

Project Dissertation:

Study of the decision making process for choosing a college/institution for pursuing full-time MBA education in India

**Submitted By:
Shagun Raghav
Roll no:2K13/MBA/62**

**Under the Guidance of:
Dr.Rajan Yadav
Associate Professor**



**DELHI SCHOOL OF MANAGEMENT
Delhi Technological University
Bawana Road Delhi 110042
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ABSTRACT

The study seeks to explore the criteria with which students select their choice of MBA College. In essence, I try to establish the ranking of variables thought to be important for college selection. Also, the degree of influence by external sources on students' decision would also be evaluated.

The main purpose of the present study is to identify the factors (common and least common) that influenced the choice of career of students pursuing an MBA degree in India, and the role that various people and factors played in their decision making process. The study also aims to identify the correlation between various factors and decision making process for selection of any B school by a student.

Demographic variables, educational background, work experience and personality type of students play an important role in decision making process and therefore, the study attempts to find out the differences in choices made by students and explore various other criteria for the selection of B- school among students.

The following objectives have been outlined:

- To determine whether **demographic factors** influence college choice.
- To explore other factors(**campus, infrastructure, faculty, placements**) influencing college decision making
- To find **correlation** among various factors influencing college decision

The survey was conducted by floating a survey questionnaire (enclosed in appendix) across social networking sites and college email focusing on the age group of 20 – 30 yrs. Convenience sampling was used as the sampling method. Individuals were selected from the group to conduct face-face interviews and focus groups. A total of 180 responses were recorded. The questionnaire has a total of 23 questions divided into two parts: the first 7 questions are demographics as well as background information, 16 questions deal with satisfaction of job, personality type, Likert scale for reason for pursuing MBA, influencers for doing MBA, and preferences of factors while selecting an MBA college

Through the factor analysis reveal six important factors that influence the choice of B school selected, these are *Personal factors* which comprise of three variables change in nature of work, higher salary and need for high education; *Academic Quality and facilities* comprises of faculty profile, institute reputation, program structure etc; *Campus and socialization* are the next two most important variables. *Financial aid and procedures* which include variables such as Scholarship/financial policies and tuition fees. The last most important factor found is corporate affiliation which includes corporate interaction sessions and better position in corporate world as the important variables.

Study also finds the difference in decision making process of **working professionals** and freshers. People with higher work experience give more importance to corporate interaction sessions and tuition fee while choosing MBA college. Also, reason for people with higher work experience for doing MBA is more for a change in nature of work and better position in corporate world. Top two factors for pursuing MBA is better position in corporate world and higher salary. Placement is the primary focus of all the MBA aspirants. The study reveals that within **job profile** offered and **brand of companies** visiting an MBA college are top areas of students interest.

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CHAPTER 1: INTRODUCTION

Management education in India is a post-republican phenomenon. The first university to start a full time postgraduate management program was Andhra University in 1957. The first Indian Institute of Management was set up in 1961 at Kolkata. This was followed by IIMs at Ahmedabad (1961), Bangalore (1971) and Lucknow (1974) and in 1990s at Indore and Kozhikode.

Corporate sectors growth and industrialization in India have largely triggered the growth of MBA or its equivalent the postgraduate diploma in management. MBA education has become the most priority subject in higher education, since Business School graduates have played a crucial role in building competitiveness of enterprise and industry.

Demand of managerially skilled candidates is rising day by day and the reason for this growth in demand can be attributed to globalization. It has transformed the competitive world in the sense that managerial skills are the most crucial skill sets for organisations to achieve success in this agile environment. The management graduates are imparted with certain key skills and competencies during their education course, which makes them versatile and best for globalised competitive corporate life. So there is a huge demand for such candidates but the supply of the such talent is low and demand exceeds supply.

Indian management graduates no longer queue up for safe government jobs. They prefer and enjoy the challenges and risks of becoming entrepreneurs and global players in the emerging private sectors. India being a largest democracy with stable, mature, vibrant and exemplary democratic governance and institutions, boasts lots of quality B-Schools attracting intellect student community in large number every year.

From the market view, educational institutions offer different study programs and students chose the particular one in accordance with their own preferences, requirements and expectation. The result of selecting MBA should be more or less predictable. The process of understanding, determining and verifying the factors that influence the behaviour of students

during process of selection is requires the use of advanced statistical tools and subsequent analysis.

1.1 Objectives of the study

- The main purpose of the present study is to identify the factors (common and least common) that influenced the choice of career of students pursuing an MBA degree in India, and the role that various people and factors played in their career choice.
- The study also aims to identify the correlation between various factors and decision making process for selection of any B school by a student.
- Demographic variables, educational background, work experience and personality type of students plays an important role in decision making process and therefore the study tries to find out the differences in choices made by students and explore various other criteria for the selection of B school among students.

1.2 Rationale for conducting the study

“Career choice” for pursuing MBA involves choosing one college over another. There is lot of due diligence that goes into this process considering career prospects and financial investment involved. It is therefore the most important decision that comes in the life of a student especially in India where job opportunities are in scarcity and societal considerations are given immense importance.

Hence, in order for “career choice” to take place, two conditions are necessary:

- (1) Availability of alternative career options; and
- (2) An individual/personal preference between these career options.

It therefore becomes significantly pertinent to understand the decision making process of such an important activity.

1.3 Problem Definition and endeavour of this project

The definite answer to whether external factors or individual factors influence the career choice alternative is unknown. External factors are labor market and state of economy. Individual factors are education, family background and attitude. Career choice process, therefore, is not predictable. Further whether career choices are impacted by social and cultural factors, individual factors, personal values, and factors such as barriers which are faced by female candidates in certain careers such as MBA, needs to be established.

This study specifically aims to explore the different important factors necessary to choose the best career among Indian MBA students. This Project is thus focused on understanding career choice behaviours based on personality or demographic variables. Subsequently the project identifies that career choice influencing factors have focused largely on individuals' attitude, interests, opportunities, etc.

CHAPTER – 2: LITERATURE REVIEW

After the introduction, there is a need to give a brief introduction about research studies conducted on MBA Institutes & the factors which influence the students to select an MBA Institute to pursue their post-graduation.

To identify and better understand the needs that motivate consumers to pursue an MBA degree, a series of qualitative, one-on-one interviews with MBA students was conducted, this research concluded that large number of students have always wished to earn the management degree, most have considered casually the idea of a graduate management degree for many years. The most repeated reasons that students consider revolve around four desires. These are 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. (Briggs, 2013)

A study was conducted to analyse the needs of students going to pursue management course. The analysis concluded that choice of the MBA program was correlated with the employment and work experience of these students. The analysis also found that there was no association between age, gender, highest educational qualification and motive for pursuing MBA with selection of management program. The top reason to select a management program depends on their ability to choose the specialization. For executive MBA program, the option to go for a one year fast track program which is manageable for working professionals remains as the priority reason for selecting the executive MBA program. (Blackburn, 2011)

The most important factors among the female candidates in selection of management college according to a study conducted is the university branding. Among males, the financial factor dominates the most in choice of the preferred university. So there is a difference in decision making between males and females on the parameters to choose MBA college and university.

Master of Business Administration (MBA) is the most sought after course for metropolitan cities students in India. As soon as students complete their undergraduate course, they seek postgraduate course in management because they think it is a more promising and upcoming

trend. They hold a notion that they will have a secured job life after pursuing MBA. They will become managers and a good reputed job will be offered to them. They will have domestic as well as international offers. Also a major chunk of managers or board of directors are those who have done MBA. Moreover, India lacks quality talent at managerial level position wherein a lot of talent is present for technical jobs.

Those professionals who are working and want to upgrade their knowledge and skill set along with working and doing job can opt for part time MBA and weekend course ,thus apart from the regular MBA courses offered to students, working people also have options of Part Time MBA , wherein they can attend the weekend classes along with their regular Jobs.

Return on investment is the most sought after factor to choose a MBA college ,the reason being the student could have earned for these two years. But inspite of earning he is foregoing this opportunity to pursue MBA. So ,it becomes necessary to analyse ROI of the colleges to check the worth of time and amount spent in pursuing the degree.

There are various rankings which are based upon the return on investment that management students receive after completing the MBA course. The ranking provides an order in which the college is able to provide the optimal ROI according to the cost benefit analysis. It tells the rank of the colleges in which it specifies the satisfaction of students in terms of cost and time spent, if it was worth.

Forbes MBA ranking methodology excludes account equity and stock options when ranking MBA colleges. Thus it can be considered imperfect ranking methodology .There are various other imperfect rankings, because there are very less chance of one methodology suiting different business school pedagogy. Hence ranking of MBA can thus vary significantly depending on the teaching methodology of the MBA institutions.

Business week's MBA ranking takes into consideration the student and employer satisfaction levels with the management program. The Economist considers the personal development factor to rank the management college and The Financial Times MBA ranking is according to campus diversity and the earning potential of the student.

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.

A research shows that male student attached high importance to factors such as the placement, image/reputation, infrastructure, specialization & faculty/teaching. There are the five most important choice factors, whereas the five least choice factors were identified as: collaboration with foreign institutes, research activity, industry linkage, financial aid & residential campus.

CHAPTER 3: METHODOLOGY

Include study/research design, problem definition, objectives of study, hypotheses, Sampling Plan, description of tests used, measuring instrument (questionnaire design), validity & reliability of instrument and limitations of study

This chapter comprises of the whole process flow from questionnaire drafting, sampling, field work, data collection to data analysis. It shows all steps involved to conduct this study on education sector in India.

3.1 Research Design

A qualitative phase followed by a quantitative module among current & prospective students has been conducted.

3.1.1 Nature of Research

The research design followed initially for this study is exploratory research design. It provided a platform to conduct an in depth interviews for the qualitative research using a discussion guide. Followed by this, a descriptive research design being quantitative in nature was adopted to conduct online interviews among the current & prospects.

3.1.2 Exploratory Research

It helped to understand the decision making process while selecting an MBA Institute in India by focussing on all the various parameters considered by a student and aid in developing the quantitative questionnaire.

3.1.3 Descriptive Research

It helped to validate the evaluation parameters used to select an MBA institute in India among current and prospects.

3.2 Target Group

3.2.1 Qualitative Module

- Males/Females, 20-30 yrs. Old
- Graduates or pursuing graduation

3.3 Problem Definition

The definite answer to whether external factors or individual factors influence the career choice alternative is unknown. External factors are labor market and state of economy. Individual factors are education, family background and attitude. Career choice process, therefore, is not predictable. Further whether career choices are impacted by social and cultural factors, individual factors, personal values, and factors such as barriers which are faced by female candidates in certain careers such as MBA, needs to be established.

This study specifically aims to explore the different important factors necessary to choose the best career among Indian MBA students. This Project is thus focused on understanding career choice behaviours based on personality or demographic variables. Subsequently the project identifies that career choice influencing factors have focused largely on individuals' attitude, interests, opportunities, etc.

3.4 Objectives of Study

- 1) To determine the influential factors in decision making process to choose MBA college.
- 2) To determine the importance and degree of influence of sources of information
- 3) To determine whether demographic factors influence college choice

3.5 Hypothesis

1. Relationship between family occupation and influencer to MBA. (Influencer: self-motivation, peer pressure, Expectation from family, societal reasons)
2. Relationship between Education Qualification and influencer to MBA (Influencer: self-motivation, peer pressure, Expectation from family, societal reasons)
3. Relationship between gender and in case not MBA this year
4. Relationship between Gender and distance of college from home
5. Relationship between monthly income of family and proximity to college
6. Relationship between Monthly family income and reason for pursuing MBA
7. Relationship between Monthly family income and preference for ROI/ brand image of college
8. Relationship between Monthly income and tuition fees of college
9. Relationship between Age group and factors for selecting an MBA college
10. Relationships between ROI, Brand Image, Popularity and rank of college

3.6 Sampling Methodology

3.6.1 Qualitative Module

- Depth Interviews have been the most suitable platform to probe in detail for such a highly sensitive category. DIs allowed questioning and understanding of emotional aspects involved in the decision making process.
- The DIs have been conducted among current & prospects separately since the depth of knowledge is higher among current students and they have experienced , since they have experienced the services first hand
- Focus group discussions have been conducted among current & prospects to get more detailed information from the students.

3.6.2 Quantitative Module

- The survey was conducted by floating a survey questionnaire (refer to the appendix) across social networking sites and college email focusing on the age group of 20 – 30 yrs.
- The questionnaire has a total of 23 questions divided into two parts: the first 7 questions are demographics as well as background information, 16 questions deal

with satisfaction of job, personality type, Likert scale for reason for pursuing MBA, influencers for doing MBA, and preferences of factors while selecting an MBA college.

3.6.3 Convenient Sampling

Convenient sampling has been used as it attempts to obtain a sample of convenient elements. This has been used to select the respondents because they happen to be at the right place at the right time.

To analyse the primary data, SPSS is used. Descriptive statistics used in the report includes means, frequencies and percentages along with chi-square, factor analysis and cross tabulation.

Sample Size

Qualitative Module

Table 1: Qualitative sample size

| Method | No. of Respondents |
|---------------------|--------------------|
| In-Depth Interviews | 10 |

Quantitative Module

| Focus Group Discussions | |
|-----------------------------------|-----------|
| Total Students(Current) | 11 |
| Males | 7 |
| Females | 4 |
| Total Students (Prospects) | 11 |
| Males | 6 |
| Females | 5 |

| Focus Group Discussions | |
|--|------------|
| Total Students(Current+Prospects) | 180 |
| Males | 98 |
| Females | 82 |

Table: 2 Quantitative sample size

3.7 Statistical Tests Used

The various SPSS techniques used for testing are:

- Anova
- Cross Tabulation(Chi-Square)
- Factor Analysis
- K-Independent(Kruskal-Wallis Test)

3.8 Measuring Instrument

Questionnaire Drafting

- The quantitative questionnaire was prepared on the basis of research design.
- The formatting and routing errors were checked & data collection was started after the final check of questionnaire.

The questionnaire is the basic tool for measurement of attributes and factors. The responses are recorded in the excel sheet, which are transferred to the SPSS file where data view and variable view are labelled as per the requirement. The questions try to bring out relationships between various factors as mentioned earlier in this section. The consumer decision making process is very well explained by the factors as will be seen in the analysis part of the report. For qualitative aspect of the research focus groups and in depth interviews are considered.

3.9 Limitations of the Study

- Limitation of study was that Reluctance on the part of the respondents to provide exact details.

- The respondents were reluctant to answers due to their busy schedule.
- Many respondents were biased in their responses.
- The sample size of 180 respondents is considered very small compared to an estimated 2, 00,000 students enrolling for MBA Entrance exams every year.
- Furthermore, the samples were collected from students more or less from regions specific to Delhi/NCR and from the best MBA colleges. Hence, the perception of a student from C grade MBA College is little less acknowledged in this report.
- The convenience sampling approach has been criticized by various researchers for the authenticity of the procedure, its accuracy and representativeness of the actual population.
- A strong element of subjectivity is present in the report despite the extreme care taken. The construct of influence on college decision making is one which is very difficult to define, much less to measure.
- This study is mainly descriptive in nature, as intended.

Chapter 4: DATA INTERPRETATION & ANALYSIS

The previous chapters discussed about the education industry, objectives, purpose and relevance of the study along with the methods adopted to understand the decision making process of an individual while selecting an MBA institute. This chapter focuses on the in-depth study carried out for this research which has been analysed by various analysis tools from the data collected by the primary as well as secondary sources mentioned in the previous chapters. The results have been shown in terms of various parameters on which the study has been conducted.

A qualitative phase followed by a quantitative module among current and prospective students has been conducted.

Data Interpretation (Qualitative)

Depth-Interview Analysis:

The in depth interviews have been conducted for the prospects who have decided to pursue MBA. Family background has influenced their decision to go for this esteemed degree of MBA. The motivation factor for them has been their respective family member who has been the guiding force in instilling the thought of doing MBA. Work experience has been considered to some extent which has fuelled the need to pursue MBA in order to exploit further opportunities. It was observed that the expectations from MBA have been in accordance with their family background. For instance, one of the prospects whose father is a businessman expects to gather the skill of managing a business from MBA education while other prospect who has a work experience in the education sector expects an enriching learning experience and better opportunities from MBA education.

The sources from where the prospects have come to know about the MBA colleges are online sources, word of mouth and coaching institutes. The most preferred or dependable source has varied, for example, for one prospect, its online sources as it focuses on informative interactions while for the other, its coaching institutes. The factors that the prospects have considered while deciding a B- school are brand image, placements, students and return on investment. Again, the most important factor has been different for the two prospects. Both

the prospects have preferred the following factors over others: placements, better ranked college, location of college (eg: metro city) and brand image. On not getting college of their choice, the prospects would like to settle for the best alternative available, in addition to compromising on some of the factors considered while deciding a B – school. For both the prospects, the tuition fee was never a constraint while choosing an MBA college.

Focus Group Discussion Summary:

Two focus group interviews were conducted. One group was prospectors and the other was present MBA people.

The focus group discussion was done among 10 people with different backgrounds and gender. When asked about what comes to their mind when it comes to MBA, their replies varied from better salary, better profile, good life to experiencing college again, but the most replies revolved around better package and salary. The common expectation of people from MBA came out to be money and the main motivation is intrinsic(i.e. self motivated). The main areas from which people come to know about MBA colleges varied from the coaching institutes, family, and friends to sites. Factors while choosing a college came out to be placements, location, faculty, tuition fees, rank of the college, popularity, infrastructure, campus, proximity although the most important factor were **placements** and **proximity**. The placement is the most factor while choosing an MBA college though the quality of education, also matter to them. People preferred a better rank college rather than a popular college and between faculty profile and academic curriculum, faculty profile was more preferred. Between ROI and brand image, brand image is more preferred.

Most the people preferred trying next year instead of going to college which is not of their choice. People's perception about a branded product and reason for its purchase is no different from choosing a branded MBA college. People are mostly neutral when it came to campus (area, serenity) but need better faculty, corporate interaction session and institute's reputation. Factors like batch size, residential programs, scholarship came out to be neutral factors.

Data Interpretation (Quantitative)

The data has been analysed using the statistical tools in order to meet the objectives of the study. The results of the survey have been studied in two parts:

1. Understanding the direct outcome of people's choices and preferences about various factors
2. Interpreting the correlation between various factors and other not so apparent reasons that drive the decision making process while selecting MBA College.

Understanding the direct outcome of people's choices and preferences about various factors

Let us start by taking common factors influencing career choice. These three factors are:

- (1) Intrinsic (job interest, work satisfaction);
- (2) Extrinsic (job availability, well-paying occupations); and
- (3) Interpersonal (influence of parents and significance of others).


Intrinsic factors

Intrinsic factors refer to those attributes that are internal to a person and revolve around his own interests, likes-dislikes and satisfaction. These factors have been taken into consideration while studying the decision making process of the students. The respondents were asked about their satisfaction level in current job. Majority of respondents were satisfied with their jobs. Thus, job satisfaction plays an important role in decision making process for an individual going for MBA education.



Figure 1

The level of job satisfaction also shapes the reason and expectation of an individual from an MBA course. The outcome of the survey shows that people have ranked attaining “Better position in corporate world” as their main reason for going for MBA degree. The complete ranking of other reason in decreasing order of preference are as follows:

- | | |
|---------------------------------------|--|
| 1. Better Position in corporate world |  Highest |
| 2. Higher salary | |
| 3. Need for higher education | |
| 4. Change in nature of work | |
| 5. Experience college life again | |
| | Lowest |

Extrinsic Factors

Extrinsic Factors are factors that people consider from societal perspective and environmental factors like economic factors, availability of jobs etc. They are external to the individual and

unrelated to the task they are performing. They motivate an individual to achieve the end result.

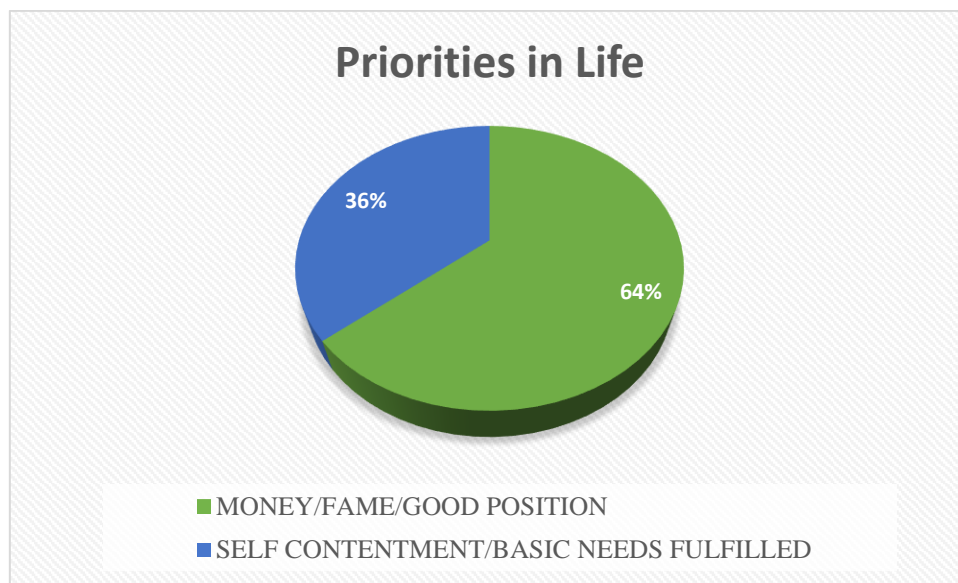
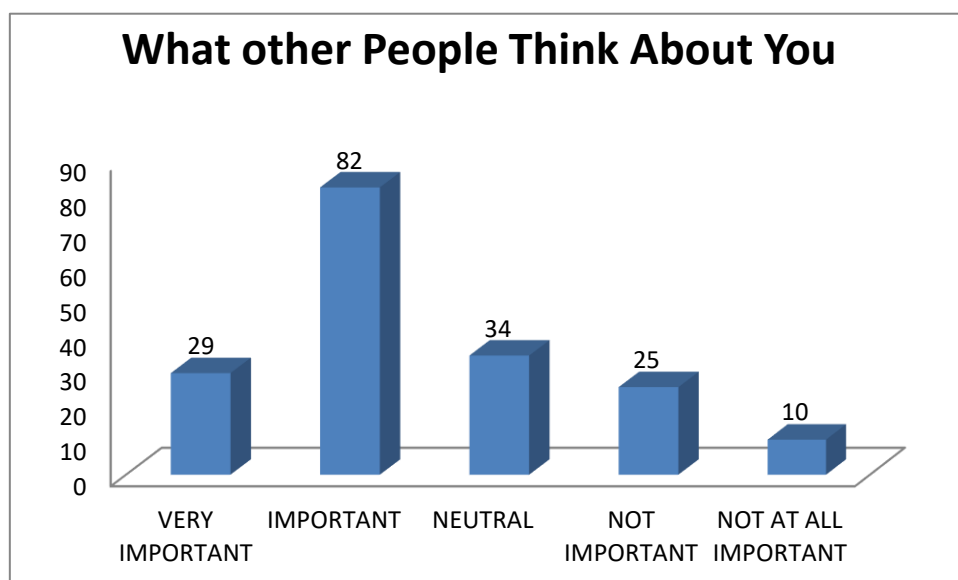


Figure 2

According to the pie chart depicting priorities in life, 64% of the respondents consider money, fame and good position as their priority in life whereas 36% of the respondents consider self-contentment and fulfilment of basic needs as their priority in life.



Interpersonal (influence of parents and significance of others)

Interpersonal factors tell the extent of influence of parents and significance of others has on an individual. These factors also play pivotal role in purchasing decision of many individuals. One consults his family, peers and relatives especially while purchasing high involvement products like automobile.

Cognitive theory originates as a response to behaviourism considering people as rational beings whose activities are product of thinking. Cognitive compare mind with computer where information as input is processed to lead to certain output. The main difference between cognitive and behavioural learning approach is the locus of control over the learning activity: the individual learner is more essential than the environment that behaviourists emphasize.

The respondents were asked about their likeliness to compare prices of the products before purchases and about their affinity towards brands. The intent of asking these questions is to find a correlation between general price comparison of products and tuition fees of MBA schools. Similarly, this report intends to find the relations between brand purchases of products and choosing a branded college versus popular college versus a better ranked college.

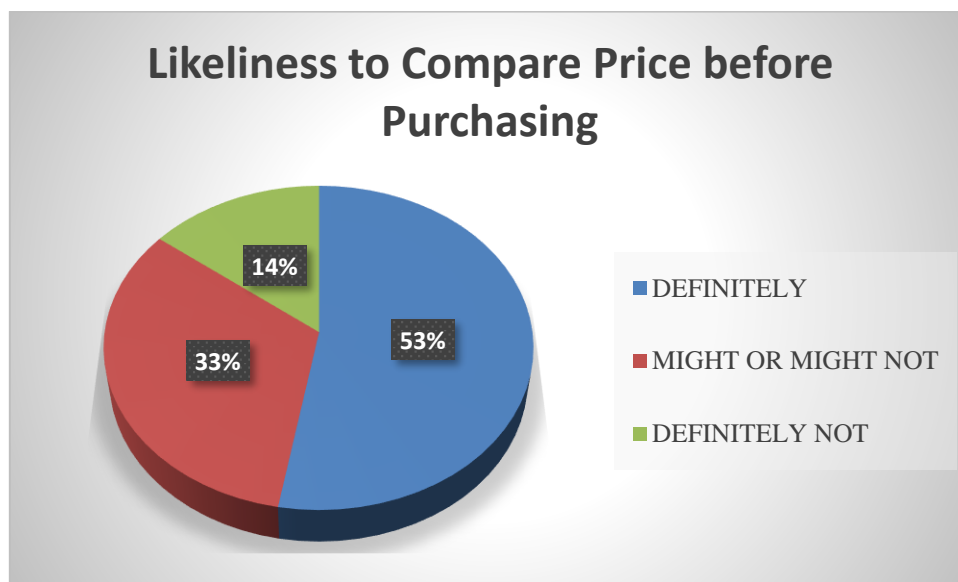


Figure 4



Figure 5

Individualism-collectivism, factors and relationships influencing career choice

Individualism-collectivism, and factors and relationships influencing career choice Culture is an important determinant of how people think and behave, while “values” are “broad tendencies to prefer certain state of affairs over others”.

Present survey revealed following facts about individual’s personalities.

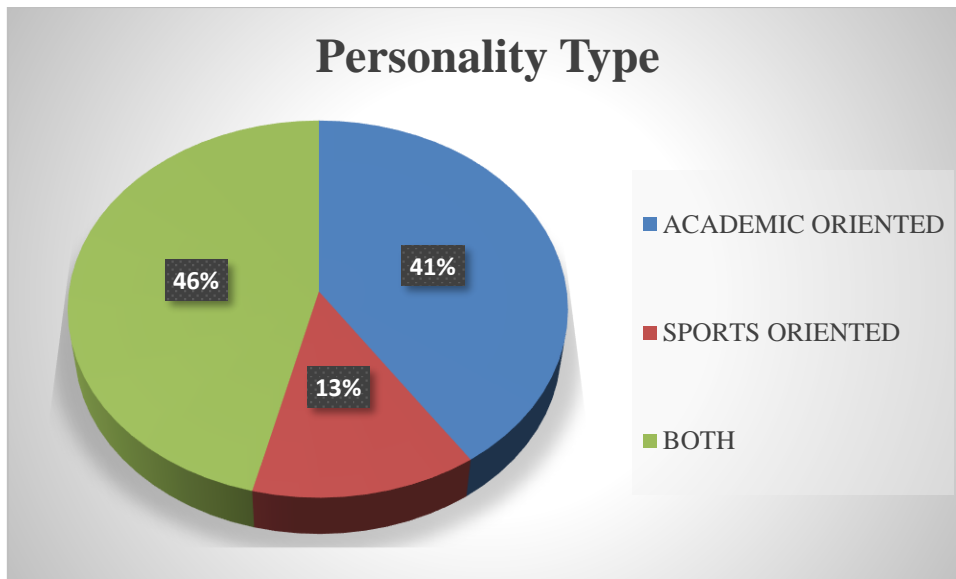


Figure 6

41% of the respondents said they are academic oriented against 13% persons who are sports oriented. While 46 % people chose both. Further tests will reveal if there is any correlation between these attributes and due importance to various attributes (like college infrastructure, extracurricular activities) given by students while selecting an MBA college.

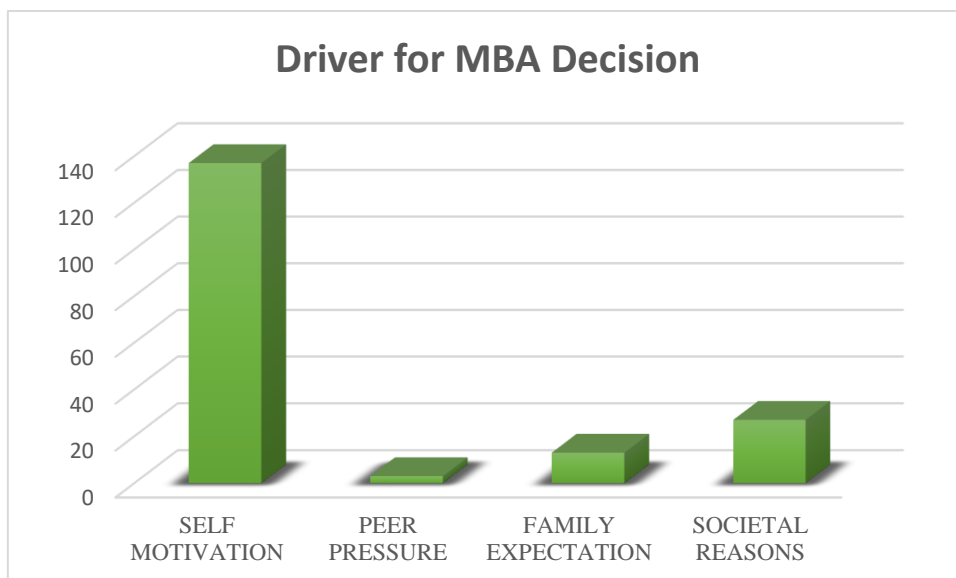


Figure 7

In case of decision making process for MBA college 77% individuals of survey are self-motivated for their pursuing MBA. This is quite understandable because MBA is a highly intensive course both in terms of rigour and intellectual challenges. The decision to go for it cannot be driven by external factors like peer pressure and family pressure. There are however few respondents (15%) who have chosen societal reasons as their driver for their decision to do MBA.

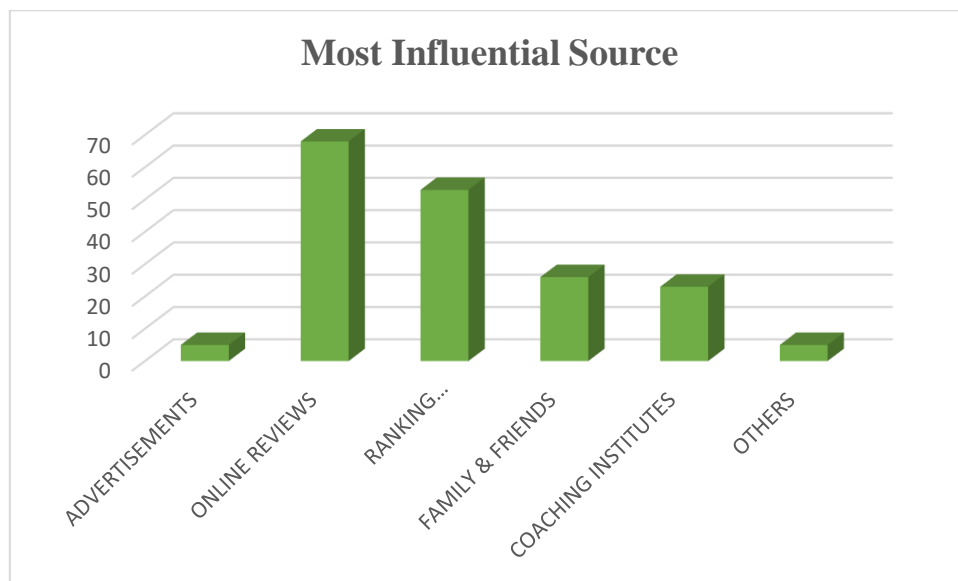


Figure 8

When asked about most influential source while deciding on MBA institute 68 respondents have chosen online reviews as the most influential source followed by institute's ranking published in magazines. This trend quite understandable given the platform offered by internet to discuss various aspects like pros and cons with respect to a college. The least influencing source is advertisements, only at 2%.

To determine whether demographic factors influence college choice

Various Advanced statistical analysis tools have been used to understand the relationship between various demographic factors and others factors which are related with selection of an MBA college. The need for employing advanced analysis is because there are lot of relationships in the data which is not visible from the ordinary graphs.

Demographic variables chosen are:

1. Family Occupation
2. Educational qualification of decision maker in family
3. Gender
4. Monthly income
5. Work experience

Objective: To analyze the relationship between family occupation and motivational factors to get an MBA degree.

Hypothesis, H0: There is no significant relation between family occupation and motivational factor to get an MBA degree.

Hypothesis, H1: There is a significant relation between family occupation and motivational factor to get an MBA degree.

Students having parental back ground as service class are self-motivated to pursue MBA than self-employed professional or family business category.

The significant value is 0.057 which is nearly significant showing that there is an association between background and influencer for doing MBA. (Refer to Annexure 2A)

Objective: To analyze the relationship between educational qualification and motivational factors to get an MBA degree.

Hypothesis, H0: There is no significant relation between educational qualification and motivational factor to get an MBA degree.

Hypothesis, H1: There is a significant relation between educational qualification and motivational factor to get an MBA degree.

The significance value in this case comes to be .906 which means there is **no relationship** between the education qualification of parents and the self-motivation to do MBA. (Refer to Annexure 2B)

Objective: To analyze the relationship between Gender and How important is what people think about

Hypothesis, H0: There is no significant relation between Gender and how important is what people think about

Hypothesis, H1: There is a significant relation between Gender and how important is what people think about

Majority of males regard what people think about them as an important or very important factor compared to females who are either neutral or don't consider it as an important factor. Pearson Chi-Square value for the test is 0.015 which is less than .05 and thus, indicates relationship and Phi value of .292 indicates **a strong relationship**.

This finding is somewhat consistent with the next test where males have preferred more popular college as compared to a better ranked college. Choosing a more popular college is often driven by external locus of control as compared to females who have chosen better ranked college and this is more internally rated. (Refer to Annexure 2C)

Objective: To analyze the relationship between Gender and More popular college versus Better Ranked College

Hypothesis, H0: There is no significant relation between Gender and More popular college versus Better Ranked College

Hypothesis, H1: There is a significant relation between Gender and More popular college versus Better Ranked College

67.7% males have preferred more popular college instead of Better Ranked College. On the other hand, 60.7% females have chosen better ranked college to more popular college. Pearson Chi-Square value for the test is 0.010 which is less than .05 and thus, indicates relationship and Phi value of .191 indicates **a strong relationship**. (Refer to Annexure 2D)

Objective: To analyze the relationship between gender and reason for not doing MBA this year.

Hypothesis, H0: There is no significant relation between gender and reason for not doing MBA this year.

Hypothesis, H1: There is a significant relation between gender and reason for not doing MBA this year.

There is a no association between gender and choice of action where one does not get MBA College of one's choice this year.

The significance value of two sided Pearson's chi-square test is .198 and thus it is clear that males and females have an **equal chance of selecting** any of the options provided if they do not get MBA College of their choice. (Refer to Annexure 2E)

Objective: To analyze the relationship between gender and proximity.

Hypothesis, H0: There is no significant relation between gender and proximity.

Hypothesis, H1: There is a significant relation between gender and proximity

The significance value comes to be .170 which shows **no relationship** between the gender and proximity to college. However from the table we see that as a percentage number of girls opting proximity as “very important” is relatively higher same holds true for “neutral” category among boys. (Refer to Annexure 2F)

Objective: To analyze the relationship between monthly income and preference for ROI/brand image of college.

Hypothesis, H0: There is no significant relation between monthly income and preference for ROI/brand image of college.

Hypothesis, H1: There is a significant relation between monthly income and preference for ROI/brand image of college.

The significance value shows that there is no significant difference between preferences for return on investment if the income group differs. The various categories try to get into the best of colleges irrespective of the fee; this is due to the availability of easy loan options provided by banks such as education loan. This is further proved by the relationship between income level and tuition fee where the significance value of 0.178 shows **no relation** between the two. (Refer to Annexure 2G)

Objective: To analyze the relationship between Work experience and various factors considered while choosing an MBA institute.

Hypothesis, H0: There is no significant relation between Work experience and various factors considered while choosing an MBA institute.

Hypothesis, H1: There is a significant relation between Work experience and various factors considered while choosing an MBA institute.

Kruskal-Wallis Test has been conducted to study the relationship between work experience and various campus related factors.

Following Campus factors are considered

1. Campus Infrastructure like library, computer centre
2. Faculty Profile
3. Corporate Interaction Sessions
4. Extra-Curricular Activities/Student Life
5. Batch Size
6. Residential Program(In-Campus Hostel)
7. Tuition Fees

Chi-Square asymptotic value of the test for Corporate Interaction Sessions is .032 which is less than .05 and indicates a relationship and for Tuition Fees the value is .055 which very close to .05 hence taken into consideration for relationship. The Chi-Square asymptotic value of the test for other factors is more than .05 and hence there is **no relationship** between work experience and other campus related factors.

Cross tabs tests are further applied to find the differential understanding of various work experience category and their inclination towards campus related factors.

Respondents with 3 or more years of work experience have preferred infrastructure related factors as their first preference. (Refer to Annexure 2H)

Objective: To analyze the relationship between Work experience and Reasons for doing MBA.

Hypothesis, H0: There is no significant relation between Work experience and Reasons for doing MBA.

Hypothesis, H1: There is a significant relation between Work experience and Reasons for doing MBA.

- **Work experience and Better position in corporate world**

63.33% of the respondents having work experience greater than 1 year. Majority of these respondents have chosen better position in corporate world as their most preferred option for choosing an MBA school.

Pearson Chi-Square value for the test is 0.061 which indicates relationship and Phi value of

| Total Variance Explained | | | | | | | | | |
|--------------------------|---------------------|---------------|--------------|-------------------------------------|---------------|--------------|-----------------------------------|---------------|--------------|
| Component | Initial Eigenvalues | | | Extraction Sums of Squared Loadings | | | Rotation Sums of Squared Loadings | | |
| | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % |
| 1 | 5.036 | 27.976 | 27.976 | 5.036 | 27.976 | 27.976 | 4.554 | 25.299 | 25.299 |
| 2 | 3.042 | 16.901 | 44.877 | 3.042 | 16.901 | 44.877 | 2.771 | 15.392 | 40.691 |
| 3 | 2.241 | 12.448 | 57.325 | 2.241 | 12.448 | 57.325 | 2.279 | 12.660 | 53.352 |
| 4 | 1.816 | 10.091 | 67.416 | 1.816 | 10.091 | 67.416 | 2.042 | 11.345 | 64.697 |
| 5 | 1.515 | 8.416 | 75.832 | 1.515 | 8.416 | 75.832 | 1.766 | 9.810 | 74.507 |
| 6 | 1.086 | 6.032 | 81.864 | 1.086 | 6.032 | 81.864 | 1.324 | 7.358 | 81.864 |
| 7 | .909 | 5.049 | 86.914 | | | | | | |
| 8 | .777 | 4.315 | 91.229 | | | | | | |
| 9 | .514 | 2.856 | 94.085 | | | | | | |
| 10 | .321 | 1.781 | 95.866 | | | | | | |
| 11 | .285 | 1.581 | 97.447 | | | | | | |
| 12 | .167 | .928 | 98.375 | | | | | | |
| 13 | .125 | .693 | 99.069 | | | | | | |
| 14 | .066 | .369 | 99.437 | | | | | | |
| 15 | .053 | .294 | 99.731 | | | | | | |
| 16 | .048 | .269 | 100.000 | | | | | | |
| 17 | -2.740E-016 | -1.522E-015 | 100.000 | | | | | | |
| 18 | -3.755E-016 | -2.086E-015 | 100.000 | | | | | | |

Extraction Method: Principal Component Analysis.

.376 indicates a strong relationship.

➤ **Work experience and Change in nature of work**

One of the most important reason for selecting MBA education is because they need a change nature of job. This behaviour is clearly evident in outcome of the survey and further analysis with SPSS. Pearson Chi-Square value for the test is 0.024 which indicates relationship and Phi value of .401 indicates a **strong relationship**. (Refer to Annexure 2I)

To explore other factors influencing college decision making

Factor Analysis :Factor analysis has been conducted to explore the major factors considered in decision making regarding college choice. Through this analysis, six major

components have been extracted from the 18 variables. These components represent 81.864% of the variance. Only factors with Eigen values of more than 1.00 have been selected. The following table presents rotated sums of squared loadings of the various factors.

The first factor component as shown in the table above explains 25.299% of the variance. Similarly, the second, third, fourth, fifth and sixth factor components explain 15.392%, 12.660%, 11.345%, 9.810% and 7.358% of the total variance respectively. Altogether, the six factor components explained 81.864% of the variance. Each of the six factor components has been given a name depending on the general characteristics of the factors that fall within it. The following table shows the rotated component matrix using the extraction method of Principal Component Analysis. Each of the factors having multiple values is grouped under the iteration where it has the highest value.

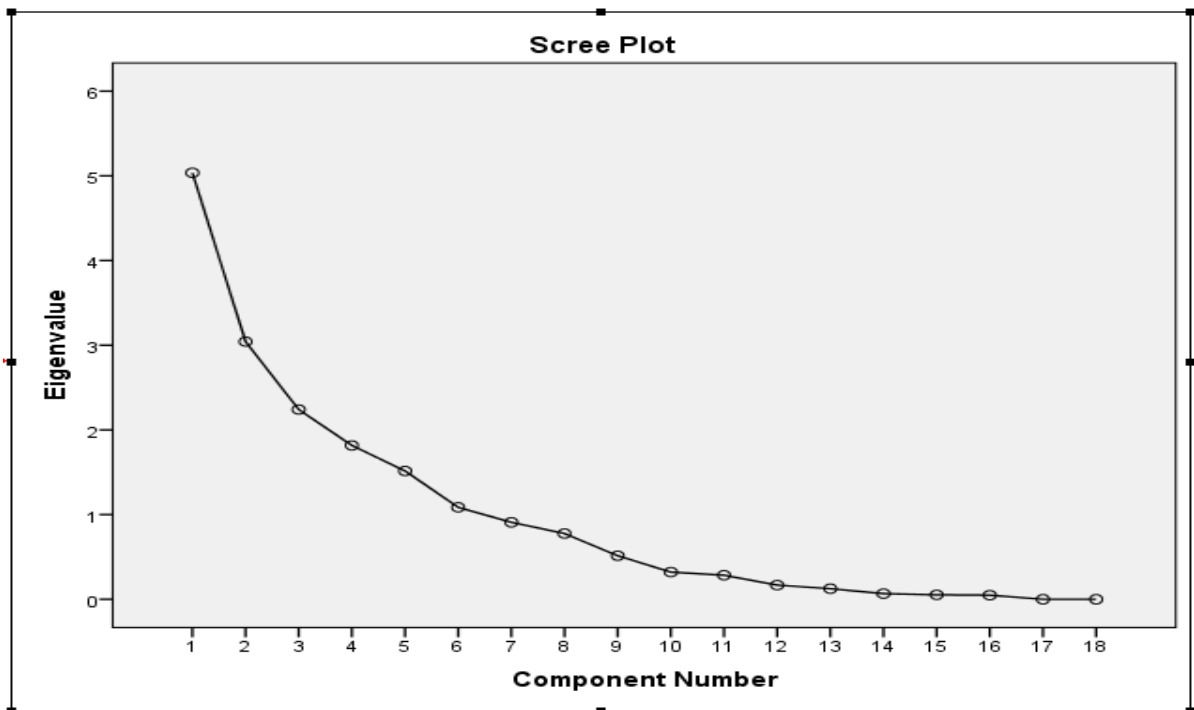


Figure 9

The Screen plot also proves for the result as it has a shape of a landslide where the curve has changed from the sixth variable. The components have value >1 and after the sixth variable the components have value <1.

| Rotated Component Matrix ^a | | | | | | |
|---------------------------------------|-----------|-------|-------|-------|-------|-------|
| | Component | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| Institute reputation | .969 | .026 | .017 | -.054 | -.082 | .019 |
| Availability of course | .969 | .026 | .017 | -.054 | -.082 | .019 |
| Faculty profile | .960 | .013 | .027 | -.103 | -.097 | .015 |
| Program structure | .928 | -.006 | .102 | -.055 | -.123 | -.026 |
| Library collection | .858 | .024 | .012 | -.126 | -.124 | .015 |
| Residential Program | .014 | .973 | .087 | -.039 | -.025 | .011 |
| Batch size | .014 | .973 | .087 | -.039 | -.025 | .011 |
| Campus size and layout | .043 | .887 | .080 | -.108 | -.068 | -.048 |
| Change in nature of work | .043 | .093 | .952 | .038 | .020 | .020 |
| Higher salary | .061 | .092 | .950 | -.019 | .023 | -.016 |
| Need for higher education | -.068 | -.118 | -.542 | .032 | .154 | -.505 |
| Scholarship/ financial policies | -.166 | -.048 | -.016 | .953 | .003 | .025 |
| Tuition fees | -.190 | -.045 | -.020 | .947 | -.010 | .018 |
| Proximity | -.064 | .175 | -.081 | -.341 | .023 | .296 |
| Experience college life again | -.185 | -.053 | .058 | -.038 | .922 | -.006 |
| Extra-curricular activities | -.189 | -.052 | -.076 | .014 | .910 | -.083 |
| Corporate interaction sessions | .067 | -.129 | -.132 | -.139 | -.015 | .738 |
| Better position in corporate world | -.048 | .017 | .331 | .219 | -.043 | .652 |

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 6 iterations.

Table 4

- The table above presents the six factor components as derived from the varimax rotation method of factor analysis, each given an 'interpretative' name. Only sum of squared loadings of more than .50 are considered. That, however, qualifies all the variables (as their values have exceeded .50).

College Choice Decision Factors & Variables

| College choice decision factor | College choice decision variables |
|-----------------------------------|--|
| “Personal factors” | <ul style="list-style-type: none"> • Change in nature of work • Higher salary • Need for higher education |
| “Academic quality and facilities” | <ul style="list-style-type: none"> • Faculty profile • Institute reputation • Program structure • Library collection • Availability of course |
| “Campus” | <ul style="list-style-type: none"> • Campus size and layout • Batch size • Residential Program |
| “Socialization” | <ul style="list-style-type: none"> • Experience college life again • Extracurricular activities |
| “Financial aid and procedures” | <ul style="list-style-type: none"> • Scholarship/ financial policies • Tuition fees |
| “Corporate affliction” | <ul style="list-style-type: none"> • Corporate interaction sessions • Better position in corporate world |

Table 5

- The first college choice decision factor has been named "**Personal factors**". The choice for this name stems from the fact that every student has his or her own set of circumstances quite independent from the others, hence the word 'personal'. There are three variables in this factor component namely, 'Change in nature of work', 'Higher

salary' and 'Need for higher education'. Together, they account for 25.299% of the variance.

- The second factor has been named "**Academic quality and facilities**" to reflect variables such as 'Faculty profile', 'Institution's reputation', 'Program structure', 'Library collection', and 'Availability of course'. The second factor group explains 15.392% of the total variance.
- The third group, which represents 12.66% of the variance, is named "**Campus**" as it contains variables such as 'Campus size and layout', and 'Batch size'.
- The fourth factor has been named "**Socialization**" which refers to 'extra-curricular activities' as well as the 'Opportunity to meet friends or in other words Experience college life again'. It represents 11.345% of the variance.
- The fifth factor has been named "**Financial aid and procedures**" which includes variables such as 'Scholarship/financial policies' and 'Tuition fees'. This refers to the availability (or not) of financial support plus the ease of which to enrol in the college. This component explains 9.810% of the total variance.
- The sixth factor has been named "**Corporate affliction**" which includes variables such as 'Corporate interaction sessions' and 'Better position in corporate world'. This refers to the importance of alumni network for a student while selecting an institute for the college. This component explains 7.358% of the total variance.

4.1 Findings & Conclusions

Following are the key findings of this report

- People's perception of buying a branded product is no different from choosing a branded college. Majority of people prefer branded college over a college having better return of investment.
- Students having parental back ground as service class are self-motivated to pursue MBA than self-employed professional or family business category.
- There is strong relationship between Gender and following aspects:
 - More popular college /Better Ranked College. Males have chosen more popular college and females have chosen better ranked college.
 - Males give more importance to what people think about them than females. This relationship also extended to prove that males have choose more popular college and females have choose better ranked college.
- There is a no association between gender and choice of action when one does not get MBA College of one's choice this year.
- There is no significant relation between monthly income and preference for ROI/brand image of college.
- People with higher work experience give more importance to corporate interaction sessions and tuition fee while choosing the college. Also, reason for people with higher work experience for doing MBA is more for a change in nature of work and better position in corporate world.
- Top two factors for pursuing MBA are better position in corporate world and higher salary.
- From placement perspective, job profile offered and brand of companies visiting an MBA college are top areas of student's interest. While, international placement do not play an important role in decision making.

4.2 Future Scope

This study has effected more questions than answers. It is an encouraging sign that more research into this area should be carried out in the near future. In particular researchers can look into the aspects of the student decision-making process, including personal factors, family background, academic achievements and other consideration. During our research we found a strong inclination among respondents towards what their elder siblings have done for getting into a good MBA college, the influencers were more recorded to be the male section of family showing the patriarchal nature of our society. Students looking for entrepreneurship in the long run had different expectations from MBA, this further gives a rationale for empirical research on factors and types of relationships influencing career choice and their correlates. The causal relationship between college choice and post purchase behaviour, academic achievements, impact of career counselling and satisfaction levels, can also be examined. Similarly, more constructs can be defined and measured in follow-up studies.

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CHAPTER-6:ANNEXURE

6.1:Annexure-1(A) Qualitative Questionnaire

Instructions to be followed:

- ✓ Introduce Self
- ✓ There are no right- wrong answers; We just want their opinion
- ✓ Purpose of tape recorder – for our better understanding of the conversation
- ✓ Confidentiality to be kept in mind

| Introduction | | 2 Minutes |
|-------------------------------|---|------------------|
| <i>About Yourself</i> | <ul style="list-style-type: none">• Please tell me about yourself to me? Your name? Where do you live?• What do you do? Do you work? Where do you work? Were you satisfied with your work? | |
| <i>Family Members</i> | <ul style="list-style-type: none">• Can you tell me something about your family?• How many people are there in your family? What is your monthly family income? | |
| <i>Education sector (MBA)</i> | <ul style="list-style-type: none">• What comes first to your mind on hearing the word MBA?• What is your expectation from MBA degree? | |
| Origin | | 1 Min |

| | |
|--|---|
| | <ul style="list-style-type: none"> • When was the first time you thought of doing MBA and why? <p>What is your main motivation factor for MBA education?</p> |
|--|---|

| | |
|--|----------|
| Perceptions about MBA institute | 2 |
| Mins | |

| | |
|--|--|
| <p><i>Source of Awareness</i></p> | <ul style="list-style-type: none"> • Can you tell me from where all have you come to know about these MBA colleges? • Please think and tell me from where have you read/seen/heard about these MBA colleges. • Which is the most dependable source of deciding a good B-school? List other sources also. • Has anyone told you anything about these colleges? Please think and tell me. |
| <p><i>Consideration for future</i></p> | <ul style="list-style-type: none"> • What are the factors you will look for while deciding a B-school? Mention the most important. • If you have to choose between two factors which one will you go for: <ul style="list-style-type: none"> ➤ Quality of education v/s Placements ➤ More popular college v/s Better ranked college ➤ Campus (area) v/s Location of college (metro city) ➤ Faculty profile v/s Academic Curriculum ➤ Return on investment v/s Brand Image of college • If you don't get college of your choice, then what will you do? Will you be satisfied with your choice? <p>PROBE FOR REASONS</p> <ul style="list-style-type: none"> • Will tuition fee be ever a constraint while choosing a MBA college? |

Brand Imagery**2 Mins**

- What do you understand by brand of a product? How often you buy a branded product?
- How important is this concept while selecting a B-school?
- Will you compromise brand with some other factor like infrastructure, faculty and most importantly placement? Any other.

Relative Importance**3 Mins**

MODERATOR TO SAY: Now let's do a small exercise. Please look at the show cards here. These are factors that students generally consider while choosing an MBA institute. (Each factor will be given separately in a show card)

Please think and classify these factors according to the importance when you were to choose _____

1. Most important
2. Important
3. Neutral
4. Not important
5. Least important

FACTORS LIST: PLEASE SHOW EACH CARD, EXPLAIN AND ASK THEM TO CLASSIFY

- a. Campus size and layout
- b. Faculty profile

| | |
|--|---|
| | <ul style="list-style-type: none">c. Corporate interaction sessionsd. Extra-curricular activitiese. Batch sizef. Residential Programg. Tuition feesh. Proximityi. Library collectionj. Institute reputationk. Program structurel. Scholarship/ financial policiesm. Availability of coursen. Better position in corporate worldo. Higher salaryp. Change in nature of workq. Need for higher educationr. Experience college life again |
|--|---|

THANK AND CLOSE INTERVIEW.

6.2:Annexure-1(B) Quantitative Questionnaire

Q1. Please specify the highest education qualification of the decision maker in the household.

- SSC(Class X)
- HSC(Class XII)
- Graduate
- Post Graduate
- Doctorate
- Others _____

Q2. What is his/ her occupation? IF RETIRED: What was his/ her occupation before he/ she retired?

- Self-Employed Professional
- Family Business
- Private Employee
- Government Employee
- Others _____

Q3. Please specify your monthly family income?

- Less than Rs 20000/-
- Rs 20000 – Rs 30000
- Rs 30001 – Rs 40000
- Rs 40001– Rs 50000
- Rs 50001 – Rs 1 Lakh
- More than Rs 1 Lakh

Q4. Please specify the age group you belong to?

- Less than 21 Years
- 21-23 Years
- 24-27 Years
- 28-30 Years
- Above 30 Years

Q5. Please specify your Gender.

- Male
- Female

Q6. Please specify your Graduation degree.

- Engineer
- Commerce graduate
- Others _____

Q7. Please specify duration of your work experience?

- More than 5 years
- 3-5 Years
- 1-3 Years
- Less than 1 Year
- No Work Ex

Q8. Are/Were you satisfied with your job?

| | Very Satisfied | Satisfied | Neutral | Dissatisfied | Very Dissatisfied | Not Applicable |
|---------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Rating | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q9. Please indicate your response for the following questions with regard to the purchase of a branded product (Where 1 = "Definitely", 2="Might or might not" & 3="Definitely Not")?

| | Rating(3-Point Scale) |
|--|-----------------------|
| How likely are you to purchase a branded product? | |
| How likely are you to compare the price before purchasing? | |

Q10. How important is what people think about you?

- Very Important
- Important
- Neutral
- Not Important
- Not at all Important

Q11. Please rate your priorities in life.

- Money/Fame/Good position
- Self-contentment/Basic needs fulfilled

Q12. Please rate your Personality type.

- Academic oriented
- Sports oriented
- Both

Q13. Rank the following factors in order of importance as a reason for pursuing MBA degree on a 5-Point scale (Where 1="Most Important" & 5="Least Important")

- _____ Better position in corporate world
- _____ Higher salary
- _____ Change in nature of work
- _____ Need for higher education
- _____ Experience college life again

Q14. Your decision for MBA is driven by:

- Self-motivated need for higher education
- Peer pressure
- Expectation from family for higher education
- Societal reasons(higher social recognition and repute)

Q15. How important do you consider should be the proximity of the MBA college from your home town (Where 5="Not at all Important" & 1="Extremely Important")

| | Extremely Important | Very Important | Neutral | Not important | Not at all important |
|------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Rate | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q16. For you which is the most influential source while deciding an MBA Institute?

- Advertisements
- Online Reviews (College website/ MBA forums)
- Ranking Surveys in Magazines
- Family & Friends
- Coaching Institute recommending a particular college
- Others _____

Q17. If I am not getting college of my choice, then I will:

- Try again next year
- Go for next best option, but will regret
- Tried enough; will not do MBA from an inferior college
- Will take available option & will be satisfied

Q18. While selecting an MBA college, you would go for:

- College famous for offering specialized program in my intended area of specialization
- General MBA from a college with better brand value
- Never Thought of above factors
- Other _____

Q19. Will your choice of selecting MBA Institute depends on the fact that Alumni of your Institute is at good position in Corporate World?

- Yes
- No

Q20. If stuck between two Colleges of same level, of the following attributes which one will you prefer?

| | 1 (1) | 2 (2) |
|---|-----------------------|-----------------------|
| Quality of education: Placements | <input type="radio"/> | <input type="radio"/> |
| More popular: Better ranked college | <input type="radio"/> | <input type="radio"/> |
| Campus(Area):Location of college (Metro City) | <input type="radio"/> | <input type="radio"/> |
| Faculty profile: Academic curriculum | <input type="radio"/> | <input type="radio"/> |
| Return on Investment(ROI):Brand image of college | <input type="radio"/> | <input type="radio"/> |

Q21. If you had to decide to settle for a low ranking college (Tier-3), it will be because of:

- Inability to improve your Entrance Score (CAT percentile etc.)
- Poor academic profile
- Higher end college have higher fees
- Can't delay Post Graduation for one more year

Q22. Please rank the following factors according to your preference while selecting an MBA College on a 7-Point scale (Where 1="Most Important" & 7="Least Important").

_____ Campus Infrastructure (Library, Computer Centre, Classrooms etc.)

_____ Faculty Profile

_____ Corporate Interaction Sessions

_____ Extra-Curricular Activities/Student Life

_____ Batch Size

_____ Residential Program (In-Campus Hostel)

_____ Tuition Fees

Q23. From placements perspective, choose two most important factors which you look while selecting an MBA College.

- Average package
- Job profile offered
- International placements
- Brand of companies visiting
- Percentage of batch placed

6.3:Annexure 2

Annexure 2 (a.)

Relationship between family occupation and motivational factor to do MBA

What is his/ her / occupation? IF RETIRED: What was his/ her / occupation before he/ she retired? * Your decision for MBA is driven by : Crosstabulation

| | | | Your decision for MBA is driven by : | | | | Total |
|----------------------------|----------------|--|--|---------------|--|--|-------|
| | | | Self-motivated need for higher education | Peer pressure | Expectation from family for higher education | Societal reasons(higher social recognition and repute) | |
| Self-Employed Professional | Count | | 18 | 0 | 2 | 2 | 22 |
| | Expected Count | | 16.7 | .4 | 1.6 | 3.3 | 22.0 |
| Family Business | Count | | 26 | 0 | 2 | 6 | 34 |
| | Expected Count | | 25.9 | .6 | 2.5 | 5.1 | 34.0 |
| Private Employee | Count | | 34 | 0 | 7 | 8 | 49 |
| | Expected Count | | 37.3 | .8 | 3.5 | 7.4 | 49.0 |
| Government Employee | Count | | 55 | 3 | 1 | 7 | 66 |
| | Expected Count | | 50.2 | 1.1 | 4.8 | 9.9 | 66.0 |
| Others | Count | | 4 | 0 | 1 | 4 | 9 |
| | Expected Count | | 6.9 | .2 | .7 | 1.4 | 9.0 |
| Total | Count | | 137 | 3 | 13 | 27 | 180 |
| | Expected Count | | 137.0 | 3.0 | 13.0 | 27.0 | 180.0 |

Annexure 2 (b.)

Relationship between education qualification and motivation for doing MBA

Please specify / the highest education qualification of the decision maker in the / household. * Your decision for MBA is driven by : Crosstabulation

| | | | Your decision for MBA is driven by : | | | | Total |
|----------------|----------------|--|--|---------------|--|--|-------|
| | | | Self-motivated need for higher education | Peer pressure | Expectation from family for higher education | Societal reasons(higher social recognition and repute) | |
| SSC(Class X) | Count | | 2 | 0 | 0 | 1 | 3 |
| | Expected Count | | 2.3 | .1 | .2 | .5 | 3.0 |
| HSC(Class XII) | Count | | 4 | 0 | 2 | 1 | 7 |
| | Expected Count | | 5.3 | .1 | .5 | 1.1 | 7.0 |
| Graduate | Count | | 71 | 2 | 6 | 16 | 95 |
| | Expected Count | | 72.3 | 1.6 | 6.9 | 14.3 | 95.0 |
| Post Graduate | Count | | 54 | 1 | 5 | 9 | 69 |
| | Expected Count | | 52.5 | 1.2 | 5.0 | 10.4 | 69.0 |
| Doctorate | Count | | 4 | 0 | 0 | 0 | 4 |
| | Expected Count | | 3.0 | .1 | .3 | .6 | 4.0 |
| Others | Count | | 2 | 0 | 0 | 0 | 2 |
| | Expected Count | | 1.5 | .0 | .1 | .3 | 2.0 |
| Total | Count | | 137 | 3 | 13 | 27 | 180 |
| | Expected Count | | 137.0 | 3.0 | 13.0 | 27.0 | 180.0 |

Annexure 2 (c.)

Relationship between gender and what people think about you

How important is what people think about you * Please specify your Gender Crosstabulation

| | | | Please specify your Gender | | Total |
|--|--|--|----------------------------|---------------|--------------|
| | | | Male | Female | |
| How important is what people think about you | Very Important | Count % within How important is what people think about you | 34 87.2% | 5 12.8% | 39 100.0% |
| | Important | Count % within How important is what people think about you | 59 72.8% | 22 27.2% | 81 100.0% |
| | Neutral | Count % within How important is what people think about you | 16 53.3% | 14 46.7% | 30 100.0% |
| | Not Important | Count % within How important is what people think about you | 16 69.6% | 7 30.4% | 23 100.0% |
| | Not at all Important | Count % within How important is what people think about you | 3 42.9% | 4 57.1% | 7 100.0% |
| Total | Count % within How important is what people think about you | 128 71.1% | 52 28.9% | 180 100.0% | |

Chi-Square Tests

| | Value | df | Asymp. Sig. (2-sided) |
|------------------------------|---------------------|----|-----------------------|
| Pearson Chi-Square | 12.382 ^a | 4 | .015 |
| Likelihood Ratio | 12.516 | 4 | .014 |
| Linear-by-Linear Association | 7.848 | 1 | .005 |
| N of Valid Cases | 180 | | |

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 2.02.

Symmetric Measures

| | | Value | Asymp. Std. Error ^a | Approx. T ^b | Approx. Sig. |
|----------------------|----------------------|-------|--------------------------------|------------------------|-------------------|
| Nominal by Nominal | Phi | .262 | | | .015 |
| | Cramer's V | .262 | | | .015 |
| Interval by Interval | Pearson's R | .209 | .072 | 2.857 | .005 ^c |
| Ordinal by Ordinal | Spearman Correlation | .223 | .069 | 3.053 | .003 ^c |
| N of Valid Cases | | 180 | | | |

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Annexure 2 (d.)

Relationship between gender and popular v/s better ranked college

**If stuck between two Colleges of same level, which attribute will you prefer ?-More popular:
Better ranked college ^ Gender Crosstabulation**

| | | | Gender | | Total |
|---|---|---|--------------|-------------|---------------|
| | | | Male | Female | |
| If stuck between two Colleges of same level, which attribute will you prefer ?-More popular: Better ranked college | 1 | Count % within If stuck between two Colleges of same level, which attribute will you prefer ?-More popular:Better ranked college | 38 86.4% | 6 13.6% | 44 100.0% |
| | 2 | Count % within If stuck between two Colleges of same level, which attribute will you prefer ?-More popular:Better ranked college | 90 66.2% | 46 33.8% | 136 100.0% |
| Total | | Count % within If stuck between two Colleges of same level, which attribute will you prefer ?-More popular:Better ranked college | 128 71.1% | 52 28.9% | 180 100.0% |

Chi-Square Tests

| | Value | df | Asymp. Sig. (2-sided) | Exact Sig. (2-sided) | Exact Sig. (1-sided) |
|------------------------------------|--------------------|----|-----------------------|----------------------|----------------------|
| Pearson Chi-Square | 6.595 ^a | 1 | .010 | | |
| Continuity Correction ^b | 5.649 | 1 | .017 | | |
| Likelihood Ratio | 7.323 | 1 | .007 | | |
| Fisher's Exact Test | | | | .012 | .007 |
| Linear-by-Linear Association | 6.558 | 1 | .010 | | |
| N of Valid Cases | 180 | | | | |

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 12.71.

b. Computed only for a 2x2 table

Symmetric Measures

| | | Value | Asymp. Std. Error ^a | Approx. T ^b | Approx. Sig. |
|----------------------|----------------------|-------|--------------------------------|------------------------|-------------------|
| Nominal by Nominal | Phi | .191 | | | .010 |
| | Cramer's V | .191 | | | .010 |
| Interval by Interval | Pearson's R | .191 | .062 | 2.602 | .010 ^c |
| Ordinal by Ordinal | Spearman Correlation | .191 | .062 | 2.602 | .010 ^c |
| N of Valid Cases | | 180 | | | |

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

Annexure 2 (e.)

Relationship between gender and reason for not doing MBA this year

Please specify your Gender * If I am not getting college of my choice, then I will : Crosstabulation

| | | | If I am not getting college of my choice, then I will : | | | | Total |
|----------------------------|----------------|----------------|---|--|--|--|-------|
| | | | Try again next year | Go for next best option, but will regret | Tried enough; will not do MBA from an inferior college | Will take available option & will be satisfied | |
| Please specify your Gender | Male | Count | 58 | 29 | 4 | 37 | 128 |
| | | Expected Count | 56.2 | 26.3 | 6.4 | 39.1 | 128.0 |
| | Female | Count | 21 | 8 | 5 | 18 | 52 |
| | | Expected Count | 22.8 | 10.7 | 2.6 | 15.9 | 52.0 |
| Total | Count | 79 | 37 | 9 | 55 | 180 | |
| | Expected Count | 79.0 | 37.0 | 9.0 | 55.0 | 180.0 | |

Chi-Square Tests

| | Value | df | Asymp. Sig. (2-sided) |
|------------------------------|--------------------|----|-----------------------|
| Pearson Chi-Square | 4.666 ^a | 3 | .198 |
| Likelihood Ratio | 4.380 | 3 | .223 |
| Linear-by-Linear Association | 1.154 | 1 | .283 |
| N of Valid Cases | 180 | | |

a. 1 cells (12.5%) have expected count less than 5. The minimum expected count is 2.60.

Annexure 2 (f.)

Relationship between gender and proximity

Please specify your Gender * How important do you consider should be the proximity of the MBA / college from your home town / (Wh...-Rate Crosstabulation

| | | | How important do you consider should be the proximity of the MBA / college from your home town / (Wh...-Rate | | | | | Total |
|----------------------------|--------|----------------|--|----------------|---------|---------------|----------------------|-------|
| | | | Extremely Important | Very Important | Neutral | Not important | Not at all important | |
| Please specify your Gender | Male | Count | 11 | 20 | 37 | 26 | 34 | 128 |
| | | Expected Count | 9.2 | 25.6 | 35.6 | 26.3 | 31.3 | 128.0 |
| | Female | Count | 2 | 16 | 13 | 11 | 10 | 52 |
| | | Expected Count | 3.8 | 10.4 | 14.4 | 10.7 | 12.7 | 52.0 |
| Total | | Count | 13 | 36 | 50 | 37 | 44 | 180 |
| | | Expected Count | 13.0 | 36.0 | 50.0 | 37.0 | 44.0 | 180.0 |

Annexure 2 (g.)

Relationship between monthly income and preference for ROI/brand image

Test Statistics^{a,b}

| | If stuck between two Colleges of same level, of the following / attributes which one will you prefer ?-Return on Investment(ROI):Brand image of college |
|-------------|---|
| Chi-Square | 7.676 |
| df | 5 |
| Asymp. Sig. | .175 |

a. Kruskal Wallis Test

b. Grouping Variable: Please specify / your monthly family income ?

Annexure 2 (h.)

Relationship between work experience and factors considered while choosing an MBA institute

Test Statistics^{a,b}

| | Please rank the following factors according to your preference / while selecting an MBA College on...-Campus Infrastructure (Library, Computer Centre, | Please rank the following factors according to your preference / while selecting an MBA College on...-Faculty Profile | Please rank the following factors according to your preference / while selecting an MBA College on...-Corporate Interaction Sessions | Please rank the following factors according to your preference / while selecting an MBA College on...-Extra-Curricular Activities/Student Life | Please rank the following factors according to your preference / while selecting an MBA College on...-Batch Size | Please rank the following factors according to your preference / while selecting an MBA College on...-Residential Program(In-Campus Hostel) | Please rank the following factors according to your preference / while selecting an MBA College on...-Tuition Fees |
|-------------|--|---|--|--|--|---|--|
| Chi-Square | 3.899 | 3.000 | 10.547 | 2.016 | 6.289 | 1.255 | 9.256 |
| df | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| Asymp. Sig. | .420 | .558 | .032 | .733 | .179 | .869 | .055 |

a. Kruskal Wallis Test

b. Grouping Variable: Please specify / duration of your work experience?Ã Å

Annexure 2 (i.)

Relationship between work experience and reasons for doing MBA

Work experience and better position in corporate world:

Crosstab

| | | | Rank the following factors in order of importance as a reason for / pursuing MBA degree on a 5-Point...-Better position in corporate world | | | | | Total |
|---|---|---|--|-------------------|------------------|-------------------|-----------------|--------------|
| | | | first preference | second preference | third preference | fourth preference | last preference | |
| Please specify / duration of your work experience? Ã Å | More than 5 years | Count % within Please specify / duration of your work experience? Ã Å | 9 50.0% | 2 11.1% | 3 16.7% | 2 11.1% | 2 11.1% | 18 100.0% |
| | 3-5 Years | Count % within Please specify / duration of your work experience? Ã Å | 19 46.3% | 8 19.5% | 2 4.9% | 4 9.8% | 8 19.5% | 41 100.0% |
| | 1-3 Years | Count % within Please specify / duration of your work experience? Ã Å | 24 43.6% | 11 20.0% | 10 18.2% | 7 12.7% | 3 5.5% | 55 100.0% |
| | Less than 1 Year | Count % within Please specify / duration of your work experience? Ã Å | 6 23.1% | 11 42.3% | 2 7.7% | 4 15.4% | 3 11.5% | 26 100.0% |
| | No Work Ex | Count % within Please specify / duration of your work experience? Ã Å | 10 25.0% | 14 35.0% | 10 25.0% | 4 10.0% | 2 5.0% | 40 100.0% |
| Total | Count % within Please specify / duration of your work experience? Ã Å | 68 37.8% | 46 25.6% | 27 15.0% | 21 11.7% | 18 10.0% | 180 100.0% | |

Chi-Square Tests

| | Value | df | Asymp. Sig. (2-sided) |
|------------------------------|---------------------|----|-----------------------|
| Pearson Chi-Square | 25.511 ^a | 16 | .061 |
| Likelihood Ratio | 26.083 | 16 | .053 |
| Linear-by-Linear Association | .157 | 1 | .692 |
| N of Valid Cases | 180 | | |

a. 11 cells (44.0%) have expected count less than 5. The minimum expected count is 1.80.

Symmetric Measures

| | Value | Approx. Sig. |
|------------------------|-------|--------------|
| Nominal by Nominal Phi | .376 | .061 |
| Cramer's V | .188 | .061 |
| N of Valid Cases | 180 | |

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Work experience and change in nature of work:

| | | | Crosstab | | | | | |
|---|--|--|---|-------------------|------------------|-------------------|-----------------|--------|
| | | | Rank the following factors in order of importance as a reason for / pursuing MBA degree on a 5-Poin...-Change in nature of work | | | | | |
| | | | first preference | second preference | third preference | fourth preference | last preference | Total |
| Please specify / duration of your work experience? Ä Ä | More than 5 years | Count | 0 | 1 | 8 | 4 | 5 | 18 |
| | | % within Please specify / duration of your work experience?Ä Ä | 0.0% | 5.6% | 44.4% | 22.2% | 27.8% | 100.0% |
| | 3-5 Years | Count | 5 | 4 | 24 | 6 | 2 | 41 |
| | | % within Please specify / duration of your work experience?Ä Ä | 12.2% | 9.8% | 58.5% | 14.6% | 4.9% | 100.0% |
| | 1-3 Years | Count | 3 | 12 | 21 | 14 | 5 | 55 |
| | % within Please specify / duration of your work experience?Ä Ä | 5.5% | 21.8% | 38.2% | 25.5% | 9.1% | 100.0% | |
| | Less than 1 Year | Count | 1 | 1 | 10 | 10 | 4 | 26 |
| | | % within Please specify / duration of your work experience?Ä Ä | 3.8% | 3.8% | 38.5% | 38.5% | 15.4% | 100.0% |
| | No Work Ex | Count | 1 | 5 | 13 | 10 | 11 | 40 |
| | | % within Please specify / duration of your work experience?Ä Ä | 2.5% | 12.5% | 32.5% | 25.0% | 27.5% | 100.0% |
| Total | | Count | 10 | 23 | 76 | 44 | 27 | 180 |
| | | % within Please specify / duration of your work experience?Ä Ä | 5.6% | 12.8% | 42.2% | 24.4% | 15.0% | 100.0% |

Chi-Square Tests

| | Value | df | Asymp. Sig. (2-sided) |
|------------------------------|---------------------|----|-----------------------|
| Pearson Chi-Square | 29.013 ^a | 16 | .024 |
| Likelihood Ratio | 29.351 | 16 | .022 |
| Linear-by-Linear Association | 3.576 | 1 | .059 |
| N of Valid Cases | 180 | | |

a. 10 cells (40.0%) have expected count less than 5. The minimum expected count is 1.00.

Symmetric Measures

| | Value | Approx. Sig. |
|--------------------|-------|--------------|
| Nominal by Nominal | | |
| Phi | .401 | .024 |
| Cramer's V | .201 | .024 |
| N of Valid Cases | 180 | |

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.