

A KANO ANALYSIS OF B.B.A. STUDENT PREFERENCES TO MANAGEMENT INSTITUTES FOR POST GRADUATION

Bhola S. S and R. K. Nalawade*

Karmaveer Bhaurao Patil Institute of Management Studies and Research, Satara

*Gourishankar Institute of Management Sciences, Satara Maharashtra 41500

Corresponding Author: nalawade.rishikesh@gmail.com

ABSTRACT

Aim: To find out expectations of students of management having bachelor degree in management i.e. B.B.A. from the Management Institutes Catering MBA course. The expectations of the students with respect to various identities like academics, library, computer lab, infrastructure, administration etc. To identify and classify these expectations or requirements into Kano categories like Must be (M), One dimensional (O) and Attractive requirements (A) by using Kano Model. **Methodology:** 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 research is of diagnostic type and structured codified close ended schedule was used to collect required primary data from students pursuing MBA two years full time program from the Management Institutes which are affiliated to Shivaji University, Kolhapur, Maharashtra state of India and approved by AICTE, New Delhi, India. **Results:** The data from 59 students who are having BBA background were analyzed and the different requirements are classified under the various Kano categories. 24 out of 38 parameters are found to be categorized under One dimensional requirements. **Conclusion:** Institutes are suggested to influence student level of satisfaction positively by providing parameters viz. interview preparation measures, journals availability, statistical packages for research, books availability in library, campus interviews, qualified staff, group discussions and live project. **Keywords:** Dr. Kano, Management Institute, Kano Model, Must be requirement, One Dimensional requirement and Attractive requirement.

INTRODUCTION

In the days to come foreign universities are entering in India and going to pose the stiff competition for the Indian universities. This competition not only will be limited between foreign universities and Indian but will perforate to the Institutes. Previously there was huge demand for the Management degree holders in the organizations, the MBA degree was sufficient to grab the opportunities in the organizations. However these days the management degree is looked as just the prerequisite qualification for the employability (Hand Anthony, 2004 and Ching-Chow, 2005). 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 sheen. Also the number of increased Management Institutes resulted in stiff competition between Management Institutes for grabbing the attention of students for the admissions. So Indian Management Institutes must come up with the solutions to compete and satisfy the students so that these students can satisfy their employers. Institutes must align their goals and objectives with students and ultimately with the employers or companies to support with services to satisfy the students with quality teaching and learning environment. This can

be done by providing the market driven academic and career programs. First management institutes must know the student preferences towards the facilities provided by them. To attain this various research tools and techniques can be applied but researcher finds Kano model is most appropriate since the model facilitates scientific classification of parameters in four groups (Mazur, 2006 and Kumar, 2011). Kano model is of customer satisfaction model which can be used for product development has described the four requirements which are: 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.

MATERIAL AND METHODS

In this world of globalized education, the Management 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. 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. (Farah Merican, 2009). So for this the student expectations and their severity or effect on the satisfaction level need to be identified. Student satisfaction can be defined as the student's perception pertaining to the college experience and perceived value of the education received while attending an educational institution (Astin, 1993). 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 (Knox, 1993).

Esa Mangelaja and Tatu Hirvonen have found in study 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. A study performed in University of Bari, Italy, on student satisfaction by Luca Petruzzellis, Angela Maria D'Uggento and Salvatore Romanazzi by using the Kano model having different quality parameters segmentation like Attractive, One dimensional, Must be parameters etc. They have found and categorized the placement, leisure time, accommodation, international relations, language courses, online exam booking are attractive parameters. The Scholarship, Counseling, Internships, Educational offer, Internet access and refectories as one dimensional parameters. And tutoring, administrative services, contacts with staff/professors, libraries, teaching equipments, lecture halls, laboratories are categorized under

must be parameters. (Luca Petruzzellis, 2006) They have 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 Indian education industry, not only due to the threat of the foreign universities but also due to competition among the Institutes of same universities, the universities and Institutes should improve their quality of infrastructure and the quality of services they offer. Present study is important to find out student preferences for the parameters for assisting the Management Institutions to attract the students by focusing the parameters which are desirable by students. Kano model is basically developed to identify must be, one dimensional and attractive parameters. To sustain in the expectations of the students and the organizations every institute is trying their level best. The students of B.B.A. are having exposure to management and management institute so their expectations from the management institute and M.B.A. course climb up. To fulfill these expectations institutes must come up with their best in infrastructure, academics, administration etc. 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). However, the enrollment of students has a direct relationship with the satisfaction of the students from the MBA course and Institute. To get maximum enrollment of students, Institutes are using different means but still no Institute is having the perfect formula to lure the students. This current problem put forth many issues to address like expectations of the students from the Management education and Institutes, most preferred or least preferred requirements or facilities of the Management Institutes, satisfying or dissatisfying requirements or facilities of the Management Institutes, employability improvement measures etc. This study is set to find out factors influencing satisfaction of students (who are having B.B.A. degree) from the MBA course and Institute. The study has used diagnostic research design and inferential approach to collect needed quantitative data. Structured codified close ended Schedule was used to collect required primary data. For the study, the population was finite and sampling units were taken the students (having B.B.A.) pursuing M.B.A. 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 sample was taken using the convenient sampling method (Table 1).

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 2)

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

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

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

This extent just shows that how much the requirement is having the influence on the level of satisfaction or dissatisfaction. Higher the extent value, higher the influencing power. For extent of dissatisfaction negative sign just indicates the opposite of satisfaction i.e. dissatisfaction.

RESULTS AND DISCUSSIONS

The Table 3 shows the tabulation of parameter and its Kano attribute category, extent of satisfaction and extent of dissatisfaction. Through analysis it has found that one parameter is classified under the must be parameter, 24 parameters are categorized under the one dimensional parameters, three parameters are found to be attractive and seven found to be under the indifferent parameter category. So it is evident that most parameters are found to be one dimensional. As the level of fulfillment of one dimensional parameter increases there is proportionate increase in level of satisfaction of students. Well furnished seminar hall is a must be parameter and it represents minimum expectations of the students from the management institute. So this should be provided by institutes to stop the students for being getting dissatisfied. Corporate exposure, case studies and live projects, guest lecture are the attractive parameters. These parameters are not expected but if fulfilled will create tremendous satisfaction among the students.

Alumni associations, counseling facilities, anti ragging cell, transportation facility, location of

institute, hostel facility and vehicle parking space are categorized under the indifferent parameter category. These parameters are not having much impact on the level of satisfaction (Table 3). The extent of satisfaction is found higher for the corporate exposure (0.76), statistical packages for research (0.75), interview preparations (0.71) and journals availability (0.68). The extent of satisfaction is low for the website restrictions (0.22) and anti ragging cell (0.36). So these parameters are having least influence on the satisfaction. The extent of dissatisfaction is high for the books availability (-0.79), campus interviews (-0.76), qualified staff (-0.73), group discussion and co-curricular activities (-0.72). The extent of dissatisfaction is low for the Wi-Fi campus (-0.31), website restrictions (-0.34) and guest lecture parameters (-0.34).

CONCLUSION

The M.B.A. students who are from B.B.A. background are taking granted that management institutes will provide the well furnished seminar hall with audio visual facilities. Corporate exposure, guest lecture, case studies and live projects can create tremendous satisfaction among the students if these are fulfilled. Institutes are suggested; to influence B.B.A. background student level of satisfaction positively the parameters with high extent of satisfaction and high extent of dissatisfaction can be provided like interview preparation measures, journals availability, statistical packages for research, books availability in library, campus interviews, qualified staff, group discussions and live project.

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Table 1. Demographic Profile of Sample

Institute	B.B.A. graduate respondents
K.B.P.I.M.S.R. Satara	15
V.P.I.M.S.R., Sangli	21
D.R.K.C.C., Kolhapur	23
Total	59

(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	It must be that way	I am neutral	I can live with it	I dislike it
Functional question How do you feel if the college has Business Standard newspaper?	I like it that way	Q	A	A	A	O
	It 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)

Table 3. Data analysis of students

Sr	Parameter Name	Parameter No.	Kano Category	Extent of Satisfaction	Extent of Dissatisfaction
1	Books availability	1	O	0.54	-0.79
2	Journals availability	2	O	0.68	-0.53
3	Library Staff behavior	3	O	0.44	-0.68
4	Reading room availability	4	O	0.51	-0.58
5	Computers with fast internet connection	5	O	0.59	-0.69
6	Wi-Fi campus	6	A & I	0.59	-0.31
7	Website restrictions	7	R	0.22	-0.34
8	Latest software	8	O	0.54	-0.58
9	Statistical packages for research	9	O	0.75	-0.51
10	Communication development facilities	10	O	0.56	-0.47
11	Campus interviews	11	O	0.64	-0.76
12	Interview preparations	12	O	0.71	-0.53
13	Corporate exposure	13	A	0.76	-0.47
14	English communication development programs	14	O	0.66	-0.45
15	Aptitude improvement	15	O	0.64	-0.53
16	Alumni associations	16	I	0.42	-0.41
17	Institute Brand name	17	O	0.64	-0.58
18	Management festivals	18	O	0.66	-0.68
19	Case studies & live projects	19	A	0.53	-0.42
20	Counseling facilities	20	I	0.50	-0.38
21	Guest lectures	21	A	0.49	-0.34
22	Anti ragging cell	22	I	0.36	-0.50
23	Canteen facility	23	O	0.59	-0.68
24	Transportation facility	24	I	0.44	-0.41
25	Medical first aid facility	25	O	0.56	-0.51
26	Fee installment facility	26	O	0.54	-0.63
27	Location of institute	27	I	0.49	-0.36
28	Hostel facility	28	I	0.43	-0.36
29	Well furnished classrooms	29	O	0.51	-0.68
30	Well furnished seminar hall	30	M	0.47	-0.66
31	Well furnished auditorium	31	O	0.54	-0.69
32	Recreational facility	32	O	0.52	-0.53
33	Vehicle parking space	33	I	0.47	-0.40
34	Gymnasium facility	34	A & I	0.59	-0.39
35	Qualified staff	35	O	0.56	-0.73
36	Syllabus completion in time	36	O	0.54	-0.68
37	Seminar presentation	37	O	0.58	-0.64
38	GD & co-curricular activities	38	O	0.58	-0.72

(Source: Field Data)
