

A Kano Analysis of Students Preferences to Management Institutes

Dr. Sarang S. Bhola*

Rishikesh K. Nalawade**

Key Words :

1. Dr. Kano Management Institute
2. One Dimensional requirement
3. Attractive requirement

Abstract

This study is an attempt to find out the expectations of students from the Management Institutes by adopting the Kano Model. The expectations of the students can be with respect to various identities like library, computer lab, infrastructure etc. To identify and classify these expectations or requirements into the Kano attributes that is Must be (M), One Dimensional (O) and Attractive requirements (A). The responses of the students were analyzed using the Kano Methodology which was developed by Dr. Kano. This Kano methodology includes framing questionnaire, evaluation of Kano parameters through the evaluation criteria like Kano evaluation table, Extent of satisfaction, Extent of dissatisfaction.

The data from 84 male and 88 female students were collected and through analysis the different requirements are classified under the various Kano categories. Most parameters are found to be categorized under One dimensional requirements. Also it is found that there are no uniform preferences for the One Dimensional requirements from the students of both genders whereas there are uniform preferences for the Attractive requirements from the students of both genders.

INTRODUCTION

Companies while hiring look at the candidate as an asset in place of mere education qualification. These days we find that MBA graduates are remaining unemployed; one of the reasons may be that, present Management Institutes are not catering to the expectations of modern organization. MBA program which was once recognized as an esteem program lost its glory. This reflects in current trend of admissions of year 2012-14 and 2011-13 and even 2010-12 batches in various Universities of Maharashtra there seems to be decline trend. Also the number of increased Management Institutes resulted in stiff competition between Management Institutes for grabbing the attention of students for the admissions.

In the days to come foreign Universities are entering in India and there would be stiffer competition even for fulfilling the capacities. So Indian Management Institutes must come up with the solutions to compete and satisfy the students so that students can satisfy their employers. Institutes must 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 the market driven academic and career programs. So this study is focused on finding the student preferences for the parameters by adopting the Kano

Model.

In the 1993 The Center of Quality Management Journal described the Kano model of customer satisfaction model and which has three requirements: Must be requirements, one dimensional requirements, Attractive requirements and Indifferent requirements.

Must be requirements refers to those requirements if which are not fulfilled, the customer will be extremely dissatisfied. On the other hand, as the customer takes these requirements for granted, their fulfillment will not increase satisfaction. Fulfilling the must-be requirements will only lead to a state of not dissatisfied. These requirements are not explicitly expressed by customer.

One Dimensional requirements regards to these requirements, customer satisfaction is proportional to the level of fulfillment – the higher the level of fulfillment, the higher the level of customer's satisfaction and vice versa. These requirements are explicitly demanded by customer.

Attractive requirements are those requirements which are having 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 are not having much influence on either satisfaction or dissatisfaction among the students. So these are least bothered requirements of the students

REVIEW OF LITERATURE

In this world of globalized education, the Management

*Associate Professor, Karmaveer Bhaurao Patil Institute of Management Studies and Research, Satara can be reached at sarangbhola@gmail.com

**Assistant Professor Gourishankar Institute of Management Sciences, Satara



Institute must cater to the needs of industry by providing quality employees. This can be done by understanding the need of the hour with respect to the industries and the students.

Merican Farah (2009) believes that "in order to provide quality, higher education providers must 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. (p. 287)

So for this the student expectations and their severity or effect on the satisfaction level need to be identified. Astin (1993) defined student satisfaction as the student's perception pertaining to the college experience and perceived value of the education received while attending an educational institution. Knox (1993) had presented that 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.

Mangeloja Esa and Hirvonen Tatu 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. (p. 37)

On the contrary Panades (2008) has found in one study that female students are more satisfied than male students (p. 15). Francisco Gonzalez-Gomez, Jorge Guardiola, Oscar Martin Rodriguez, Miguel Angel Montero Alonso have also found that 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. (p. 8)

So 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 is framed as "The preferences for Attractive requirements, One Dimensional requirements and Must be requirements has uniform preference from students of both genders."

RESEARCH PROBLEM

Every Institute is interested to improve quality of education, environment and other facilities. But the improvement of anything in the Institute demands large funds which could be fetched from good number of enrollments of students (Dalwinder Kaur and Gurwinder Singh Bhalla, 2010, p. 6).

However, the enrollment of students has a direct relationship with the satisfaction of the students from the MBA course and Institute. So to get maximum enrollment of students, Institutes are using different means like media. But still no Institute is having the perfect formula to lure the students. This current problem put forth many questions to answer like: What are the expectations of the students from the Management education and Institutes? What are requirements or facilities of the Management Institutes which are most preferred or least preferred? What are the requirements or facilities of the Management Institutes which are creating highest satisfaction or highest dissatisfaction among the student minds? Do these students need more Industry interaction as the employability is getting reduced day by day? And what not. The list of question is unending.

Kumar (2006) found in study that the educational institutions especially which are started in recent years have been facing heavy competition due to rapidly changing environment for survival. It is the responsibility of college managements to provide various requirements to the satisfaction of students, otherwise, they get dissatisfaction and therefore they will not feel happy studying in these colleges. Hence, the managements of educational institutions must find out the areas where students feel unhappy, and also to investigate factors and understand what makes them to feel happy. (p.60)

So this study is an attempt to find out expectations of the students based on the gender and formulate the strategy that can be used to attract students of both genders. This study is of formulating the Kano model for the Management education Institute. What are the customer (here students) requirements and to identify and classify them into the Must be, One Dimensional and Attractive requirements. So that Institute can provide the Must be requirements and should focus on fulfilling the One Dimensional requirements and can even think of providing the Attractive requirements.



RESEARCH METHODOLOGY

The study put to test the hypothesis "The preferences for Attractive requirements, One Dimensional requirements and Must be requirements has uniform preference from students of both genders." The Objectives of the study are set as to find out factors influencing both gender student's satisfaction for the MBA course, to classify these factors as per Kano Model with respect to gender and to design the Kano model for the Management education Institute.

The study has used diagnostic research design and Structured codified close ended Schedule was used to collect required primary data. For the finite population sampling units were taken the students pursuing MBA two years full time program from the Management Institutes which are affiliated to Shivaji University, Kolhapur and approved by AICTE, New Delhi, India which are in 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.) The

172 samples were taken using the convenient sampling method.

The collected data was screened, categorized, coded and then fed in Ms-Excel for evaluation and analysis by Kano evaluation table, Extent of satisfaction and Extent of dissatisfaction.

The questionnaire consists of functional and dysfunctional questions for each product or service attribute. Functional question has positive tone and dysfunctional question has negative tone towards the requirement. The functional question: How do you feel if 'X' feature is present in 'Y' service, and dysfunctional question: How do you feel if 'X' feature is not present in the service? Customer can 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, I dislike it. The response to functional and dysfunctional question is been mutually correlated and tabulated to determine the Kano requirement like. A- Attractive, M-Must be, O-One Dimensional, R-Reverse, Q- Questionable, I-Indifferent

Table 1: Demographic Profile of Sample

Sr.	Institute	Gender		Total
		Male	Female	
1	K.B.P.I.M.S.R.	19	37	56
2	V.P.I.M.S.R.	32	26	58
3	D.R.K.C.C.	33	25	58
	TOTAL	84	88	172

(Source: Field data)

Table 2: The Sample Kano Question

Student requirement		Dysfunctional question How do you feel if the college does not have Business Standard newspaper?				
		I like it that way	I like it that way	I like it that way	I like it that way	I like it that way
Functional question How do you feel if the college has	I like it that way	Q	A	A	A	O
	I must be that way	R	I	I	I	M
	I am neutral	R	I	I	I	M
	I can live with it	R	I	I	I	M
	I dislike it	R	R	R	R	Q

(Source: Center for Quality Management Journal, Volume 2 No.4, Fall 1993)

Data was analyzed based on gender.

Table 3: Kano Attribute analysis for the Total Respondents

(n=172)

Sr.	Parameter Name	Parameter No.	Maximum response for any Kano attribute	Maximum % of that Kano attribute	Kano category	Extent of Satisfaction	Extent of Dissatisfaction
1	Books Availability	1	89	51.74	O	0.60	-0.81
2	Journals Availability	2	65	37.79	O	0.61	-0.59
3	Library Staff Behavior	3	59	34.30	O	0.48	-0.65
4	Reading Room Availability	4	56	32.56	O	0.53	-0.62
5	Computers With Fast Internet Connection	5	64	37.21	O	0.52	-0.72
6	Wi-Fi Campus	6	54	31.40	A	0.58	-0.37
7	Website Restrictions	7	56	32.56	I	0.23	-0.36
8	Latest Software	8	54	31.40	A	0.53	-0.58
9	Statistical Packages For Research	9	46	26.74	O	0.54	-0.47
10	Communication Development Facilities	10	51	29.65	O	0.54	-0.47
11	Campus Interviews	11	78	45.35	O	0.63	-0.70
12	Interview Preparations	12	58	33.72	O	0.57	-0.57
13	Corporate Exposure	13	63	36.63	O	0.65	-0.58
14	English Communication Development Programs	14	56	32.56	A	0.63	-0.47
15	Aptitude Improvement	15	60	34.88	O	0.58	-0.56
16	Alumni Associations	16	59	34.30	I	0.43	-0.46
17	Institute Brand Name	17	77	44.77	O	0.65	-0.58
18	Management Festivals	18	68	39.53	O	0.67	-0.58
19	Case studies & Live Projects	19	56	32.56	O	0.54	-0.57
20	Counseling Facilities	20	45	26.16	I	0.50	-0.50
21	Guest Lectures	21	50	29.07	I	0.52	-0.42
22	Anti Ragging Cell	22	52	30.23	I	0.41	-0.54
23	Canteen Facility	23	62	36.05	O	0.57	-0.59
24	Transportation Facility	24	70	40.70	I	0.46	-0.37
25	Medical First Aid Facility	25	48	27.91	O	0.51	-0.51
26	Fee Installment Facility	26	68	39.53	O	0.56	-0.64
27	Location of Institute	27	59	34.30	I	0.45	-0.35
28	Hostel Facility	28	69	40.12	I	0.43	-0.32
29	Well Furnished Classrooms	29	62	36.05	O	0.54	-0.62
30	Well Furnished Seminar Hall	30	58	33.72	M	0.45	-0.60
31	Well Furnished Auditorium	31	57	33.14	O	0.51	-0.58
32	Recreational Facility	32	59	34.30	O	0.55	-0.59
33	Vehicle Parking Space	33	60	34.88	I	0.37	-0.4
64	Gymnasium Facility	34	55	31.98	I	0.52	-0.44
35	Qualified Staff	35	70	40.70	O	0.53	-0.77
36	Syllabus Completion in Time	36	62	36.05	O	0.47	-0.68
37	Seminar Presentation	37	49	28.49	O	0.48	-0.56
38	GD & Co-Curricular Activities	38	68	39.53	O	0.55	-0.72

(Source: Field data)

DATA ANALYSIS AND DISCUSSION:

The data analysis is presented in three parts; one is analysis of entire samples followed by analysis of female students and then analysis of male students.

The Table 3, Table 4 and Table 5 shows the tabulation of the responses, maximum response percentage, based on it Kano attribute category, extent of satisfaction and extent of dissatisfaction.

Data Analysis of Students of the Three Management Institutes

The table shows, well furnished seminar hall parameter is the only Must be requirement. So students are expecting that the Management Institutes will provide well furnished seminar hall. The more facilities in or more expenses on seminar hall will only lead to a state of 'not dissatisfied' and will not increase satisfaction. But if there is absence or no proper seminar hall, this will lead students to a state of dissatisfaction instantly.

The various parameters like library, computer lab and internet, career management, student development, infrastructure, academics are categorized under One dimensional requirements which are having linear relationship with the satisfaction.

Wi-Fi campus and English communication development programs parameters are categorized under the Attractive requirements. It means that these parameters are not expected and if are absent it will not dissatisfy but if they are made available then they will increase satisfaction tremendously.

The website restriction, alumni association, guest lectures, anti ragging cell, transportation facility, location of Institute, hostel facility, vehicle parking space, gymnasium facility are categorized under Indifferent requirements. Their presence or absence will have negligible impact on the satisfaction of the students from the Management Institutes.

The Extent of Satisfaction when indicates high positive value, student satisfaction will increase tremendously when the requirements are fulfilled. The low value of Extent of Satisfaction indicates the satisfaction of students will be less increased due to fulfilling the requirements.

In the extent of dissatisfaction, the negative sign just indicates the opposite of satisfaction i.e. dissatisfaction. The greater value of extent of dissatisfaction indicates student satisfaction level will decrease tremendously if these are not provided. The less values of extent of dissatisfaction indicate as the level of fulfillment of these parameters decrease there will be less increase in student dissatisfaction.

The parameters Campus Interviews, Corporate exposure, Institute brand name, Management festivals, English communication development programs are having high value of Extent of Satisfaction.

Website restrictions, vehicle parking space, anti ragging cell, alumni associations, hostel facility, location of Institute and well furnished seminar hall parameters are having low value of Extent of Satisfaction.

The parameters books availability, qualified staff, computers with fast Internet connection, GD and Co-curricular activities and campus interviews are having the high value of Extent of Dissatisfaction.

On the contrary parameters hostel facility, location of the Institute, website restrictions, transportation facility and Wi-Fi campus are having the low values for the Extent of Dissatisfaction.

Data Analysis of Female Students of the Three Management Institutes

The data collected from 88 female students of K.B.P.I.M.S.R, V.P.I.M.S.R and D.R.K.C.C.

The table shows, website restriction parameter is reverse attribute; female students are expecting that there should not be any restrictions to browse any website.

Case studies, live projects and well furnished seminar hall are the Must be parameters. So the female students are expecting and taking granted that the Management Institutes will provide well furnished seminar hall and also will have case studies and live projects. The more facilities or more expenses on seminar hall will only lead to a state of 'not dissatisfied' and will not increase satisfaction. But if there is absence of these parameters or level of fulfillment is low then this will lead female students to a state of dissatisfaction drastically.

The various parameters like library, career management, Infrastructure and academic are categorized under one dimensional requirements which are having linear relationship with the satisfaction.

Guest lecture parameter is Attractive requirement; female students are not expecting the guest lectures and their absence will not lead to dissatisfaction but if the Institute organizes then satisfaction level will increase tremendously.

Wi-Fi campus, alumni associations, anti-ragging cell, transportation facility, location of Institute, hostel facility, vehicle parking space and gymnasium facility are categorized under Indifferent attributes. These parameters are not having much impact on the satisfaction level of students.

Table 4: Kano Attributes Analysis for the Female Students

(n=88)

Sr.	Parameter Name	Parameter No.	Maximum response for any Kano attribute	Maximum % of that Kano attribute	Kano category	Extent of Satisfaction	Extent of Dissatisfaction
1	Books availability	1	45	51.14	O	0.60	-0.81
2	Journals availability	2	34	38.64	O	0.61	-0.59
3	Library Staff behavior	3	31	35.23	O	0.48	-0.65
4	Reading room availability	4	31	35.23	O	0.53	-0.62
5	Computers with fast internet connection	5	36	40.91	O	0.52	-0.72
6	Wi-Fi campus	6	28	31.82	I	0.58	-0.37
7	Website restrictions	7	35	39.77	R	0.23	-0.36
8	Latest software	8	33	37.50	O	0.53	-0.58
9	Statistical packages for research	9	24	27.27	O	0.54	-0.47
10	Communication development facilities	10	25	28.41	O	0.54	-0.47
11	Campus interviews	11	46	52.27	O	0.63	-0.70
12	Interview preparations	12	31	35.23	O	0.57	-0.57
13	Corporate exposure	13	34	38.64	O	0.65	-0.58
14	English communication development programs	14	33	37.50	O	0.63	-0.47
15	Aptitude improvement	15	39	44.32	O	0.58	-0.56
16	Alumni associations	16	27	30.68	I	0.43	-0.46
17	Institute Brand name	17	47	53.41	O	0.65	-0.58
18	Management festivals	18	36	40.91	O	0.67	-0.58
19	Case studies & live projects	19	29	32.95	M	0.54	-0.57
20	Counseling facilities	20	27	30.68	O	0.50	-0.50
21	Guest lectures	21	29	32.95	A	0.52	-0.42
22	Anti ragging cell	22	26	29.55	I	0.41	-0.54
23	Canteen facility	23	36	40.91	O	0.57	-0.59
24	Transportation facility	24	34	38.64	I	0.46	-0.37
25	Medical first aid facility	25	24	27.27	O&I	0.51	-0.51
26	Fee installment facility	26	40	45.45	O	0.56	-0.64
27	Location of institute	27	30	34.09	I	0.45	-0.35
28	Hostel facility	28	36	40.91	I	0.43	-0.32
29	Well furnished classrooms	29	32	36.36	O	0.54	-0.62
30	Well furnished seminar hall	30	26	29.55	M	0.45	-0.60
31	Well furnished auditorium	31	31	35.23	O	0.51	-0.58
32	Recreational facility	32	28	31.82	O	0.55	-0.59
33	Vehicle parking space	33	32	36.36	I	0.37	-0.46
34	Gymnasium facility	34	29	32.95	I	0.52	-0.44
35	Qualified staff	35	42	47.73	O	0.53	-0.77
36	Syllabus completion in time	36	36	40.91	O	0.47	-0.68
37	Seminar presentation	37	29	32.95	O	0.48	-0.56
38	GD & co-curricular activities	38	35	39.77	O	0.55	-0.72

(Source: Field data)

The Extent of Satisfaction when indicates high positive value, student satisfaction will increase tremendously when the parameters or requirements are fulfilled. The low value of Extent of Satisfaction indicates the satisfaction of students will be less increased due to fulfilling the parameters or requirements.

Management festivals, Institute brand name, corporate exposure, campus interviews, English communication development programs are the parameters which are having high positive value for the Extent of satisfaction. So these parameters when fulfilled will create tremendous satisfaction among the students.

Website restriction, vehicle parking space, anti ragging cell, hostel facility, location of the institute and transportation facility are the parameters which are having less positive value for the Extent of Satisfaction. So these parameters will slightly increase level of satisfaction.

The high value of Extent of Dissatisfaction indicates student satisfaction level will decrease tremendously if these are not provided. The low value of Extent of Dissatisfaction indicates as the level of fulfillment of these parameters decrease there will be less increase in student dissatisfaction.

Books availability, qualified staff, computers with fast internet connection, GD and co- curricular activities, and campus interviews are the parameters which are having high values for the Extent of Dissatisfaction. So as the level of fulfillment decreases the level of dissatisfaction rises tremendously.

Hostel facility, location of the institute, transportation facility, website restrictions and Wi-Fi campus are having less value for the Extent of Dissatisfaction. So as the level of fulfillment of these parameters decreases there is low rise in level of dissatisfaction.

.Data Analysis of Male Students of the Three Management Institutes

The data was collected through the 84 male students from K.B.P.I.M.S.R, V.P.I.M.S.R and D.R.K.C.C.

The table 5 shows that majority of the attributes are classified under One Dimensional. Library staff behavior, Communication development facilities and Syllabus completion in time are the parameters in which there are more than one attributes which are having higher percentage. So these are categorized under more than one Kano attribute category.

Computers with fast internet connection, latest software

and well furnished seminar hall parameters are categorized under Must be attributes. Wi-Fi campus and English communication development program parameters are categorized under Attractive attributes. These parameters when fulfilled will create tremendous satisfaction. The thirteen Indifferent attributes are having low influence or non considerable influence on the satisfaction level.

The Extent of Satisfaction when indicates high positive value, student satisfaction will increase tremendously when the parameters are fulfilled. The low value of Extent of Satisfaction indicates the satisfaction of students will be less increased due to fulfilling the parameters.

Journals availability, Management festivals, books availability, case studies & live projects, Wi-Fi campus, English communication development programs these parameters are having high value of Extent of Satisfaction. So these parameters are having high influence on the satisfaction level and can increase satisfaction level in tremendous amount. Website restrictions, vehicle parking space and syllabus completion in time are the parameters which are having low value of Extent of Satisfaction.

The high value of Extent of Dissatisfaction indicates student satisfaction level will decrease tremendously if these are not provided. The low value of Extent of Dissatisfaction indicates as the level of fulfillment of these parameters decrease there will be less increase in student dissatisfaction.

Books availability, computers with fast internet connection, library staff behavior, qualified staff, GD & co-curricular activities and well furnished seminar hall are the parameters which are having high value for the Extent of Dissatisfaction.

Location of the institute, hostel facility, transportation facility, guest lectures, English communication development program, Wi-Fi campus and website restrictions are the parameters which are having low values for the Extent of Dissatisfaction.

Comparison between Genders for the Responses to the Questions

Table 6: Mean value of Responses for Functional and Dysfunctional

Table 6 shows the responses of male students do not differ much from the responses of female students for both functional as well as dysfunctional questions.

Hypothesis Testing

The set hypothesis is tested using Independent sample t test.



Table 5: Kano Attributes Analysis for Male Students

(n=84)

Sr.	Parameter Name	Parameter No.	Maximum response for any Kano attribute	Maximum % of that Kano attribute	Kano category	Extent of Satisfaction	Extent of Dissatisfaction
1	Books availability	1	44	52.38	O	0.62	-0.76
2	Journals availability	2	31	36.90	O	0.65	-0.57
3	Library Staff behavior	3	28	33.33	M&O	0.44	-0.67
4	Reading room availability	4	25	29.76	O	0.49	-0.60
5	Computers with fast internet connection	5	30	35.71	M	0.49	-0.72
6	Wi-Fi campus	6	29	34.52	A	0.61	-0.37
7	Website restrictions	7	31	36.90	I	0.22	-0.38
8	Latest software	8	22	26.19	M	0.48	-0.52
9	Statistical packages for research	9	24	28.57	I	0.55	-0.43
10	Communication development facilities	10	26	30.95	O&I	0.55	-0.45
11	Campus interviews	11	32	38.10	O	0.58	-0.60
12	Interview preparations	12	27	32.14	O	0.55	-0.55
13	Corporate exposure	13	29	34.52	O	0.60	-0.58
14	English communication development programs	14	32	38.10	A	0.61	-0.37
15	Aptitude improvement	15	25	29.76	I	0.54	-0.42
16	Alumni associations	16	32	38.10	I	0.42	-0.41
17	Institute Brand name	17	30	35.71	O	0.55	-0.51
18	Management festivals	18	32	38.10	O	0.63	-0.55
19	Case studies & live projects	19	29	34.52	O	0.62	-0.49
20	Counseling facilities	20	25	29.76	I	0.43	-0.48
21	Guest lectures	21	33	39.29	I	0.45	-0.37
22	Anti ragging cell	22	26	30.95	I	0.43	-0.56
23	Canteen facility	23	26	30.95	O	0.56	-0.56
24	Transportation facility	24	36	42.86	I	0.46	-0.36
25	Medical first aid facility	25	24	28.57	O	0.54	-0.51
26	Fee installment facility	26	28	33.33	O	0.51	-0.56
27	Location of institute	27	29	34.52	I	0.47	-0.34
28	Hostel facility	28	33	39.29	I	0.42	-0.34
29	Well furnished classrooms	29	30	35.71	O	0.52	-0.61
30	Well furnished seminar hall	30	32	38.10	M	0.42	-0.64
31	Well furnished auditorium	31	26	30.95	O	0.46	-0.57
32	Recreational facility	32	31	36.90	O	0.56	-0.61
33	Vehicle parking space	33	28	33.33	I	0.32	-0.48
34	Gymnasium facility	34	26	30.95	I	0.52	-0.49
35	Qualified staff	35	28	33.33	O	0.54	-0.65
36	Syllabus completion in time	36	26	30.95	M&O	0.40	-0.62
37	Seminar presentation	37	21	25.00	I	0.50	-0.49
38	GD & co-curricular activities	38	33	39.29	O	0.56	-0.65

(Source: Field data)

Comparison between Genders for the Responses to the Questions

Table 6:

Mean value of Responses for Functional and Dysfunctional Questions

Sr.	Parameter	Mean
1	Functional question mean for Female	1.67
2	Functional question mean for Male	1.73
3	Dysfunctional question for Female	4.30
4	Dysfunctional question mean for Male	4.26

(Source: Field data)

Table 7 :

Independent sample 't' test for the various requirements and gender

Sr.	Parameter	t-test for Equality of Means		
		T	df	Sig. (2-tailed)
1	One Dimensional and Gender	2.826	48	.007
2	Attractive and Gender	-.128	2	.910
3	Must be and Gender	---	---	----

Note: Must be parameters are insufficient to calculate 't' test.

Hypothesis: Preferences for Kano Attributes and Gender

H1- The preferences for Attractive requirements, One Dimensional requirements and

Must be requirements has not uniform preference from students of both genders.

Table depicts the 't' value, degree of freedom and 'P' value for the various requirements and gender. The 't' value for the One Dimensional and Gender is 2.826 with 48 degree of freedom having 'P' value 0.007 which is significant (less than 0.05). So the Null hypothesis is rejected.

Also the 't' value for the Attractive and Gender is -0.128 with 2 degree of freedom having 'P' value 0.910 which is non significant (greater than 0.05). So the Null hypothesis is accepted.

FINDINGS

It has found that Case studies and live projects (32.95%), Well furnished seminar hall (29.55%) are Must be attributes and Guest lecture (32.95%) is Attractive attribute for the female students. Whereas Computers with fast internet connection (35.71%), latest software (26.19%) and well furnished seminar hall (38.10%) parameters are categorized under Must be attributes and Wi-Fi campus (34.52%) and English communication development program (38.10%) parameters are categorized under Attractive attributes by male students.

Management festivals, English communication development programs are having high capacity to increase satisfaction of students of both genders. Institute brand name, corporate exposure, campus interviews are most positive influential requirements to satisfy of female students. Whereas Journals availability, books availability, case studies and live projects, Wi-Fi campus are the most positive influencing requirements for satisfaction of the male students.

Books availability, computers with fast internet connection, GD and co curricular activities and qualified staff are having high capacity to dissatisfy the students of both genders. Campus interviews are having high influence to dissatisfy female students. Library staff behavior, well furnished seminar hall are having high capacity to dissatisfy male students.

SUGGESTIONS

As far as minimum expectations of the female students are concerned the Case studies and live projects, well furnished seminar hall parameters must be provided. Guest lecture are not expected by the female students but if provided will create tremendous satisfaction among them.

Computers with fast internet connection, latest software and well furnished seminar hall must be provided for the male students as these are taken for granted by them. Whereas Wi-Fi campus and English communication development program are not expected but should be

provided as they will tremendously increase satisfaction among them.

CONCLUSION

There is not much significant difference between the responses for the functional as well as dysfunctional questions from the different gender. The One Dimensional requirements are more in number. So the most requirements should be looked as satisfying parameters, more you fulfill them the more satisfied students will get. There are no uniform preferences for the One Dimensional requirements and there are uniform preferences for the Attractive requirements from the students of both genders.

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