PROJECT DISSERTATION REPORT

ON

FACTORS INFLUENCING THE CHOICE DECISION TOWARDS MBA PROGRAM

Submitted By

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(2k17/MBA/075)

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CERTIFICATE

This is to certify that the dissertation report titled "**Factors Influencing the Choice Decision towards MBA Program**" is a bonafide work carried out by **Mr. Saket** of **MBA 2017-19** and submitted to Delhi School of Management., Delhi Technological University, Bawana Road, Delhi-42 in partial fulfillment of the Requirement for the award of the Degree of Masters of Business Administration.

Signature of Guide   **Signature of Head(DSM)**

                                                             Seal of Head

Place:

Date:

-DECLARATION

I, SAKET, student of MBA 2017-19 of Delhi School of Management, Delhi Technological University, Bawana Road, Delhi – 42, hereby declare that the dissertation report "**Factors Influencing the Choice Decision towards MBA Program**" submitted in partial fulfillment of Degree of Masters of Business Administration is the original work conducted by me.

The information and data given in the report is authentic to the best of my knowledge.

This report is not being submitted to any other University, for award of any other Degree, Diploma or Fellowship.

PLACE: SAKET

DATE:

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Lastly, I would like to thank God for giving me the skills and the patience because of which this project was made possible.

Saket

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List of Abbreviations

S No.	Abbreviated Name	Full Name
1	MBA	Masters in Business Administration
2	SPSS	Statistical Package For Social Sciences
3	AICTE	All India Council for Technical Education
4	HEI	Higher Education Institution
5	GMAC	Graduate Management Admission Council

Executive Summary

The purpose of this study was to investigate the factors that influence one's perception to pursue an MBA program. The motivational factors that are involved in a person's decision making process of selecting MBA program. The factors that are studied are cultural factors, social factors, personal factors, psychological factors and other factors. The study serves as a basis for the future growth of education industry especially in post graduate professional course MBA.

The primary objective of the research was "factors influencing the choice decision towards MBA program". The study was carried out on 104 respondents who were selected using Convenient Sampling from different region. A self-designed questionnaire was the main instrument of data collection. For the purpose of data analysis, SPSS and Factor analysis technique were used to support the hypothesis testing. Hypotheses were formulated to study the main objectives of the study. Chapter one highlights the above mentioned topics.

Literature Review in present study is based on the research findings of earlier study. Chapter two is associated with literature review related to the factors that motivate the people to pursue MBA.

Data presentation and analysis is done in chapter three which covers the statistical analysis on data collected using the research instrument. Analysis of the data was carried out using both MS Excel and SPSS (Statistical Package for Social Sciences) to understand the Factors Influencing Choice Decision towards MBA Program. The chapter covers data presentation on the basis of demographics like age and gender. It also covers interpretation of descriptive statistics followed by hypothesis testing for 104 cases.

The major findings in chapter four recollect the various phases of the study. A summary of the research with the main findings has also been presented. Research contributions of study have been listed. Limitations of the study have been pointed out in this chapter.

Recommendations in chapter five include that some suggestions must be given based on the Analysis and findings of the study. These suggestions are aimed at improving some features and factors that must be adopted by Institutions to attract more students. Finally, the chapter throws light on directions for future research.

CHAPTER 1

INTRODUCTION

1.1 OVERVIEW

In recent years, according to trend reports from both the Association for the Advancement of Collegiate Schools of Business and the Graduate Management Admissions Council, the number of students enrolled in full-time, AICTE-accredited MBA programs has been, until 2012, flat or, in many cases, shrinking, while enrolment in other graduate business programs has been on the rise. Lifestyle and cultural shifts, as well as the health of the economy, are likely reasons for diminishing enrollment, but business schools themselves should accept some of the blame for sagging enrollment.

Market fragmentation, program dilution, the creation of specialized graduate business degree programs, and ineffective marketing and branding programs appear to contribute to the problem.

Regardless of whether enrollments are rising or falling, it is important for business schools to employ effective marketing practices when promoting programs and, for the flagship program in particular, to create marketing messages by starting with the foundational question, "what motivating factors does our target market consider when determining whether and where to pursue the MBA degree?"

The factors prospective students consider in making a decision is not trivial information to be studied. The marketing messages and campaigns that may have "worked for years" no longer do. There is a plethora of competition, among public and private non-profit institutions as

well as national for-profit colleges. At the universities, its competition in the non-profit arena is often equipped with much larger marketing budgets. In the for-profit arena, the universities has faced with competitors that have national advertising campaigns, large marketing budgets, and more local staff recruiters who connect students with loans to support the educational endeavour. In addition, these for-profit schools often have less stringent entry requirements and may not require students to take standard admissions tests. Because of these challenges, marketers at programs must determine what matters to the target audience in order to craft effective strategic communications messages to recruit new students and hold on to market share as well as to tailor programs that student's desire.

Total enrollment (both full-time and part-time) in MBA programs in the India has been countercyclical with the Indian economy. When the economy was bad, unemployed workers with time on their hands flocked to business schools to pursue an MBA full-time in order to make themselves more attractive to future employers. At the same time, employed businessmen (and women) pursued part-time degrees to remain competitive in the workplace. As a result, enrollment in MBA programs rose during bad economic times, despite the expense of the program.

Shortly after the turn of the century through the early 2010s, however, business school administrators and marketers have been bewildered as enrollment remained flat or rose by relatively small percentages during a sharp economic downturn. According to Dailey, Anderson, Duffy, Krimm and Thomas (2006), applications to *Business Week's* Top 30 MBA programs dropped roughly 30 percent between 1998 and 2006, some seeing declines in excess of 50 percent. The Graduate Management Admissions Council, the organization that administers the test many business schools use to assess applicants' qualifications for

admissions, has been following the trend and, in its 2010 and 2011 reports, noted significant drops in both admissions and the number of people applying to take the entrance test (with the exception of China, where the number of test takers is on the rise). The organization publishes a preview report each fall; the 2012 report indicates that, for some universities, the downward trend did not continue this past year and that some saw improvements in *application volume* over the prior year, but that "fewer than half of each MBA program type reported increased volumes over 2011". Further, the report pointed out that growth in application volume was largely fuelled by "application gains among online/distance offerings" and that "45 percent [of all MBA programs] saw declines and 10 percent reported no change".

The *Wall Street Journal* noticed the GMAT reports and, in a September 13, 2011, article, reported "one-third of full-time MBA programs reported drops of more than 10 percent, according to the survey, which included 649 MBA and other business programs at 331 schools world-wide." And in academic literature, researchers Schlegelmilch and Thomas (2011) questioned the future of the program in their research titled, "The MBA in 2020: will there still be one?"

1.12 A Changing Target Market

The target market for the MBA is broad. For many public higher education institutions, the target market is comprised of adults who are at least a few years out of undergraduate programs. According to the 2012 GMAC Applications Trends survey, 57 percent of full-time MBA applicants have at least three years of work experience; for self-paced part-time MBA programs such as the one offered at the University of South Florida, this report shows that 66 percent of applicants have at least three years of work experience. The undergraduate

program in which they studied is irrelevant, as the broad-based MBA is not designed solely for business majors. While the prospective student's undergraduate major is unimportant, accreditation does matter as AICTE-accredited schools (and likely the vast majority of respected universities) only accept candidates with degrees from institutions accredited by the Southern Association of Colleges and Schools.

Educational background is not the only area that varies for this target. Today's target includes more dual-income married couples. Classrooms are becoming more equal in terms of gender. Many people, especially in large, metropolitan areas, work full-time and attend school part-time. Thus, some within the target market may not earn an undergraduate degree until their mid-to-late 30s. Thus, the MBA target classroom is a multi-generational one, comprised of people ranging from their early 20s to mid-40s, the variance depending on whether (or not) students choose to earn an undergraduate degree straight out of high school by attending college full-time and graduating in four years.

The 2012, the application Trends Survey reports that for full-time MBA programs, 63 percent of applicants are at least 26 years old; for the part-time self-paced MBA programs, 71 percent of applicants are at least 26 years old. Marital status, ethnicity, and gender are not primary considerations when defining the target market.

Business schools may have (likely in an effort to differentiate themselves) fragmented the market by offering a wide variety of specialized master's degree tracks as well as MBA-like and "MBA-light" programs. The following literature review includes a summary of key (sometimes called underlying) factors identified in previous studies.

1.13 A Change in the Perceived Value of the MBA

In recent years, it appears that the MBA is no longer considered a "special" degree and that, for many, there has been a significant drop in the perceived value of the program. A survey conducted by Accountemps and referenced by Rapert, Smith, Velliquette and Garretson (2004) found that 80 percent of top executives consider a graduate degree in business essential for rising to senior-level corporate positions.

Countless business schools use feature stories and video vignettes of happy, smiling alumni to illustrate how the lessons learned in the program helped the former students gain a promotion or "take my career to the next level." Hundreds of testimonials include the much-used cliché to say that success was just out of reach until attaining the MBA and its concomitant life and business lessons.

There is little question that the program has value, but there are mixed reviews over quality related to value. Regardless, when it comes to marketing the program to prospective students, what matters is the *perceived* value. In 1997, Goldgehn and Kane reported a drop in perceived value of the MBA, going so far as to state that business schools had lost their mystique, that the business market had become dissatisfied with the MBA product, and to note that there is growing distance between academia and mainstream business. They noted that subjects in their study felt the MBA had become "an average degree, nothing special" and wrote, "the majority felt there is less of a return on investment with an MBA than there used to be" (p. 18). Twelve years later, in an article in the mainstream publication *BusinessWeek (2010)*, DiMeglio opened a story on the difficulties of marketing graduate business programs by writing that the MBA program's reputation is in "tatters." Noting the rising costs, weakening programs, the fall of major business corporations led by MBA

graduates, the collapse of Wall Street, and academia's slow response to changing times, she wrote, "in some circles, [MBA degrees] constitute a negative brand: one that's associated with ethical lapses, business failures, and the causes of the financial times."

More recently, Nicholls, Harris, Morgan, Clarke and Sims (2011) wrote, "It is difficult to define what exactly constitutes an MBA degree because of the variety of product offerings". Nicholls et al. also pointed out that throughout the last two decades, the market has matured and, while prospective students in the 1980s might not have paid attention to differences between programs, the more mature market of the 2010s is more discriminating. Similar themes were echoed in the *Wall Street Journal* (2011), including one where the headline writer clearly summarized the changing view:

"Business School: No Thanks."

1.14 Market Fragmentation

Goldgehn and Kane (1997) suggested that fragmentation in the delivery system was to blame for a weakening MBA as curricula vary from market to market and institution to institution. Business schools no longer offer a traditional MBA program in a uniform format. There are two-year programs, one-year high intensity programs, fasttrack options, online, extended, and executive MBA cohort programs. In addition, business schools have created master's programs with entry requirements that are somewhat less challenging, such as the MS in Entrepreneurship, MS in Management, MS in Finance, etc., programs whose growth may have come, in part, at the expense of the institution's own MBA program. Johnson, Thomas and Peck (2010) called the shift from traditional MBA programs to specialized programs a trend, saying these specialized programs are tailored to fit the individual student's needs

rather than a one-size-fits-all-MBA. In 2012, these specialized programs continued to enjoy robust growth in application volume.

1.15 Increased Competition

Not only are there new specialty programs to deal with, but there is also an increase in competition. In its October 2011 newsletter, GMAC pointed out of those 13,670 institutions worldwide offering a business degree. In addition to the sheer number of (accredited and unaccredited) institutions, the traditional on-site MBA program now competes with off-site or out-of-market programs, as well as the variety of less rigorous for-profit programs (that frequently have lower admissions standards) that use corporate marketing strategies. It is easy to see why these researchers consider market fragmentation to be cause for concern.

This research explores the reasons why students pursue a graduate business degree and the attributes they consider when selecting a particular institution. An analysis of what matters to both new and prospective MBA students, this study's findings offer information that marketing personnel should consider when designing strategic communications plans and materials to promote the degree and focus on the things that matter most to potential students.

1.2 FACTORS INFLUECING CHOICE DECISION

For this research some internal and external factors are taken as independent variables while the decision to take decision is taken as dependent variable. Internal factors comprised:

a. Family
b. Peer advice
c. Friends
d. Association with institute

e. Advertising

f. Word of mouth

Whereas external factors included:

a. Location

b. Fee structure

c. Faculty

d. HEC Ranking

e. Scholarships

f. Collaboration with foreign universities

g. Grading Method

h. Courses Offered

i. Industry linkages

j. Research opportunities

k. Facilities

This research is of great significance for both the business students and business schools. This research helps the business students to understand why they have selected any business school, what advantages they can enjoy and what they cannot if they got admission in any business school. From the business schools point of view this research help them to understand the needs and demands of the students and they can increase their productivity and profitability and capture large market share in the market. It also helps them to compete with their competitors. As there are number of business schools therefore, this research helps business schools how to attract students, to work out on those factors in which they are not

efficient and to understand which factor student value the most while selecting business school.

1.3 OBJECTIVE OF STUDY

The objectives of the present study are as follows:

a. To study the influence of the factors in choice decision towards MBA Programme.

b. To identify and examine the important choice factors considered by the students before they enroll in the MBA programme.

1.4 Methodology used for Data Collection

Both Primary and Secondary sources has been used for data collection. A questionnaire has been used as the major tool for collecting the data. Primary data while Journals, Magazines, Internet and other relevant manuals and publications have been used as secondary sources of data collection.

a. **Measurement Items-** the factors affecting choice decision in selecting MBA programme have been measured using a questionnaire. Eleven items to measure external factors and six items to measure internal factors have been adopted.

b. **Sampling Technique-** Convenience sampling was done on the ease of access. The reason for convenience and judgment sampling were done among the adults.

c. **Sample Size -** For valid and reliable results, a random selection method has been undertaken including customers of various segments in a sample size of 120. The age range of the respondents was 18 to 40 years.

1.5 Methodology used for Data Analysis

a. Statistical Tools and Technique Employed- SPSS is the statistical tool employed in this result. In order to test the hypothesized relationships, the multiple regression technique has been used. It has been done to investigate the linear relationships hypothesized between the constructs. Data collected has been analyzed using descriptive statistics and Multiple Regression analysis. It is used to test whether an overall relationship exists between the dependent variable and a set of independent variables. It is also used to measure the relative importance of various independent variables in explaining the dependent variables. In Regression analysis, it is assumed that there is a variable that is influencing another variable.

Chapter 2

LITERATURE REVIEW

The focus of literature review is on the theories and studies associated with our study which can support our finding and hypothesis. The focus of this literature review is on research findings of earlier studies. The present chapter highlights the theories and studies associated with the factors involved and their impact towards MBA Programme.

The following literature review sheds light on prior studies focused on MBA marketing and an overview of Grounded Theory, which served as a framework for this research.

2.1 Literature Review

Prof. Patel, R and **Prof. Patel, M (2012)** conducted the study on "**A Study On Perception And Attitude Of Students Regarding Factors Which They Consider While Making Selection Of Institute In Mba Programme In Gujarat State**". It states that education is one among the necessary service of human beings. Now a day, MBA is one of the career choices student make to pursue their post graduation studies. The objective of study is to analyze how various factors has influence on the decision of students in selecting institute for master degree. For detail study, the questionnaire was developed and all factors which can affect institute selection decision are divided into eight categories namely, Placement related factors, extra co-curricular activities related factors, infrastructure related factors, student related factors, faculty related factors, academics related factors, advertisement related factors & other factors. Study was carried out by use of factor analysis & means score analysis. The study was undertaken with sample of 150 students. While selecting the institute, placement

activities done by the institute, computer lab facility, suggestion from friends and family, career goal of the students, positive word of mouth, experience of the faculty, guidance from the counselor, specialization offered and course provided by the institute, brand name of the institute & geographic location are mostly considered by students.

Dr. Mudholkar, B (2012) conducted the study on "**A Study Student's Choice Factors For Selecting B-Schools With Special Reference To Mumbai".** In the context of higher education especially business management education in India, a noticeable trend has been the increasing competition among b-schools to attract students both locally and internationally. Competitive pressure has forced the b-schools to look for more competitive marketing strategies in order to compete for students in their respective recruitment markets. This study is aimed to identify the choice factors that significantly influence students in selecting b-schools '. Systematic sampling at random sampling method has been used to select sample of the students from the sampled b-schools. Six students from first year and six students from second year of MBA/MMS of batch of 60 students in every sampled b-school have been selected. Sampling interval is 10th. Every 10th student will be considered as sample. Findings of this study will be beneficial in terms of decision making and will contribute to the roles that assist the b-schools to plan and improve the choice factors for prospective students.

Kung, S (2002) conducted the study on "**Factors that Affect Students' Decision to Take Distance Learning Courses: A Survey Study of Technical College Students in Taiwan**". Distance learning courses provide alternative methods to acquire knowledge outside traditional classroom settings. One problem in the development of distance learning programs in Taiwan is that they are driven by technology rather than educational need. Technical college students' response to an online survey revealed subject matter as the most important

factor affecting their decision to take a distance learning course. The study population consisted of all the English majors (N=950) at the Wenzao Ursuline College of Languages in Taiwan.Female students were found to give more importance to cost, reputation of the school and time flexibility. Older students perceived reputation of the school as being more important. Students who work full time gave more importance to the reputation of the school and the instructor. These findings serve to guide policy decisions for institutions seeking to address the needs and concerns of the studied population.

Galhena, B.L and Rathnayake, R (2011) conducted the study on "**Determinants of Career Choice Decision of Management Undergraduates in Sri Lanka**". This paper aims to explore the influence of various factors on career choice decision of management undergraduates in Sri Lanka. Further, influence of the different individual in the students' network on career choice was also examined. Data were collected using self reported questionnaire from 156 management undergraduates in the University of Ruhuna, Sri Lanka. Males and females were almost equally represented in the sample and third and final year students were considered for the study. Survey results revealed that skills and abilities, education and personality were the most influential factors while teachers are the greatest influencers on determining students' career choice. No empirical research has been conducted on this aspect in Sri Lankan context. This paper addresses this issue and findings of the study would be important for career counselors.

Anwer, J.K, Dr. Nas, Z and Raza, H.A(2013) conducted the study on "**Investigating The Salient Determinant Factors For The Choice Of Evening Mba Program: A Case Study Of Private Universities Of Islamabad Pakistan".** The focus of this paper is to explore the salient considerations of the students who are fulltime employees of several organizations for

joining MBA programs in the evening classes in the private universities of Islamabad - Pakistan. To get appropriate influence and relation about different variables on joining of MBA programs at evening, the questionnaire constructed by considering Likert rating scale. About 160 questionnaires floated out of which 152 questionnaires selected for appropriate analysis. SPSS 17 version was used to get the statistical results. To get the intention/ objective of students on selection of MBA in evening programs, descriptive statistics (Mean, Median and Mode) and Pearson Correlation applied. The pearson correlation results revealed a significant correlation among variables and proliferated, career growth, knowledge & skills, higher salaries, high education and flexibility and proximity are the basic motives to opt MBA evening in different private universities of Islamabad. Among all these factors, it is worth noting that career growth and higher salaries are the most influential factors intend the students to join this program.

Wairimu, J (2009) conducted the study on "**Factors Influencing the choice of Specialization of MBA Courses by Students at Institutions of Higher Learning in Kenya**". Education is one of the core elements that contribute to the holistic development of a person. Higher education further develops a person's knowledge, skill and character by going through a learning process. Higher education is becoming more competitive in recent years due to individuals need to empower themselves, harsh economy, tight measures of getting employment and reductions in government funding and higher student fees. As the nature of the environment grows more competitive, the role of marketing, previously non-existent in most universities, has grown significantly. One of the key pieces of information that would assist a university's marketing effort is an understanding of what determines a student's university preference. The purpose of this study is to establish the factors that influence the choice of specialization of MBA courses by Students at Institutions of Higher

Learning in Kenya. The population for this study consists of 860 MBA students from the universities in Nyeri County where random sampling of students will be sampled from each university. Random sampling of students will be used from each university that offers the MBA program. The respondents consist of MBA students. The research instrument to be relied on for primary data collection will be a structured questionnaire that has both open ended and closed questions. The data type to be collected here will be primary data. The questionnaire will be administered using drop and pick later method. The data gathered is aimed at offering sufficient information identify the factors influencing the choice of Specialization of MBA Courses by Students at Institutions of Higher Learning in Nyeri County.

Chantasuwanno, S and Suasungnern, S (2011) conducted the study on "**The motivation and satisfaction of the students towards MBA at Karlstad University''**. The study explains reasonable impacts on student"s decision making related to secondary data which are European education system, education system in Sweden, MBA in Europe, Europe and the world-wide boom in MBA program, trend Master of business administration toward affects labor market, human motivation theory, satisfaction measurement theory, and decision making/reasoning skill. To survey population sampling, interviews of ten international students were conducted as primary data. The result has both related and unrelated to the previous study.

Briggs, L.P. (2013) conducted the study on "**Factors Prospective Students Consider When Selecting an MBA Program**". This paper adds to existing literature regarding MBA selection processes and helps identify and better understand the needs that motivate consumers to pursue an MBA degree. Through a series of qualitative, one-on-one interviews

with 17 brand-new MBA students or prospective students, this research found that while many people have "always wanted" to earn the advanced degree, most have toyed with the idea of a graduate business degree for many years. The most frequent reasons that people cite regarding their decision to seriously consider an MBA at a large southern university centers around four desires. These are, not surprisingly, the desire to earn more money, the desire to change careers, the desire to advance their careers by obtaining a required credential, and the desire for knowledge that can be obtained by earning the degree. Further, this research identified the single most important factor that prospects considered when determining which university to attend for the MBA degree: the university's ability to help make them more marketable or advance their career. Other answers included cost, university's reputation, convenience, program duration, the university's location, and the caliber of peers in the classroom.

Sánchez, J.S. (2011) conducted the study on "**Factors That Influence the Student's Decision to Pursue a Communication Degree in Spain**". This paper analyzes the factors that influence secondary school students' choice of higher education options in Spain today and explores the implications and benefits of establishing provider-client relationships between universities and students. A quantitative approach is used questionnaires to demonstrate the hypothesis and achieve the objectives. We have prepared a questionnaire via telemetric Lime Survey application consisting of twenty-four closed questions. Results depict that the leading criteria for Spanish students interested in pursuing studies in communication sciences were a university's reputation and excellence and the quality of its educational programmes.

Mbawuni, J and Nimako, S (2015) conducted the study on "**Critical Factors Underlying Students′ Choice of Institution for Graduate Programmes: Empirical Evidence from Ghana**". The growth in higher education industry has caused a tremendous increase in the number and type of colleges, polytechnics and universities offering similar academic programmes especially in business disciplines in Ghana. The resultant competition in the education industry makes it crucial for education managers to understand the latent factors that underlie student's college and programme selection. The purpose of this study was to explore the factors underlying students′ choices in accessing higher education in Ghana. The study was a cross-sectional survey of 183 students offering different masters′ programmes in a public university in Ghana. It utilized exploratory factor analysis to identify seven latent factors that play critical role in students′ choice of master's programmes. These factors are cost, student support quality, attachment to institution, recommendation from lecturers and other staff, failure to gain alternative admissions, location benefits, among others. The results of this research are beneficial to both scholars and management of colleges in the development of competitive advantage and appropriate promotional strategies for college and academic programmes that appeal favourably to potential students than competitors in Ghana and other developing countries. The paper contributes to the literature in the area of access and management of higher education.

Sherrill, W.W (2004) conducted the study on "**MD/MBA Students: An Analysis of Medical Student Career Choice**". Using career choice theory as a conceptual framework, career goals and factors influencing decisions to enter dual degree programs were assessed among dual degree medical students. Students enrolled at dual degree programs at six medical schools were surveyed and interviewed. A control group of traditional medical students was also surveyed. Factors influencing students to seek both medical and business

training are varied but are often related to a desire for leadership opportunities, concerns about change in medicine and job security and personal career goals. Most students expect to combine clinical and administrative roles. Students entering these programs do so for a variety of reasons and plan diverse careers. These findings can provide guidance for program development and recruitment for dual degree medical education programs.

Bashir, R and Hassan, A (2013) conducted the study on "**Analysis of Internal & External Factors Affecting Choice of Business Schools by Students**". With the changing trends business studies have become very popular amongst the students as a means of future career. Accordingly, an issue has always been at hand the students and parents both that which higher education institution be selected for the business management education. This research paper examines different factors that influence business student's behaviour in selecting a business school. The research has been carried out in the vicinity of Karachi city. The researchers used both primary and secondary methods of data collection. Primary data was collected through questionnaire. The sample of 100 students was selected. Probability sampling technique was used whereby 10 students were selected form each well known business schools of Karachi. The researcher classified different influencing factors into two main categories -- internal and internal ones and found that both internal and external factors influence business students in selecting a business school but external factors influence students more than internal factors. The outcome of the research guide the future business management students about quality and standards of various business schools as well as assist the business school in identification of the factors critical for the students.

Joseph, B (2014) conducted the study on "**Factors Influencing The Selection Of Business Studies: A Comparative Study Of Indian Students At An Indian University And Chinese Students At A Thai University**". This research is an attempt to find out what is in the mind of today's business students when they choose business studies. Is their only goal to make money? Indian students at Mahatma Gandhi University Kerala, India and Chinese students at Assumption University, Thailand are the respondents in this study. The research examines the relationship between four independent variables, finance, family and friends, personal interest and job opportunity and career satisfaction, and one dependant variable, the selection of business studies at the Bachelor level. All four influencing factors were found to have an impact on the selection of BBA at a low to medium correlation. The findings also indicate that both Indian and Chinese students are very much influenced by these four factors, though there are small variances in the level of influence, due to differences in the demographics. Students embarking in business studies are for the most part directly and indirectly motivated by money. This mindset needs to be addressed through business ethics teachings and practices at business school. This is a critical role for business schools to assume.

Ruth, K (2011) conducted the study on "**Factors Influencing The College Choice Decisions Of The Graduate Students**". This paper examines the relative influence of factors affecting the college choice decisions of graduate students. It is based on a 1986 survey of 2,834 admitted students at a major research university, to which 38 percent of the sample responded. Factor analysis of ratings of importance of 31 college characteristics yielded dimensions upon which student decisions are based. These results were used to build five scales of importance and preference, which were then tested with other variables in a regression model in which the dependent variable was the decision to enroll or not to enroll at

the surveying institution. The following were found to influence decisions: residency status, quality and other academic environment characteristics, work-related concerns, spouse considerations, financial aid, and the campus social environment.

Henrietta, A (2012) conducted the study on "**Career Choice In Engineering: The Influence Of Peers And Parents Implication For Counseling**". This study was designed to investigate the relationship between parental and peer group influence on career choice in engineering profession among adolescents. The research design adopted was correlation beacuse it sought to establish the relationship between the relationship between the independent variable and the dependent variable. One research question and one hypothesis were formulated to guide the study. The population of the study comprises of students in senior secondary school. Data were analyzed using Pearson product moment correlation and regression analysis. It is recommended that government should emphatically ensure that guidance services is provided in all secondary schools in order to ensure that professional guidance is provided to the young adolescents in their career decision making process.

2.2 Theoretical Framework

The review of existing literature provides the starting point in developing a conceptual framework to understand the factors that are likely to influence students′ choice of masters' programmes of study in HEIs in the research context. However, in order to develop context specific variables that reflects the choice of masters′ programme in HEI in SSA in general and in College of Technology Education, University of Education, Winneba in particular, a preliminary focus group interview was conducted by the researchers to find out other context specific unique factors that might be important for consideration. Combining the findings from existing literature and the focus group interviews, sixteen factors were initially obtained.

These factors are depicted in the conceptual framework for this study (Figure 1), which are quality of teaching, fees/cost of programme, location of school, school′ s student support, influence of family, influence of friends and colleagues, influence of lecturers and administrative staff of the institution, influence of students′ superiors at their job or organization, quality of lecture and learning facilities of the school, attitude towards the institution as a whole, attachment to the institution, uniqueness of the programmes offered, reputation of the institution, failure to gain alternative admission elsewhere, curiosity to school in different environments, and personal intentions to pursue further studies in the institution.
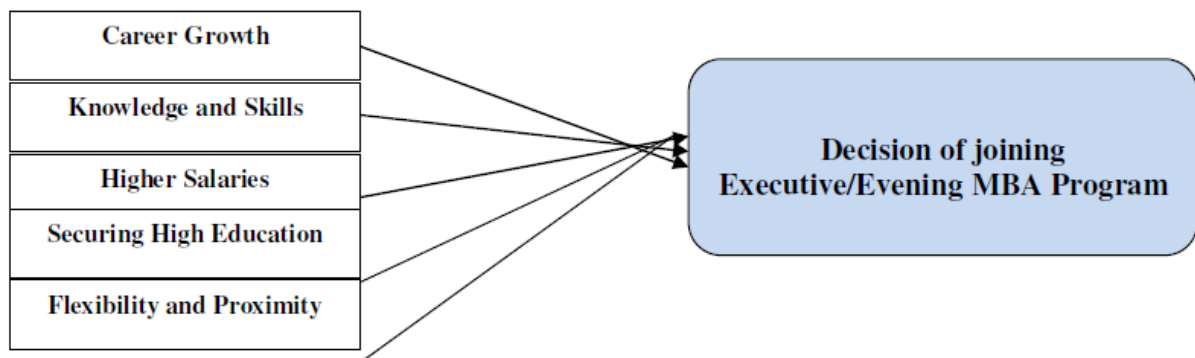
Figure no.-1 Decision of joining MBA program

The choice criteria must be vaguely based on cultural factors, social factors, demographic factors, socio-economic factors and psychological factors. This is a multi-stage decision process, that is where decision is complex and an individual has to consider various levels before reaching to a final decision.

The MBA program gives skill training which is required to achieve more as it also improves the employability of the individual as well as the help an individual to smoothly run the business. Thus, it aids in career development.

Chapter 3

DATA PRESENTATION AND ANALYSIS

This chapter covers the statistical analysis on data collected using the research instrument. Analysis of the data was carried out using both MS Excel and SPSS (Statistical Package for Social Sciences) to understand the factors influencing the choice decision towards MBA program. The chapter covers data presentation on the basis of demographics like age and gender. It also covers interpretation of descriptive statistics followed by hypothesis testing

3.1 Data Presentation

3.11 Demographics Analysis

a. Gender of the Respondents

Category	Frequency	Percentage
Male	53	51%
Female	51	49%

Table No. 1: Gender of the Respondents
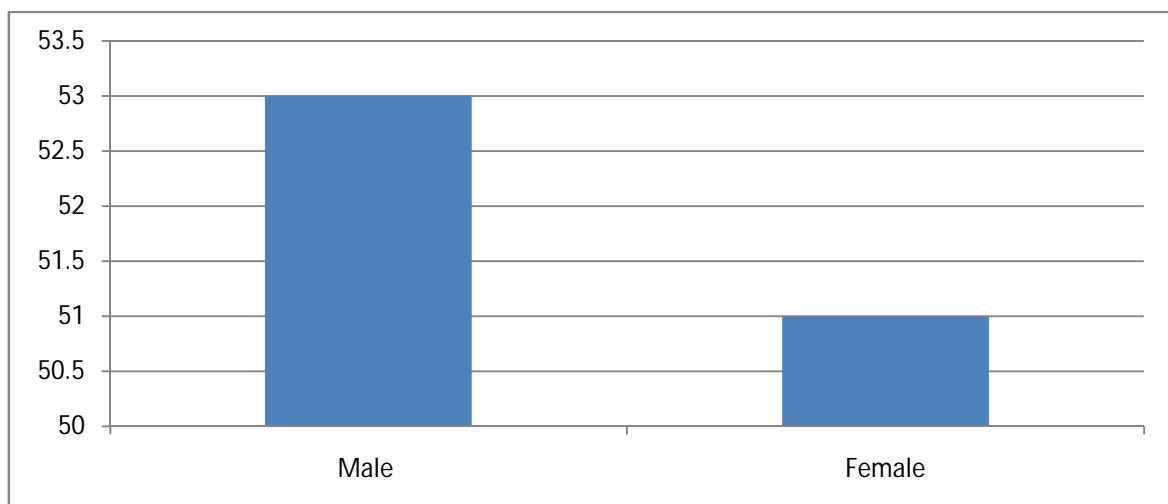
Figure No. 2: Gender of the Respondents

Interpretation: Out of 104 respondents 53 are male and 51 are female respondents, therefore the percentage of male respondents comes out to be 51% and female respondents to be 49%.

b. Age of the respondents

Category	Frequency	Percentage
20-29	66	63.2%
30-39	27	19.3%
40-49	5	4.8%
50-59	6	5.7%

Table No. 2: Age of the respondents
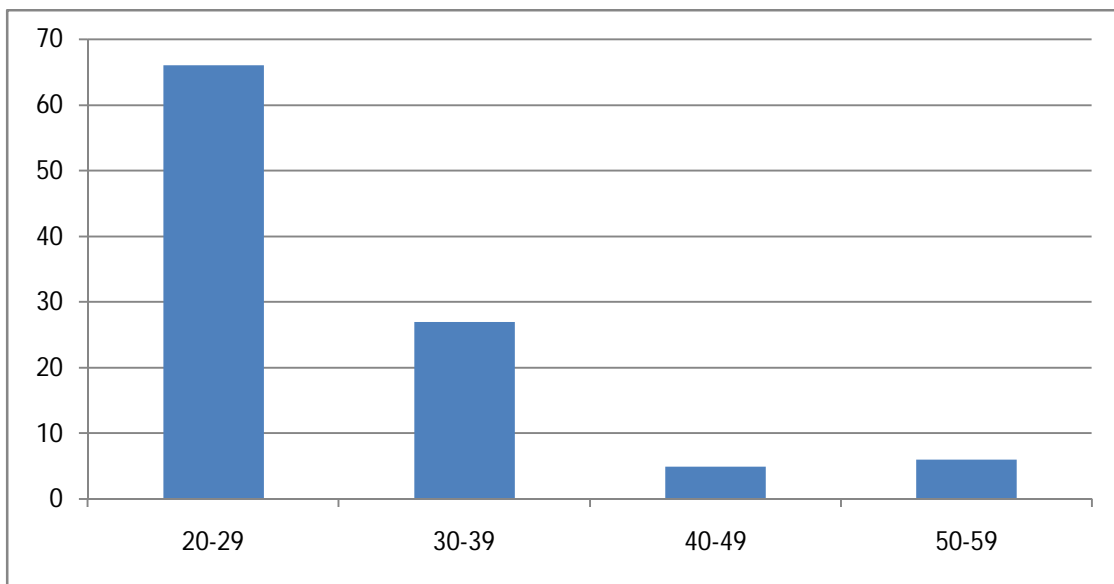
Figure No. 3: Age of the respondents

Interpretation: Out of 104 respondents the number of respondents between 20 to 29 years is 66, age group between 30 to 39 years is 27 respondents, between 40-49 years is 5 respondents, age group between 50-59 years is 6 respondents and between 60-69 years is 6 respondents, therefore the major respondent lies between the age group 20-29 years. The percentage computed as 58.4%, 21.3%, 12.35%, 5.3% and 2.65% respectively.

c. Occupation of the respondents

Category	Frequency	Percentage
Students	40	38.5%
Professional	46	44.2%
Business person	8	7.8%
House maker	10	9.5%

Table No. 3: Occupation of the respondents
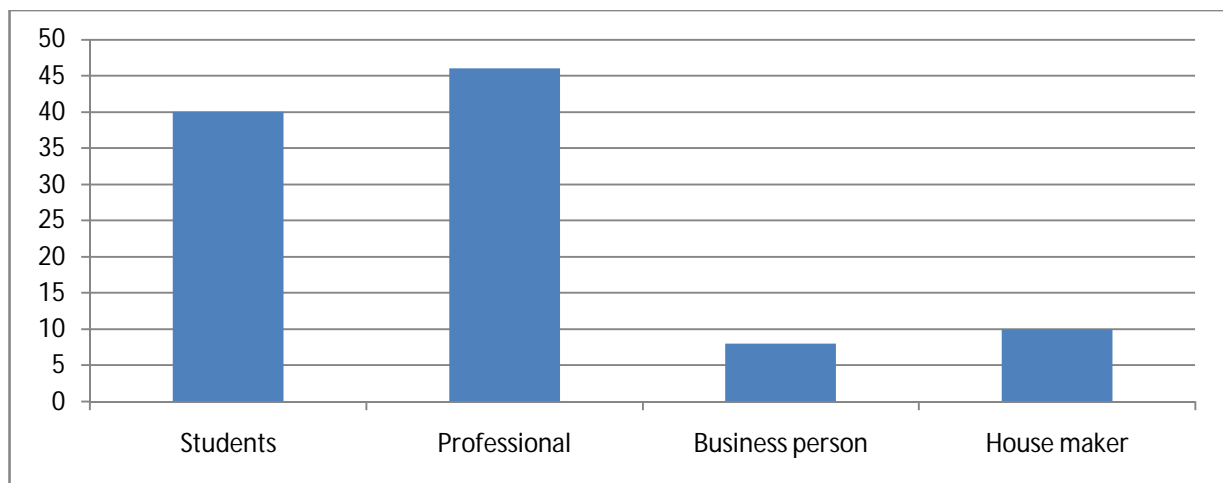
Figure No. 4: Occupation of the respondents

Interpretation: Out of 104 respondents the number of respondents, 51 were students, 34 respondents were professionals, 10 were business persons and 9 respondents were house maker, therefore the major respondents were students or professionals. The percentage computed as 49%, 32.6%, 7% and 6.4% respectively.

d. Marital status of the respondents

Category	Frequency	Percentage
Single	74	73.6%
Married	30	26.4%

Table No. 4: Marital status of the respondents
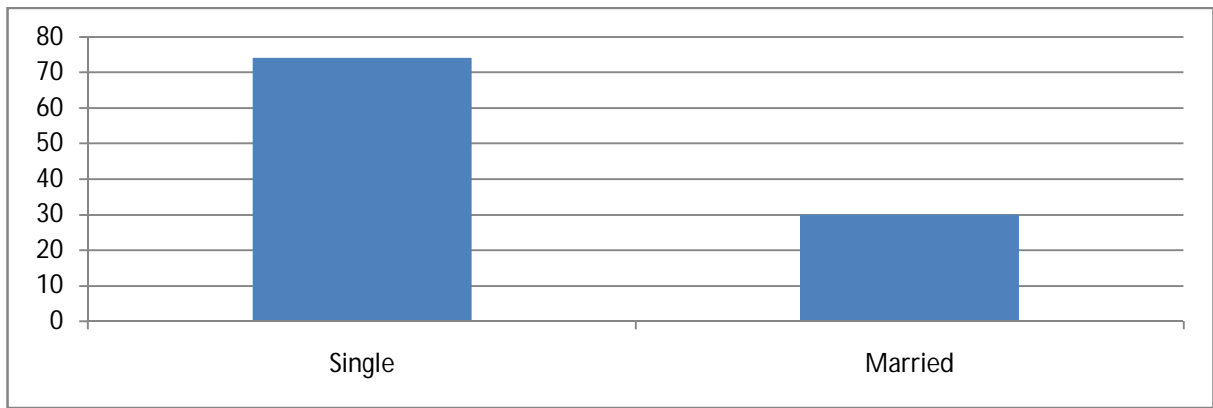
Figure No. 5: Marital Status of the Respondents

Interpretation: Out of 113 respondents the number of respondents, 83 were unmarried and 30 were married, therefore the major respondents were unmarried. This shows people tend to pursue or aspire to pursue MBA in the starting of the career. The percentage computed as 73.6% and 26.4% respectively.

3.2 Data Analysis

The prime importance of the study was to investigate how the perceived shopping values influence the perceived benefits. Based on the literature review the following hypotheses were formulated.

Factor analysis is a statistical method used to describe variability among observed, correlated variables in terms of a potentially lower number of unobserved variables called factors. Factor analysis has been done to investigate the relationships hypothesized between the constructs. Factor analysis is a powerful technique used for predicting the impact of the different factors that are unknown to us.

3.21 Reliability Analysis

Reliability Statistics

Cronbach's Alpha	N of Items
.805	20

Table No-5: Reliability Analysis

Analysis and Interpretation: The value of cronbach's alpha reliability test is more than 0.7, hence we can say that our statements and data are reliable.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.723
Bartlett's Test of Sphericity	Approx. Chi-Square	531.346
	Df	190
	Sig.	.000

Table No-6: KMO and Bartlett's Test

Analysis and Interpretation: Since the value of Kaiser-Meyer-Olkin Measure of Sampling Adequacy is more than 0.7, we can say that data is adequate. We can go for further analysis.

Bartlett's Test of Sphericity's significance value is .000, which means that the null hypothesis of no correlation amongst variable is rejected and hence we can go for further analysis.

Rotated Component Matrix[a]					
	Component				
To what extent does following factors influence your decision to select MBA Program	1	2	3	4	5
FRIENDS		0.691			
PARENTS		0.758			
ROLE MODEL/MENTOR	0.544				
SOCIAL CLASS		0.488			
FAMILY LIFE CYCLE STAGE	0.555				
YOUR DREAM JOB	0.611				
LIFESTYLE			0.693		
PERSONALITY			0.622		
ETHNIC BACKGROUND		0.455			
EDUCATIONAL LEVEL			0.711		
NEEDS OF AN INDIVIDUAL					0.785
REPUTATION OF THE INSTITUTUION	0.500				0.449
WORD OF MOUTH				0.474	0.617
ATTITUDE				0.660	

CORPORATE COLOURS OF THE ORGANISATION	0.447				0.538
FEE STRUCTURE				0.647	
INFRASTRUCTURE OF THE COLLEGE	0.760				
FACULTIES OF THE COLLGE	0.679				
DISTANCE FROM HOME					0.615
OPINION OF SENIORS OF THE COLLEGE	0.748				

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 9 iterations.

Table No.-7 Rotated component matrix

Interpretation: By using Factor Analysis four factors were identified i.e. Parents, needs of an individual, infrastructure of the college and opinion of the senior that affect the individual's choice decision to pursue the MBA program.

3.3 Data Analysis

Different factors on the basis of gender

Needs of an individual

H_0: Needs of an individual to pursue MBA are independent of gender.

H_1: Needs of an individual to pursue MBA are not independent of gender.

Influence of parents

H_0: The influence of parents is independent of gender.

H_1: The influence of parents is not independent of gender.

Infrastructure of the college

H_0: The influence of infrastructure of college is independent of gender.

H_1: The influence of infrastructure of college is not independent of gender.

Opinion of the seniors

H_0: The influence of opinion of seniors is independent of gender.

H_1: The influence of opinion of seniors is not independent of gender.

Different factors on the basis of occupation

Needs of an individual

H_0: The needs of an individual are independent of occupation.

H_1: The needs of an individual are not independent of occupation.

Influence of parents

H_0: The influence of parents is independent of occupation.

H_1: The influence of parents is not independent of occupation.

Infrastructure of the college

H_0: The influence of the infrastructure of the college is independent of occupation.

H_1: The influence of the infrastructure of the college not independent of occupation.

Opinion of the seniors

H$_0$: The influence of opinion of the seniors is independent of occupation.

H$_1$: The influence of opinion of the seniors is not independent of occupation.

3.4 Hypotheses Testing

In order to find out factors affecting choice decision towards MBA program, factor analysis has been used and for testing the hypotheses independent sample T test and one way ANOVA has been applied.

DIFFERENT FACTORS ON THE BASIS GENDER

3.41 Hypothesis 1

Needs of an individual

H$_0$: Needs of an individual to pursue MBA are independent of gender.

H$_1$: Needs of an individual to pursue MBA are not independent of gender.

Group Statistics

GENDER		N	Mean	Std. Deviation	Std. Error Mean
NEEDS OF AN INDIVIDUAL	Male	53	4.13	0.941	0.129
	Female	51	4.12	0.864	0.121

Table No.-8 Group statistics for needs of an individual

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
NEEDS OF AN INDIVIDUAL	Equal variances assumed	0	0.784	0.081	102	0.735	0.014	0.177	-0.337	0.366
	Equal variances not assumed			0.081	101.773	0.735	0.014	0.177	-0.337	0.366

Table No-9: Independent Sample T test for needs of an individual

Analysis: At level of significance is equal to 0.05, the P value is .784 which is greater than 0.05, hence we accept our null hypothesis.

Interpretation: Based on the result, we can state that the needs of an individual to pursue an MBA program are independent of gender.

3.42 Hypothesis 2

Influence of parents

H_0: The influence of parents is independent of gender.

H_1: The influence of parents is not independent of gender.

Group Statistics

GENDER		N	Mean	Std. Deviation	Std. Error Mean
PARENTS	Male	53	3.94	0.989	0.136
	Female	51	3.82	1.178	0.165

Table No.-10 Group Statistics for Influence of Parents

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PARENTS	Equal variances assumed	2.839	0.095	0.563	102	0.575	0.12	0.213	-0.303	0.542
	Equal variances not assumed			0.561	97.619	0.576	0.12	0.214	-0.304	0.544

Table No-11: Independent Sample T test for influence of the parents

Analysis: At level of significance is equal to 0.05, the P value is 0.095 which is greater than 0.05, hence we accept our null hypothesis.

Interpretation: Based on the result, we can state that the influence of parents to pursue an MBA program is independent of gender.

3.43 Hypothesis 3

Infrastructure of the college

H_0: The influence of infrastructure of college is independent of gender.

H_1: The influence of infrastructure of college is not independent of gender.

Group Statistics

GENDER		N	Mean	Std. Deviation	Std. Error Mean
INFRASTRUCTURE OF THE COLLEGE	Male	53	4	1.074	0.148
	Female	51	3.84	1.027	0.144

Table No.-12 Group Statistics for Influence of infrastructure of college

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
INFRASTRUCTURE OF THE COLLEGE	Equal variances assumed	0.025	0.876	0.761	102	0.449	0.157	0.206	-0.252	0.566
	Equal variances not assumed			0.761	101.996	0.448	0.157	0.206	-0.252	0.566

Table No-13: Independent Sample T test for influence of the infrastructure of the college

Analysis: At level of significance is equal to 0.05, the P value is 0.876 which is greater than 0.05, hence we accept our null hypothesis.

Interpretation: Based on the result, we can state that the influence of infrastructure of the college pursue an MBA program is independent of gender.

3.44 Hypothesis 4

Opinion of the seniors

H_0: The influence of opinion of seniors is independent of gender.

H_1: The influence of opinion of seniors is not independent of gender.

Group Statistics

GENDER		N	Mean	Std. Deviation	Std. Error Mean
OPINION OF SENIORS OF THE COLLEGE	Male	53	3.92	1.053	0.145
	Female	51	3.8	0.98	0.137

Table No.-14 Group Statistics for opinion of the senior

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
OPINION OF SENIORS OF THE COLLEGE	Equal variances assumed	0.019	0.89	0.604	102	0.547	0.121	0.2	-0.276	0.517
	Equal variances not assumed			0.605	101.888	0.547	0.121	0.199	-0.275	0.516

Table No-15: Independent Sample T test for influence of the opinion of the seniors

Analysis: At level of significance is equal to 0.05, the P value is 0.890 which is greater than 0.05, hence we accept our null hypothesis.

Interpretation: Based on the result, we can state that the influence of opinion of seniors to pursue an MBA program is independent of gender.

DIFFERENT FACTORS ON THE BASIS OF OCCUPATION

3.45 Hypothesis 5

Needs of an individual

H_0: The needs of an individual are independent of occupation.

H_1: The needs of an individual are not independent of occupation.

Descriptives

NEEDS OF AN INDIVIDUAL								
					95% Confidence Interval for Mean			
	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
STUDENT	40	3.83	0.984	0.156	3.51	4.14	2	5
PROFESSIONAL	46	4.33	0.79	0.117	4.09	4.56	1	5
BUSINESS MAN	8	4.13	0.991	0.35	3.3	4.95	2	5
HOUSEMAKER	10	4.4	0.699	0.221	3.9	4.9	3	5
Total	104	4.13	0.9	0.088	3.95	4.3	1	5

Table No.-16 Descriptive for needs of an individual

ANOVA

NEEDS OF AN INDIVIDUAL					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	6.216	3	2.072	2.686	0.051
Within Groups	77.159	100	0.772		
Total	83.375	103			

Table No.-17 Anova for needs of an individual

Analysis: At level of significance is equal to 0.05, the P value is .051 which is greater than 0.05, we accept our null hypothesis.

Interpretation: Based on the result, we can state that needs of an individual are independent of occupation.

3.46 Hypothesis 6

Influence of parents

H_0: The influence of parents is independent of occupation.

H_1: The influence of parents is not independent of occupation.

PARENTS								
					95% Confidence Interval for Mean			
	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
STUDENT	40	3.58	1.059	0.168	3.24	3.91	1	5
PROFESSIONAL	46	4.13	1.002	0.148	3.83	4.43	2	5
BUSINESS MAN	8	3.75	1.165	0.412	2.78	4.72	1	5
HOUSEMAKER	10	4.1	1.287	0.407	3.18	5.02	1	5
Total	104	3.88	1.082	0.106	3.67	4.1	1	5

Table No.-18 Descriptive for influence of the parents

PARENTS					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	7.223	3	2.408	2.123	0.102
Within Groups	113.392	100	1.134		
Total	120.615	103			

Table No.-19 Anova for influence of parents

Analysis: At level of significance is equal to 0.05, the P value is 0.102 which is greater than 0.05, we accept our null hypothesis.

Interpretation: Based on the result, we can state that the influence of parents is independent of occupation.

3.47 Hypothesis 7

Infrastructure of the college

H_0: The influence of the infrastructure of the college is independent of occupation.

H_1: The influence of the infrastructure of the college not independent of occupation.

INFRASTRUCTURE OF THE COLLEGE					95% Confidence Interval for Mean			
	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
STUDENT	40	3.65	1.075	0.17	3.31	3.99	1	5
PROFESSIONAL	46	4.15	0.942	0.139	3.87	4.43	1	5
BUSINESS MAN	8	4	1.309	0.463	2.91	5.09	1	5
HOUSEMAKER	10	3.9	1.101	0.348	3.11	4.69	2	5
Total	104	3.92	1.049	0.103	3.72	4.13	1	5

Table No.-20 Descriptive for influence of the infrastructure of the college

INFRASTRUCTURE OF THE COLLEGE					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	5.45	3	1.817	1.683	0.175
Within Groups	107.935	100	1.079		
Total	113.385	103			

Table No.-21 Anova for influence of influence of infrastructure of the college

Analysis: At level of significance is equal to 0.05, the P value is 0.175 which is greater than 0.05, we accept our null hypothesis.

Interpretation: Based on the result, we can state that the influence of infrastructure of the college is independent of occupation.

3.48 Hypothesis 8

Opinion of the seniors

H_0: The influence of opinion of the seniors is independent of occupation.

H_1: The influence of opinion of the seniors is not independent of occupation.

OPINION OF SENIORS OF THE COLLEGE					95% Confidence Interval for Mean			
	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
STUDENT	40	3.7	1.114	0.176	3.34	4.06	1	5
PROFESSIONAL	46	4	0.919	0.135	3.73	4.27	2	5
BUSINESS MAN	8	3.88	1.246	0.441	2.83	4.92	1	5
HOUSEMAKER	10	3.9	0.876	0.277	3.27	4.53	2	5
Total	104	3.87	1.015	0.1	3.67	4.06	1	5

Table No.-22 Descriptive for influence of the opinion of the seniors of the college

OPINION OF SENIORS OF THE COLLEGE					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.94	3	0.647	0.621	0.603
Within Groups	104.175	100	1.042		
Total	106.115	103			

Table No.-23 Anova for influence of influence of opinion of the seniors of the college

Analysis: At level of significance is equal to 0.05, the P value is 0.603 which is greater than 0.05, we accept our null hypothesis.

Interpretation: Based on the result, we can state that the influence of opinion of the seniors of the college is independent of occupation.

Chapter 4

SUMMARY & CONCLUSIONS

The present chapter aims to recollect the various phases of the study. A summary of the research with the main findings has also been presented. Revisiting of objectives is essential to understand whether the purpose and aim of research has been achieved. Research contributions and implications of study have been listed. Limitations of the study have been pointed out. Recommendations based on the study have also been presented. Finally, the chapter throws light on directions for future research.

4.1 Findings of the study

Findings of the study are based on statistically tested hypothesis and factor analysis of different statements used in the questions. It also deals with the Factors influencing choice decision towards MBA Program. The major findings of the study are:

    a. It has been proved that the personal factors and college features play a major role in choice decision.

    b. Parents, needs of an individual, infrastructure of the college and opinion of seniors have influence on selecting the MBA Program.

    c. The personal factors such as age and gender, has no influence on selecting the MBA Program.

4.2 Limitations of the study

    a. Sample size was restricted which acted as a constraint as out of 110 only 104 valid responses were considered.

b. Convenient sampling is used for the study.

c. The responses given by respondents are not always accurate because the respondents give the response according to their interpretation.

d. Survey is a time consuming process but the time to collect the data for research was very less.

e. The study was confined with choice factors only.

f. The study was carried out with limited respondents that is, those who wish to pursue MBA or pursuing MBA or are MBA degree holders so this can act as a limitation to the study.

4.3 Scope for Further Study

Further research should investigate the factors influencing MBA student's choice of specialization and their relationship with marketing strategies. More also, what is the future of the MBA program as customer's needs and expectations keep on changing as technology and markets advances.

This research will help the colleges and institutions to market their course as well as making student understand, what they should choose MBA as their career.

The university marketing should consider parental influence in advertising their course.

Chapter 5

RECOMMENDATIONS

The present chapter aims to make some suggestions based on the Analysis and findings of the study. These points should be implemented to improve this research.

a. The marketers should consider the personal factors at the top while marketing the MBA program.

b. The researcher should consider other factors also.

c. The sample size should be chosen randomly.

d. The deep study should be conducted on other factors which have been neglected.

e. Institute should work on positive word of mouth as it affects other factors like parents and needs of an individual in influencing the selection of the course.

f. The result further reveals that not all choice factors are equally important. Hence, the marketing should be done after segregating the factors.

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QUESTIONNAIRE

Dear Respondent,

The following questionnaire aims at seeking information for the purpose of research work on the topic, **"Factors Influencing the Choice Decision towards MBA Program".** In this endeavor, I need your kind help by the way of filling up this questionnaire. You are requested to respond to each question after giving it a proper thought and not in haste.

Thanking you

Kriti

Please enter your personal details-

Name:
Gender: M / F
Age **-**
Marital Status- Single / Married
Occupation- Student / Professional / Business person / House maker
Region- North / East / West / South

Rate as 1 if you strongly disagree, 2 as disagree, 3 as neutral, 4 as agree and 5 as strongly agree.

TO WHAT EXTENT DO YOU THINK THE FOLLOWING ISSUES HAVE INFLUENCED YOU ON THE CHOICE OF PURSUING MBA PROGRAMME?

Please indicate your level of opinion by ticking below the best option.

Items	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
1. Friends					
2. Parents					
3. Role model/ Mentors					
4. Social Class					
5. Family Life Cycle					
6. Your Dream Job					

7. Life Style					
8. Your Personality					
9. Ethnic Background					
10. Political Party Affiliation					
11. Gender Roles Dictated by the society					
12. Custom and Norms of the Society					
13. Religion					
14. Educational Level					
15. Status accorded to you by the Society					
16. Needs of an Individual					
17. Reputation the of institution					
18. Word of Mouth					
19. Attitude					
20. Corporate Colours of the Organization					
21. Fee Structure					
22. Infrastructure of the college					
23. Faculties of the College					
24. Distance from Home					
25. Opinion of the senior					

Thanks for your participation and support.

S.NO.	NAME	AGE	GENDER	OCCUPATION	MARITAL STATUS	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20
1	Rashi	1	2	1	1	5	5	5	3	1	5	1	4	2	3	4	5	4	1	4	1	4	4	1	1
2	rahul yadav	1	1	1	1	5	5	3	4	2	4	5	5	5	5	5	5	2	5	4	4	2	4	2	2
3	Dushyant Bhadana	1	1	1	1	4	4	4	3	4	5	5	5	3	5	4	4	5	5	1	4	4	5	5	4
4	RITESH	1	1	1	1	1	4	2	1	3	5	4	5	4	5	5	4	1	4	3	1	2	4	1	2
5	Shreyansh Jain	1	1	1	1	3	3	3	1	1	5	5	5	4	5	5	5	4	5	4	5	5	4	4	4
6	ajay	1	1	2	1	3	4	2	4	2	4	3	5	3	4	5	3	2	2	4	4	5	5	3	2
7	Anamika	1	2	1	1	4	4	3	3	4	3	5	4	4	5	3	3	4	4	5	2	3	3	3	3
8	Anirudh Kumaria	1	1	1	1	4	4	3	5	3	4	5	5	4	5	5	5	4	4	4	4	4	4	4	4
9	Kriti	1	2	2	1	5	4	2	2	4	5	4	5	1	4	4	4	4	4	5	4	4	2	4	2
10	Monika	1	2	1	1	2	3	2	2	3	5	4	4	3	5	4	4	3	4	5	4	4	5	3	4
11	KULDEEP	1	1	1	1	4	3	4	5	3	5	5	4	2	4	4	4	5	4	4	4	5	5	2	5
12	KULDEEP	1	1	1	1	4	3	4	5	3	5	5	4	2	4	4	4	5	4	4	4	5	5	2	5
13	Vipul Bharaskar	1	1	2	1	5	5	5	5	5	5	5	5	4	5	5	4	5	5	4	3	3	3	1	4
14	Sahil	1	1	1	1	4	3	5	1	4	4	4	3	2	2	2	3	2	5	3	4	3	3	4	5
15	Saloni	1	2	1	1	5	4	3	4	3	4	2	3	3	3	3	2	2	5	5	4	2	5	5	3
16	ASHISH PATHAK	1	1	2	1	4	4	5	5	4	5	5	5	4	5	5	5	5	5	5	3	4	4	4	3
17	Rajat Kumar	1	1	2	1	3	4	4	5	4	5	3	4	3	5	4	5	4	4	5	4	4	4	3	4
18	Abhay	1	1	2	1	4	2	3	4	3	4	5	5	4	3	3	4	1	4	4	4	4	4	4	4
19	pankaj	1	1	1	1	3	5	4	5	4	5	5	5	3	5	4	5	5	5	4	5	4	5	5	4
20	swati	1	2	1	1	4	5	3	2	4	4	4	4	4	4	4	3	3	4	4	3	3	3	4	3
21	deepak Baloni	1	1	1	1	5	3	2	5	3	5	5	5	4	5	2	4	3	5	3	5	5	5	2	2
22	Akash jain	1	1	1	1	4	4	5	4	4	5	4	4	3	3	4	4	3	4	4	5	4	4	4	5

S.NO.	NAME	AGE	GENDER	OCCUPATION	MARITAL STATUS	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20
23	Nikita	1	2	1	1	2	4	4	2	2	4	4	4	2	4	4	4	4	4	4	4	4	4	4	4
24	Arman	1	1	1	1	2	3	3	3	2	4	4	3	3	4	5	3	4	3	4	3	3	3	4	4
25	Siddharth	1	1	1	1	2	4	3	3	5	4	4	3	3	4	4	5	4	4	4	3	4	3	3	4
26	Mansi	1	2	1	1	2	2	2	4	4	2	1	4	3	2	2	2	2	2	1	2	1	1	1	1
27	ATUL BHASKAR	1	1	2	1	3	4	5	5	4	5	4	4	3	5	4	4	4	4	4	4	3	4	2	4
28	Arhaan Nizamuddin	1	1	1	1	5	5	5	5	5	5	5	5	5	5	4	4	4	5	4	4	3	3	5	4
29	Abhishek Nair	1	1	2	1	5	5	4	4	3	3	4	5	1	5	5	5	5	4	5	5	4	3	4	2
30	Nadeem Khan	1	1	1	1	3	4	4	4	3	3	3	4	4	3	4	3	4	4	4	4	3	3	4	3
31	Surabhi	1	2	1	1	3	4	1	3	1	4	4	3	2	3	4	4	4	3	4	2	2	4	5	4
32	Akash goyal	1	1	1	1	3	4	4	4	3	4	2	4	4	2	4	2	5	4	4	4	2	3	2	2
33	prince kaushik	1	1	2	1	4	5	4	5	4	5	5	5	4	5	4	5	4	4	4	2	4	2	4	4
34	Akriti	1	2	2	1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
35	Vishal	1	1	2	1	3	3	4	4	4	4	5	5	5	4	4	4	4	5	5	5	5	5	5	5
36	Amit kumar	1	1	1	1	4	2	3	5	2	3	2	1	4	4	2	5	5	5	5	5	4	5	3	5
37	Anand kumar	4	1	2	2	3	2	4	3	4	5	4	5	2	5	5	5	3	4	4	4	4	4	5	5
38	Geetika Nagar	1	2	4	2	4	5	5	4	4	4	4	4	4	4	4	4	4	4	2	4	4	4	4	4
39	Anil kumar	4	1	2	2	4	4	4	4	4	5	5	5	5	5	4	4	3	3	5	3	5	5	3	4
40	Rita Kumari	4	2	4	2	4	5	5	5	4	5	5	5	4	5	5	5	2	2	5	2	5	5	3	5
41	Shruti	1	2	1	1	3	4	4	5	3	4	4	2	1	4	4	5	4	3	4	4	5	3	3	4
42	Rajat Kumar	2	1	2	1	4	5	5	4	4	5	5	4	3	5	5	5	1	4	4	3	4	4	3	3
43	swati	2	2	2	2	4	5	2	3	4	2	4	3	3	5	5	4	4	3	5	4	4	3	3	3
44	Sunil dutt sharma	2	1	2	2	5	4	5	3	4	5	5	3	2	5	4	5	3	3	5	2	5	5	2	5

S.NO.	NAME	AGE	GENDER	OCCUPATION	MARITAL STATUS	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20
45	Sanjay agarwal	4	1	2	2	5	5	5	3	4	5	4	5	2	4	4	5	2	3	5	2	5	5	2	5
46	Prakash chand dwivedi	3	1	2	2	2	4	5	3	4	5	4	4	2	4	4	5	2	2	5	2	5	5	2	5
47	Vasanti sutarve	3	2	2	2	4	5	5	2	4	4	5	5	1	1	4	5	2	3	5	3	5	5	2	5
48	Smriti	2	2	4	2	5	1	4	1	2	2	4	5	1	4	5	3	4	5	2	1	2	4	4	2
49	Sangita sinha	4	2	4	2	4	4	5	3	2	5	3	5	2	3	4	5	2	2	5	3	5	5	2	4
50	Kalyani moorty	4	2	2	2	3	5	5	5	2	5	2	5	1	4	4	5	2	3	5	2	5	5	2	4
51	Mariamma samuel	4	2	4	2	3	5	5	4	2	5	2	5	2	2	4	5	2	2	5	4	4	4	4	4
52	Prerna prasad	1	2	2	1	4	5	5	2	3	5	3	4	2	3	4	4	4	4	4	4	5	4	3	5
53	Saumya senan	1	2	1	1	3	2	4	4	4	5	5	5	3	4	5	4	4	4	4	4	4	4	2	4
54	Mona	2	2	2	2	3	2	4	2	5	5	2	4	2	4	5	4	2	4	3	4	2	4	3	3
55	Parul khurana	1	2	1	1	4	2	4	4	2	5	4	4	3	4	4	3	3	4	4	5	4	5	4	4
56	Mohan Pawar	1	1	2	1	3	4	4	3	4	3	3	4	5	4	1	4	2	3	3	3	1	4	4	2
57	Meena sharma	1	2	1	1	5	2	5	1	2	4	4	3	3	3	5	1	1	5	1	3	3	5	1	4
58	Rajita sharma	2	2	4	2	3	4	5	5	4	4	4	3	2	4	5	4	3	4	4	2	4	5	3	3
59	Devender kumar	3	1	2	2	4	5	5	1	2	5	2	4	2	2	4	5	5	5	5	5	5	5	1	5
60	Soniya malhotra	1	2	1	1	3	3	2	4	4	5	4	4	4	3	2	4	2	3	3	5	3	4	3	5
61	Suyash Pandey	1	1	1	1	4	5	2	4	3	5	5	4	2	4	4	4	4	5	5	2	4	5	2	4
62	Nirmala Pandey	3	2	2	2	5	5	5	2	3	2	2	3	4	5	4	3	2	4	2	4	3	3	2	4
63	Devendra singh rawat	1	1	3	1	5	4	4	5	2	5	4	2	4	2	5	2	5	2	2	5	2	2	5
64	Anita pathak	2	2	4	2	4	4	2	3	3	5	4	2	4	5	3	4	5	5	2	4	2	4	3	4
65	Lavina agarwal	1	2	2	1	3	4	5	3	4	4	4	3	5	4	3	4	5	4	3	3	4	3	3	4
66	Tushar gupta	1	1	3	1	1	1	1	1	1	1	1	1	1	1	5	4	5	5	4	1	1	1	1	1

S.NO.	NAME	AGE	GENDER	OCCUPATION	MARITAL STATUS	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20
67	Ravita sehrawat	1	2	2	1	3	3	2	4	2	2	3	5	5	5	5	4	5	5	5	4	4	4	3	3
68	Shivani	1	2	1	1	5	4	4	1	2	5	4	4	4	4	5	4	5	2	4	1	5	4	3	5
69	Reetu yadav	2	2	2	1	3	2	4	2	3	4	2	3	2	3	4	2	3	4	3	2	4	4	1	3
70	Akshita	1	2	4	2	5	5	4	3	1	2	4	5	2	1	5	5	4	4	2	1	4	5	5	4
71	Rahul Sharma	1	1	2	1	5	5	5	5	4	4	5	4	4	3	4	5	4	5	4	4	5	4	3	4
72	Nikita mishra	1	2	1	1	2	3	4	5	3	3	4	4	2	5	2	5	3	2	4	2	4	5	4	3
73	Sona jain	1	2	2	1	3	4	1	3	3	1	3	4	5	4	5	5	4	2	3	3	5	4	2	4
74	Mahika Goyal	1	2	1	1	3	4	2	1	1	5	4	4	2	4	4	2	3	4	4	2	5	1	3	3
75	Thribhuvan	1	1	1	1	2	2	1	1	3	2	3	3	2	3	3	3	2	3	3	3	4	3	5	3
76	tani	2	2	2	1	4	5	5	4	4	5	4	4	5	5	4	5	3	5	4	4	4	4	4	4
77	Karishma	1	2	4	2	4	5	4	5	5	4	2	2	2	4	5	4	4	5	5	2	4	2	5	4
78	Vijay laxmi	1	2	2	1	5	4	5	4	2	5	2	5	5	4	5	4	5	2	5	5	4	2	5	4
79	Rinki	2	2	2	2	4	5	4	3	4	5	2	4	4	4	4	4	4	4	5	4	4	4	4	4
80	Rani	2	2	2	2	5	4	5	3	5	4	3	4	5	5	5	5	4	5	5	4	5	5	4	5
81	Nishtha	1	2	1	1	1	1	4	3	5	5	4	5	1	5	5	5	4	5	5	2	4	4	3	5
82	Pooja	2	2	2	1	5	5	5	5	4	5	4	5	5	5	5	5	5	5	5	1	4	5	4	5
83	Jyoti	1	2	2	1	2	2	5	4	2	5	5	5	2	5	5	5	2	5	5	2	5	5	5	5
84	Shalu	2	2	2	1	5	5	5	5	4	5	3	4	5	4	5	5	5	4	4	2	4	5	2	4
85	Vaibhav Agarwal	1	1	1	1	4	3	3	4	4	4	4	4	4	4	4	5	5	4	4	4	5	5	3	5
86	Janeyu	3	2	4	2	4	3	5	2	2	5	2	4	2	5	4	5	5	3	5	4	5	5	4	5
87	Zoya	1	2	2	1	4	4	4	3	2	5	5	5	2	4	5	4	4	4	5	4	5	4	3	4
88	Prabhu	1	1	3	1	4	4	5	5	4	4	4	4	2	4	4	4	4	4	4	4	4	4	4	4

S.NO.	NAME	AGE	GENDER	OCCUPATION	MARITAL STATUS	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20
89	Parveen	1	1	3	1	4	4	5	4	4	5	5	4	4	4	4	5	4	5	5	4	5	5	2	4
90	Dheeraj	1	1	3	2	4	5	5	4	4	5	5	4	2	4	4	5	4	5	5	4	5	4	3	5
91	Naveen	1	1	3	2	4	4	5	4	4	5	4	4	4	4	4	4	4	4	5	4	4	4	2	4
92	Sumit	1	1	3	1	4	4	4	2	4	5	4	5	4	3	5	5	5	5	5	2	4	4	2	4
93	Krishna	1	1	3	1	4	4	5	2	5	5	4	5	2	4	5	5	5	5	5	4	4	5	2	4
94	Mansi Seth	1	2	1	1	2	5	4	4	5	5	4	4	3	4	3	2	4	4	3	2	4	4	2	3
95	Vishwajeet	1	1	2	1	4	4	5	2	4	5	5	4	2	5	5	5	5	4	5	5	5	5	4	5
96	Praveen	2	1	2	2	4	3	4	3	5	5	4	4	2	2	5	5	4	5	5	5	4	4	5	4
97	Abhinav	2	1	2	2	4	5	5	2	2	5	2	4	2	4	5	4	5	5	5	4	4	4	2	4
98	Prateek	1	1	1	1	4	5	5	2	4	5	2	4	2	4	5	5	4	4	5	2	5	5	5	4
99	Rajesh	2	1	2	2	4	5	3	3	5	5	5	4	3	4	4	3	3	5	4	4	4	4	4	4
100	Mohit	1	1	2	1	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
101	Kapil	1	1	2	1	4	5	5	4	4	5	4	5	4	5	5	4	5	5	5	4	5	4	4	5
102	Tani Bhardwaj	1	2	2	1	5	5	5	4	5	4	5	5	5	4	4	5	4	5	5	5	5	5	4	5
103	sonali Sood	1	2	2	1	2	3	4	1	2	4	5	3	2	5	4	3	4	3	5	3	3	3	4	4
104	Ridhima	1	2	1	1	4	4	4	3	4	4	3	3	3	3	3	3	4	5	5	5	5	5	5	5

GENDER			AGE GROUP	
MALE	1		20-29	1
FEMALE	2		30-39	2
			40-49	3
OCCUPATION			50-59	4
STUDENT	1			
PROFESSIONAL	2		MARITAL STATUS	
BUSINESS PERSON	3		SINGLE	1
HOUSEMAKER	4		MARRIED	2

Glossary

S.NO.	KEY WORDS	MEANING
	A	
1	Academic Environment	The atmosphere in which one attempts to learn, which can aid in the learning experience.
2	Adolescent	In the process of developing from a child into an adult.
	B	
3	Business management education	The education which involves the start, continue and progress of business
4	Business school	A high-level educational institution in which students study subjects relating to business and commerce, such as economics, finance, and management
5	Business Students	The student who are studying business education
	C	
6	Career	An occupation undertaken for a significant period of a person's life and with opportunities for progress.
7	Career development	The lifelong process of managing learning, work, leisure, and transitions in order to move toward a personally determined and evolving preferred future.
8	Choice	An act of choosing from two or more possibilities

9	Choice criteria	A principle or standard by which something may be judged or decided.
10	Convenient sample	It is made up of people who are easy to reach
11	Cultural factors	The established beliefs, values, traditions, laws and languages of a nation or society.
	D	
12	Data analysis	A process of inspecting, cleaning, transforming, and modelling data with the goal of discovering useful information, suggesting conclusions, and supporting decision-making.
13	Decision	A conclusion or resolution reached after consideration
14	Decision considerations	The process of giving careful thought to something in the decision process
15	Decision making	The action or process of making important decisions
16	Demographic factors	Socioeconomic characteristics of a population expressed statistically, such as age, sex, education level, income level, marital status, occupation, religion, birth rate, death rate, average size of a family, average age at marriage.
	E	
17	Employability	A set of achievements – skills, understandings and personal attributes – that make graduates more likely to gain employment and be successful in their chosen occupations,

		which benefits themselves, the workforce, the community and the economy
	F	
18	Factor analysis	A process in which the values of observed data are expressed as functions of a number of possible causes in order to find which are the most important
19	Factors	A circumstance, fact, or influence that contributes to a result
20	Faculty	The person who teaches, guides, traines and manipulates the students
21	Family life cycle	A series of developmental stages a family moves through over time.
22	Financial Aid	Financial Aid is any grant or scholarship, loan, or paid employment offered to help a student meet his/her college expenses
	H	
23	Higher Education	Education at universities or similar educational establishments, especially to degree level.
	I	
24	Income Prospects	A potential seller or buyer to generate the income.
25	Influence	The capacity to have an effect on the character, development or behaviour of someone or something or the effect itself
26	Influencing Factors	Influence is the power to have an important effect on someone or something. If someone influences someone else,

		they are changing a person or thing in an indirect but important way.
27	Infrastructure	The basic physical and organizational structures and facilities (e.g. buildings, roads, power supplies) needed for the operation of a society or enterprise.
28	Institute Selection	The process of selecting an institute
	J	
29	Job Opportunities	an opportunity of employment
30	Job Security	The probability that an individual will keep his or her job
	M	
31	Marketing strategy	The strategies which are used to promote the product or services
32	Methodology	A system of methods used in a particular area of study or activity
33	Motivation	A reason or reasons for acting or behaving in a particular way.
34	Multistage Decision Process	The decision process which involves multiples stages.
	P	
35	Parental influence	Any opinion, attitude, or action (other than direct tutoring) that somehow shapes or moulds the child's reading attitudes.

36	Peer group	A group of people of approximately the same age, status, and interests.
37	Perceived value	The worth that a product or service has in the mind of the consumer.
38	Personal factors	An individual's own characteristics like age, lifestyle, purchasing power, personality and self-concept
39	Personal Interest	The feeling of wanting to know or learn about something or someone.
40	Placement	The action of placing someone somewhere
41	Psychological factors	Thoughts, feelings and other cognitive characteristics that affect the attitude, behaviour and functions of the human mind.
	R	
42	Random selection	Random selection refers to how sample members (study participants) are selected from the population for inclusion in the study
43	Recommendations	A suggestion or proposal as to the best course of action, especially one put forward by an authoritative body.
44	Relationship	The way in which two or more people or things are connected, or the state of being connected.
45	Reliability	The extent to which an experiment, test, or measuring procedure yields the same results on repeated trials.
	S	

46	Skill training	Developing in oneself or others, any skills and knowledge that relate to specific useful competencies.
47	Social factors	Things that affect lifestyle, such as religion, family or wealth. These can change over time
48	Socio-economic status	An economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education, and occupation.
49	Students' choice	An act of choosing from two or more possibilities for the student
	U	
50	University marketing	Process through which a university is move to the customer