Chapter 2
DE JARGONIZING QUALITY OF MANAGEMENT EDUCATION-
THEORETICAL CONCEPTS

The main aim of this chapter is to provide the following concepts

2.1 Quality
2.2 Service Quality
2.3 Quality of Education
2.4 Quality of Management education
2.5 Quality of management education in India and in Pune City

2.1 Quality

Education quality is a controversial concept in research. Indicators of quality may differ from organization to organization. (Fuller, 1986). Services marketing perspective and existing theory implies different approaches to quality. The perpetual improvement cycle is significant to increase the quality awareness by involving all stakeholders and to emphasize more on standard for learning, education and quality development. (Stracke, 2010). (Grönroos, C, 2001) compared traditional marketing models to service marketing models, stating that the most important characteristic of services is the fact that services are processes, not things. In this context, he described the development of the perceived service quality concept.

Many researchers reviewed and empirically found out the method of measuring service quality more efficient than SERVQUAL, wherein, the gap between expectation and perception on many criteria was evaluated. (Rapert et.al, 2004) emphasized on Qualitative and quantitative methods to explore meaning of quality in students’ selection and evaluation of an MBA program. The meaning of quality is expectations of students from education sector. The study indicated that students give importance to issues beyond classroom teaching. According to Juran, J. M., & Gryna, F. M.s handbook, 1988 Quality is oriented to cost and it is all about being free from deficiencies.
(Reeves, C. A., & Bednar, 1994) discussed quality in future research by analyzing definition of quality over another. Quality of a product is defined and can be measured. Service quality is characterized by intangibility, heterogeneity and inseparability. Understanding service quality must comprise of characteristics of service which are intangibility, heterogeneity and inseparability, (Parasuraman et al, 1985; Ladhari, 2008).

2.2 Service quality

Service quality is more elaborate and complicated in comparison to product quality because service is intangible (Parasuraman et al., 1985). They measured service quality with ten dimensions namely access, communication, competency, courtesy, credibility, reliability, responsiveness, security, tangibles and understanding customer are ten dimensions to service quality. Same approach was adopted in higher education by (Gronroos, 2001). (Brown et al., 1993) found an alternative method for measuring service quality to have favorable psychometric properties and to be more efficient than SERVQUAL.

Tremendous attention is grabbed on service quality from both academicians and practitioners (Negi, 2009) and over the time period literature of services marketing defines service quality as the complete valuation of a service by the customer (Eshghi et al., 2008). Service quality can be defined as the difference between customer’s expectation for service performance prior to the service encounter and their perception of the service received. Service quality means value (Cronin & Taylor, 1992). Quality development is situation based. Comparison of expectation with performance is done in service quality and to meet expectation of customers is quality. (Parasuraman et al., 1985)

A service firm has no products, it is featured by process consumption and not outcome consumption (Groonos, 2001). In the similar manner to know the dimensions of the education sector it has to be experienced. Service quality is a combination of functional and technical quality.
(Mahapatra & Khan, 2007) constructed a scale “EduQUAL” in their studies and found the significant dimensions as personality, responsiveness, learning outcomes, academics and development.

The Gap model of service quality was developed by (Parasuraman, et al,1985) and more recently described in (Zeithaml & Bitner, 2000). They have identified in their model four specific gaps leading to an overall gap between customers expectations and perceived service with respect to reliability, responsiveness, assurance, empathy, and tangibles. (Rust & Zahorik,1993) provided a mathematical framework for assessing the value of customer satisfaction.

(Kotler, 2008) considered the education industry, as a service industry wherein quality of service varies on timely basis and is perishable in nature, the service consumption is prompt in education sector. (Brown & Harold, 1993). (Sahney et al, 2006) built a framework featuring quality in education and established linkages between the customer (students) requirements and education. The gaps between perceptions and expectations were studied by few researchers using interpretive structural equation modeling a path analysis to test independent and dependent variables by quality function deployment. Also, by doing structural equation modeling (SEM) path analysis they described linkage between independent significant variables and quality of education. (Brady & Cronin, 2001) found that the service quality construct conforms to the structure of a third-order factor model that ties service quality perceptions to distinct and actionable dimensions: outcome, interaction, and environmental quality. In turn, each has three sub dimensions that define the basis of service quality perceptions contributing to improved service quality perceptions.

2.3 Quality of education

The higher education sector too, has undergone major changes throughout the world which led to increased competition for institutions in this sector. Due to the intensification of globalization, competition and professionalism in the corporate world, management education, occupies a major role in students career.

Quality of education cannot be assessed by one indicator. The seven models providing a conceptual framework on quality of education was proposed by (Cheong Cheng, &
Ming Tam, 1997). (Doherty, 2008) debated about quality in education in universities and schools and suggests that a clearer understanding across the education system of the scope and purpose of quality for continuous improvement. (Doherty, 2008) debated about quality in education in universities and schools and suggested that a clearer understanding across the education for better embedded and more effective continuous improvement.

(Stracke, 2010) discussed quality development as a long term process which covers analysis, design, realisation, evaluation, and continuous improvement of the quality in an organization. (Cheong Cheng & Ming Tam, 1997) suggested quality of education as a controversial concept. Students as stakeholders may have their own definition of quality (Sax, 2004). (Garvin, 1984) has compared and differentiated TQM (total quality management) and TQE (total quality education) in service models with quality education. Many studies consider education as process and the input and output of institution for defining quality of education (Sahney et al, 2010). (Scrabec, 2000) based on benefits on quality education attributes has explained total quality education model. It reveals student satisfaction the result of a total quality education approach. Various researchers like (Sahney et al, 2010) and (Mahapatra & Khan, 2007) have tested service quality in higher education institutions from services perspective.

2.4 Quality of management education
In management education, quality has become a requirement and present situation requires total quality management. (Srikanthan & John, 2004) India needs to rethink about the management education and effort should be made to sustain high quality of education. Management education is one of the most common choices of the youth. Quality management education is very significant for the survival and sustainability of institutions in the industry. (Cornesky, 1991) offered a concise approach to the various theories of total quality management (TQM).

Management education is a service. Quality of management education as service comprises of many dimensions or factors. (Punia & Kundu, 2005) stated that the quality of management education is constitutes of eight vital factors curriculum, admission procedure, industry academia interaction, placement facilities, infrastructure, faculty development, pedagogy and student clientele”. (Manimala, 2006) mentions
quality of management education has multiple dimensions and should continuously improve. Total quality management is very significant in higher education for upgrading the system and maintaining high quality, consequently students get prepared for the market place. (Soni, Chaubey & Rayan, 2000). (Oza and Parab, 2012) attempted to identify the characteristics, challenges and elements which is a must for the quality management education in India and to find out the ways for total quality management in the present management education system by studying education, management, pillars, quality.

The current MBA programme in the country majorly caters to two categories of students. The first category includes students who aim to acquire a job in the managerial domain in the industry. This forms a major percentage of the students. The second category covers students who wish to embark on the path of entrepreneurship, starting their own venture or business or run and existing business. While the present MBA curriculum, which is designed by experts, looks to take in its fold a wide range of topics to fulfil the expectations of students of both categories.

(Ghoshal, 2005) argued that academic research related to the conduct of business and management has had some very significant and negative influences on the practice of management. The parameters of measuring quality of education varies from one institute to the other, but it is very important to set up high standards for the same. (Rana, 2009). (Ghoshal, 2005) argued that academic research related to the conduct of business and management has had some very significant and negative influences on the practice of management (Srikanthan & Dalrymple, 2004), proposed a model which has “transformative” approach to bring about a fundamental change in students’ understanding. While evaluating management education on different parameters, the satisfaction of students as stakeholders is of utmost importance. Also, whether the career aspirations are met based on the skills acquired is a concern. (Taylor & Baker, 1994) assessed relationship between service quality and customer satisfaction and suggested that consumer satisfaction is best described as moderating the service quality/purchase intention relationship.
2.5 Quality of management education in India and in Pune City

Global management education has seen multiple challenges in the recent past. Various scholars (Pfeffer & Fong, 2004; Ghoshal, 2005; Toole, 2005) have highlighted different conflicting reasons for postgraduate management education in the becoming challenging. Students as stakeholders are putting pressure on management institutions to adopt quality practices for having positive effect in the long run. Globalization has influenced and changed businesses and their functioning in India. Education sector, specifically MBA education is going through paradigm shifts in education sector.

The changes in the worldwide business scenario are exceptional and will remain so in the coming decades, with the beginning and the influence of new technologies for the information and awareness. In a knowledge based economy, as knowledge becomes more important, so does higher education (World Bank/OECD, 2006).

Management education in India has not grown in an evolutionary manner but is facing challenges witnessed by other management institutes world over. “Changes in the world economy, global financial meltdown and criticism from academia and management and has put the business education at crossroads” (Datar, Garvin & Cullen, 2010). India is ahead of all other countries in the world and the number of management education has grown drastically in last few decades. (Kotler, 2008).

Management education in India has immensely grown for more than six decades. In India every state wants to encourage management education. Maharashtra is one of the leading states. It is a matter of concern that management institutions are not able to meet the expectation of MBA students with respect to quality of management education. (Datar, Garvin, Cullen, 2010) Quality education can be enhanced with quality management institutes delivering high quality managers. India can make remarkable development and can help students to be efficient future managers India needs to focus on developing strategies for better management education. Management institutes need to focus on producing quality managers. The increasing demand for MBA in India has resulted in increase of institutes offering such education. (Dayal, I., 2002) However, the quality of education offered in many institutes is seriously being discussed by students. MBA students should be competitive and creative. This can be attained by sustaining quality of management education.
Apart from IIM Autonomous institutes permitted by AICTE there are numerous deemed and state universities delivering management education. Management education is imparted by University/department colleges, Open universities, AICTE permitted management institutes, Department of Management in Indian Institute of Technology, non affiliated private universities and Indian Institute of Management.

The importance of management education is also revealed in the Global Competitiveness Index by the World Economic Forum. However, the quality of education is an issue (Jagadeesh, 2000) and there are a number of challenges for management institutes. (Manimala,2006) has reviewed the status of Management Education in India and found that management education is discussing in a cost-quality vicious cycle.

Upto 1970’s the on an average number of institutes set up was four and the average annual addition went up to 40 times in last 40 years. (Bowonder & Rao, 2004). Management education in the situation of the present economic and financial crisis. Skilled Indian managers are in demand and is undergoing change. Entire structure needs to be re examined along with content, purpose and pattern of management Education.

(Burton & Dunn, 2005) believed increase in the quality of management education has great potential in the 21st century. AICTE approved many management colleges but the decreasing quality has of management colleges has a negative impact on credibility of AICTE though NBA (National board of accreditation) is there as benchmarking system. (Gupta et.al, 2003).They have discussed pedagogy, placement, faculty development, students quality, infrastructure and admission process to measure quality in management education.

(Jagadeesh,2000) stated demand for postgraduate education in management shows an increasing trend. However, the quality of management education is seriously being debated by students as stakeholders and prospective employers as recruiters. But the quality improvisation appears to be minimal resulting in no improvement in quality.
According to the regulator of management education in India, the All India Council for Technical Education, the increase in numbers has been the maximum in the case of management programmes as compared to any other post graduate stream. Parameters discussed by (Pearson & Rao, 2006) for perpetual quality enhancement are branding, leadership, global admissions, accreditation and curriculum.

MBA is considered to be a prompt return on investment. Along with growth what is important is the concern towards quality of education. In India, growing pace of management institutes has raised a serious debate on quality (Jagadeesh, 2000; Palety, 2009) raised the issue on delivery of quality education.

Pune is recognized as an academic center of national repute. The other concern is the whether the hike in fees is justified & necessary and how it will affect the quality of management education.

Many MBA Colleges in Pune offer quality MBA education to MBA admission seekers from all over India. Pune is a leading MBA education Destination. Being the seventh metro Politian city and seventh per capita income city, it is one of the leading cities in India showing remarkable growth in management education.

Table No.2.1 Summary of DE jargonizing Quality of Management Education-theoretical concepts

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