

Estimation Of Factors Influencing Students' Preference For B-School –Application Of Kano Model

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Abstract

India has around 5500 B-School in operation. 1, 90,143 candidates appeared for Common Admission Test Examination (CAT). So it's important to understand the factors influencing the satisfaction of the students by meeting the expectation. This paper aims to understand the factors that influence student's satisfaction using Kano Model and the attributes were classified into Must Be (M), One Dimensional (O), Attractive (A), Indifferent (I) and Reverse(R). The survey was conducted amongst 500 students perusing management programs from different B-Schools at Pune, India. The response was collected through well-structured questionnaire containing functional and dysfunctional questions from the respondents.

Key Word: B-School, Factors, Kano Model, Preference, Pune

Introduction

Education is essentially a service. The key characteristics of academic service are perishability, inseparability, intangibility and variability. Both public and private B-Schools provides the management education. Students have lot of options while selecting a B-School. Lot of foreign universities also are planning to setup their B-School in India. Therefore, there will be stiffer competition even for filling the capacities. The supply is more than demand. As of now, around 4, 00,000 students are graduating from around 5500 B-Schools in India. 1,90,143 candidates appeared for Common Admission Test Examination (CAT) in 2021. Employability gap is the major reason for management graduates un-employability in the organization. The students instead of possessing mere educational qualification should possess practical skills like ability to handle pressure, integrity, motivation,

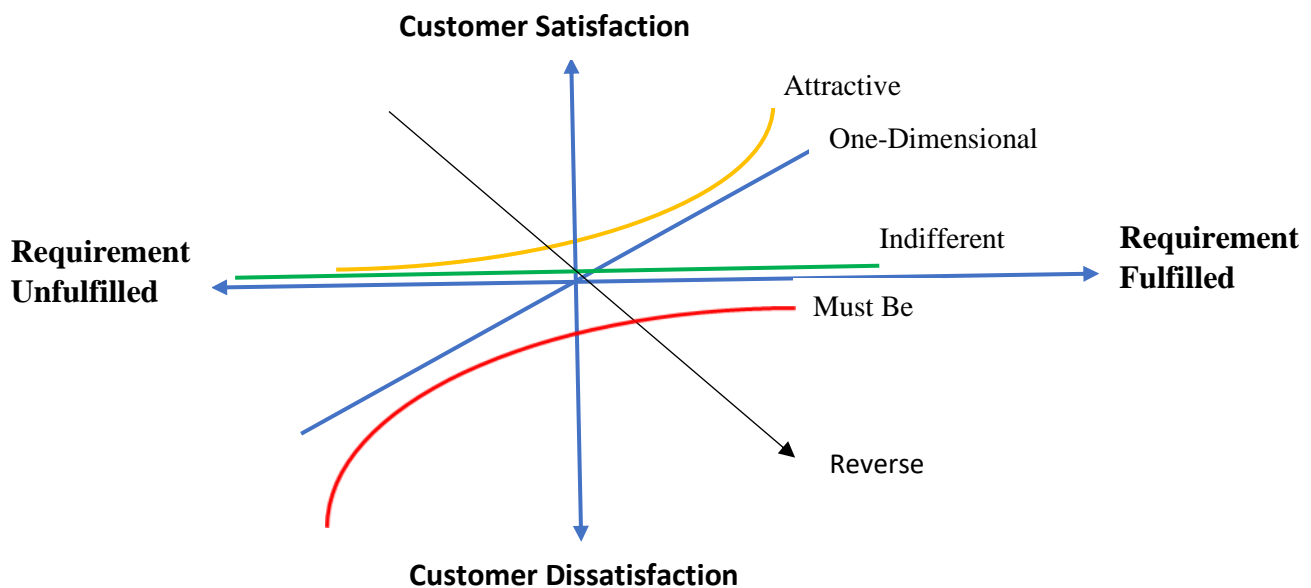
professionalism and taking initiative. The course is expensive and there is no guarantee of a well-paid job in this economic condition. Therefore, B-Schools have to satisfy the students with quality teaching and learning environment. Students have be provided with market driven carrier oriented management program. As compared to developed countries like UK and USA, research conducted on educational industries more specifically on B-School student's satisfaction and requirements are less. More research are required to be conducted as the degrees like MBA and PGDM offered by B-Schools are the most sought-after courses among various graduate students irrespective of their stream like arts, commerce and science. Present study tries to find out the students satisfaction in terms of five dimensions like Academic, Economic, Industry Institute Interface, Service Facility and Visibility. These five dimensions contains 25 attributes. The sample size is 500 students

perusing management program, selected by convenience sampling method from different B-Schools at Pune, India.

Prof. Noriaki Kano developed Kano Model in 1984, which classify the attributes of a product or service into five categories. The categories are as follows:

Theory of Kano Model

Figure I. Kano Model



(Kano et al., 1984)

Must-Be Quality (M):

These are all vital attributes of a product. If it is not there, definitely the customers will be dissatisfied which ultimately results into rejection of the product. However, if these attributes are there, they may not influence the customer to go for the product.

One-Dimensional Quality (O):

These are the attributes responsible for lot of satisfaction because of its presence and creates lots of dissatisfaction because of its absence. The customers explicitly demand these requirements.

Attractive Quality (A):

These are the attributes generally delights the customers. Presence of these attributes results

in to lot of satisfaction but absence of these attributes does not create any dissatisfaction. These are the attributes used as differentiator by the marketer from the competitors and act as a competitive advantage for the marketer.

Indifferent Quality (I):

Customers are neutral to these attributes. Availability or non-availability of these attributes are not going to have any impact on customer satisfaction and dissatisfaction. Marketers should avoid these attributes.

Reverse Quality (R):

Lower the degree of fulfilment of these attributes higher the satisfaction and vice versa.

Question (Q):

Customers are not going to express the attributes clearly.

Review of Literature

Globalization and digital revolution enhances the student's expectation. Lot of competition are there not only due to foreign university and B-Schools but also from Indian Universities and B-Schools. Therefore, onus lies with the B-Schools to find out the factors, which influences the student satisfaction and the case of dissatisfaction as well. Richins, 1983 found that, once a customer is satisfied with the product or service, he regularly buys the product and spread the positive word of mouth to others which creates new customers whereas negative word of mouth leads to the subsiding the customers. Oliver, 1993 described satisfaction as perception of pleasurable accomplishment of a service. Customer's satisfaction with the product or service offers competitive advantage for the organizations across the sectors (Parasuraman, 1997). Aldridge & Rowley, 1998 opined that good quality education enhances the learning and satisfaction. Oldfield & Baron, 2000 reported that cohesive and positive environment among the students, staff members and teachers of the institute provides a positive learning environment. Several research has been conducted to estimate the student satisfaction. B-School has to identify the factors responsible for attracting and retaining the students (Elliott & Healy, 2001). Elliott & Healy, 2001 found that campus climate, instructional effectiveness and student centeredness have lot of influence on student's satisfaction level. A study conducted using a model of loyalty with quality at the University of Germany by Henning-Thurau et al., found that the quality teaching and emotional bonding towards the institution is responsible for student's loyalty. Elliott & Shin, 2002 reported Student's satisfaction as their disposition of subjective evaluation of the experience and outcomes at the institute. University image has significant influence on student's satisfaction as found by Palacio et al.,

2002 during their study at a Spanish University. DeShields et al., 2005 have applied Herzberg's two-factor theory for identifying the determinants of satisfaction of the students with education. They found that performance of the faculty and classes determines the quality of the institution and influences satisfaction. They also found that loyalty of students towards their alma mater is dependent on business skills, career progress and cognitive skills gained by the students. Case Discussion, courses with current trends and live projects influences student's positive college experience (Virk & Isani, 2005). Schools in India are facing lot of challenges for survival because of rapid increase in the number of institution (Virk & Isani, 2005). Mai, 2005 revealed that determinants of satisfaction of student are accessibility of IT facilities, expertise of the teachers and their interest on the subject, impression of the quality education and overall impression of the college or university. Factors like course administration, teaching methods and teaching staff are the important factors influences the student satisfaction and responsible for students showing loyalty to the university as revealed by Navarro et al., 2005 during their survey on the Spanish University students. Douglas et al., 2006 reported that branding of the university and reputation, campus life, flexible curriculum, independence and student growth and development are the critical factors affecting student's satisfaction in higher education. Hill & Alexander, 2006 stated that faculty's role in the institute is the critical factor in shaping the perception of students about quality education. Petruzzellis et al., 2006 studied the satisfaction of student of University of Bari and categories the attributes to different category. The administrative service, contacts with staff/professors, lecture halls, libraries, teaching equipment and tutoring fall in Must- Be category. Counseling, internet access, internship, scholarship fall in One-Dimensional category. Accommodation, international relation, leisure time and placements fall in Attractive category. Arambewala & Hall, 2008 found seven factors

like accommodation, economic, education, image, social; safety and technology are significant parameters for student satisfaction. Maddox & Nicholson, 2008 found four dimensions of B-School student's satisfaction, which are quality of advising (QA), quality of computer resources (QCR), quality of educational and intellectual outcomes (QEIO) and quality of school climate (QSC). The B-School providing quality education will survive in the scenario (Butt & Rehman, 2010). Fredrickson, 2012 indicated that curriculum up-gradation, faculty support and instructional approaches predominantly influence student's satisfaction at the institute. Purgailis & Zaksas, 2012 found that faculty quality influences the content received by the student and subsequently maximizes the satisfaction. They also emphasize on the testing of the knowledge in terms of conversion of theoretical concepts to real world business applications. They found that presence of administrative staff support might not enhance the student satisfaction but absence results into dissatisfaction. A study conducted by Hussain, 2013 on student's satisfaction in universities in Pakistan and found that sports and transportation have significant impact but students are indifferent towards accommodation facility. Mazumder, 2013 studied the student's satisfaction among public and private universities in Bangladesh and found that the satisfaction level of students of private universities are higher as compared to the students of public universities. Shah et al., 2013 found that student's satisfaction enhances when the institute's environment comprises of small group of friendly people. Quality of infrastructural facilities, teaching quality and use of technology are the key determinants of student's satisfaction as reported by Wilkins & Balakrishnan, 2013. Bezuidenhout & De Jager, 2014 reported that institutions of higher learning should provide safe and secure environment for education and enjoyment for student's satisfaction. They also found that institution should support in developing essential skills and fostering intellectual growth so that students can face the

challenges in the globalized world. They have divided the total facilities into two i.e academic (Class room, IT Lab, Library) and Non-academic (Hostel, Socio cultural activities and Sports) facilities.

Research Problem

“Differentiate or Die” .This is the mantra for survival for B-Schools. B-Schools are interested to enhance the quality of education for survival. However, it attracts a colossal amount to invest. So B-Schools require good number of students to enroll. Student satisfaction plays pivotal role in selecting a B-School. B-Schools use different formula to attract students. However, nothing is perfect. Therefore, the current problem is to identify the expectation of prospects for B-School. We have to categorize the attributes, which gives highest satisfaction and highest dissatisfaction as well. Many are skeptic about whether the B-School focuses more on industry institute interface to make the prospect employable and prepare as future corporate citizen. The requirements are unending. The present study is an attempt to gauge the expectation of prospects and categorize the attributes by applying Kano Model into Must Be (M), One Dimensional (O), Attractive (A), Indifferent (I) and Reverse(R). The priority of B-School will be $M > O > A > I$. B-Schools should avoid or offer less of the attributes, which falls in Reverse(R) category.

Methodology

Research was carried out to categorize the attributes for selecting a B-School using Kano Model.

Dimensions of Attributes for selecting a B-School: The researcher tries to study and assess the attributes for selecting a B-School from five Dimension. The dimensions are Academic, Economic, Industry Institute Interface, Service Facility and Visibility.

A. Academic: It contains all the attributes pertaining to the academic requirements of

prospects from a B-School. Out of 25 attributes, 5 attributes such as Communication Skill Enhancement, GD, Aptitude, Interview Preparation, Latest Software for Research, Qualified Faculty and Timely Completion of Syllabus were studied under this dimension.

B. Economic: It contains the entire attribute pertaining to economic aspect of - School. 3 out of 25 attributes such as Fee Instalment Facility, Return on Investment (ROI) and Tuition Fee were studied under this dimension.

C. Industry Institute Interface: It contains the entire attribute related to Industry linkage of B-School. 2 out of 25 attributes such as Corporate Exposure and Live Projects were studied under this dimension.

D. Service Facility: It contains all the attributes pertaining to service facilities provided by B-School. 12 out of 25 attributes such as Auditorium, Canteen, Counselling, Doctor Availability, Gymnasium, Hostel, Library, Placement Assistance, Transportation, Vehicle Parking, Well Furnished Class Room and Wi-Fi Campus were studied under this dimension.

E. Visibility: It contains all the attributes related to visibility and branding of the B-School. 3 out of 25 attributes such as B-School Ranking, Brand Name and Location were studied under this dimension.

Kano Model is used to assess the attributes that influence student's choice decision and classify student's requirements to enhance the perception of the B-School. Following methodology were undertaken to conduct the survey and collect the data for assessing and

classifying the attributes for selecting a B-School.

It is important to identify and classify the attributes for selecting a B-School. A large number of attributes, which are crucial from student satisfaction point of view, were identified from different literature and researcher's experience. These are presented in the questionnaire. Response were collected by administering questionnaire to 500 students perusing management education in Pune. The respondents were finalised by random sampling method. The questionnaire contains 3 sections namely Section "A", Section "B" and Section "C". Section "A" contains all information related to demography of the respondent. Section "B" contains Kano Model Questionnaire related to all the 25 attributes and Section "C" contains attribute rating scale, a scale of 1 to 10. The respondents were asked to give their rating of each attribute where 10 being most important and 1 being least important. Kano Model questionnaire is unique which contains a pair of questions namely functional and dysfunctional for each attribute to determine and classify its category. Functional questions generally designed in a positive manner and dysfunctional questions generally designed in a negative manner for each attribute. Both functional and dysfunctional question has five options namely (i) Like, (ii) Must be, (iii) Neutral, (iv) Live with and (v) Dislike. The respondents were asked to choose one option each from functional and dysfunctional question. In the present study, we have taken 5 dimensions with 25 attributes. A sample of both functional and dysfunctional question, which are used in the questionnaire is illustrated below in Table I.

Table I. Example of Functional and Dysfunctional Question

Functional Question	Response
1 a. Qualified Faculty are available	1. Like
	2. Must be
	3. Neutral

	4. Live with
	5. Dislike
Dysfunctional Question	Response
1b. Qualified Faculty are not available	1. Like
	2. Must be
	3. Neutral
	4. Live with
	5. Dislike

The questionnaire was discussed with few respondents to avoid confusion. The questions

were revised and tested again, where confusion raised.

Table II. Kano Evaluation Table

Customer Response		Functional				
		Like	Must be	Neutral	Live With	Dislike
Dysfunctional	Like	Q	R	R	R	R
	Must be	A	I	I	I	R
	Neutral	A	I	I	I	R
	Live With	A	I	I	I	R
	Dislike	O	M	M	M	Q

In Kano Evaluation Table (Table II), the response of the respondents decides the category of attribute like M-Must Be, O-One-Dimensional, A-Attractive, I-Indifferent, R-Reverse, Q-Question. For example, the response for a particular attribute is “Like” for functional and “Dislike” for dysfunctional question, the attribute will be categorized as O i.e One-Dimensional. Based on the response given by the respondents, the classification of attributes were done by following methods

I. Coefficient -Based Attribute Classification Method: This method

II.

suggests two coefficients, namely Satisfaction Coefficient (SC) and Dissatisfaction Coefficient (DC). Satisfaction Coefficient (SC) = $(A+O)/(A+O+M+I)$ which varies from 0 to 1 and Dissatisfaction Coefficient (DC) = $(M+O)/(A+O+M+I)*(-1)$ which varies from -1 to 0. Overall Satisfaction Coefficient (OSC) = $SC+DC = (A-O)/(A+O+M+I)$ which varies from -1 to +1. Different attributes were classified based on Satisfaction and Dissatisfaction Index as described in Table III.

Table III. Coefficient-Based Attribute Classification

Satisfaction Coefficient(SC)	Dissatisfaction Coefficient(DC)	Category
< 0.5	≥ 0.5	Must-Be
≥ 0.5	≥ 0.5	One-Dimensional
≥ 0.5	< 0.5	Attractive

< 0.5	< 0.5	Indifferent
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III. Comparison-Based Attribute Classification Method: This method of classification explains that for an attribute if summation of the frequency of M, O, A is greater than the summation of the frequency of I, R, Q, then the attribute is classified among M, O, A which is having highest frequency amongst them. If summation of the frequency of I, R, Q is greater than the summation of the frequency of M, O, A then the attribute is classified among I, R, Q which is having highest frequency amongst them. If summation of (M, O, A) and summation of (I, R, Q) are same, then the attribute is classified based on the priority order $M > O > A > I$.

IV. Frequency-Based Attributes Classification Method: This method of classification is based on the frequency of response. Classification of a particular attribute is based on the maximum frequency of response (M, O, A, I, R, Q).

Category Strength (CS) and Total Strength (TS) are the two measurements of attributes

introduced by Lee and Newcomb in 1997. CS is the difference of the percentage of response between highest category and next highest category. Example: Suppose for an attribute "M" is the highest category having 55.5% and "O" is the next highest category having 15.5%. Then $CS = 55.5\% - 15.5\% = 40$. TS is the total percentage of response in the three category like Must-be (M), One-dimensional (O) and Attractive (A). Example: Suppose for an attribute "M" is 35%, "O" is 25% and "A" is 15%. Then $TS = 35\% + 25\% + 15\% = 75\%$.

Data Analysis

Twenty-Five attributes for selecting a B-School were identified by summarizing relevant literatures and by taking reality into consideration, which contributes towards student's satisfaction. They broadly have 5 dimensions namely Academic which contains 5 attributes, Economic which contains 3 attributes, Industry Institute Interface which contains 2 attributes, Service Facility which contains 12 attributes and Visibility which contains 3 attributes. Responses from 500 respondents on 5 dimensions and 25 attributes are summarized and presented in Table IV.

Table IV. Dimensions and Attributes For Selecting a B-School

Dimension	Attribute	A	O	M	I	R	Q	Total Response
Academic	Communication Skill Enhancement	206	200	25	69	0	0	500
	GD, Aptitude, Interview Preparation	57	150	269	24	0	0	500
	Latest Software for Research	218	200	14	68	0	0	500
	Qualified Faculty	26	202	250	22	0	0	500
	Timely Completion of Syllabus	90	262	120	28	0	0	500
Economic	Fee Instalment Facility	120	182	110	88	0	0	500
	Return on Investment(ROI)	31	74	389	6	0	0	500
	Tuition Fee	11	20	19	60	390	0	500
	Corporate Exposure	17	193	269	21	0	0	500

Industry Institute Interface	Live Projects	11	140	300	49	0	0	500
Service Facility	Auditorium	298	137	22	43	0	0	500
	Canteen	29	190	260	21	0	0	500
	Counselling	200	18	22	260	0		500
	Doctor Availability	49	221	176	54	0	0	500
	Gymnasium	287	142	25	46	0	0	500
	Hostel	205	148	55	92	0	0	500
	Library	33	123	323	21	0	0	500
	Placement Assistance	57	174	210	59	0	0	500
	Transportation	240	2	5	253	0	0	500
	Vehicle Parking	210	19	9	262	0	0	500
Visibility	Well Furnished Class Room	25	145	251	79	0	0	500
	Wi-Fi Campus	46	271	162	21	0	0	500
	B-School Ranking	115	289	54	42	0	0	500
Visibility	Brand Name	42	245	172	41	0	0	500
	Location	228	44	9	219	0	0	500

Category, Satisfaction Coefficient (SC), Dissatisfaction Coefficient (DC), Overall Satisfaction Coefficient (OSC), Category

Strength (CS), Total Strength (TS) and Attribute Strength are estimated and presented in Table V.

Dimension	Attributes	Category				SC	DC	OSC	CS	TS	Attribute Strength
		Coefficient Based	Comparison Based	Frequency Based	Overall						
Academic	Communication Skill Enhancement	A	A	A	A	0.81	-0.45	0.01	1.2	86.20	7.03
	GD.Aptitude,Interview Preparation	M	M	M	M	0.41	-0.84	-0.19	23.8	95.20	9.03
	Latest Software for Research	A	A	A	A	0.84	-0.43	0.04	3.6	86.40	7.08
	Qualified Faculty	M	M	M	M	0.46	-0.90	-0.35	9.6	95.60	9.01
	Timely Completion of Syllabus	O	O	O	O	0.70	-0.76	-0.34	28.4	94.40	8.59
Economic	Fee Instalment Facility	O	O	O	O	0.60	-0.58	-0.12	12.4	82.24	8.29
	Return on Investment(ROI)	M	M	M	M	0.21	-0.93	-0.09	63	98.80	9.32
	Tuition Fee	I	R	R	R	0.28	-0.35	-0.08	66	10.00	1.81
Industry Institute Interface	Corporate Exposure	M	M	M	M	0.42	-0.92	-0.35	35.2	95.80	9.64
	Live Projects	M	M	M	M	0.30	-0.88	-0.26	32	90.20	9.41
Service Facility	Auditorium	A	A	A	A	0.87	-0.32	0.32	32.2	91.40	7.44
	Canteen	M	M	M	M	0.44	-0.90	-0.32	14	95.80	9.11
	Counselling	I	I	I	I	0.44	-0.08	0.36	12	48.00	3.91
	Doctor Availability	O	O	O	O	0.54	-0.79	-0.34	9	89.20	8.26
	Gymnasium	A	A	A	A	0.86	-0.33	0.29	29	90.80	7.05
	Hostel	A	A	A	A	0.71	-0.41	0.11	11.4	81.60	7.63
	Library	M	M	M	M	0.31	-0.89	-0.18	40	95.80	9.74
	Placement Assistance	M	M	M	M	0.46	-0.77	-0.23	7.2	88.20	9.24
	Transportation	I	I	I	I	0.48	-0.01	0.48	2.6	49.40	5.25
	Vehicle Parking	I	I	I	I	0.46	-0.06	0.38	10.4	47.60	5.09
Well Furnished Class Room	Well Furnished Class Room	M	M	M	M	0.34	-0.79	-0.24	21.2	84.20	9.57
	Wi-Fi Campus	O	O	O	O	0.63	-0.87	-0.45	21.8	95.80	8.16
	B School Ranking	O	O	O	O	0.81	-0.69	-0.35	34.8	91.60	8.02
Visibility	Brand Name	O	O	O	O	0.57	-0.83	-0.41	34.6	91.80	8.71
	Location	A	A	A	A	0.54	-0.11	0.37	1.8	56.20	6.02

Findings

The category of attributes were estimated by Coefficient, Comparison and Frequency based method and overall category of all 25 attributes were decided. All the attributes were found to be in the same category in all the three methods except Tuition Fee, which is falling in indifferent category in Coefficient based method but falls in reverse category in Comparison and Frequency based method. As out of three methods it falls in reverse category in two methods, so overall category will be reverse only. Out of 25 attributes, 9 attributes like GD, Aptitude, Interview Preparation, Qualified Faculty, Return on Investment (ROI), Corporate Exposure, Live Projects, Canteen, Library, Placement Assistance and Well Furnished Class Room are in Must be, 6 attributes like Timely Completion of Syllabus, Fee Instalment Facility, Doctor Availability, Wi-Fi Campus, B-School Ranking and Brand Name are in One dimensional, 6 attributes like Communication Skill Enhancement, Latest Software for Research, Auditorium, Gymnasium, Hostel and Location are in Attractive, 3 attributes like Counselling, Transportation and Vehicle Parking are in Indifferent and 1 attribute like Tuition Fee is in Reverse category. Attribute strength of all 25 attributes were calculated by summing all the response (in a scale of 0 to 10) of 500 respondents and dividing 500 are also presented in Table 5. Attributes like Corporate Exposure (9.76) and Qualified Faculty (9.61) are most important in must be category. Attributes like Brand Name (8.71) and B-School Ranking (8.42) are most important in one-dimensional category. Attributes like Auditorium (7.74) and Hostel (7.68) are most important in attractive category. All the three attributes of indifferent category like Counselling (5.91), Transportation (5.25) and Vehicle Parking (5.09) are having low strength. Attribute like Tuition Fee (1.72) is having the lowest strength, which falls in reverse category.

Conclusion

Word of Mouth publicity of the B-School by the stakeholders like students and companies participating for campus placement create an impact on prospect's perception and plays a vital role in building the brand image of the B-School. The Kano Model used to categories the attributes for selecting a B-School. Broadly, attributes are divided into 5 dimensions and 25 attributes. Out of 25 attributes, 9 attributes are of Must-Be Category, 6 are of One-Dimensional category, 6 are Attractive Category, 3 are of Indifferent Category and 1 is of Reverse Category. The priority order will be $M > O > A > I$. As reported by Kano, I will be A, A will be O and O will be M subsequently over the product life cycle. By using this model, B-Schools can priorities the attributes and try to fulfil all Must Be quality attributes specifically GD, Aptitude, Interview Preparation, Qualified Faculty, Return on Investment (ROI), Corporate Exposure, Live Projects, Canteen, Library, Placement Assistance and Well Furnished Class Room. Attributes should be competitive enough in One Dimensional category such as Timely Completion of Syllabus, Fee Instalment Facility, Doctor Availability, Wi-Fi Campus, B-School Ranking and Brand Name. Attractive Category like Communication Skill Enhancement, Latest Software for Research, Auditorium, Gymnasium, Hostel and Location should be given importance in B-Schools to delight the students. Marketer should not invest in additional functions as it's found to be indifferent such as Counselling, Transportation and Vehicle Parking. Tuition Fee found to be reverse category. Tuition fee is the vital sources of funding for a Private B-School. The cost of getting good faculty is very high. Therefore, the B-Schools should judiciously fix the Tuition Fee. The Kano Model allows to find out the answer to the question "What makes the student of a B-School Satisfied". It has concluded that attributes plays a vital role in the student's satisfaction and B-School selection. So the attributes should be considered prudently based on the priority.

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