

STUDENT EXPECTATION EVALUATION IN ADMISSION DECISION MAKING

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Abstract: This fragmented MBA leads to unfulfilled aspirations among the students. When an aspirant joins an MBA course, he has lots of expectations but in the absence of a holistic programmer he doesn't acquire the traits which would make him an attractive proposition in the eyes of the recruiters. There is a survey, which reveals that 20% of the companies in India have difficulty in finding the right talent to fill the jobs. However, let me tell you that when you are pursuing intangible traits you must not be blind of the necessary tangible traits that you must acquire. Always remember knowledge coupled with other traits is a winning combination.

Keywords: Management Students, MBA Institute, Placement, B-School, etc

Introduction: Expectation of an MBA aspirant from B-school- The first step towards acquiring the cutting-edge competency for an MBA aspirant is the selection of the right kind of B-School for himself/herself... This can only be possible when a B-School provides a total MBA, which in the words of experts, has four components, physical, intellectual, situational and spiritual, and in the absence of any one will lead to fragmented MBA.

Theoretical Background: List of things students want from the B-school:

Looking for better placement: The first and most important expectation from B-School is placement. The students feel that they should be able to get a good placement at the end of the course. There are many institutes which provide a good placement programmer. But however students fail to recognize them and do not put their level best to gain knowledge and skills which are utmost required in order to be selected. Students should not only focus on getting a placement but also on maximizing the learning at B-School in order to get worthy of selection by the corporate. Course fees based on ROI (Return On Investment):

The fee structure of a college is evaluated on the basis of return of investment.

Well Recognized: The B-Schools which are well recognized and accepted by the industry for placements are considered as valuable institution in the eyes of the candidates.

Infrastructure Of The B-School: Selection of the B-Schools are also done on the basis of the major component i.e. Infrastructure. It is considered as a major component because it is a place where students are going to spend their precious time and get ready for the corporate world. B-School should not only include classrooms but it should also provide factors such as IT infrastructure, availability of Wi-Fi connectivity, a good library, access to online research databases, hostel, sports, gym etc.

Credentials And Experience:

Apart from infrastructure aspirants also look for good quality of faculty with a proper mixture of academic credentials as well as industry experience. MBA Course is not just about getting right

concepts but also putting those concepts into practice .This can be best learnt at a B-school through implementation of concepts through field research ,live projects, that are linked to industries and through social networking .So factors like industry experience or consultancy assignments undertaken by the faculty in the industry are important parameters from aspirant's point of view.

Ranking Level Among The B-Schools:

Aspirants depend on the B-School ranking while shortlisting the institutes for admission.

Interaction With Industry:

Aspirants look for those B-school which provides more interaction with industry. Students are able to know more about the corporate world when the institution provides interaction through guest lectures, industrial visit and participation in case study competitions thrown by the industry. Activities: Involvement in campus life is an essential part of a comprehensive education. Through various events, corporate quiz and competitions at national level will help the students to share their talents and discover new interest.

Research Methodology: Data types-Researcher has conducted a survey among the MBA students through online (<https://www.surveymonkey.com/r/LVVVWS6>) and collected primary data. Also secondary data collected from previous research conducted and research articles.

Data Collection: The researcher wants to conduct research on MBA Student's expectations from colleges. For this study researcher has collected responses from 32 respondents for 11 variables. Analysis is done by using Reliability and validity test for collected data, also calculated correlations and covariance among the variables. Tools used in research are SPSS, MS Office, etc.

Data Analysis:

Inter-Item Correlation Matrix											
	Fees	Placements	Events	Faculties	Industry Interactions	Advertisement	Websites	Local Area	Admin Staff	Infrastructure	University
Fees	1.000										
Placements	-.005	1.000									
Events	-.124	-.059	1.000								
Faculties	.259	.124	-.111	1.000							
Industry Interactions	.430	.079	-.044	.057	1.000						

Advertise ment	- .00 5	1.000	- .059	.124	.079	1.000					
Website	- .12 4	-.059	1.00 0	-.111	-.044	-.059	1.000				
Locality or Area	.25 9	.124	- .111	1.000	.057	.124	-.111	1.000			
Admin Staff	.41 9	.107	.199	.117	.206	.107	.199	.117	1.00 0		
Infrastruct ure	- .00 5	1.000	- .059	.124	.079	1.000	-.059	.124	.107	1.000	
University	- .12 4	-.059	1.00 0	-.111	-.044	-.059	1.000	-.111	.199	-.059	1.000

Inter-Item Covariance Matrix											
	Fees	Placements	Events	Faculties	Industry Interactions	Advertisement	Website	Locality or Area	Admin Staff	Infrastructure	University
Fees	.09 6	-.002	- .019	.039	.183	-.002	-.019	.039	.173	-.002	-.019
Placements	- .00 2	1.673	- .038	.079	.141	1.673	-.038	.079	.185	1.673	-.038
Events	- .01 9	-.038	.249	-.027	-.030	-.038	.249	-.027	.133	-.038	.249
Faculties	.03 9	.079	- .027	.241	.038	.079	-.027	.241	.077	.079	-.027
Industry Interactions	.18 3	.141	- .030	.038	1.899	.141	-.030	.038	.379	.141	-.030
Advertisement	- .00 2	1.673	- .038	.079	.141	1.673	-.038	.079	.185	1.673	-.038
Website	- .01 9	-.038	.249	-.027	-.030	-.038	.249	-.027	.133	-.038	.249

Locality or Area	.03 9	.079	-.027	.241	.038	.079	-.027	.241	.077	.079	-.027
Admin Staff	.17 3	.185	.133	.077	.379	.185	.133	.077	1.79 0	.185	.133
Infrastru cture	-.00 2	1.673	-.038	.079	.141	1.673	-.038	.079	.185	1.673	-.038
Universit y	-.01 9	-.038	.249	-.027	-.030	-.038	.249	-.027	.133	-.038	.249

Summary Item Statistics

	Me an	Minim um	Maxi mum	Ran ge	Maximum / Minimum	Varia nce	N of Items
Item Means	3.7 73	3.063	4.594	1.53 1	1.500	.384	11
Item Variances	.91 2	.096	1.899	1.80 3	19.832	.637	11
Inter-Item Covariances	.15 0	-.038	1.673	1.71 2	-43.684	.145	11
Inter-Item Correlations	.16 5	-.124	1.000	1.12 4	-8.062	.119	11

ANOVA with Friedman's Test and Tukey's Test for Nonadditivity							
			Sum of Squares	df	Mean Square	Friedman's Chi-Square	Sig
Between People			74.727	31	2.411		
Within People	Between Items		122.756 ^a	10	12.276	109.392	.000
	Residual	Nonadditivity	40.629 ^b	1	40.629	64.149	.000
		Balance	195.706	309	.633		
		Total	236.335	310	.762		
	Total		359.091	320	1.122		
Total			433.818	351	1.236		
Grand Mean = 3.77							
a. Kendall's coefficient of concordance W = .283.							
b. Tukey's estimate of power to which observations must be raised to achieve additivity = 5.711.							

Intraclass Correlation Coefficient			
		95% Confidence Interval	F Test with True Value 0

	Intraclass Correlation ^b	Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.164 ^a	.081	.299	3.162	31	310	.000
Average Measures	.684 ^c	.493	.824	3.162	31	310	.000
Two-way mixed effects model where people effects are random and measures effects are fixed.							
a. The estimator is the same, whether the interaction effect is present or not.							
b. Type C intraclass correlation coefficients using a consistency definition-the between-measure variance is excluded from the denominator variance.							
c. This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.							

Conclusion: The purpose of this study was to determine what mattered to potential MBA students in order to design strategic communications messages that are used to promote a particular institute's MBA program and to recruit potential students.

The results from this study suggest that, when trying to reach a target students similar to the one described in this study, several changes could be made in the advertising and communications messages used to promote the MBA institutes.

1. First, the institute's **advertising** creative and communications messages should be improved to better reflect what matters most to potential students: how long is it going to take, who am I going to be studying alongside, and can I get in?
2. In response to suggestions from students about the importance of **faculty and research**.
3. Secondly, given that several subjects shared that they sought out information from **current students** that they work alongside, using current students as informal ambassadors could be a guerilla-marketing tactic.
4. Given that the **website** is the first place that prospects said they sought information about the program, messages and content on the MBA website should be updated to convey similar messages. In addition, more photos and testimonials should be added that could illustrate how current students or recent graduates have been able to advance up the corporate ladder.

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