CHAPTER VI

SUMMARY OF THE FINDINGS

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**Introduction**

Karnataka is a recognized learning and education hub from the last fifteen to twenty years. Karnataka is known for its world-class higher educational institutions such as Indian Institute of Science, Indian Institute of Management, National Institutes of technology (formerly Regional Colleges of Engineering), T A Pai Institutions etc. Undergraduate courses such as engineering, medicine, pharmacy, business management have attracted lakhs of students from all over India.

The growth in MBA courses is very high in the past decade. There are seven Universities, more than 100 University affiliated colleges and nearly 30 Autonomous B-Schools offering MBA courses in Karnataka today. The state has attracted many B-Schools from other parts of India such as Wellingker Institute of Management, Mumbai, Amity Business School, Noida, Symbiosis Institute of Management Pune, Xaviers Institute of Management and Entrepreneurship, Bhubaneshwar, ICFAI Business School, Hyderabad etc.

The mushroom growth of private B-Schools has raised doubts regarding the quality of education rendered in B-Schools in Karnataka. Literature review revealed that very few studies have been carried out in the area of quality in management education in India. Therefore, a comprehensive study is undertaken to identify the dimensions of quality in a B-School. Quality has been studied from the perspectives of three different stakeholders: students, faculty and recruiters with an objective of suggesting a model to capture and measure the different dimensions of quality in a B-School.

This has been done to provide insights for the future course of action to be followed by B-School top managements’ and policy makers for improving accreditation guidelines and ensuring quality control.
No comprehensive study has been done in India and Karnataka in particular to study the quality practices in B-Schools and to develop a model through which the quality of a B-School can be measured in a holistic way. This study has incorporated the perceptions of all important stakeholders of a B-School: Students, faculty, recruiters and heads of departments of B-Schools.

An empirical study is undertaken to understand quality practices in B-Schools in Karnataka taking a sample size of 568 students of B-Schools, 145 faculty teaching in B-Schools and 191 recruitment executives and managers from the corporate. The major findings of the study are listed below.

6.1 Findings from the Study

A field survey was conducted to study the quality of management education in B-Schools in Karnataka. Accordingly 568 students of B-Schools, 140 faculty teaching in B-Schools and 190 recruitment executives and managers from the corporate covering all major B-Schools in Karnataka are surveyed.

6.1.1 Demographic Findings: B-School Students (Respondent Group I)

1. The sample comprises of near equal proportions of the three types of B-Schools in Karnataka (Inference-1)

The total sample size of students is 568 students. Of which, 32.7 percent were studying in Autonomous B-Schools, 32.2 percent were studying in University Departments and 35 percent in Private Colleges Affiliated to Universities (Table 4.1). The sample has been tested for normality and found normal. The sample is a true representation of the population.
2. There is a significant difference in the age - group composition of students across the different types of B-Schools (Inference-2)

   Maximum number of students of Autonomous B-Schools, University Departments and Private Colleges Affiliated to Universities belonged to the age group of “21-23 years”, followed by the age group of “24-25 years”. While University Departments have 7 percent of students in the age group of “26-27 years”, Autonomous B-Schools have 4.9 percent of students in the age group of “Above 30 years” (Table 4.2).

3. The three types of B-Schools have similar distribution with respect to gender (Inference- 3)

   The gender distribution in the sample; Male students constitute 65 percent, 63 percent and 74 percent in Autonomous B-Schools, University Departments and Private Colleges Affiliated to Universities respectively. The percentage of female students is 35 percent, 37 percent and 26 percent respectively in Autonomous B-Schools, University Departments and Private Colleges Affiliated to Universities (Table 4.3).

4. There is a significant difference in the course fee range across the three types of B-Schools i. e. Autonomous, University Departments and Private Colleges Affiliated to Universities in Karnataka (Inference- 4)

   Out of the total sample size of 185 Autonomous B-Schools, 55 percent of B-Schools the course fee was between 4.1 to 6 lakhs. 39 percent of B-Schools course fee was between 2 to four lakhs. Out of the total sample size of 183 University Departments 100 percent of the University Departments the course fee was below 2 lakhs. Out of the total sample size of 198 Private Colleges Affiliated to Universities, 69 percent the course fee was between 2.1 to 4 lakhs, 19 percent was between 4.1 and 6 lakhs and 11 percent was less than 2 lakhs. Therefore it is observed that in University Departments the course fee was lowest (less than 2 lakhs). In Autonomous B-Schools and Private Colleges Affiliated to Universities, the course fee was between 2.1 to 4 lakhs and 4.1 to 6 lakhs (Table 4.4).
5. The sample distribution has an adequate representation from the different universities of Karnataka (Inference- 5)

Out of the total sample of 372, University Departments and Private Colleges Affiliated to Universities 28 percent was Visvesvaraya Technological University, 25 percent was Karnataka University, 24 percent was Bangalore University, 9 percent was Mysore University and both Gulbarga and Mangalore Universities were 7 percent each (Table 4.5).

6. The three types of B-Schools admit students through different qualifying examinations in Karnataka (Inference- 6)

In Autonomous B-Schools, 56 percent of B-Schools admit students through MAT, 44 percent through CAT examinations.100 percent of University colleges admit students through PGCET. In Private Colleges Affiliated to Universities, 60 percent admit students through PGCET, 33 percent through MAT and 7 percent through KMAT (Table 4.6).

7. The three types of B-Schools differ in their admission criteria (Cut-off percentage) in the qualifying examinations in Karnataka (Inference- 7)


In University Departments, the range “CAT: 81-85, MAT: 601-650, PGCET/KMAT: 500-1000” is 39 percent. The range “CAT: 86-90, MAT: 651-700, PGCET/KMAT: 250-500” is 28 percent. The next range “CAT: 76-80, MAT: 551-600, PGCET/ KMAT: 1000-2000” is 19 percent.
In Private Colleges Affiliated to Universities, the range “CAT: 81-85, MAT: 601-650, PGCET/ KMAT: 500-1000” is 26 percent. The range “CAT: 91-95, MAT: 701-750, PGCET/ KMAT: 100-250” is 19 percent and “CAT: 86-90, MAT: 651-700, PGCET/ KMAT: 250-500” is 17 percent.

Thus While Autonomous B-Schools predominantly admit students from range 3 and 4, University Departments and Private Colleges Affiliated to Universities admit students from range 4 (Table 4.7).

8. The composition of students based on their undergraduate course is quite different across the three types of B-Schools in Karnataka (Inference-8)

Autonomous B-Schools have a maximum percentage of B.E graduates, University Departments have maximum percentage of B. Sc graduates and Private Colleges Affiliated to Universities have maximum percentage of B. Com graduates (Table 4.8).

6.1.2 Demographic Findings: B-School Faculty (Respondent Group II)

9. The composition of faculty based on their undergraduate course is quite different across the three types of B-Schools in Karnataka (Inference-9)

Autonomous B-Schools have a maximum percentage of faculty having B. E graduation, University Departments have maximum percentage of faculty having B. A graduation and Private Colleges Affiliated to Universities have maximum percentage of faculty having B. A graduation.

In Autonomous B-Schools, 40 percent of the faculty have qualified in the B.E course followed by 34 percent in B. Sc and 17 percent in B.A.

In University Departments, B.A is 57 percent and B.Com is 16 percent. In Private Colleges Affiliated to Universities, B.A is 32 percent and B.E is 28 percent (Table 4.9)
10. **The composition of faculty based on their postgraduate course is quite different across the three types of B-Schools in Karnataka (Inference-10)**

   Though all three types of B-School faculty are having maximum percentage in MBA, the percentage varies from 92 percent in University Departments and 54 percent in Autonomous B-Schools

   In Autonomous B-Schools 54 percent of faculty have MBA as their postgraduation, followed by M.Com with 40 percent. In University Departments 92 percent of faculty have MBA as their postgraduate degree. In Private Colleges Affiliated to Universities MBA is 82 percent followed by M.Com: 15 percent (Table 4.10).

11. **The composition of faculty based on their M. Phil course is quite different across the three types of B-Schools in Karnataka. University Departments have highest number of faculty with an M. Phil in Management (Inference-11)**

   Out of 140 faculty sampled, 80 have M. Phil qualification. In Autonomous B-Schools, 52 percent of faculty have M. Phil in Commerce and 48 percent have M. Phil in Management. In University Departments, 100 percent of faculty have M. Phil in Management. In Private Colleges Affiliated to Universities, 79 percent of faculty have an M. Phil in Management and 14 percent have an M. Phil in Commerce (Table 4.11).

12. **The composition of faculty based on their Ph.D. course is quite similar across the three types of B-Schools in Karnataka (Inference-12)**

   Out of the total sample of 140 faculty, 72 have doctoral degree. In Autonomous B-Schools and University Departments, 100 percent of faculty have Ph.D. in Management. In Private Colleges Affiliated to Universities, 92 percent of faculty have an Ph.D in Management and 8 percent have an Ph.D in Commerce (Table 4.12)

13. **The composition of faculty based on their industry work experience is different across the three types of B-Schools in Karnataka (Inference-13)**

   Out of the total sample of 140 faculty, 106 have industry work experience. In Autonomous B-Schools 45 percent of faculty have industry experience of “1-5” years, 41
percent have “6-10” years industry work experience and 7 percent have “16-20” years and “> 20” years industry work experience. In University Departments, 95 percent of faculty have industry work experience of “1-5” years and 5 percent have “6-10” years. In Private Colleges Affiliated to Universities, 59 percent of faculty have industry work experience of “1-5” years, 21 percent have “6-10” years, 8 percent have “11-15” and “> 20” years and 4 percent have “16-20” years work experience in industry (Table 4.13).

14. The composition of faculty based on their teaching work experience is different across the three types of B-Schools in Karnataka (Inference- 14)

In Autonomous B-Schools 51 percent of faculty have teaching work experience of “1-5” years, 43 percent have “6-10” years teaching work experience and 6 percent have “> 21” years teaching work experience. In University Departments, 62 percent of faculty have teaching work experience of “6-10” years, 19 percent have “1-5” years and 14 percent have “11-15” years. In Private Colleges Affiliated to Universities, 41 percent of faculty have teaching work experience of “6-10” years, 31 percent have “1-5” years, 18 percent have “11-15” and 7 percent have “16-20” years and 3 percent “> 21” years work experience in teaching (Table 4.14)

15. The composition of faculty based on their administrative work experience is similar across the three types of B-Schools in Karnataka (Inference- 15)

Out of the total sample of 140 faculty, only 45 have administrative work experience. In Autonomous B-Schools 57 percent of faculty have administrative work experience of “1-5” years 43 percent of faculty have “6-10” years of administrative experience. In University Departments, 64 percent of faculty have administrative work experience of “1-5” years and 36 percent have “6-10” years. In Private Colleges Affiliated to Universities, 79 percent of faculty have administrative work experience of “1-5” years, 10.5 percent have “6-10” and “16-20” years each (Table 4.15).
6.1.3 Demographic Findings: Recruiting Companies of B-Schools (Respondent Group III)

16. The composition of recruiting companies in relation to the number of employees is different across the various sectors in Karnataka (Inference- 16)

Table 4.16 indicates the cross tabulation of nature of business and number of employees in the recruiting companies. Out of the total sample of 190 companies, 100 percent of companies in the consulting sector had “<100” employees.

In the BPO and KPO sector 74 percent had “101-10000” employees, 17 percent had “<100” employees and 9 percent had “10001- 20000” employees. In the IT Services sector, 54 percent had “<100” employees, 38 percent “10001-20000” employees and 8 percent had “101-10000” employees. In the Manufacturing sector, 83 percent had “<100” employees and 17 percent had “101-10000” employees. In the Financial services sector, 100 percent of companies had “<100” employees. In the retail sector, 100 percent of companies had “10001-20000” employees. In the Media sector, 100 percent of companies had “101-10000” employees and in the “Others” category 100 percent of companies had “<100” employees (Table 4.16).

17. The different sectors of the industry recruited different number of B-School graduates in Karnataka with IT sector recruiting the highest followed by BPO and KPO sectors in the year 2006-2007 (Inference- 17)

Out of the total sample of 190 companies, In the Consulting sector 84 percent of companies recruited “<100” B-School graduates and 16 percent recruited between “101-500” B-School graduates. In the BPO and KPO sector 83 percent companies recruited “<100” B-School graduates, 17 percent had “101-500” B-School graduates in the year 2006-2007. In the IT Services sector, 55 percent companies recruited “<100” B-School graduates, 45 percent “101-500” B-School graduates in the year 2006-2007. In the Manufacturing sector, 83 percent recruited “<101” B-School graduates, 17 percent each recruited “101-500” B-School graduates in the year 2006-2007.In the Financial services sector, 50 percent of companies had recruited “<100” B-School graduates and 50 percent
of companies had recruited between “101-500” B-School graduates in the year 2006-2007. In the retail sector, 100 percent of companies had recruited “101-500” B-School graduates in the year 2006-2007. In the Media sector, 100 percent of companies had recruited “<100” B-School graduates and in the “Others” category 100 percent of companies had recruited “101-500” B-School graduates in the year 2006-2007 (Table 4.17)

18. The companies which have been in business for lesser number of years have recruited more number of B-School graduates than companies which have been in business for longer periods in Karnataka (Inference-18)

The total sample size is 190 companies. The companies which have recruited B-School graduates in 2006-2007 in the “<100” range: 64 percent of companies have been in business between “1-10” years, 26 percent of companies “11-20” years and 10 percent of companies “21-30” years. The companies which have recruited B-School graduates in 2006-2007 in the “101-500” range, 60 percent have been in business between “1-10 years”, 17 percent “11-20” years and 23 percent between “21-30” years. The companies, which have recruited B-School graduates in 2006-2007 in the “501-1000” range, 100 percent have been in business between “11-20” years (Table 4.18).

19. The companies which are medium sized in terms of turnover have recruited maximum number of B-School graduates in 2006-2007 in Karnataka (Inference-19)

Of the total sample size of 190 companies, 167 gave information regarding annual turnover. The companies which have turnover in the range of “<100” crores: 49 percent of companies have recruited B-School graduates in the range “<100”, 51 percent in the range “101-500” B-School graduates. The companies which have annual turnover of “101-5000” crores, 64 percent have recruited B-School graduates in the range “<100”, 36 percent have recruited “101-500” B-School graduates. The companies, which have annual turnover in the “5001-10000” range, 100 percent have recruited in the range “<100” B-School graduates. The companies, which have annual turnover in the “16000-20000” range, 100 percent have recruited in the range “<100” B-School graduates. (Table No: 4.19).
6.2 Study Findings: Perceptions of B-School Students
(Respondent group I)

The analysis and interpretation of the B-School student survey data revealed the following findings:

01. B-Schools in Karnataka consist of Autonomous B-Schools, University Departments and Private Colleges Affiliated to Universities (Inference 1 and 2)

Cluster analysis (Tables: 5.1, 5.2, 5.3, 5.4 and 5.5) revealed these three major types of B-Schools. In step 1: Hierarchical Cluster analysis has revealed a four cluster solution, the largest difference is between stage 560 and 559 (675.287-637.248=38.039). In Step 2: Quick Cluster Analysis revealed three major clusters in the sample. They are Cluster 1: Private Colleges Affiliated to Universities, Cluster 2: University Departments and Cluster 4: Autonomous B-Schools (Inference 2). The Chi-Square value is significant ($\chi^2 = 79.062, p= .000<.05$) indicating that the difference in the type of B-School and the different clusters is major. They all offer two-year full time MBA programmes. Many B-Schools offer certificate courses and short courses in different subjects such as retail management, international business etc.

02. Discriminant analysis is used to find out how the three types of B-Schools differ in their quality practices (Inference 3 and 4).

The most important discriminating variables are (Tables: 5.6, 5.7, 5.8 and 5.9, Chart 1): X-axis/ Function 1- A combination of top management philosophy towards policy, rigorous admissions process, industry interaction and appropriate pricing Y-axis/ Function 2- A combination of experiential learning, faculty research, final projects, relevance of brand, course duration and campus placement. University Departments have high scores on both functions. Autonomous B-Schools have low score on function 1 and highest score on function 2. Private Colleges Affiliated to Universities have low scores on both functions.

Through findings 1 and 2 we can conclude that the objective $O_1$: To understand, analyze and evaluate the existing quality practices at B-schools is achieved.

Objective $O_2$: To identify all the factors that influence the quality of a B-School and find out the determinants of quality. To find out the major determinants, different hypotheses
have been tested and proved significant. The hypotheses are Hypothesis H₂: Top Management Philosophy determines the quality of a B-School, Hypothesis H₃: Adopting Quality in processes, i.e., Teaching-Learning (includes student a participation in governance), Focus on Faculty development, Partnerships (includes industry interface) builds the quality of the B-School and Hypothesis H₇: Brand Equity predicts the perception of quality of a B-School.

03. Students of University Departments have rated the University Departments as the best in overall quality (Inference 5, 6 and 7)

Autonomous B-Schools have been rated as second best in quality by the students followed by Private Colleges Affiliated to Universities. Fourteen indicators of overall quality are used and Means Comparison Method, with Tukey’s post hoc test is used to determine the B-School type with best quality. (Table 5.10, 5.11 and 5.12)

6.2.1 Hypothesis Testing

1. The quality of management education is dependent on the quality of students enrolled in the B-School (Inference 9). H₁ is accepted (Table 5.13, 5.14).

1a. Quality of management education is dependent on the type of qualifying entrance examination used for admission to the MBA program of a B-School (Inference 10). Hypothesis H₁a is accepted (Table 5.15).

1b. Quality of management education is not dependent on the Score in the qualifying entrance examination used for admission to the MBA program of a B-School (Inference 11). Hypothesis H₁b is not accepted (Table 5.15).

1c. Quality of management education is dependent on students’ performance in Group discussion and Personal interview in the selection process used for admission to the MBA program of a B-School (Inference 12). Hypothesis H₁c is accepted (Table 5.15).

2. Top management philosophy determines the quality of a B-School (Inference 13). Hypothesis H₂ is accepted (Table 5.16, 5.17 and 5.18).
3. Adopting quality in processes builds the quality of a B-School (Inference 14). $H_3$ is accepted (Table 5.19 and 5.20).

3a. Adopting quality in the process: Teaching-learning builds the quality of a B-School (Inference 15). Hypothesis $H_{3a}$ is accepted (Table 5.21).

3b. Adopting quality in the process: Focus on Faculty Development builds the quality of a B-School (Inference 16). Hypothesis $H_{3b}$ is accepted (Table 5.21).

3c. Adopting quality in the process: Partnerships builds the quality of a B-School (Inference: 17). Hypothesis $H_{3c}$ is accepted (Table 5.21).

4. As majority of responses have agreed that placement record is the most important attribute of a B-School and t test has shown significance ($p=.000<.05$). For a student placement record is the most important attribute of quality of the B-School (Inference 18). Hypothesis $H_4$ is accepted (Table 5.22 and 5.23).

5. Brand Equity predicts the perception of quality of a B-School (Inference 19). Hypothesis $H_7$ is accepted (Table 5.24, 5.25 and 5.26).

### 6.2.2 Gaps Identified

1. The most important gap identified in the current quality practices of B-Schools is that **Companies prefer to recruit first from Autonomous B-Schools, second from Private Colleges Affiliated to Universities and third from University Departments** (Table 5.37, *Inference 30*) where as Students of University Departments have rated the **University Departments as the best in overall quality**. Autonomous B-Schools have been rated as second best in quality by the students followed by Private Colleges Affiliated to Universities (Table:5.12, *Inference 8*).

2. In Autonomous B-Schools, the students have rated the B-Schools as second best in overall quality, but the recruiters give first preference to recruit from Autonomous B-Schools. In University Departments, the students have rated the B-Schools as having the best overall quality but recruiters have given last preference to recruit from University Departments. In Private Colleges Affiliated...
to Universities, students have rated the B-Schools as least in overall quality where as recruiters have given second preference to recruit from Private Colleges Affiliated to Universities. The other gaps identified are: Faculty expectations are not met for all the twenty four parameters of quality in a B-School (Table: 5.27, Inference 20).

6.2.3 Study Findings: Expectations of B-School Students

The following are the major expectations of students regarding quality from a B-School: Top management must be ethical, faculty must have industry experience, students’ must be given conceptual as well as practical knowledge. Summer projects should have quality standards, live projects should be encouraged, a minimum of 4 lakhs/annum salary through campus placement, Brand equity of the B-School should always be maintained, teaching should be interactive and value based. Industry interactions should be at least once in a month, student satisfaction should not be ignored by top management, faculty satisfaction is essential for good learning, recruiter satisfaction plays a vital role, to show concern for society B-Schools must tie up with non governmental organizations (NGOs) and overall international quality standards should be maintained. \( O_4 \). To determine the students’ expectations of quality from B-Schools is fulfilled.

6.3 Study Findings: Perceptions and Expectations of B-School Faculty (Respondent Group II)

1. Faculty expectations are not met for all the twenty four variables of quality in a B-School (Inference 20) (Table 5.27)
2. The three most important expectations of faculty with respect to quality in B-Schools are Sponsorship for participating in seminars, Innovation in teaching should be encouraged and B-Schools should strive to build a good brand image (Inference 21). (Table 5.28). Objective \( O_5 \). To find out the faculty’s expectations of quality from B-Schools is achieved.
3. Three factors have emerged which can be used to measure expectations of B-School faculty, they are people management policies and course delivery, support for research, additional monetary benefits and two-way communication, career enhancement and quality of incoming students, performance appraisal and brand image (Inference 22 and 23). Exploratory factor analysis is used to group the factors of faculty expectations. (Table 5.29 and 5.30).

6.4 Study Findings: Perceptions and Expectations of B-School Recruiting Companies
(Respondent group III)

1. Recruiters’ expectations are not met for all the thirteen variables out of seventeen, indicating that recruiters’ expectations of quality are higher than their perceptions i.e. current quality in B-Schools (Inference 25). (Table 5.33)

2. The most important expectations of recruiters from B-School students are Basic skill sets, Application based skill sets, Media Presence of B-School and previous hiring experience, employees’ inputs and teaching and expected salary (Inference 26 and 27) (Table 5.34 and 5.35). This scale can be used to measure expectations of recruiters from B-Schools. O₆. To elucidate the Corporate (recruiters’) expectations of quality from B-Schools is achieved. Exploratory factor analysis is used to group the factors of recruiter’s expectations.

3. The structured interview with B-School deans and directors revealed that a measure for quality in B-Schools should be holistic. It should incorporate all different dimensions of quality. The parameters of quality include teaching-learning, faculty enhancement, innovative and visionary top management etc. Emphasizing on only placement related activities is not the correct way of defining quality in a B-School (Inference 28).
Conclusion

The findings of this study are very significant for all the stakeholders of B-Schools: students, faculty, recruiters, regulatory bodies and top management of B-Schools. Various gaps have been identified with respect to quality of education rendered in B-Schools in Karnataka. The set hypotheses are proved, indicating that the seven quality determinants are very important in building the quality of B-School education. The expectations of all major stakeholders have not been met by the B-Schools.