes? What are the requirements or facilities of the management institutes which make them the most preferred or the least preferred? What are the requirements or facilities provided by the management institutes which are creating the highest level of satisfaction or the highest level of dissatisfaction among the students? Do these students need more industry interactions as the employability is getting reduced day by day? The list of questions is unending. In this direction, the present study is an attempt to gauge the expectations of graduates of different disciplines regarding management education in our country, and to formulate a strategy that can be used to attract students of different disciplines. The study uses the Kano model for management institutes. What are the customers' (here students) requirements so as to identify and classify them into must be, one dimensional, and attractive requirements as per the discipline ? An institute that can provide the must be requirements should focus on providing the one dimensional requirements, and can even think of providing the attractive requirements.

Research Methodology

The study puts to test the hypothesis - the preference for attractive requirements, one dimensional requirements, and must be requirements is uniform for students of different educational disciplines. The study aimed to find out the factors influencing the satisfaction levels of students of different disciplines from the MBA course so as to classify these factors as per the Kano Model, and to design the Kano model for institutes running management courses.

The study has used diagnostic research design and structured codified close ended schedule was used to collect the required primary data. For the finite population, sampling units were the students pursuing two years full time MBA program from the management institutes affiliated to Shivaji University, Kolhapur and approved by AICTE, New Delhi.

❖ **Limitations of the Study:** The study focused on identifying the factors or facilities which satisfy the students and to identify the preferences of students of different disciplines towards the facilities provided by management institutes. However, the study does not consider the level of utilization or level of fulfillment of these facilities which are provided

Table 1: Classification of the Samples on the basis of Graduation Stream

Sr.	Institute	Gender	Arts graduate	Commerce graduate	Science graduate	Professional graduate	Total
1	K.B.P.I.M.S.R.	Male	2	4	3	10	19
		Female	3	8	4	22	37
2	V.P.I.M.S.R.	Male	0	8	2	22	32
		Female	0	5	4	17	26
3	D.R.K.C.C.	Male	1	14	4	14	33
		Female	0	8	1	16	25
	TOTAL	Male	3	26	9	46	84
		Female	3	21	9	55	88
		Total	6	47	18	101	172

Source: Field data

Table 2: The Sample Kano Question						
Student requirement		Dysfunctional question				
How do you feel if the college does not have the Business Standard newspaper?						
		I like it that way	It must be that way	I am neutral	I can live with it	I dislike it
Functional question	I like it that way	Q	A	A	A	O
How do you feel if	It must be that way	R	I	I	I	M
the college has	I am neutral	R	I	I	I	M
the Business Standard	I can live with it	R	I	I	I	M
newspaper?	I dislike it	R	R	R	R	Q
Source: Berger C., Blauth, R., Boger, D., Bolster, C., Burchill, G.,Walden, D. (1993). "Kano's Methods for Understanding Customer-defined Quality." Center for Quality of Management Journal, 2(4), pp. 3 36, Retrieved from http://www.walden-family.com/public/cqm-journal/2-4-Whole-Issue.pdf						

by the management institutes.

As depicted in the Table 1, 172 students were considered as a sample for the study. The students from the following institutes were considered by using the convenient sampling method : Karmaveer Bhaurao Patil Institute of Management Studies and Research, Varye, Satara (K.B.P.I.M.S.R.); Vasantraodada Patil Institute of Management Studies and Research, Sangli (V.P.I.M.S.R.) ; and Deshbhakt Ratnappa Kumbhar College of Commerce, Kolhapur (D.R.K.C.C.) . Professional graduates included students who had graduated in Bachelor of Business Administration (B.B.A.), Bachelor of Computer Application (B.C.A.), Bachelor of Pharmaceuticals (B.Pharm.), and the like. The collected data was screened, categorized on the basis of basic educational qualifications that were possessed by the sample respondents, coded, and then fed in MS-Excel for evaluation and analysis by the Kano evaluation table for measuring the extent of satisfaction and dissatisfaction.

The questionnaire consisted of functional and dysfunctional questions for 38 products or service attributes. As presented in the Table 2, functional questions had a positive tone and dysfunctional questions had a negative tone. The functional question was : How do you feel if 'X' feature is present in 'Y' service, and the dysfunctional question asked: How do you feel if 'X' feature is not present in 'Y' service? Students could answer each question with any one of five alternative answers like - *I like it that way*, *It must be that way*, *I am neutral*, *I can live with it*, and *I dislike it*. The responses to the functional and dysfunctional questions were mutually correlated and tabulated to determine the Kano requirement like A-Attractive, M-Must be, O-One dimensional, R-Reverse, Q-Questionable, I-Indifferent as described by the Kano Model (Berger, Blauth, Boger, Bolster, Burchill, Walden (1993) for the Quality Management Journal, Fall 1993).

By computing the frequency of the Kano requirements, the attributes were classified into the Kano requirement category. Then, the extent of satisfaction and dissatisfaction were calculated by using the formulas :

Extent of Satisfaction = $(A + O) / (A + O + M + I)$

Extent of Dissatisfaction = $(O + M) / (A + O + M + I)$

The extent reveals the level of influence exerted by the requirement for influencing the level of satisfaction or dissatisfaction. The higher the extent value, the higher is the influencing power. The data was analyzed as per basic educational qualifications of the sample respondents.

Data Analysis and Discussion

The Table 3 shows the tabulation which gives the Kano attribute category an extent of satisfaction and an extent of dissatisfaction. Through analysis, it was found that there were six arts graduate management students. As the respondents (arts graduates) were less in number, their requirement classification was not distinct. This is just due to the inadequate sample size of the arts graduate students. Still, the arts graduate students classified qualified staff, seminar presentations, case studies and live projects, reading room availability, and latest software into the must be requirements. They classified well furnished classrooms, well furnished seminar halls, statistical packages for research, English communication development programs, and location of the institute into attractive requirements. The forty seven commerce graduate management students felt that computers with fast internet connection, latest

Table 3: Data Analysis of the Students of three Management Institutes

Sr.	Parameter	Parameter No.	Kano Category	Extent of Satisfaction	Extent of Dissatisfaction	Kano Category	Arts	Extent of Satisfaction	Extent of Dissatisfaction	Kano Category	Commerce	Extent of Satisfaction	Extent of Dissatisfaction	Kano Category	Science	Extent of Satisfaction	Extent of Dissatisfaction	Kano Category	Professional	Extent of Satisfaction	Extent of Dissatisfaction
1	Books' Availability	1	O	0.60	-0.81	O	0.67	-0.83	O	0.66	-0.85	O	0.67	-0.72	M	0.56	-0.81				
2	Journals' Availability	2	O	0.61	-0.59	M&O&I	0.33	-0.67	O	0.57	-0.55	O	0.61	-0.67	O	0.65	-0.59				
3	Library Staff Behavior	3	O	0.48	-0.65	O&I	0.50	-0.50	O	0.53	-0.68	M	0.35	-0.47	O	0.47	-0.68				
4	Reading Room Availability	4	O	0.53	-0.62	M	0.00	-0.83	O	0.67	-0.52	M	0.39	-0.67	O	0.52	-0.65				
5	Computers With Fast Internet Connection	5	O	0.52	-0.72	O	0.67	-0.67	M	0.40	-0.67	M&O	0.44	-0.78	O	0.58	-0.73				
6	Wi-Fi Campus	6	A	0.58	-0.37	A&I	0.60	-0.20	I	0.50	-0.39	A	0.65	-0.35	A	0.61	-0.37				
7	Website Restrictions	7	I	0.23	-0.36	I	0.40	-0.40	I	0.27	-0.40	R	0.09	-0.45	R	0.23	-0.32				
8	Latest Software	8	O	0.53	-0.58	M	0.33	-0.67	M	0.46	-0.61	A	0.61	-0.50	O	0.57	-0.58				
9	Statistical Packages For Research	9	O	0.54	-0.47	A	0.67	-0.17	M	0.36	-0.51	O	0.44	-0.61	O	0.64	-0.44				
10	Communication Development Facilities	10	I	0.54	-0.47	A&M	0.50	-0.50	I	0.45	-0.45	A&O&I	0.59	-0.41	O	0.57	-0.50				
11	Campus Interviews	11	O	0.63	-0.70	A&M&O	0.67	-0.67	O	0.65	-0.67	M	0.39	-0.56	O	0.66	-0.73				
12	Interview Preparations	12	O	0.57	-0.57	A&M	0.50	-0.50	M	0.38	-0.60	I	0.44	-0.50	O	0.68	-0.57				
13	Corporate Exposure	13	O	0.65	-0.58	O	0.67	-0.83	M	0.43	-0.61	O	0.61	-0.50	O	0.75	-0.57				
14	English Communication Development Programs	14	A	0.63	-0.47	A	0.83	-0.17	O	0.62	-0.57	A & M	0.56	-0.56	A	0.64	-0.43				
15	Aptitude Improvement	15	O	0.58	-0.56	A&O	1.00	-0.50	O	0.57	-0.57	M	0.39	-0.61	O	0.59	-0.54				
16	Alumni Associations	16	I	0.43	-0.46	I	0.50	-0.17	I	0.41	-0.46	M&O&I	0.33	-0.67	I	0.45	-0.45				
17	Institute Brand Name	17	O	0.65	-0.58	O&I	0.50	-0.50	O	0.67	-0.61	O	0.78	-0.61	O	0.63	-0.57				
18	Management Festivals	18	O	0.67	-0.58	O&I	0.50	-0.50	O	0.70	-0.50	O	0.72	-0.56	O	0.65	-0.63				
19	Case studies &Live Projects	19	O	0.54	-0.57	M	0.50	-0.83	O	0.57	-0.68	O	0.67	-0.72	A	0.51	-0.47				
20	Counseling Facilities	20	I	0.50	-0.50	A&M&I	0.33	-0.33	M	0.41	-0.54	O	0.59	-0.59	O	0.54	-0.47				
21	Guest Lectures	21	I	0.52	-0.42	A&I	0.50	-0.33	I	0.51	-0.44	M	0.47	-0.53	A	0.53	-0.39				
22	Anti Ragging Cell	22	I	0.41	-0.54	I	0.33	-0.33	M&I	0.29	-0.62	A&M	0.53	-0.53	I	0.45	-0.51				
23	Canteen Facility	23	O	0.57	-0.59	I	0.50	-0.17	A	0.59	-0.54	I	0.44	-0.39	O	0.59	-0.67				

24	Transportation Facility	24	I	0.46	-0.37	I	0.50	-0.17	I	0.43	-0.35	I	0.39	-0.11	I	0.48	-0.44
25	Medical First Aid Facility	25	O	0.51	-0.51	I	0.50	-0.33	I	0.46	-0.43	A	0.50	-0.44	O	0.54	-0.56
26	Fee Installment Facility	26	O	0.56	-0.64	I	0.17	-0.50	M	0.51	-0.62	O	0.72	-0.72	O	0.57	-0.65
27	Location of Institute	27	I	0.45	-0.35	A	0.60	0.00	I	0.35	-0.45	M&O&I	0.47	-0.53	I	0.49	-0.30
28	Hostel Facility	28	I	0.43	-0.32	I	0.33	-0.17	I	0.43	-0.37	I	0.44	-0.28	I	0.43	-0.32
29	Well Furnished Classrooms	29	O	0.54	-0.62	A	0.67	-0.17	O	0.60	-0.66	O	0.61	-0.50	O	0.50	-0.64
30	Well Furnished Seminar Halls	30	M	0.45	-0.60	A	0.67	-0.17	M&I	0.32	-0.57	O	0.56	-0.61	M	0.48	-0.64
31	Well Furnished Auditorium	31	O	0.51	-0.58	A&I	0.50	-0.33	I	0.47	-0.51	O	0.44	-0.61	O	0.53	-0.62
32	Recreational Facility	32	O	0.55	-0.59	O&I	0.50	-0.50	O	0.62	-0.70	O	0.39	-0.67	O	0.55	-0.53
33	Vehicle Parking Space	33	I	0.37	-0.46	I	0.17	-0.17	I	0.30	-0.53	I	0.39	-0.39	I	0.41	-0.46
34	Gymnasium Facility	34	I	0.52	-0.44	I	0.33	-0.17	I	0.40	-0.55	A	0.44	-0.28	O	0.59	-0.44
35	Qualified Staff	35	M	0.53	-0.77	M	0.50	-0.83	O	0.51	-0.79	O	0.56	-0.72	O	0.53	-0.76
36	Syllabus Completion in Time	36	O	0.47	-0.68	O	0.67	-0.67	O	0.48	-0.67	O	0.44	-0.61	M	0.46	-0.69
37	Seminar Presentations	37	O	0.48	-0.56	M	0.50	-0.67	I	0.46	-0.50	M	0.41	-0.59	O	0.51	-0.57
38	GD & Co-Curricular Activities	38	O	0.55	-0.72	O	0.67	-0.83	M	0.46	-0.72	O	0.59	-0.65	O	0.58	-0.73
Source : Compiled by the authors																	

software, statistical packages for research, interview preparation, corporate exposure, counseling facilities, fee payment in installments, GD and co-curricular activities were the must be requirements. Canteen facility was categorized under the attractive requirement. It was found that commerce graduate students would be tremendously happy if a canteen serving wholesome and hygienic meals was provided to them.

Eighteen science graduate management students categorized library staff behavior, reading room availability, campus interviews, aptitude improvement, guest lectures, seminar presentations into the must be requirements. So, the afore-mentioned facilities were the bare minimum expected by the science graduates, whereas Wi-Fi campus, latest software, medical first aid facility, and gymnasium facility were the desirable requirements. 101 professional graduate students categorized availability of books, well furnished seminar halls, and syllabus completion in time as the must be requirements and Wi-Fi campus, English communication development programs, case studies, live projects, and guest lectures into the attractive requirements.

Fourteen requirements were categorized under the one dimensional requirements by the commerce graduate management students. According to the science graduate management students, sixteen parameters were categorized under the one dimensional requirements, whereas the professional graduate management students categorized twenty four requirements under the one dimensional requirements. Hence, it can be interpreted that the more the students are aligned towards the professional courses, the expectations or requirements tend to have a linear relation with satisfaction. Hence, the more their requirements are fulfilled, the greater will be the satisfaction level of the students.

Hypothesis Testing

The hypothesis set to test for this study is as follows :

❖ **H₀: The preference for attractive requirements, one dimensional requirements, and must be requirements with reference to management institutes is uniform for students coming from different educational disciplines.**

Independent sample 't' test was used to test the hypothesis. For attractive requirements and one dimensional requirements, the hypothesis was tested independently.

Table 4: Independent 't' Test for Attractive Requirements

Sr.	Parameter	t-test for Equality of Means		
		T	Df	Sig. (2-tailed)
1	Arts and commerce graduates for Attractive requirements	0.253	2	0.824
2	Arts and Science graduates for Attractive requirements	0.431	2	0.708
3	Arts and Professional course graduates for Attractive requirements	0.264	2	0.817
4	Commerce and Science graduates for Attractive requirements	0.487	2	0.674
5	Commerce and Professional graduates for Attractive requirements	0.00	2	1.00
6	Science and Professional graduates for Attractive requirements	-1.00	2	0.423
Source: Compiled by the authors				

Table 5: Independent 't' Test for One Dimensional Requirements

Sr.	Parameter	t-test for Equality of Means		
		T	df	Sig. (2-tailed)
1	Arts and Commerce graduates for One dimensional requirements	-1.863	48	0.069
2	Arts and Science graduates for One dimensional requirements	-1.187	48	0.241
3	Arts and Professional graduates for One dimensional requirements	-0.983	48	0.331
4	Commerce and Science graduates for One dimensional requirements	0.635	48	0.528
5	Commerce and Professional course graduates for One dimensional requirements	1.382	48	0.173
6	Science and Professional course graduates for One dimensional requirements	0.468	48	0.642
Source: Compiled by the authors				

The Table 4 depicts the 't' value, degree of freedom, and 'P' value for the various streams. For the arts and commerce graduates with reference to attractive attributes, the 't' value is 0.253 with two degrees of freedom, having 'P' value = 0.824, which is not significant (greater than 0.05). So, the null hypothesis is accepted. For the arts and science graduates, with reference to the attractive attributes, the 't' value is 0.431 with two degrees of freedom, having 'P' value = 0.708, which is not significant (greater than 0.05). Hence, the null hypothesis is accepted.

For the arts and professional course graduates, with reference to the attractive attributes, the 't' value is 0.264 with two degrees of freedom, having 'P' value = 0.817, which is not significant (greater than 0.05). Hence, the null hypothesis is accepted. For the commerce and science graduates, with reference to the attractive attributes, the 't' value is 0.487 with two degrees of freedom, having 'P' value = 0.674, which is not significant (greater than 0.05). Hence, the null hypothesis is accepted. For the commerce and professional course graduates, with reference to the attractive attributes, the 't' value is 0.00 with two degrees of freedom, having 'P' value = 1.00, which is not significant (greater than 0.05). Hence, the null hypothesis is accepted. For the science and professional course graduates, with reference to the attractive attributes, the 't' value is -1.00 with two degrees of freedom, having 'P' value = 0.423, which is not significant (greater than 0.05). Hence, the null hypothesis is accepted.

The Table 5 depicts the 't' value, degree of freedom, and 'P' value for the various streams. For the arts and commerce graduates, with reference to one dimensional attributes, the 't' value is -1.863 with 48 degrees of freedom, having 'P' value = 0.069, which is not significant (greater than 0.05). Hence, the null hypothesis is accepted. For the arts and science graduates, with reference to the one dimensional attributes, the 't' value is -1.187 with 48 degrees of freedom, having 'P' value = 0.241, which is not significant (greater than 0.05). Hence, the null hypothesis is accepted. For the arts and professional course graduates, with reference to the one dimensional attributes, the 't' value is -0.983 with 48 degrees of freedom, having 'P' value = 0.331, which is not significant (greater than 0.05). Hence, the null hypothesis is accepted. For the commerce and science graduates, with reference to the one dimensional attributes, the 't' value is 0.635 with 48 degrees of freedom, having 'P' value = 0.528, which is not significant (greater than 0.05). Hence, the null hypothesis is accepted. For the commerce and professional course graduates, with reference to the one dimensional attributes, the 't' value is 1.382 with 48 degrees of freedom, having 'P' value = 0.173, which is not significant (greater than 0.05). Hence, the null hypothesis is accepted. For the science and professional course graduates, with reference to the one dimensional attributes, the 't' value is 0.468 with 48 degrees of freedom, having 'P' value = 0.642, which is not significant (greater than 0.05). Hence, the null hypothesis is accepted. Since the must be requirement carried only one variable or parameter, the 't' value could not be computed.

Findings

It was found that well furnished seminar halls were a must be requirement for all the prospective management students (from all the disciplines). They also classified Wi-Fi campus and English communication development programs into the attractive requirements.

For the science graduate management students, library staff behavior, reading room availability, campus interviews, aptitude improvement, guest lectures, and seminar presentations were must be requirements. Also, according to the graduates from science stream, Wi-Fi campus, latest software, medical first aid facility, and gymnasium facility were the attractive requirements.

The most influencing factors that played a vital role in the students' satisfaction levels were institute brand name, campus interviews, corporate exposure, management festivals, and availability of Journals. The factors that did not have much impact on their satisfaction levels were - vehicle parking space, website restrictions, alumni associations, etc. Extent of dissatisfaction was high for the requirements like availability of books, computers with fast internet connection, GD and co-curricular activities, etc. Extent of dissatisfaction was low for the requirements like location of the institute, Wi-Fi campus, transportation facility, etc.

Suggestions

In the general sense, it is suggested that management institutes must have a seminar hall that is well - equipped and well furnished. To increase the students' satisfaction levels tremendously, Wi-Fi campus and English communication development programs can be offered.

As far as minimum expectations of the commerce graduate management students were concerned, computers with

fast internet connection, latest software, statistical packages for research, interview preparation, corporate exposure, counseling facilities, fee installment facility, GD and co-curricular activities can be provided. To create tremendous satisfaction among the commerce graduate management students, good canteen facility, management festivals, and campus interviews should be provided.

For tremendous satisfaction of science graduate management students, Wi-Fi campus, latest software, medical first aid facility, and gymnasium facility can be provided. Furthermore, these students expect good library staff behavior, reading room availability, campus interviews, aptitude improvement efforts, guest lectures, and seminar presentation, etc.

The minimum requirements - for keeping the professional course graduate management students satisfied - were availability of books, a well furnished seminar hall, and syllabus completion on time . For creating tremendous satisfaction among these students, a Wi-Fi campus, English communication development programs, case studies, live projects, and guest lectures could be provided.

Conclusion

As the one-dimensional requirements are more in number, most requirements should be looked as satisfying parameters - the more an institute fulfills these requirements, the more satisfaction students will get. Books availability, qualified staff, GD and co-curricular activities, management festivals, campus interviews, and corporate exposure can be provided to maintain a high satisfaction level among the students coming from all disciplines. There were uniform preferences for the one dimensional requirements and for the attractive requirements from the students of different disciplines. Word of Mouth publicity of the institute by the students and the companies (coming to an institute for placements) will only lead to brand development of the institute.

Scope for Future Research

Future research studies can develop measures for the utilization or for the quantification of the level of fulfillment of the facilities which are provided by the management institutes. Also, studies can examine the effect on the level of satisfaction due to the variation in the level of fulfillment of the facilities.

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