



STUDENTS PERCEPTION AND SATISFACTION ABOUT TEACHING LEARNING PROCESS OF A BUSINESS SCHOOL IN THE CITY OF MUMBAI

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ABSTRACT

It has become difficult for management education to adapt to the changing expectations of the business environment; earlier excellence in management education no longer serves the purpose. India is facing growing competition between various colleges that offers management programs. Competition is between top government run and privately managed colleges. Though there are many institutions which are popping up like mushrooms in various parts of a country, there are very few that offer quality faculty and are worth student's money. The students need right information to make a right decision about a B-School.

The purpose of this paper is to understand the importance of student's perception and satisfaction about a teaching learning process of B-School in the city of Mumbai supported by infrastructural resources and placement assistance. It will help the management of any B-School to align their services and improving teaching-learning process for its students. The study gives insights into the factors of teaching learning process and the importance given by students to these. The study finds knowledge, assessment and innovation to be the most important factors which students consider in faculty. This will help the future researchers to get more insights into various aspects of teaching learning process to improve the delivery process in institutions

KEYWORDS : Perception, Satisfaction, Higher Education, Institutes, Teaching-Learning Process

INTRODUCTION

India is facing growing competition between various colleges that offers management programs. Competition is between top government run and privately managed colleges. Though there are many institutions which are popping up like mushrooms in various parts of a country, there are very few that offer quality faculty and are worth student's money. Few among this bunch offer quality faculty, and are worth your money. It is confusing for aspirants while making a choice for the B-School. They need right information to make a right decision about a B-School.

Teaching-Learning process is one of the main pillars of any academic institution. Knowledge Management has three dimensions, (1) Knowledge Gathering (KG); (2) Knowledge Creation (KC); and (3) Knowledge Diffusion (KD). For maintaining Knowledge Management system in any organization, organization has to be technologically well prepared. The purpose of this paper is to understand the importance of student's perception and satisfaction about a teaching learning process of B-School in the city of Mumbai supported by infrastructural resources and placement assistance. This research will be of help to academicians and also the administrators of various B-Schools to know what students want from an institution in terms of academic delivery. It will help the management of any B-School to align their services and improving teaching-learning process for its students. The research will also help academic institutions to deal with many challenges by keeping students engaged by offering them different value-added services (IUP, 2013).

Since, it has become difficult for management education to adapt to the changing expectations of the business environment; earlier excellence in management education no longer serves the purpose. Management Schools need to find new methods and new measures to meet this challenge (Academy of Management Journal, 1997).

LITERATURE REVIEW

The demand for higher education and the magnitude of planned restructurings over the next ten years in India will provide the largest opportunity in the world for international higher education institutions and education businesses (Understanding India - the future of higher education and opportunities for international cooperation, 2014.)

Though India has shown significant progress over the last ten years, Indian higher education is faced with four broad challenges (Understanding India: The future of higher education and opportunities for international cooperation, British Council Report, 2014):

The supply-demand gap: The statistic shows that India has a low rate of only 18% of enrolment in higher education, where China is at 26%

China and Brazil at 36%. If young population of India is compared with this statistic, there is still huge unmet demand for higher education. By 2020, the Indian government aims to achieve 30% gross enrolment, which will mean providing 40 million university places, an increase of 14 million in six years.

The low quality of teaching and learning: The system is affected by issues of quality in many of its institutions: a chronic shortage of faculty, poor quality teaching, outdated and rigid curriculum and pedagogy, lack of accountability and quality assurance and separation of research and teaching.

Constraints on research capacity and innovation: With a very low level of PhD enrolment, India does not have enough high quality researchers; there are few opportunities for interdisciplinary and multidisciplinary working, lack of early stage research experience; a weak ecosystem for innovation, and low levels of industry engagement.

Uneven growth and access to opportunity: Socially, India remains highly divided; access to higher education is uneven with multidimensional inequalities in enrolment across population groups and geographies.

Perhaps, the greatest challenge faced by higher education in India is the shortage of able faculty members. Different reports about management institutes show that 30-40% of faculty positions are yet to be filled. Most faculty members have had no training in teaching. Other issues in teaching and learning which compound the problems include:

The curriculum designed for the program is mainly outdated and rigid. There is no scope for skills development and also very few opportunities for interdisciplinary learning, critical thinking, analytical reasoning, problem-solving and collaborative working.

Another problem about Indian Management education is High student: faculty ratio. Not many are interested in teaching profession. Due to the lack of skilled teaching staff, output for teaching learning process and research skills are not desirable. This has resulted in graduates with low employability, a common feature of higher education across India, and an insufficient basis for movement to higher levels of study and research. These problems are widespread across higher education institutions in India, including many of the 'top tier' institutions, but particularly in affiliated colleges and state universities.

RESEARCH OBJECTIVES

1. To understand the important parameters of teaching learning process
2. To understand the most important and least important factors of

teaching learning process

- To test the relationship between the factors and important variables like gender and institute

RESEARCH METHODOLOGY

Type of research: Descriptive as the study goes in detail to find out parameters of importance in teaching learning process

Sampling Design

Sampling method- Convenience sampling

Sampling area- Mumbai

Sampling unit- Students of higher education

Number of Institutes involved in data collection: 7

Number of Respondents: 500

After filtration: 478

Number of statements: 28

Rating based on degree of importance. 1: Least important to 5: Most Important

Research Hypothesis

Null Hypothesis H0 (1)- There is no significant difference in rating given to importance of factors of teaching learning process between institutions

Null Hypothesis H0 (2)- There is no significant difference in rating given to importance of factors of teaching learning process between male students and female students

RESEARCH ANALYSIS

- Factor Analysis of statements was done to combine similar statements under one factor. Using this, following factors were derived:
 - Knowledge:** Statements coming under this factor are Subject Knowledge, Concepts, Doubt Handling, Linkage with Concepts, Cross Functional Knowledge, and Up To date with Environment, Applications, and Generating Interest.
 - Assessment:** Statements coming under this factor are Promotes Participation, Care Of Needs, Assessment Methods, Feedback, Fare Assessment, Approachable, and Effort Professional.
 - Academic and Non Academic Activities:** Statements coming under this factor are interest personal, availability for students, extracurricular and academic and non-academic activities.
 - Discipline:** Statements coming under this factor are discipline of faculty- it contains rescheduling, timing and syllabus coverage.
 - Evaluation:** Statements coming under this factor are Class on Holiday and Evaluation of Students.
 - Innovative Techniques.**

Personal feedback and use of new technologies are the statements which are not taken for the analysis as their factor loadings are less than 0.4.

Five most important and least important parameters for teaching process from students' perspective:

Adequate Subject knowledge, Clear and Concise concepts, Doubt Handling, Linkage Of Concepts with Current Scenario, Linkage Knowledge with Practical Application are the most important factors for the students to evaluate the teaching process.

While Class on holiday, taking Interest in personal issues, No Rescheduling, Personal feedback from students to improve performance, Involvement in extracurricular activities of students are the least important factors for the students to evaluate the teaching process.

Table 1-Mean of factors (to understand the most important and least important factors)

Statistics						
	knowledge	assessment	activities	discipline	evaluation	Innovative techniques
N Valid	470	463	473	473	472	473
Missing	8	15	5	5	6	5
Mean	4.1672	4.2756	3.5354	3.6237	3.2744	4.1395

Table 1 shows that knowledge, assessment and techniques are the factors which are important (rating of 4 and above) while evaluation according to students shows the least importance.

Table2-Hypothesis

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of knowledge is the same across categories of Nameofinstitute.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.
2	The distribution of assessment is the same across categories of Nameofinstitute.	Independent-Samples Kruskal-Wallis Test	.003	Reject the null hypothesis.
3	The distribution of activities is the same across categories of Nameofinstitute.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.
4	The distribution of discipline is the same across categories of Nameofinstitute.	Independent-Samples Kruskal-Wallis Test	.018	Reject the null hypothesis.
5	The distribution of evaluation is the same across categories of Nameofinstitute.	Independent-Samples Kruskal-Wallis Test	.001	Reject the null hypothesis.
6	The distribution of Innovativetechniques is the same across categories of Nameofinstitute.	Independent-Samples Kruskal-Wallis Test	.001	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Above table shows that students differ in their opinions with respect to different factors of importance for effectiveness of teaching process.

Table 3-Hypothesis 2

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of knowledge is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.567	Retain the null hypothesis.
2	The distribution of assessment is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.591	Retain the null hypothesis.
3	The distribution of activities is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.074	Retain the null hypothesis.
4	The distribution of discipline is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.794	Retain the null hypothesis.
5	The distribution of evaluation is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.068	Retain the null hypothesis.
6	The distribution of Innovativetechniques is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	.211	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Above table shows that irrespective of gender students do not differ in their opinions towards different factors of importance for effectiveness of teaching process.

RESULTS OF HYPOTHESIS TESTING

From the tables above using Kruskal wallis H test and Mann Whitney U test we can see that H0(1) mentioned above is rejected and H0(2) is accepted

FINDINGS

- Knowledge, assessment and knowledge of students are very important for teaching learning process
- Evaluation of students is not that important according to students
- The institutes differ in their opinions with respect to the factors of teaching learning process and also there is no significant difference in opinion between males and females in their opinion of the process

4. The study also helps us to segregate the factors of teaching learning process

SUGGESTIONS

- The faculty could focus more on parameters like subject knowledge of faculty, concepts of faculty, doubt handling done by faculty, linkage with Concepts, cross functional knowledge of faculty. Also it is important for faculty to keep up to date with environment, giving examples of applications in business of the concepts, and generating interest among student community.
- Also the faculty can take care in promoting participation of students in class delivery, taking care of their needs, developing proper assessment methods. The institute can have a good system for faculty feedback. The students can be assessed fairly, and the faculty can try to be approachable. Faculty can be professional in their approach. Also innovative teaching techniques can be used in the classes.

LIMITATIONS AND FUTURE SCOPE

The study is limited to Mumbai and the number of institutes taken is also limited. The factors undertaken may not be exhaustive and sample size could be more. Study could be extended to more factors, different types of institutes and different parts of the country including comparison between metros. The student community can be different and international students can also be taken. Also other factors which are considered by students to select institutes can also be considered. This is not a longitudinal study and so its results may not be accurate and it is not easy to use this as a standard result

CONCLUSION

The study gives insights into the factors of teaching learning process and the importance given by students to these. The study focuses on the most important parameters and how they are valued by students. The study can be extended to different metros and other places to find its implication. This will help the future researchers to get more insights into various aspects of teaching learning process to improve the delivery process in institutions

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