



## SATISFACTION OF MANAGEMENT STUDENTS TOWARDS TRAINING AND PLACEMENT IN UNIVERSITIES OF HARYANA

**Dr. Neelam Rani**

Programme Associate

Indian Institute of Foreign Trade, Delhi

### ABSTRACT

*Globalization and privatization has enforced changes in the management education which inevitably lead to changing expectations of students and academicians. Students from ten universities have been surveyed and analysed with the help of well-structured questionnaire. The emphasis has been given on major factor i.e. training and placement which contributes to the overall satisfaction of management students. This paper is useful as a stepping stone towards finding out the satisfaction of management students towards training and placement in universities of Haryana. The paper concludes that “training and placement cell is having collaboration with companies” came out to be most influential statement under the training and placement factor. The findings of this paper clearly indicates that Students are satisfied neither in public nor in private banks with training and placement. The practical implications which can be recommended to the state government, universities and policy makers for improving the scenario in management education..*

**Key Words:** Training and placement, Student’s Satisfaction, Management, Universities, Haryana

## INTRODUCTION

*“Quality in a service or product is not what you put into. It is what the customer gets out of it”*

**-Peter F. Drucker**

The above written proverb explains the importance of customers' satisfaction. In this competitive era, even the universities and business schools need to treat their students as customers. Therefore, it is necessary for universities to understand the required condition for satisfaction of management students and to maintain as well as improve its reputation in this ambitious environment. Students' satisfaction depend upon quality of education provided by university which is undoubtedly extensive factor for the economic development of a country. Quality of education addresses and supports the holistic/comprehensive development of the students which leads to their contentment. To scrutinize the students' satisfaction, researcher has identified various factors but training and placement is the most important factor which contributes to the overall satisfaction of management students and it have been determined by the review of literature and discussion with students and teachers. To examine the attitude of management students towards training and placement in universities of Haryana, it is required to study in depth and analyze training and placement factor of students' satisfaction in universities of Haryana.

## REVIEW OF LITERATURE

Satisfaction is a well-researched concept and is used in a variety of contexts. It can be derived from various sources and can have multiple consequences. This study aims to discuss the various determinants of satisfaction and how does it differ in various conditions. To understand this, it is important to know the meaning and concept of satisfaction. It is the extent to which the students are satisfied with the quality of interaction and accessibility of faculty. Students feel connected to the institution if they have close relationship with their professors (Russell & Lehman, 2008).

Overall college experience is the extent to which the students' expectations are met with the overall college experience. Overall college experience includes various dimensions such as campus life, classroom experience, quality of education, interaction with faculty, course availability and others. One important college experience includes students' identification and integration with the campus community (Bean & Vesper, 1994). Elliott and Healy (2001)

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explored the dimensions of overall college experience that contributes to students' satisfaction. There are various academic conditions that influence students' satisfaction such as contribution of academicians, methods, of teaching, assignments and curriculum design etc. Students also give importance to their social lives and are interested in activities like meeting new people, making friends, participating in events and activities and others. Participation in such activities satisfies them.

### OBJECTIVE OF THE STUDY

To Study the management students' attitude towards training and placement in universities of Haryana.

### HYPOTHESIS

There is no significant difference in students' satisfaction for training and placement factor between public and private universities of Haryana.

### RESEARCH METHODOLOGY

Table 1

Category	Name of the University
<b>State/Public Universities</b>	Baghat Phool Singh Mahila Vishwavidyalaya, Khanpur (Sonapat)
	Choudhary Devi Lal University, Sirsa
	Guru Jambheshwar University Sci. and Tech., Hisar
	Kurukshetra University, Kurukshetra
	Maharshi Dayanand University, Rohtak
<b>Private universities</b>	Amity University, Manesar
	Apeejay Satya University, Gurgaon
	Baba Mastnath University, Rohtak
	Mahrishi Markandeshwar University, Ambala
	Manav Rachna International University, Faridabad

Source: Generated by researcher

The study is conducted with the help of a well-structured questionnaire developed by the researcher. The questionnaire is divided into two parts. The first part was devoted for respondents profile enquiring into their demographics. The second part consists of a pool of 9

statements regarding training and placement. All the responses related to this study were obtained on 5 point scale (from point 5 for strongly satisfied with the statement to the point 1 for strongly dissatisfied. A total of 1100 questionnaires were circulated among the management students of ten universities in Haryana. Out of collected questionnaires, a total of 1000 questionnaires were considered fit for the analysis. Out of these, 500 were from public universities and 500 were from private universities. Confirmatory factor analysis (CFA) is applied to find out the influencing statements to the particular factor and t-test is applied to find out the significant difference between the management students' attitude towards the training factor between public and private universities of Haryana. The list of selected universities are given above in table 1.

## **RESULTS AND DISCUSSION**

### **CFA for Training and Placement Factor**

The Training and Placement factor embodies nine measurement statements (TP1 to TP9) for CFA. The results of the CFA for Training and Placement factor are shown in table 2. The value of CFI (.98), GFI (.97) and RMSEA (0.06) show good fitness of model for Training and Placement factor. Hence, model improvement is not required for Training and Placement factor. The path diagram for Training and Placement factor is shown in figure 1. For the convergent reliability, value of cronbach's alpha is 0.947 which is highly acceptable. The value of average variance explained (AVE) is 0.80 which should be greater than 0.5. So, CFA confirms the convergent reliability and validity for training and placement factor. This factor has been measured against nine statements as shown in the table 3. The standardized and unstandardized regression weights of all the statements are shown in the table 3. The results indicate that all the standardized regression weights are high and significant so convergent validity exist in the factor. Hence it can be concluded that the factor significantly explains the variance.

Training and placement is the most important feature of the whole curriculum of MBA and of course, it is the primary concern and matter of satisfaction for every MBA student. In this factor, the most influencing statement is *training and placement cell is having collaboration with companies (.842)* followed by *training and placement cell is active (.814)* and *availability of training and placement cell (.810)*. For easy and frequent placements, students should shake hand with the companies. This will be beneficial in two ways- firstly they will

come to know about the company' prerequisites and secondly students can be prepared accordingly so that they may not face any difficulty.

**Table 2: Model Fitness for Training and Placement Factor**

**Convergent Reliability and Validity Model Fitness of the Factor**

Training and Placement	No. Of statements	Cronbach's Alpha	AVE	CMIN	CMIN/Df	CFI	GFI	RMSEA	Remarks
Initial Model	9	0.950*	.80*	97.86 (27)	3.62*	.98*	.97*	0.06*	No Model improvement required
Final Refined model	9	-	-	-	-	-	-	-	

\*Indicates fit is good

Source:

Primary Data

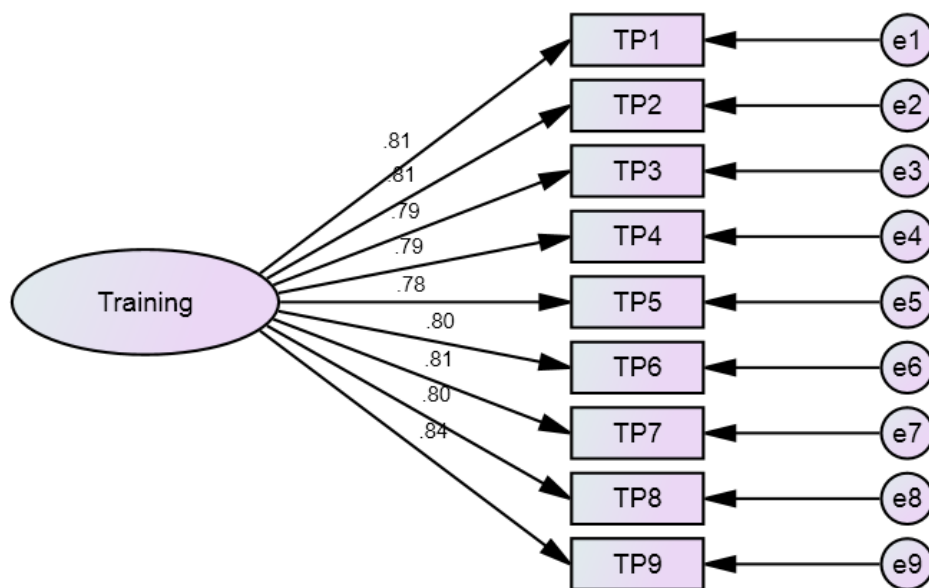
**Table 3: Overall Estimates of Training and Placement Factor of Students' Satisfaction in Universities**

Training and Placement (Measured Statements)	Label	Std. Reg. Weight	Squared multiple corr.	Unstd. Reg. Weight	SE	CR
Quality of recruiting companies	TP1	.808	.710	1.000		
Training and placement cell is active to provide training and placement to students	TP2	<b>.814</b>	.641	.979	.033	29.832
Training helps to acquire new skills and knowledge	TP3	.786	.656	.917	.032	28.407
Training period is sufficient	TP4	.794	.640	.946	.033	28.788
Teachers provide instructions to students before going on training	TP5	<b>.709</b>	.607	.921	.033	28.059
During training, projects is provided by teachers or discussing with them	TP6	.800	.630	.959	.033	29.114
Availability of training and placement officer	TP7	<b>.810</b>	.618	.960	.032	29.625
Number of recruiting companies	TP8	.801	.663	.955	.033	29.150
Training and placement cell is having collaboration with companies	TP9	<b>.842</b>	.653	1.035	.033	31.339

Source: Primary Data

Note: Std. = Standardized, Reg. = Regression, Unstd. = Unstandardized, SE= Standard Error, CR= Critical Ratio

They should give information to students about job fairs and available job opportunities time to time and should encourage them to go for it. Every university must have training and placement cell from where they can get help regarding their summer training and placement. The statement *teachers provide instructions to students before going on training (.709)* came out to be comparatively less influencing because students observed that they can get the required instructions and information from company only where they will go for training and they just expect the arrangement of summer training from teachers and training and placement officer.



**Figure 1: Path Diagram for Training and Placement Factor**

**Null Hypothesis ( $H_{S1}$ ):** *There is no significant difference in students' satisfaction for training and placement factor between public and private universities of Haryana*

It can be observed from the table 4 that when public and private universities are compared as for the training and placement factor, there is insignificant difference in the responses of students as almost all the statements are having probability values greater than 0.05 ( $p > 0.05$ ). Hence, at 95 percent confidence level the null hypothesis is accepted; there is no significant difference in students' satisfaction for training and placement of public and private universities of Haryana.

The mean values for all the statements in this factor tend to dissatisfaction scale. The mean values are 2.56 and 2.68 for the public and private universities respectively which show students are neither satisfied in public universities nor in private universities about training and placement. Reason may be that in Haryana there is no collaboration of universities with companies so consequently corporate sector don't come to know about their requirement and hence can't prepare the students accordingly. Another reason which is shared by students and companies is that companies are interested to hire a graduate student from NCR who fulfil their requirement than a post graduate student who is not trained according to their needs; therefore universities must have to take step in the direction to prepare their students as per the corporate sector requirements. The finding is supported with the study Aldemiret. al. (2004) which presents that students are unhappy with training and placement in both type of universities

**Table 4: Comparative Analysis of Students' Satisfaction in Public and Private Universities with regard to Training and Placement Factor**

Factor	Statements/Constructs	Type	N	Mean	Std. Deviation	't' value	Sig. (2-tailed) P	Remarks
Training and Placement	Quality of recruiting companies	Public	500	2.51	1.12	-1.38	.168	Insignificant
		Private	500	2.62	1.20			
	Training and placement cell is active to provide training and placement to students	Public	500	2.57	1.10	-0.50	.616	Insignificant
		Private	500	2.61	1.16			
	Training helps to acquire new skills and knowledge	Public	500	2.58	1.10	-1.72	.085	Insignificant
		Private	500	2.70	1.09			
	Training period is sufficient	Public	500	2.53	1.12	-1.66	.097	Insignificant
		Private	500	2.65	1.12			
	Teachers provide instructions to students before going on training	Public	500	2.57	1.11	-1.98	.067	Insignificant
		Private	500	2.71	1.11			
During training, projects is provided by teachers or discussing with them	Public	500	2.57	1.13	-1.84	.065	Insignificant	
	Private	500	2.70	1.12				
Availability of training and placement officer	Public	500	2.58	1.07	-2.03	.062	Insignificant	
	Private	500	2.72	1.15				
Number of recruiting companies	Public	500	2.62	1.10	-1.01	.312	Insignificant	
	Private	500	2.69	1.14				
Training and placement cell is having	Public	500	2.54	1.12	-2.07	.068	Insignificant	
	Private	500	2.69	1.18				

	collaboration with companies							
	<b>Overall Satisfaction</b>	Public	500	<b>2.56</b>	0.89	-1.90	.067	<b>Insignificant</b>
		Private	500	<b>2.68</b>	0.97			

Significant at 5% Level

Source:

Primary Data

## CONCLUSION

It can be concluded from the analysis of satisfaction of management students in universities of Haryana that they are not much satisfied neither in public nor in private universities. From the review of literature, researcher has identified that training and placement is the most contributing factors to the overall satisfaction of management students. From the analysis, it can be concluded that there are major nine statements which influence the training and placement factor most.” *Training and placement cell is having collaboration with companies*” came out to be most influential statement and *teachers provide instructions to students before going on training* found to be least influential statement in the training and placement factor.

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