IMAGE BUILDING OF PROFESSIONAL EDUCATIONAL INSTITUTES: A STUDY

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DECLARATION BY THE CANDIDATE

I declare that the thesis entitled **"Image building of Professional Educational Institutes: A Study"** is my own work conducted under the supervision of **Dr. Anant Gwal** , Director of Acropolis Technical Campus Faculty of Management Studies, Indore approved by the Research Degree Committee . I have put in more than 200 days of attendance with the supervisor at the centre.

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1. I have successfully completed the Course work of one semester as per UGC-Regulation 2009 norms.(Certificate Enclosed)

2. I have also given a pre-Ph.D. presentation and successfully incorporated the changes suggested on the basis of feedback and comments received.

3. I have also published two research paper from the research work of the thesis and has produced an evidence of the same in the form of acceptance letter/or the reprint.

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4. Is up to the standard both in respect of contents and language for being referred to the examiner.

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S.No.	Subject	Credit Points (C)	Grade Obtained by the Candidate (G)	C*G
1.	Research Methodology	5	B	35
2.	Computer Application	3	C+	18
3.	Review of Literature	3	C+	18
4.	Comprehensive Viva	4	B+	32
	Total	15		103

SGPA - **6.87**

The SGPA of the Ph.D. Course Work is **6.87** which is equivalent to **65.81%**.

Course Coordinator   **Head / Director**   Registrar

Date ....16/08/2013.........

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Shri Vaishnav Institute of Management is a research centre of Devi Ahilya Vishwavidyalaya, Indore for Ph.D (in Management). In pursuance to the provisions of ordinance-18 of Doctoral degree, the meeting for the Pre Ph.D presentation towards doctoral thesis submission of Ms. Smita Holkar under the supervision of Dr. Anant Gwal was held on 30/09/2016 at institute campus. She has given the presentation on the Thesis topic entitled "Image Building of Professional Educational Institutes: A Study"

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CHAPTER 1

INTRODUCTION

CHAPTER 1: INTRODUCTION

1.1   Introduction

This study looks at the perspectives of students and faculty members of professional educational management institutes. The goal of the study is to identify factors affecting the image building of professional education institutes with the point of students and faculty members. Thestudy moreover inspects relationship between faculty qualification & faculty experience and institutional image of management professional college. One of the aims of study is to find the opinion of students and faculty members on factors affecting the image building of institutes. The area of the study is Indore City. The faculty members of the Management institute incorporated in this study and the students are doing Master of Business Administration (MBA) Program affiliated to Devi AhilyaVishwaVidyalaya (DAVV).

For the study a pilot survey was conducted to develop a questionnaire, to know the views of the students and faculty members about factors affecting the image building of a professional institute.

1.2   Education Industry in India

The education industrycan be defined as the gathering of organizations and businesses that provide products and services aimed at enhancing the quality of education in India. (ReemaPatanjali 2014)[1]

Education had been lately turned into more of a business than an effort to educate the people of the country. There are private universities spread across the country and most of them would provide management degrees. It has become such a

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[1]ReemaPanjwani, Education Sector in India International Journal of Multidisciplinary Approach, July - Aug 2014, Vol. 01, No.4, pp-193.

business that every rich man today wants to open up a B-school and offer numerous seats to lure in students. (Dr. ShrutiPadliyaMaheshwari,2006)[2]

The rating agency projected the Indian education market to be valueof Rs.5.9 trillion in 2014- 15 as against Rs.3.33 trillion in the 2011-12 financial years. "India's young demographic would continue to benefit the sector, even as expanded infrastructure upgrades and regulatory issues delay timely benefits," said India Rating in its FY15 viewpoint for the sector. India has 250 million students in schools and 27 million in higher education. There are 1.4 million schools and over 36,000 Colleges and 700 universities in India. India has13 management institutes, 45 technical institutes, 6 science and research institutes, 4 information technology institutes and 3 planning and architecture institutes. As a percentage of GDP, expenses on education have increased from 2.9% in 2008-09 to 3.3% in 2013-14. Less than 1% of the $38 bn of the Indian Government expend on education. The literacy rate in India is 74.04% compared to the world average of 83.4%. The rate of male literacy rate is 82.14 % and female literacy is 65.46 %. (Prashant k Nanda 2014)[3]

Year-wise growth of student's enrollment in India
20.3 million Students were enrolled in India during FY12.

STUDENTS GROWTH CAGR 9.0%

FY12	20.3 Mn
FY11	18.7 Mn
FY10	17.2 Mn
FY09	15.8 Mn
FY08	14.4 Mn
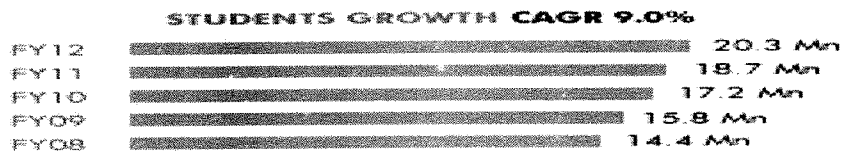
Source: India Brand Equity Education

[2] Dr. ShrutiPadliyaMaheshwari (2006) IOSR Journal of Business and Management "Management Education: Current Scenario in India" (IOSR-JBM) e-ISSN: 2278-487X, p-ISSN: 2319-7668 PP 66-70s
[3] PrashantK Nanda, India Ratings maintains stable outlook for India's education sector, livemint.com Vol.01

1.3 Professional Education Sector

The entry of the private sector in education came about initially in the context of professional courses such as engineering, dentistry, medicine, pharmacy, management etc. which were the limited professional avenues for a long time. Private entrepreneurs realized that there was reasonable supply of such interested students who could afford the cost of education. (Haug, G., &Tauch, C. 2001).[4]

The cost of setting up such professional institutions would be borne by a private entrepreneur or a corporate house but could later be paid back through the fees. Sometimes, it also helped create a pool of talent that could be absorbed by the company. Private professional educational enterprises, therefore, came with social, industrial and economic pay-offs.

But private enterprise in education became even more important when the Indian economy went through liberalisation and we realised the existence of professional opportunities in fashion design, computers, media, jewelry design, travel and tourism, hotel management, bioinformatics, private security, management, insurance, etc.

There were some government -backed institutions to provide the necessary training but the supply of students far exceeded the available seats. During the eighties and nineties private professional institutions seriously considered entry into the educational folds to tap the huge demand for newer courses and created an entirely new educational vista for Indian students.

Educational institutions funded by the government have been strictly not-for-profit while private sector educational institutions are definitely not so.

Despite the higher cost of education at private institutions, there is enthusiasm among potential students because traditional colleges and universities offering highly

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[4]Haug, G., &Tauch, C. (2001). Higher Education (II).

subsided education are not always in a position for proactively updating facilities, infrastructure or curricula.

They were able to offer limited seats and hence entry was highly competitive. Privately funded or corporate funded educational institutions thus came to be viewed as a viable option by students keen to get education in the desired field when they wanted it.

Economists have always been uncomfortable with the conflicting pulls between what's good for society and the profit motive of private enterprise.

The entry of professional sector in education has been on the basis of a realistic recognition of the needs and interests of the population. It has added new dimensions and alternatives for the education-hungry population.

Professional educational enterprises offer greater variety of educational choices that match the greater variety of educational needs and interests inherent in a radically expanded and more heterogeneous student population.

Not just variety but modernity in course content appeals to the students craving direct relationship between the job market and formal education. Short-term, part-time, placement-oriented courses are a niche opportunity successfully catered to by private institutions.

1.4   Professional Educational Institute

Professional educational institutions[5] are the societies and associations, they help develop and promote a career and the people who practice in it. There are many professional institutes in the India that cover many different areas of work. The different areas of work that are covered include constructions, health, journalism,

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[5]Ji, J. (1990). SCL-90 assessment comparison among various professional college students [J].*Chinese Mental Health Journal*, 3, 009.

personnel, finance, engineering, law, management etc. The professional institutes can help students both before and after you graduate.

Professional Institute may be defined as an institute which provides the professional courses for students. Every field of learning like agriculture, computer science, engineering, health science, law, management, social science, social work, tourism etc. have professional courses such as post graduate degree, graduate degree, diploma, post graduate diploma, certificate etc. Professional schools offer students who have already earned the bachelor's degree the opportunity to study advanced curriculum. They offer advanced programs for graduate students. Professional institute teach a curriculum that is much broader and courses are delivered in an effort to prepare students for a career in the field. While the traditional theory is taught through lectures, there is a much greater focus on real-world application of the knowledge gained. Most professional schools also require students to complete professional internships prior to graduation.

It can be noted that professional education institute are also called professional institute, professional school, professional college etc. by different authors and experts.

Private Professional Educational Institution [6] means any college, school, institute,institution or other body, by whatever name called, conducting any professionalcourse or courses approved or recognized by the appropriate authority andaffiliated to any university, but shall 1not include:

- Any such institution established, maintained oradministered by the Central Government, any State Governmentor any local authority;
- Institution declared to be a deemed university undersection 3 of the University Grants Commission Act, 1956 ; or
- An university to which the provisions of the UniversityGrants Commission (Establishment and Maintenance of PrivateUniversities) Regulations, 2003 are applicable;

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[6]https://lj.maharashtra.gov.in/Sitemap/lj/pdf/29062015/the%20Maharashtra%20Unaided%20Private%20 Professional%20Educational%20Institutions%20(Regulation%20of%20Admissions%20and%20Fees)% 20Act,%202015.pdf

- "Professional Education" means any educational course of studydeclared and notified as such, from time to time by the Governmentwhich includes a course leading to the award of an Under Graduate orPost-Graduate degree, diploma, by whatever name called and recognized by the appropriate authority.

1.5 Management Education

Management Education[7]is a bridge where it deals with the art and science of directing handling or controlling any organization, which give emphasis on resource constraint situations, be it business, industry, public system or government. Such an education not only calls for giving an adequate grasp of the National and Global Economics, Politics, Sociology, Legal Framework, Technological trends and Natural Environment so thatthe organization has to work properly and flourish through the formulation of the effective strategies, but alsocover some subjects like behavioral science, Human Resource Development, Financing, Marketing, Operations and Information System. (Yergin D. Stanislaw 1998).[7]

As per VishwanathRai (2007)[8] "Management education explain as the management of human, capital and material resources to find maximum output with minimum investment and attain the goals / objectives laid down by any organization or enterprise".

Over the past decade, management education has expanded significantly. After the post-war years, academic education hasgrown considerably. All over the world, there are manya great new academic institutions have been opened. This development is due to government ambitions in many countries whichraise educational levels and improve the national competitive potentials. The increase in numbers of student has not been evenly distributed; however, it has been particularly noticeable in the subjects and courses that prepare students for careers in business. Thus, while management

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[7]*Yergin, D., &Stanislaw, J. (1998).* The Commanding Heights: The Battle Between Government and the Marketplace that is Remaking the Modern World

[8]Dr. 2 VishwanathRai, A study of management training and educational institutes in pune to develop new instructional models, so as to meet corporate's future requirements of professional managers at the entry point, Department of Management Sciences, University of Pune, 2007

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education have a Limited area at the beginning of the last century, but today it has a significant presence in all the universities and university colleges around the globe, irrespective of the prevailing political or religious systems.

Needless to say, the shift in recent decades towards market solutions and the deregulation of financial markets has been an important factor behind this development (Yergin& Stanislaw. 1998)[9]. At the same time, management education has been the subject of criticism. (Locke, 1996)[10] thus coined the phrase "the collapse of the American management mystique", while Mintzberg, (2004)[11] has referred particularly to the weaknesses in the MBA Program when it comes to fostering managers. Others, such as (Crainer and Dearlove. 1999)[12]have argued that business schools simply provide a mechanism for selecting elites "people don't go to the top business schools just for me learning; they go to join an elitist club, which has little to do with their ability as managers". At the same time a literature on the management and strategies of business schools is also emerging. (Lorange, 2002)[13] discusses the challenges for business school leaders, while (Van Baalen and Moratis, 2001)[14] discusses with management education in a network economy.

Management education focuses on training future business leaders. Through theory and knowledge of management practice, students learn how to develop the leadership capabilities necessary to run a team of workers. Part of the curriculum focuses on assessing and evaluating teams in order to examine the role as a manager. People who specialize in management education must be able to adapt to changes in laws, regulations and trends.

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[9] Yergin, D., Stanislaw, J., The commanding heights: The battle between government and the marketplace' that is remaking the modern world. New York: Simon Schuster, 2007

[10]Locke, R. R., The collapse of the American management mystique, Oxford University Press, 2007.

[11]Mintzberg, H., Managers not MBAs: A hard look at the soft practice of managing and management development. San Francisco, CA: Berrett-Koehler, 2004

[12]Crainer, S., Dearlove, D., Gravy training: Inside the business of business schools. San Fransisco: Jossey-Bass 1999

[13]Lorange, P., New vision for management education: Leadership challenges. Amsterdam: Pergamon, 2002

[14]vanBaalen, P., Moratis, L. T., Management education in the network economy. Dordrecht: Kluwer, 2001.

In the current economic scenario all over the world- *"Management"* – as a stream of education and training has acquired new dimensions. Management is an exciting field where you can have an immediate impact on the operations of any business organizations. The field of Management is dynamic in nature. Day to day new tools and techniques are coming to improve the 3 important P's of any organization i.e., performance, productivity, and profitability of any organization. All organizations and their departments, functions, or groups use Management methodologies, which include problem understanding, analyzing, and solving techniques and guidelines for various related problem solving activities.

Management studies are an important medium that facilitates improvement of leadership qualities and turns out excellent future managers. Management courses with specialization in different areas prepare students to face the constantly advancing corporate world and impart effective people-management skills. Management studies should emphasis not just in creating good managers but also on improving and enhancing existing skills while passing on managerial competence to students.

1.6 Importance of Management Education:

Young aspiring managers equipped with a reputed management degree turn out to be survivors who are able to sustain themselves in an environment of intense competition, globalization and ever-evolving technologies. In fact, producing powerful managers is the biggest challenge that businesses worldwide face today. An accredited MBA degree from a prestigious business school certifies the managerial skills learnt during the course of the study. A well designed management training course suitably develops a talented workforce that can be expected to be efficient future leaders and successful managers who are able to tackle complex situations and relationships with clients in any organization. (Raju, Y. N., &Raju)[15]

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[15]Raju, Y. N., &Raju, K. H. H. Growth of Management Education in India.

1.7 Global Management Education

Business schools have gained strong recognition over the last 100 years. From their initial establishment in the 19th century in continental Europe and the US, they have become highly legitimized institutions in the US since the early 20th century and have expanded worldwide over the second half of the 20th century.

As per Thomas Clarke (2008)[16], Wharton established in 1881. The University of Chicago School of Business in 1898 as the second-oldest business school in the United States and Amos Tuck School of Administration and Finance in 1900 which was developed by Dartmouth and offered the first full time master program in business. The Harvard president Charles W. Eliot, was the person behind the opening of Harvard Business School in 1908. There are few more European business schools, including EcoleSupe'rieure de Commerce of Paris (now ESCP-EAP) claims to be the oldest (1819), and HEC Paris (1881).

In Europe business school education developed more slowly on a national rather than regional basis. In the UK, for example, there was little development after the foundation of schools of commerce at the universities of Birmingham (1902) and Manchester (1904). The development of London Business School and Manchester Business School as elite, full-time MBA program was designed around the two-year full-time US-based MBA model. Subsequently, newer business schools, such as Cambridge (Judge), City (Cass), Cranfield, Henley, Lancaster, Oxford (Said) and Warwick (WBS) have developed MBA program of an increasingly diverse character but, primarily, of a one-year, full-time duration. In the late 19th century German universities such as Halle and Berlin (founded in 1906) gained a fuller and more solid consolidation in the 20th century.

In France, the first school appeared in the 1850s (Louisiana, Antwerp, Wisconsin, Paris and Vienna), to be followed later by other foundations, on the initiative of local chambers of commerce.

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[16]Thomas Clarke, The business schools: 50 years on Education + Training, 2008, Vol. 50, No. 1. pp 52-54

In the United States, the Wharton School at the University of Pennsylvania founded in Philadelphia in 1881 by the industrialist Joseph Wharton, became the successful frontrunner, soon to be followed by similar business schools in many universities such as the universities of California (1898), Chicago (1989), New York (1900), Columbia and Harvard (1908).

In Japan, too, schools of commerce/management were being created in Tokyo (1887), Osaka (1901), Kobe (1902), Yamaguchi (1905) and Otaru (1910). In Germany the first Business school was founded in Stockholm in 1909, followed by Helsinki 1911, Copenhagen 1917 and Bergen 1936.

In Sweden the business administration at the universities of Lund and Uppsala in 1958 was started. In central Europe In 1965, two schools were founded, one in London and one in Manchester. In Spain, the first business school, Escuela de Organizacio'n Industrial, was founded in Madrid in 1955. Three years later IESE and ESADE were also established.

Today, US business schools have become leaders in a global education industry. More than half of 100 top full-time global MBA program are the US business schools. The top institutions are all well-known and have long histories: Wharton, Harvard, Stanford, Columbia, Chicago, New Y ork, Dartmouth and MIT. Engwall. L (2007)[17]

1.8 History of Management Education In India

Soon after Independence, in 1947 a high level Commission on Education was appointed by the Government of India with Dr. S. Radhakrishnan (former President of India) as Chairman to make a comprehensive study of the various aspects of the educational system then existing and make recommendations for its modification for the new requirements of the nation. This Commission however, had little to say on

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[17]Engwall, L., The anatomy of management education, Scandinavian Journal of Management, 2007, Vol. 23, No.1, pp 4-35.

management education. But the formulation of a definite program for planned economic development soon after, brought about a complete change in the situation.

The first college level business school in the country was founded in 1913 in Mumbai and was soon followed by another in Delhi in 1920. These business colleges imparted basic skills about the principles of trade and commerce to clerks and supervisors from fields as diverse as banking, transport, and accounting. (Indian Management, Sept 2004). However the first serious endeavor to develop a program of management education in India was made in 1954, the first program in Business Management was offered in 1954 by the Indian Institute of Social Welfare and Business Management in Calcutta. It was a part-time course for practicing executives. Similar programs were started in the Delhi School of Economics in Delhi University, and in Madras and Andhra Universities (Ishwardayal, 2002)[18] An Expert Committee appointed in 1949 to examine the question of education and training in public and industrial administration and business management in its various aspects and to draw up a scheme of management studies for its implementation. On the recommendations of the Board, for the first time, a program of management studies was initiated in 1955 in four selected centers, namely, Bombay, Delhi, Calcutta, and Madras.

In 1957, The Administrative Staff College of India, Hyderabad, was established on the pattern of its counterpart in England, and meant almost exclusively for the training of senior managers both from the public and private sectors. In collaboration with two leading American Business Schools, namely, those of M.I.T. and Harvard respectively, The Indian Institutes of Management (IIM) at Calcutta and Ahmadabad were established in 1964-65. While IIBM and others at Lucknow, Indore and Kozikode arrived in the 1970s, 1980s and early 1990s, other than this the Faculty of Management Studies in Delhi University and the Bajaj Institute in Bombay were also established in the early 60s.

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[18]IshwarDayal. Developing Management Education in India, 'Journal of Management Research, August 2002, Vol. 2, No.2. pp 98-113

The picture of management education in the country becomes complete only when we add to the above list the commerce degree courses both at undergraduate and graduate levels conducted by most of the Universities in India, the Staff College conducted by the Indian Railways, the training institutions maintained by the private and public sector companies and a few State Governments, the National Academy of Administration, the Indian Institute of Public Administration, the National Institute for Community Development and Research, the Institute of Applied Manpower Research, the Small Industries Service Institutes including the Small Industries Extension

Training Institute at Hyderabad, the Company Law Board, New Delhi, the Indian Standards Institution, the Indian Statistical Institute, Calcutta, the National Council of Applied Economic Research, New Delhi, the Institute of Chartered Accountants, the Institute of Cost and Works Accountants of India, the Indian Institute of Bankers, the Banker's College of the Reserve Bank of India, the Federation of Insurance Institutes, Bombay, and a number of Management Consultancy Firms located in the major cities of India.

XLRI, Jamshedpur, one of the important business schools in the private sector opened its doors to MBA in 1966. Two other important developments of this period were the legislative framework on regulation of engineering and management education in India that came into force in 1987, In August 1988, there were just about 100 B-Schools in India. Thereafter there was a massive surge in the number of B-Schools in the country, almost doubling every five years _ a geometrical progression, as it were:

In 1988, the number was 100. In 1993, the number was about 200, then in 1998, it was nearly 400, by 2003, the number reached nearly 800, and then was the real explosion, By 2008 the number reached about 1700 (**J. Philip, 2008**)[19]. This number included nearly 200 Business Schools outside the control of the central regulatory body - the All India Council for Technical Education.

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[19][18]J. Philip, Management Education in India, Paper presented at the XIII International Study and Practical Conference "Competitiveness in Information Society: BRICS-countries Experience" held at State University of Management, Moscow, Russia during October 22 - 24, 2008

Taking the country as a whole, today one can witness an increasing interest in the field of management education and there are several institutions and agencies devoted to its cause. Among these are some of the leading universities of India, IIMs and IITs. There is also a network of a score of Management Associations affiliated to the All India Management Association, which organizes special courses on management from time to time. The Institute of Personnel Management and the Institute of Industrial Engineers of India are also few institutes devoted to management training with emphasis specialization in their own chosen fields.

Across the world, in the present economic scenario - *"Management"* – as a stream of education and training has acquired new momentum. Management is an exhilarating area which can have an immediate influence on the operations of any business organizations throughout the world. The field of Management is dynamic in nature. Everyday new tools and techniques are coming to improve the 3 important P's of any organization, i.e. performance, productivity, and profitability of any organization. All organizations and their departments, functions, or groups use Management methodologies, which include problem understanding, analyzing, and solving techniques and guidelines for various related problem solving activities.

Management studies are significant medium which enables improvement of leadership qualities and turns out managers equipped to deal with future challenges. Management courses with specialization in different areas prepare students to face unending changes that are advancing corporate world. It imparts effective people-management skills. Management studies should emphasize not just in creating good managers, but also on improving and enhancing existing skills while passing on managerial competence to students.**(Mr. Arun Kumar Kaushik, 2012)**[20]

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[20] (Mr. Arun Kumar Kaushik, 2012)Mr. Arun Kumar Kaushik (2012) *'Factors Affecting Management Education in Uttarakhand'*

1.9   Skills Developed Through an MBA Degree

Earning that coveted business management degree from a reputed management institute brings on additional benefits by imbibing the following skills into future managers:

- **Management capabilities**: This deals with learning managerial methods to motivate other employees for better productivity.

- **Presentation skills**: Pertains to improving public speaking abilities and other interpersonal skills.

- **Team building capabilities**: Learning new techniques to build a strong and successful team that works together towards achieving challenging goals.

- **Problem solving skills**: This deals with learning how to handle difficult situations by implementing strategies to manage employee performance problems.

- **Other Important Skills**: Theses include Inter-personal skills, Communication skills, Self-confidence and motivational skills, Entrepreneurial Skills & Management skills.

1.10   Present Structure of Indian Management Education

The present structure of Indian Management Education is as follows, (RaoS.L , 2005)[21] it is divided into six categories:

1. Indian Institute of Management (IIMs) set up by the government of India.
2. University Departments of Management studies, distance, correspondence & part time courses as well.
3. Colleges & institutes affiliated to universities.

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[21] RaoS.L, (2005) Report of the working group on management education formed by National Knowledge Committee

4. Private or Govt. Institutes approved by All India Council for Technical Education (AICTE).

5. Private Institutes or colleges not affiliated to any universities are not approved by AICTE.

Private colleges or Institutes offering MBA courses in India in collaboration with foreign universities where degree & diploma certificates are awarded by the foreign universities.

1.11 Definition of Management Institute

A Management Institute is normally an institution that teaches topics such as accounting, finance, income tax, human resource management, marketing management, organizational behavior, etc. These include schools of "business", "business administration", and "management". It must also make students aware of application software such as ERP, POS, Simulation, SCM & logistics. In addition to this they must also get to learn of the actual running of an enterprise. A Management Institution is an entity by itself and cannot be run as a department of a technical school now. Management Institute must have a branding and that can come from the quality of teaching and their richness. The alumni bring prestige to the school. Placement is a sequel to quality of teaching staff and education provided in the school.

1.12 Present Scenario of Management Professional Institutes in India

With the value of a professional degree like an MBA, it was the ultimate end of a shift from the world of education to a professional life. It seemed as a final sign-off to education. One having good scores in a MBA degree was sure to get placed in a good company with a good pay back. Such was the efficiency and the importance of the degree. (Dr. ShrutiPadliyaMaheshwari,2006)[22]

Professional degrees are meant to provide students a thorough grooming for the corporate world. It evolves students through various practical training to become an

asset for the organization. MBA has become the best choice as a professional degree as it opens the gate of a successful career in corporate. It seemed as a final sign-off to education.

One having good scores in an MBA degree was sure to get placed in a good company with a good payback. Such was the efficiency and the importance of the degree. But recently the number of colleges providing this degree had brought down the importance of the course. Every other college is offering an MBA degree. This is creating a weak base for the students to succeed in this transition.

On the academic floor, the MBA programme was once supreme. It is a dramatic scenario, but not an unexpected one. With the growing popularity of the course which actually marked its downfall, many more will be closing down in the coming months. These institutes no longer see the business sense in offering an MBA course, preferring to use the land for more lucrative ventures.

As S SMantha, chairman of the All-India Council for Technical Education, puts it, "Colleges in remote India and institutes of poor quality are not getting students." Will it again help the course to nullify the current changes and get back to where it actually stood or will it be a mark that the importance of it is degrading? (Mr. Dr. Sanjay B. Chordiya, 2014)[22]

1.13 Trends in Management Education Institute

Since the media first begun ranking system for business schools in 1988, business schools appeared more proactive in making changes, although they focused primarily on product tinkering, packaging and marketing. Subsequent to this, the popularity of MBAs rose.

Global competition, emergence of consulting business and Internet based transactions are changing the product offerings in management education. The trends

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[22] Mr. Dr. Sanjay B. Chordiya, (2014) The Current Scenario Of Higher Education System In India

of evolution of management education indicate that knowledge creation is becoming more student based (Friga, Bettis and Sullivan, 2003)[21].

This will usher in a variety of changes, including, paradoxically, a trend towards closer interaction among industry, students and faculty. E-learning and computer based learning packages are making inroads slowly. A recent study has concluded that although the creation of knowledge will always be an important mission for business schools, other organizations are developing more formal management programs and creating knowledge; this may cause a shift in strategy as schools become more focused on gathering and sharing, rather than on creating knowledge. It is important to recognize that knowledge creation is taking place not only in ivory towers, but also in corporate boardrooms. Computer based tools and technologies are being used for themes where content is crucial.

On the other hand, themes that is rich in tacit knowledge such as leadership, entrepreneurship and multicultural sensitivity experiential contexts are being generated for bringing teaching closer to real life. Thus, business schools are focusing more on gathering and sharing new knowledge. Many niche organizations and global consulting firms are increasingly becoming the source of management knowledge gathering and knowledge sharing. This will change the face of management education further. A recent study on management education has shown that there will be a fundamental shift in business school product offerings away from traditional MBA 11 programs to more part-time programs and education within corporations and in people's homes [Friga, Bettis and Sullivan 2003][23]

The anticipated shift in a primary product offering by business schools is schematically. The future of the business school is a highly topical issue, as it is a growing business. The global education and training market will continue to be growth areas. Short courses offered by consulting companies are emerging as alternative

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[23]Friga, P.N., Bettis, R.A., & Sullivan, R.S.2003. Changes in graduate management education and new business school strategies for the 21[st]century. Academy of Management Learning and Education, 2: 233-249.

business schools and the research conducted by various professional service firms are becoming alternative sources of business research. It has been stated that business schools, if they have to survive, have to focus on research to solve problems of enduring importance and to build such (evaluated) curricula that can actually prepare students to be effective in practicing the profession. This is with reference to the role of business schools. On the other hand, a recent report on financing of universities has stated that when universities depend on taxpayers, their independence and standards suffer (Stevens, 2004). Under- priced goods and services are usually wasted. Flexibility in setting sources of income is necessary for inducing business schools to compete on standards. Competition will make business schools continuously evolve and develop relevant and result-oriented curricula and teaching tools. Such is the scenario of global management education market.

Today, many top notch B schools in India offer specialization in different disciples of business management. The top 50 management colleges in India not only offer superlative education and learning, but also attract recruiters offering best packages in India. The top B-schools either affiliate themselves to a common national level entrance test or take their own aptitude test to select candidates.

Various common national level tests to get into the finest B-Schools of India[24]

1. **CAT:** All IIMs' and 100+ more institutes.

2. **XAT:** XLRI Jamshedpur, XIM Bhubaneswar, S. P. Jain, GIM etc.

3. **SNAP:** Institutes affiliated with Symbiosis University

4. **MH-CET:** Colleges in Maharashtra

5. **CMAT:** All India Council of Technical Education (AICTE)

- **IBSAT:** ICFAI Business Schools

- **NMAT:** NarseeMonjee Institute of Management Studies, Mumbai

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[24]http://www.tcyonline.com/mba/exams.php

- **MICA:** Mudra Institute of Communications, Ahmadabad

- **IIFT:** Indian Institute of Foreign Trade, Delhi and Kolkata

National Level MBA Entrance Exam 2015-2016[25]

S. No		MBA Entrance Exam
1	MAT	Management Aptitude Test
2	XAT	Xavier Aptitude Test
3	CMAT	Common Management Admission Test
4	IIFT	Indian Institute Of Foreign Trade
5	ATMA	Aims Test For Management Admission
6	NMAT	Narsee Monjee Management Aptitude Test
7	SNAP	Symbiosis National Aptitude Test
8	TISS	Tata Institute Of Social Sciences
9	IRMA	Institute Of Rural Management
10	IBSAT	ICFAI Business Studies Aptitude Test
11	TAPMI	T A Pai Management Institute Admission Test
12	MICAT	Mudra Institute Of Communications Ahmadabad Admission Test
13	MHCET	Maharashtra Common Test

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[25]exacthub.blogspot.com/2014/01/**mba-entrance-exam**-list.html

14	CET	Common Entrance Test

State Level MBA Entrance Exam 2015-2016[26]

S. No		
1	ICET	Integrated Common Entrance Test
2	KMAT	Karnataka Management Aptitude Test
3	TANCET	Tamil Nadu Common Entrance Test
4	GCET	Gujarat Common Entrance Test
5	RMAT	Rajasthan Technical Management Test
6	HPCMAT	Himachal Pradesh Combined Management Aptitude Test
7	PGCET	Post Graduate Common Entrance Test
8	JEMAT	Joint Entrance Management Aptitude Test
9	KIITEE	KIITEE Management Exam
10	VMAT	Vignan's Management Aptitude Test

1.14 Present Scenario of Management Professional Institutes in Madhya Pradesh

According to the 2011 census, the state had 208 management institutes. There are 22000 seats in MBA courses in Madhya Pradesh for the session 2014-2015. There are 71 MBA professional institutes in M.P.

M.P. Professional examination board, Bhopal conducted entrance tests (MPMET) for admission to AICTE approved MBA courses in institutions located in

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[26]exacthub.blogspot.com/2014/01/mba-entrance-exam-list.html

the state of Madhya Pradesh. Due to the MP – MET is discontinued; Students are given the Common management admission test (CMAT) for taking admission in MBA courses. Common Management Admission Test is an online computer-based test conducted by the All India Council for Technical Education (AICTE), India. It is a national-level admission test for facilitating institutions to select suitable students for admission in all management programs approved by AICTE.

The first edition of CMAT was conducted in 2012. In 2014, the first CMAT was conducted between 20 February and 24 February. Around 1.2 Lakhs Candidates participated in the test. The Results were declared on 14 March 2014.

As many as 15 B-schools, including IIM Indore and IIFM Bhopal are among the top rated management institutes in Madhya Pradesh. While Indian Institute of Management, Indore is rated as AAAA+, Indian Institute of Bhopal is rated as AAA+. As many as four B-schools follow the top tow with.

List of Top B-Schools in Madhya Pradesh[27]

Name of the Institute	Rating
Indian Institute of Management Indore	AAAA+
Indian Institute of Forest Management, Bhopal	AAA+
Prestige Institute of Management & Research, Indore	AAA
IMS-Department of Management Studies, Devi Ahilya University, Indore	AAA
International Institute of Professional Studies, Devi AhilyaVishwavidyalaya, Indore	AAA
Faculty of Rural Development and Business Management, Mahatma Gandhi Chitrakoot Gramoday University, Satna	AAA

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[27] http://www.shiksha.com/top-mba-colleges-in-madhya-pradesh-rankingpage-2-0-113-0-0

VNS Business School, Bhopal	AA+
Prestige Institute of Management, Gwalior	AA+
Institute of Business Management and Research, IPS Academy, Indore	AA+
Sanghvi Institute of Management & Sciences, Indore	AA+
Medi-Caps Institute of Technology and Management, Indore	AA+
GovindramSeksaria Institute of Management and Research, Indore	AA+
Samrat Ashok Technological Institute, Vidisha	AA+
Institute of Professional Education Research, Bhopal	AA
Faculty of Management, JeevSewaSansthan Group of Institutions for Women, Bhopal	AA
ITM School of Business, Gwalior	AA
CH Institute of Management & Commerce, Indore	AA
Acropolis Institute of Technology & Research, Indore	AA
University Institute of Management, Rani Durgavati Vishwavidyalaya, Jabalpur	AA
Mahakal Institute of Management, Ujjain	AA
Pt. Jawaharlal Nehru Institute of Business Management, Vikram University, Ujjain	AA
Jaipuria Institute of Management, Indore	AA

Madhya Pradesh saw a gradual closure of management institutes over the last decade, after hundreds burst on the scene in early 2000. This tumble-down was a result of empty seats, high fees, wretched infrastructure and misplaced job placements. Today, there are some 200-250 plus management institutes in MP, which is half the number that existed earlier. The ones who have survived either had the funds to do so, at least try to offer quality education or are basically engineering colleges with MBA thrown in as a pile-on. (Dr. ShrutiPadliyaMaheshwari2007)[28]

When asked why these huge discrepancies in the quality of the institutes in MP, Prof Rohit Kapoor , who teaches Operations and Quantitative Techniques at IIMI answered that his institute is run by the government and is part of the IIM community. "IIM Indore, like the other IIMs has to only concentrate on teaching, upping programme quality and faculty. Students come to the IIMs because of the brand. With other institutes, it is a matter of survival and looking at all factors such as faculty, programmes, students, infrastructure, fees. These institutes get no grants or help from the government and if they cannot offer quality education, then filling up seats is also an issue. And if these institutes are run by those who do not understand MBA education, then things obviously turn bad."

According to Sundeep Manudhane, owner of PT Education, an MBA coaching centre, PGDM is a sinking certification in MP since the only MBA education which is really taken seriously is the one offered by universities. "The universities still hold a standing and respect in the field. Even recruiters take them more seriously. But then, these universities are running their semesters late, so there is no gain at the end anyway."

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[28] (Dr. ShrutiPadliyaMaheshwari 2007)*IOSR Journal of Business and Management (*IOSR-JBM) e-ISSN: 2278-487X, p-ISSN: 2319-7668 PP 66-70

1.15 Definition of Image

Image is a controversial term in public relations because of its many negative connotations. Gruning stated that he never used the term image on textbooks or classes because he did not know what the term really means. ([1]Duhé, S. C., 2007)[29]

Image is catchall, umbrella phrase related to all corporate communications that may imply that public relations deal with unreality. Image depends on organizational activities: how the management and public interest, how the organization is doing financially, how leaders behave and day to day operations. Image results from the messages sent by an organization, both intentional and unintentional as well as social, historical and lived experiences with the organization. (Kazoleas, Kim and Mioffitt 2001).[30]

Image is a total impression that the entity makes on a public perception (Dichter 1985, Drucken Miller 1993, Theus 1993).[31]

There is no agreed definition and distinction between corporate image and corporate reputation (Rose and Thomsen, 2004), however there are some suggestions in the literature. Reputation is a kind of signal to a public about firm's products, strategies and vision comparing to competing companies (Fombrun and Shanley, 1990)[32] and therefore it reflect organization's success in realizing the expectations of different stakeholders (Freeman, 1984)[33]. Gray and Balmer (1998)[34] defined corporate image as immediate picture that public have of an organization, while corporate reputation indicates a judgment about the organizational attributes. Corporate

[29]Duhé, S. C. (2007). *New media and public relations*. Peter Lang.

[30]Kazoleas, D., Kim, Y., & Anne Moffitt, M. (2001). Institutional image: a case study. *Corporate Communications: an international journal, 6*(4), 205-216.

[31]Brunner, B. R., & Brown, M. H. (2005). From Black Face to Red Faced: How Auburn University Handled the 2001 Halloween Incident. *The Impact of PR in Creating a More Ethical World: Why Can't We All Get Along?*, 22.

[32] Fombrun, C., &Shanley, M. (1990). What's in a name? Reputation building and corporate strategy.*Academy of management Journal, 33*(2), 233-258.

[33] Hannan, M. T., & Freeman, J. (1984).Structural inertia and organizational change.American sociological review, 149-164.

[34]Gray, E. R., &Balmer, J. M. (1998).Managing corporate image and corporate reputation. Long range planning, 31(5). 695-702.

reputation typically evolves over time while image can be perceived more quickly through well established communication programs. There are three schools of thought related to the reputation paradigm: evaluative, impressional and relational. The main difference between in the perception about stakeholders – whether we are dealing with single or multiple stakeholder view. Evaluative school assesses reputation merely from its financial value, where the key audiences are stakeholders whose main interest is in financial attributes (shareholders).

Impressionable and relational schools are assessing reputation in terms of stakeholders' perception and not financial performance, where impression is focusing mainly on employees and customers. We have to distinguish between image and identity. Identity represents what an organization is in reality. Image on the other hand represents how an organization is perceived from its environment. Differences between what something really is and how it looks from the »outside« definitely exist. This does not apply only on schools, but also a lot broader. Corporate image can be projected by organizational communicative actions, and it also can be enhanced (or damaged) by external parties, particularly the media. The concept of organizational image shifts form and shape as often as an amoeba (Arpan et al., 2003)[35]. Most often it is used interchangeably with the term reputation.

Most of the existing definitions consider image as a set of beliefs that is prone to a merely cognitive approach (Palacio, Meneses and Pérez, 2002)[36]. Besides these cognitive oriented definitions, recent studies consistently distinguish two sets of components of an image: rational (cognitive) and affective (emotional). The distinction between two components is important from the analysis perspective because they are considered as forerunners of the overall image of the organization. Researchers emphasize that they should not be approached as they are not interrelated. They agree that the cognitive component is an antecedent of the affective component and that the

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[35]Raney, A. A., Arpan, L. M., Pashupati, K., & Brill, D. A. (2003). At the movies, on the web: An investigation of the effects of entertaining and interactive web content on site and brand evaluations. Journal of Interactive Marketing, 17(4), 38-53.
[36]Beerli Palacio, A., DíazMeneses, G., & Pérez Pérez, P. J. (2002).The configuration of the university image and its relationship with the satisfaction of students.Journal of Educational administration, 40(5), 486-505.

overall image of the organization is formed through its cognitive and affective components. It is more influenced by the affective component than by the cognitive one. Both components also influence the satisfaction of the stakeholders.

Brand image has a great importance not just in the context of companies but also in the non-profit field, such as universities. It is becoming increasingly important that universities have a distinct image in order to maintain their competitiveness in the market (Palacio, Meneses and Pérez, 2002)[37]. Public sector organizations are beginning to understand the importance of reputation, as many of its benefits are vital for their survival; a good organizational reputation among the stakeholders is understood as reputational capital (Luoma-aho, 2007)[38].

The corporative image of an organization is a good predictor of the power of attraction can exert on its internal and external publics, both present and potential, of its influence on sales growth, as well as on improvement of satisfaction (Luque-Martínez and Del Barrio-García, 2008). Oplatka argues in his paper that the concept of image is related to themes such as corporate personality, which refers to the organization culture, corporate identity, in turn referring to the overall activities characterizing the organization and corporate image, the others' perception of the organization, based on its personality and identity (Oplatka, 2002).

Image is the result of how the signals or massages emitted by organizations have interpreted overtime by stakeholders. With the other words, messages about the organization delivered by the media and other observers, such as family, friends, or employees of a firm, also factor into the images of organizations held by those who evaluate the organization (Fombrun and Shanley, 1990; Arpan et al., 2003)[39].

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[37]Beerli Palacio, A., DíazMeneses, G., & Pérez Pérez, P. J. (2002).The configuration of the university image and its relationship with the satisfaction of students.Journal of Educational administration, 40(5), 486-505.

[38]Luoma-Aho, V. (2007).Neutral reputation and public sector organizations.*Corporate Reputation Review, 10*(2), 124-143.

[39]Arpan, Laura M., Arthur A. Raney, and Suzanne Zivnuska."A cognitive approach to understanding university image." Corporate Communications: An International Journal 8.2 (2003): 97-113.

Brown et al. (2006) in their study distinguishes between intended image and construed image. They suggest intended image as an appropriate term for reflecting management's view of how it wants an organization to be perceived by important others. Those associations that members (individuals outside the organization) believe they label as the organization's construed image (Brown et al., 2006)[40]. Image is a multidimensional concept, based upon any of a variety factors, such as organizational size, profitability, extend of diversification, an individual's degree of familiarity with the organization, the perceived nature of community and employee relations, the extend of charitable contributions, perceived quality of products and services and advertising intensity (Arpan et al., 2003). Most often organizational image has been defined in numerous ways: as a mere association based in an organization's name, as a psychological personality profile constructed by an individual regarding an organization, as an individual's current idiosyncratic representation of a particular organization including related attitudes, beliefs, and impressions about the organization and its behavior, as an individual's overall perception of an organization's products, services, management style, communication efforts and global activities and as a basic summary of attitudes toward and organization (Arpan et al., 2003)[41].

1.16 Identity vs. Image

The terms 'image' and 'identity' are often confused. Image of institute relates to how the image is perceived from the customer's point of view, while identity of organization is the unique set of visual, auditory and other stimuli that express the brand and shapes its image. Each must be deeply rooted in the foundations of the brand. Some of the differences are

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[40]Pickford, R., & Brown, S. (2006). Assessing skills and practice (pp. 2-3). Abingdon: Routledge.
[41]Arpan, L. M., Raney, A. A., &Zivnuska, S. (2003). A cognitive approach to understanding university image.*Corporate Communications: An International Journal, 8*(2), 97-113.

S. No.	Identity of organisation	Image of organisation
1	Brand identity develops from the source or the company.	Brand image is perceived by the receiver or the consumer.
2	Brand message is tied together in terms of brand identity.	Brand message is untied by the consumer in the form of brand image.
3	The general meaning of brand identity is "who you really are?"	The general meaning of brand image is "How market perceives you?"
4	It's nature is that it is substance oriented or strategic.	It's nature is that it is appearance oriented or tactical.
5	Brand identity symbolizes firms' reality.	Brand image symbolizes perception of consumers
6	Brand identity represents "your desire".	Brand image represents "others view"
7	It is enduring.	It is superficial.
8	Identity is looking ahead.	Image is looking back.
9	Identity is active.	Image is passive.
10	It signifies "where you want to be".	It signifies "what you have got".
11	It is total promise that a company makes to consumers.	It is total consumers' perception about the brand.

1.17 An Institutional Image

Image is a picture of how people outside the organization view the institution. (Dutton, J. E., & Dukerich, J. M. 1991)[42]. In their study of the New York Port Authority (NYPA), Dutton and Dukerich reported that this organization was forced to take action on the homelessness problem as a result of community pressures expressed through a negative organizational image. According to these researchers, however, it was only when organizational members felt that NYPA's identity was threatened by the negative image, that they took heed of the pressures. Thus, they argued that it was NYPA's formulation of their own idea of external image that triggered action and that this image-defining process was filtered through organizational identity.

The concept of image Very few within the marketing literature consider internal organizational aspects when dealing with the concept of organizational image (Dowling, 1993; Kennedy, 1977)[43]. The organizational literature, in contrast to marketing, focuses almost exclusively on internal issues related to image. For example, Dutton and Dukerich (1991) defined image as the way organization members believe others see their organization. Another approach to defining image as a product of processes internal to the organization was offered by Whetten, Lewis and Mischel, (1992)[44], who defined image as the way that "organizational elites" would like outsiders to see their organization (similar to the marketing concept of ideal corporate image). Definitions such as those offered by the organizational literature differ from the marketing perspective. For example, Bernstein (Abratt, 1989,)[45] stressed that: Image is not what the company believes it to be, but the feelings and beliefs about the company that exist in the minds of its audiences.

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[42] Dutton, J. E., &Dukerich, J. M. (1991).Keeping an eye on the mirror: Image and identity in organizational adaptation.Academy of management journal, 34(3), 517-554.
[43] Jo Hatch, M., & Schultz, M. (1997).Relations between organizational culture, identity and image.European Journal of marketing, 31(5/6), 356-365.
[44] Whetten, D. A., Lewis, D., &Mischel, L. J. (1992, August).Towards an integrated model of organizational identity and member commitment.In annual meeting of the Academy of Management, Las Vegas.
[45] Shee, P. S. B., &Abratt, R. (1989).A new approach to the corporate image management process.Journal of marketing management, 5(1), 63-76.

Thus, the marketing literature stresses the external foundation of the image concept (Bromley, 1993), pointing to the different external images held by various constituencies (e.g. customers, suppliers, regulators, special interests). For example, image was defined by Dichter as "the total impression an entity (organization) makes on the minds of people" (as cited in Dowling, 1993, p. 104). In this view, organizational image is commonly defined as a summary of the images held by external constituencies. However, Bernstein (1992) and others writing within the marketing tradition, also argued that image is a construction of public impressions created to appeal to an audience. This implies that image is intentionally manipulable by insiders for the consumption of outsiders; it is not merely an attempt to infer outsiders' perceptions. Along those lines, we follow Alvesson (1990, p. 376) in adopting a more complex definition that combines the marketing and organization theory approaches: organizational image is a holistic and vivid impression held by an individual or a particular group towards an organization and is a result of sense-making by the group *and* communication by the organization of a fabricated and projected picture of itself. Such communication by the organization occurs as top managers and corporate spokespersons orchestrate deliberate attempts to influence public impression (Barich and Kotler, 1991). However, image is also influenced by the everyday interactions between organizational members and external audiences (e.g. the doctor treating a patient, the sales clerk helping a customer, the consultant offering advice to a client). Furthermore, the image formed by a particular group within the external audience can be affected by the intentions and influen (Gioia and Thomas 1996)[46] conducted one of the first studies of image and identity in higher education organizations. They found that image and identity are important perceptual lenses that guide the sense making process for higher education leaders. In their studies, university leaders developed and communicated a new image for the institution, which resonated with faculty and staff and in turn, altered the identity of the institution.

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[46]Gioia, D. A., & Thomas, J. B. (1996). Identity, image, and issue interpretation: Sense making during strategic change in academia. *Administrative science quarterly*, 370-403.

A Higher Educational Institutions image is not absolute, but relative to the images conveyed by other Higher Educational Institutions. Parameswaran and Glowacka (1995)[47] in their study of university image found that higher education institutions (HEIs) need to maintain or develop a distinct image to create a competitive advantage in an increasingly competitive market. It is, after all, this image that will impact on a student's willingness to apply to that institution for enrollment, or a donor considering an endowment, or a company selecting an institution to do contracted research and development. At a time when HEIs around the globe face declining student numbers and decreasing funding grants, it becomes imperative for them to determine their images in the eyes of their various publics. It is for this reason that Institutions must understand the image that they portray, and make sure that the image is both an accurate and favourable reflection of the institution.

According to Gavin (Kotler and Fox, 1985)[48]: An institution's actual qualityis often less important than its prestige, or reputation for quality, because it is the university's perceived excellence which, in fact, guides the decisions of prospective students and scholars considering offers of employment, and federal agencies awarding grants.

An Institutional Image refers to how outsiders perceive the organization, which means that the image is created through communication and organizational identity. It is not an inherent characteristic of the organization. The institutional image is much more than simply what is visible; it encompasses everything the organization does.

All organizations have an image. An organization's image is not clear, concise, and conceptual but rather a set of an individual's perceptions about institutions. (Toper 1986)[49].

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[47] Parameswaran, R., &Glowacka, A. E. (1995). University image: an information processing perspective. Journal of Marketing for Higher Education, 6(2), 41-56.

[48] Kotler, P., & Fox, K. F. (1985).Strategic marketing for educational institutions.Prentice-Hall.

[49] Toper, R. S. (1986). Institutional image how to define, improve, market it, council for advancement and support of education. New York, NY: Holt.

An educational institution has a multifaceted image that includes academic, social, political and perhaps stylistic dimensions. It is in every institution's best interest to understand its image, to work on ways to improve image and to ensure that the image reflects the current institution. Roller and Fox assert that a responsive institution has a strong interest in how its publics see the school and its programs and services to the institution's image, not necessarily its reality. (Kotler and Fox 1985).

Image is likely to vary; depending on the groups among the image is assessed (Arpan et al., 2003)[50]. Two components of image that are also distinguished are functional, related to tangible stimuli that can be easily measured, and the emotional, associated with psychological conditions that become apparent in feelings and attitudes (Palacio, Meneses and Pérez, 2002)[51]. Arpan et al. (2003) analysis of the discussions reveals that the participants considered multiple factors when assessing a university's image. These factors included name recognition, academics, social life, athletics, and to a lesser extent, the physical environment of the university. More specifically, the academics component of image reported to consist of the perceived worth of degree when entering the job market, characteristics of the student body, and degree-program characteristics. The study found that items that were included to provide an overall or global image rating for each university are general impression of the university, if it evaluated positively by most people, proposing a methodology by which to identify the dimensions.

A qualitative study identified university attributes that might determine enrolment fount several factors such as ranking of particular schools, family connections to the school, departments or majors, overall education quality, size of the university and its classes and the relative emphasis on sports. Additionally, several factors noted by other authors are among other are location of the university, appearance, scope of offerings, excellence of the faculty, extent of endowments,

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[50]Arpan, L. M., Raney, A. A., &Zivnuska, S. (2003). A cognitive approach to understanding university image. Corporate Communications: An International Journal, 8(2), 97-113.
[51]Beerli Palacio, A., DíazMeneses, G., & Pérez Pérez, P. J. (2002).The configuration of the university image and its relationship with the satisfaction of students.Journal of Educational administration, 40(5), 486-505.

diversity of students, campus morale, service to the community, institution visibility, prestige, existence of family atmosphere, friendliness of students, extent of family-related values on university, interpersonal communication, news coverage... (Arpan et al., 2003).

Study of Kazoleas et al. (2001)[52] found that image factors controlled by university itself (e.g. existence of particular programs, strength of academic programs, sports programs, libraries, and technical facilities) were stronger predictors of overall image ratings than demographic characteristics of respondents or environmental factors (e.g. location, expense, admission standards) and that personal experiences with the Organization, Volume 43 Research papers Number 2, March-April 2010 60 university had a greater impact on overall image than did media exposure related to the university (Arpan et al., 2003). Palacio, Meneses and Pérez (2002)[53] explain the process of image forming by means of its different components, both in its cognitive and affective dimensions. They stress that the cognitive components of image significantly influences the affective component of image. Those components positively and significantly influence the overall image of the university. In their research they noticed that the "university orientation and preparation" is mainly characterized by factors related to university's orientation toward students, society and companies and by the preparation it provides for the students, and on the other hand the "reputation" of the university is explained by the variables regarding the prestige, reputation of the university and also by the facilities and range of courses. The result of their work verified that the overall university image is formed by cognitive and affective components, but it is more influenced by the affective component than by the cognitive (Palacio, Meneses and Pérez, 2002).

A cognitive psychological approach examining university image among two groups of evaluators and found that different groups used different criteria when rating

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[52]Kazoleas, D., Kim, Y., & Anne Moffitt, M. (2001). Institutional image: a case study. *Corporate Communications: an international journal*, 6(4), 205-216.
[53]Beerli Palacio, A., DíazMeneses, G., & Pérez Pérez, P. J. (2002).The configuration of the university image and its relationship with the satisfaction of students.*Journal of Educational administration*, 40(5), 486-505.

universities. Found to significantly predict the image among current university students were academic factors, athletic factors and the extent of news coverage of the university. On the other side found to significantly predict the image of the same university among adults, non-students was a combined factor including all university attributes (including academic and athletic), the extent of news coverage, the education level of respondents, and the respondents of sport fan ship.

Study of Arpan et al., (2003)[54] also found that an adult, non-student population will use different criteria than a student population to arrive at image ratings for the same universities. Several studies have analyzed university image from the viewpoints of students and external interest groups, whereas relatively few have concerned themselves with the teaching staff. Oplatka argues that the programmes for excellent students are driving force behind the university image (Oplatka, 2002).[55]Helgesen and Nesset (2007) point out in their work that the students perceive the image of the university college and the image of the study program as two distinct concepts. The study's preferred model only indirectly relates the image of the study program to student loyalty (via the image of the university college) while student satisfaction and the image of the university college are directly related to student loyalty. Researchers claim that an organization has several images and the various images can be assumed to be positively related (Helgesen and Nesset, 2007)[56].

1.18   Image Building of Institution

Universities today find themselves competing for students and support in a marketplace made increasingly complex by a convergence of factors. First, their target audience is bombarded by an assortment of marketing messages and consumer information—beginning with the ranking systems that identify the "best" schools and the "top" programs. The audience is also more brand-savvy than its counterparts from

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[54]Arpan, L. M., Raney, A. A., &Zivnuska, S. (2003). A cognitive approach to understanding university image. Corporate Communications: An International Journal, 8(2), 97-113.

[55]Oplatka, I. (2002). The emergence of educational marketing: Lessons from the experiences of Israeli principals. *Comparative Education Review, 46*(2), 211-233.

[56]Helgesen, Ø.,&Nesset, E. (2007). Images, satisfaction and antecedents: Drivers of student loyalty? A case study of a Norwegian university college. Corporate Reputation Review, 10(1), 38-59.

previous generations. In fact, students today openly affiliate with various consumer brands, whether Apple, Nokia, Urban Outfitters or Virgin. Any institution seeking to distinguish itself with this group needs to keep in mind that it is sensitive to authenticity and sophisticated about evaluating marketing messages. Making matters even more complex, demographic shifts are changing the marketplace in many regions of the world. In various European countries, for example, the population is aging, and even in the United States, where the children of baby boomers have been applying to colleges in record numbers, the pool of applicants is expected to begin shrinking this year. All this is happening just as many governments across the globe are reducing the resources devoted to higher education. In other words, the competition among universities is getting stiffer and stiffer. As a result, colleges and universities have learned that they must become more accountable to their constituents. They realize that, just like for-profit entities within the corporate world, they must develop sustainability strategies. Many have turned to branding as a solution. In fact, in the last years of the 20th century, branding became part of the higher education lexicon, and today, most colleges and universities around the world have embraced a brand strategy. (Whisman, R. 2009)[57]

Education branding (especially universities and professional schools) is still largely at the simple stage of differentiating on the basis of self-defined sets of features and attributes. a. In some cases there is the happy historical accident of prestigious history that differentiates individual university "brands" on the basis of reputation familiar to most of society. Other schools must strive to establish their own basis for value. Most do this today by emphasizing quality of functional attributes that resemble those of many other schools: strong faculty, prestigious alumni, broad course range, numerous campus and housing amenities etc.

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[57]Whisman, R. (2009). Internal branding: a university's most valuable intangible asset. *Journal of Product & Brand Management, 18*(5), 367-370.

Assuming that brand tactics are aligned with the brand strategy and that brand strategy is aligned with the institution's mission and values, there are five universal tactics that should be employed.

1. Seek to understand constituent needs. Surveys, focus groups, observations, a review of historical data, and the like are used to collect information for pattern matching of constituent behaviors and understandings that reflect their needs of their institution.

2. Identify market segments that are highly valued by the institution. Define the characteristics of each segment, including motivators and barriers to supporting the institution's objectives.

3. Determine which brand attributes will remove or lessen identified barriers and exploit motivators. To illustrate, consider the market segment of out-of-state prospective students. Potential barriers may be distanced from home or the perception that the school is a "suitcase campus." Motivators might include the reputation of a high profile academic program, tuition reciprocity, or the desire to experience new places.

4. Use relevant brand attributes to effectively position the institution against would-be competitors. What are your institutional strengths and competitor weaknesses associated with the needs of a particular market segment? How can you capture this niche and defend it against all who seek to encroach upon your market space?

5. Differentiate the institution from competitors through relevant communications. While remaining true to the corporate brand message, spin the marketing message in a way that differentiates your institution from competitors and is relevant to the targeted segment. Describe how their unique needs will be met by your institution (often referred to as a value proposition).

Humphreys and Brown (2002) explained that by implication, organizations with strong traditions and deeply rooted values will be difficult to change, leaving top management a few degrees of freedom in terms of the potential for planned change. Attempts by managers to treat organizational identity as a holistic, over arching

phenomenon are likely to produce resistance and conflicts (Humphreys and Brown 2002).(Pragya P Harsha and Smita Shah)[58]

The power of a brand in a higher education institution is represented by all thoughts, feelings, perceptions, images, and experiences that become linked to the brand in the minds of customers, and what consumers have learned, felt, seen, and heard about the brand over time.

1.19 Purpose of the Study

The purpose of this study is to find out the factors which are affecting the image building of the professional education Institute. One of the basic purpose of this study is to map the perception of faculty members and students on image building of the professional educational institute.

1.20 Statement of the Problem

Statement of the Problem

It is found that there are many professional education institutes in India which provide the professional courses for students. It was very difficult to collect the data from different professional institute of professional courses in India. Therefore the location of the study was Indore. It is also found that, there are many professional courses run by different institute in Indore like MBA, BBA, B,Com Hons, MBBS, CS, CA, PGDCA, BE, ME, B.Pharma. M.A.(in different streams like journalism, dance etc.). It was not possible to take every institute because of every course requirements (like BE course require labs) are different. Therefore data was collected from students and faculty of management professional education institute affiliated to Devi Ahilya University.

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[58]Pragya P Harsha and Smita Shah Creating Brand Value of Higher Education Institution 156 IJMT, Volume 19, Number 2, July - December 2011

The focus of the study is to identify factors which contribute in making the image of professional institute. What are the factors of image building of professional MBA colleges? The major research questions of the study are as follows:

1. What are the opinions of faculty members and students about the image building of the management professional institute?

2. What are the factors of image building of the management professional institute?

3. What is the impact of faculty qualification and faculty experience on the image of management professional institutes?

1.21 Theoretical Model

Fig. 1.1 Factors Responsible for image building of management professional educational Institute

The below figures represent the conceptual framework of the research. Study was conducted to find out whether the following factors Student academic performance, infrastructure and campus, management of college, students achievement, college grade and ranking, placement and training, academic team, pedagogy, communication development program, Alumni Association, management festivals, Anti ragging Cell, Location of institute, Expert lectures and college environment were responsible for image building of professional management education institute. It was found that all these factors were responsible for building of institutional image.

Also the below concept can be represented as an equation as follows:

Institutional Image = f (Student performance, Student achievement, Infrastructure and campus, Placement and Training, College grade and Ranking, Pedagogy, Academic Team, Student Facilities).
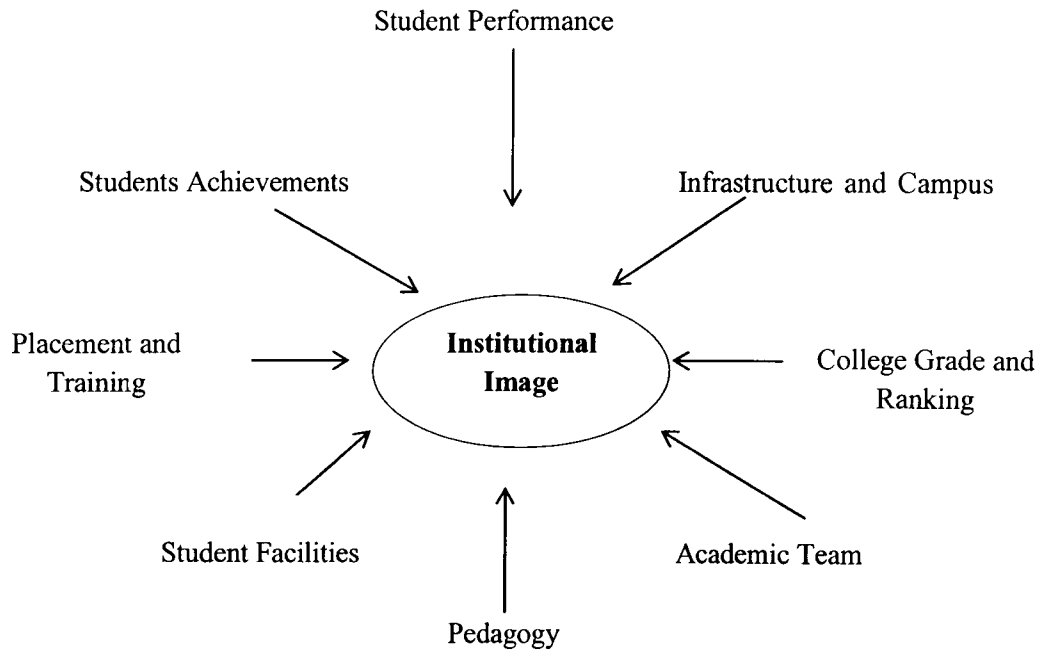
Fig 1.1

Fig 1.2 Impact of Faculty qualification and experience on the factors of image building of management institutes.

The figure 1.2 shows the second concept that is derived from this research. The research has been found the impact of Faculty qualification and experience on the factors of image building of an institute.
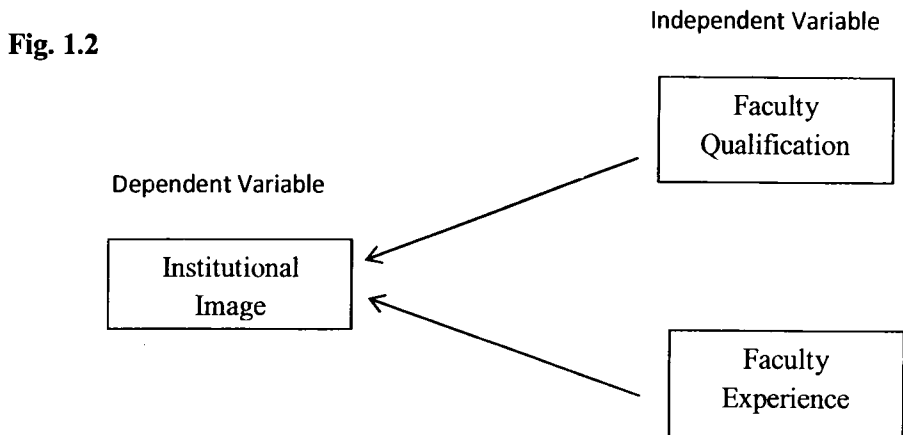
Fig. 1.2

1.22 Importance of the Study

Both within the business and academic sectors, one cannot avoid reference to the rise of India as a dominant player in the global marketplace. May be information technology sector, entrepreneurial private sector, abundant source of high value added, knowledge-based labor, and expanding domestic market cannot be ignored. One of the challenges of this growth is the need to train the next generation of Indian business leaders and these business leaders can only be created by Management Institutes. With the increase in competition the survival becomes the question mark for the management professional institute. There are different images of management professional institutes. With the advent of Private professional Management Institutes in India even university Management Institutes started feeling the heat of competition. In the game of Ranking and Reputation, the Image plays a major role in getting the institutes established and recognized at a National and International level. It also helps the institutes to get better output of students and placements. All the major Management Institutes offer MBA and claims it to be the best college. There are many factors which makes the best Management college, here the question is, what are the factors of image building of the management professional college should be ?

There is a rise in the number of Management institutes in India and also in Madhya Pradesh, but there is a decrease in the number of students who want to take admission in the professional management institutes for MBA from the last two years. Why there is a decrease in the number of students.

Out of all these Management Institutes which are running or ought to be the best in India. Are image of these Management Institutes good enough? Are the facility, infrastructure, placement, etc., factors of the image building of management professional education institute? The study attempts to answer these questions.

It is one of the drawbacks of the system that in many institutes do not work on the image and even does not having any new plans. Even the norms and guidelines given

by UGC are not followed by the Institutes. After reviewing nearly 124 articles on institutional image of institutes of different universities, there has been a very little work done on image of Institutes in India but specifically no work has been done on image of management professional Institutes.

This study also attempts to find out the Factors which are important for image building of professional management Institutes as per the views of faculty and students of MBA of Management Institutes. Once these factors and their contribution in creating images of professional Management institutes is identified, then the management institutes will be able to improve and shape the betterment of the students, Industrialist, corporate and society at large.

1.23 Outline of the Thesis

Chapter 1 starts with the Introduction of the study. The chapter includes all the relevant topics of the study history and structure of management education and management professional educational institutes. It also covers the image, institutional image, image building of institution etc. At the end of this chapter background and purpose of the study are defined other then statement of the problem.

In Chapter 2 review of literature is done. The review covered the institutional image, management professional institute, factors affecting image building of institutes.

Chapter 3 research methodology is described the objective of the study, the research design; population, sample, questionnaire. This chapter also includes the hypothesis of the study, variables, tools and techniques used in this study.

In Chapter 4 statistical analysis and interpretation of the data is done using SPSS software. Analysis of data is one of the most important parts of any quantitative study.

In chapter 5, Conclusion and findings, on the basis of the data collected from the Faculty members and Students of different Institutes is done. Conclusions and findings are the most important part of any research.

Suggestions, Limitation and Implications of the study are detailed in Chapter 6. After the chapter 6 References, Bibliography, Questionnaire, and Appendix are given.

CHAPTER-2

REVIEW OF LITERATURE

CHAPTER 2 - REVIEW OF LITERATURE

Study have reviewed many literatures in the field of institutional image, image building, professional institutes, management professional institutes etc. In our study we have categorisedROL in three parts i.e. need of institutional image, image building of institute and image building of management professional institute.

2.1   Need of Institutional Image and Brand Image

Topor, Robert S., (1986) [1] Theyadviced for colleges on how to identify, develop, and communicate a positive image for the institution. The use of market research techniques to measure image was discussed along with advice on how to improve an image so that it contributes to a unified marketing plan. The first objective is to create and communicate some positive common image ideas appropriate to all audiences, as well discrete images for different target audiences, including: current and prospective students, faculty, staff, alumni, parents, the media, the community, legislators, and donors. The four ingredients of image building are covered: research, recognition, repetition, and recollection. Also considered are: who should be involved in building an image, positioning an institution among its competition, and implementing a marketing plan? Suggestions to successfully market the institution include: understanding the image evoked by the school's name, and clarifying the hierarchical structure of the school and how each subunit can maintain separate identify while contributing to the parent institution's identity. The college needs to determine whether current staff or outside sources should be engaged to build an institutional image. Another factor is building image around the comparative differential advantage of the institution.

Jonathan Ivy, (2001) [2] written the statement "Create an image for your company or your competitors will do it for you" ofKeever in his studies In the higher

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[1]Topor, R. S. (1986). Institutional Image: How to Define, Improve, Market It. CASE Publication Order Department, 80 South Early Street, Alexandria, VA 22304.

[2] Ivy, J. (2001). Higher education institution image: acorrespondence analysis approach. International Journal of Educational Management, 15(6), 276-282.

education sector this statement by Keever is equally true; as competition for students increases and funding decreases universities and technikons need to create and maintain a distinctive image in the market place. Study shown as Higher education institutions was becoming increasingly aggressive in their marketing activities to convey an image that is favourable to their public, be they prospective students, employers, funders etc. Investigates how marketing was used to convey higher education institution type image in the UK and South Africa. Using correspondence analysis, showed the unique positionings that have been created by the old UK universities, the new UK universities, South African universities and technikons. Also identified which marketing tools these institution types used in conveying their institutional image.

Helgesen and Nesset, (2007)[3] they are explained in this study that Image of study program was only indirectly related to student loyalty (via image of a university college) while student satisfaction and image of university college was directly related to student loyalty. Image of the organization positively linked with image of the study program, student satisfaction and student loyalty.

DrJoo-Gim Heaney, Dr Peter Ryan and Dr Michael F Heaney (2009)[4], this paper described the make-up of the Australian private education sector, concentrating in particular on the private higher education sector. Study investigated the challenges of branding private higher education institutions to international students in their quest to compete in the essentially the same marketplace as universities. In 2009, there were 185 institutions in Australia approved by the Australian government to deliver higher education courses of which 71 were privately owned non self-accrediting higher education institutions delivering to both domestic and international students

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[3]Helgesen, Ø.,&Nesset, E. (2007). Images, satisfaction and antecedents: Drivers of student loyalty? A case study of a Norwegian university college.*Corporate Reputation Review, 10*(1), 38-59.

[4]Heaney, J. G., Ryan, P., & Heaney, M. F. (2010, July).Branding private higher education institutions in Australia to international students.In Proceedings of the Academy of World Business Marketing and Management Development (AWBMAMD) Conference, July (pp. 12-15).

M G Steyn, Teresa Harris, C G Hartell (2014)[5], The purpose of this study was to examine, from the perspective of black ECE students, why so few of them enrol in this particular programme at a historically white university. Through a qualitative, case study approach the reasons for the low enrolment and completion rates were investigated. Participants mentioned that recruitment for this programme, particularly in rural areas should be improved. They also pointed out the higher prestige of other career options, the linguistic challenges they face, the cost of university education and early teacher education in particular, as well as access to transport and resources as barriers to recruitment and retention. Their recommendations for higher enrolment rates included the use of black students to recruit in rural and in township areas, increased funding for bursaries, and more culturally sensitive pedagogies in early childhood teacher education.

Corinne E. Nell and Michael C. Cant (2014)[6]The study aimed to identify the most important service feature of student administration, according to students. A quantitative study was conducted among 200 students at a South African university. The results indicated that students' perceptions regarding service quality, as well as the overall level of satisfaction of the service are only slightly above average. *Corinne E. Nell and Michael C. Cant*

HAJIBAH OSMAN (2010)[7]This article reported how Malaysian universities re-brand themselves using the results of an investigation on corporate brochures from these universities. The investigation employed a structural analysis and a textual analysis. Although informative in nature, these corporate brochures exhibited the use of promotional elements in the texts as seen in the contents and the language use. The communicative functions of university brochures was viewed to be more promotional than informative.

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[5]Steyn, M. G., Harris, T., &Hartell, C. G. (2014).Institutional factors that affect black South African students' perceptions of Early Childhood Teacher Education. South African Journal of Education, 34(3), 01-07.

[6]Nell, C. E., & Cant, M. C. (2014).Determining student perceptions regarding the most important service features and overall satisfaction with the service quality of a higher education institution. Management: Journal of Contemporary Management Issues, 19(2), 63-87.

[7]Osman, H. (2008). Re-branding academic institutions with corporate advertising: a genre perspective. Discourse & Communication, 2(1), 57-77.

Rex Whisman, (2009)[8],This paper examined the essential role that internal branding plays in successful university settings. Case studies from businesses and universities, as well as reviews of the pertinent literature and research, provided the data for the paper's analysis of university branding successes and failures. The study concluded that, in the complex university realm, internal branding helped an institution overcome internal resistance to branding efforts. It helped the institution take an identity-development strategy beyond traditional approaches, such as new logos, snappy taglines and expensive advertising campaigns, to an embedded cultural approach that guided everything from communications, fund-raising, marketing and personnel policies to enrollment management and program development. The evidence indicated that the biggest mistake universities make when undertaking branding initiatives is failure to embrace an inside-out approach to brand development. Those universities that succeed in their branding efforts was willing to borrow strategies from the corporate world to get buy-in by engaging all interested constituents—faculties, staff, students, alumni and others—in the process.

Dr. Armand Faganel (2010)[9]In theory, he found five most used dimensions of service quality. he developed a questionnaire including 18 items describing competitive advantage dimensions with the help of focus groups of students. Analysis was carried out on students and professors of Slovenian business school. SERVPERF theory was challenged with the help statistic tools to establish the most important determinants of quality for students and professors

2.2   Image building of Institute

Robert M. Brown & Timothy William Mazzarol (2008)[10]This paper outlined the findings of a study employing a partial least squares (PLS) structural equation methodology to test a customer satisfaction model of the drivers of student satisfaction

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[8]Whisman, R. (2009). Internal branding: a university's most valuable intangible asset. Journal of Product & Brand Management, 18(5), 367-370.
[9]Faganel, A. (2010). Quality perception gap inside the higher education institution. International Journal of academic research, 2(1), 213-215.
[10]Brown, R. M., &Mazzarol, T. W. (2009).The importance of institutional image to student satisfaction and loyalty within higher education. Higher Education, 58(1), 81-95.

and loyalty in higher education settings. Drawing upon a moderately large sample of students enrolled in four 'types' of Australian universities, the findings suggested that student loyalty is predicted by student satisfaction, which is in turn predicted by the perceived image of the host university. While the perceived quality of "humanware" (e.g., people and process) and "hardware" (e.g., infrastructure and tangible service elements) had an impact on perceived value, this was found to be weak and indeterminate. Of most importance was the impact of the institution's institutional image, which strongly predicted perceived value, and to a lesser extent student satisfaction. The findings had implications for newer, less prestigious universities seeking to compete in a more deregulated, market driven environment.

Turner, J. (1999)[11]. study explained those items which are used to develop the Image dimension were drawn from an unpublished research study (Turner 1999). They were categorised into three components, which were named "Study Environment" (ten items), "Practicality" (three items) and "Conservativeness" (three items). The first measured such things as whether the institution was viewed as friendly, supportive, innovative, student focused and offering a good range of courses. The second measured how practically focused the courses were, whether entry was flexible (e.g., enrolments mid-year), and how "job oriented" the study programs were The third dimension of "Conservativeness" was a measure of whether the institution was long-established, or perceived as traditional or prestigious. However, the strength of these categorisations was somewhat variable across different subsets of data, although these components were seen to be appropriate as a starting point to continue into the next stage of analysis.

Kazoleas, Dean, Yungwook Kim, and Mary Anne Moffitt (2011)[12] Study Examined the concept of institutional (university) image from a cultural studies approach and from a quantitative perspective. Building on these and other research findings, posited that multiple changing images exist within each individual and that these images were affected by certain factors. It Examined university image from an

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[11]Turner, J. P. (1999). University preference: A conjoint analysis.
[12]Kazoleas, D., Kim, Y., & Anne Moffitt, M. (2001). Institutional image: a case study. Corporate Communications: an international journal, 6(4), 205-216.

external stakeholder perspective, based on a telephone survey study of respondents from across the university's home state. The results showed multi-image conceptualization of the university setting and, importantly, examined the factors – personal, environmental, and organizational – that gave rise to the multiple image concept. It Complemented much corporate image research that views image(s) as primarily controlled by the organization, these findings suggested that corporate image, considered also as a receiver-oriented and audience-specific construct, can vary as a function of other, external, determining factors but that organizational factors were, nevertheless, very influential factors for one's decision making about image.

Luque-Martínez, Teodoro, and Salvador Del Barrio-García (2009)[13],This study developed and tested a student retention model that includes system and institutional dropout as outcome variables, examining differences in factors that affect them. Study also explained a model the image of the institution as influencing institutional commitment and drop/stay intentions. Using structural equation modeling tested the hypotheses, researcher found that both initial personal and institutional characteristics (such as students' goal commitment and the higher education institutional image), as well as the institutional experience and integration of the student into the academic environment, effected on the level of student performance and institutional commitment, which in turn influence stay/drop decisions. Higher education administrators needed to manage not only conventional factors—such as instructional effectiveness, peer interaction, and academic integration—in order to reduce attrition. They also needed to manage brand associations with regard to the positioning of their institution in prospects' minds. This study proposed a methodology for identification of the main dimensions determining university image and understanding the relativeweight of each of these dimensions. This was important for university governance in order to improve the service provided and to develop and maintain a distinctive position giving a competitive advantage. The conclusions and implications derived from these results and suggested actions designed to improve the image of the university.

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[13]Luque-Martínez, T., & Del Barrio-García, S. (2009). Modelling university image: The teaching staff viewpoint. Public Relations Review, 35(3), 325-327.

Charles H. Bélanger, Saadi Syed & Joan Mount (2007)[14], The purpose of this paper was to report on who creates branding within institutions of higher learning, and what impact branding had on core institutional activities such as student recruitment and fundraising, as well as on socio-psychological factors such as community respect and national prestige. Eighty-nine tertiary education experts covered three world regions were surveyed in order to gather information to fulfil the paper's objectives. The nature and extent of involvement of enrolled students, alumni, higher management, external consultants, civic leaders and the business community were investigated to identify the part each plays, if any, in the development of an institutional brand. Findings indicated that institutions have a tendency to brand from the top down rather than from the bottom up.

Victor I. Igbinedion, (2011)This paper examined the perceived factors that influence the students' vocational choice of secretarial studies in tertiary institutions in Edo State of Nigeria. The factors investigated included parental, peer group, gender and interest. This is informed by the low enrolment into secretarial education programmes across the universities and college of education and the poor attitude of students with regard to their self worth in spite of the many job opportunities and career satisfaction offered by this all pervasive skill oriented vocational academic programme. The design of the study was descriptive with a stratified sample of 191 subjects randomly selected from a population of 447 students enrolled in secretarial studies programmes in public tertiary institutions in Edo State during the 2006/2007 academic session. A questionnaire was the instrument used to gather data from the field for analysis. Two research questions were raised and answered; while two hypotheses were formulated and tested. The results showed that there were variations in the perceived factors that influence students' vocational choice of secretarial studies between male and female students; and also students from the universities and college of education differed significantly with regard to some of the factors that influence their choice. Based on this conclusions were drawn and recommendation made.

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[14]Bélanger, C. H., Syed, S., & Mount, J. (2007). The make up of institutional branding: Who, what, how?. Tertiary Education and Management, 13(3), 169-185.

HasanYilmaz, VecdiDemircan, TufanBal and OzgurKoskan (2010)[15]this study determined the academic and institutional service quality perception levels of students at the Faculty of Agriculture. This research was conducted with 343 students by using questionnaires in the faculty of agriculture at SuleymanDemirel University. For this purpose, 35 statements were given to students and the degree of agreement for each statement was determined by a likert scale. According to the results, the Cronbach alpha coefficient was found to be 0.892. Factor analysis was implemented with the Principal Component Method by using Varimax rotation to determine the factors on the quality perception of students. According to the results of the factor analysis, Eigenvalue belongs to 9 of 35 factors which were found higher than 1. Thus, the results of factor analysis were examined by considering 9 factors. These factors explain 57.1% of the total variance. The main factors affecting students' perceptions of academic and institutional service quality were found to be: the academic skills of staff, the social and physical facilities of the faculty, the physical facilities of the department and the student advisory service, course content and teaching techniques, supplementary features of courses and its effects on success, the caring attitude of academic staff, a sense of belonging to the department, to question of course contents in exams, examination of the timeliness and accuracy.

Vincent WEE Eng Kim and THINAVANPeriyayya (2013)[16]This study examined the expectations of Malaysian Chinese students on selected factors, identified in past research, that influence the choice of institutions in their application for admission. Two hundred Chinese students were randomly selected from several private institutions to respond to a questionnaire which tested on such variables as academic programme and staff, facilities, pricing, and promotion. Data collected were analysed using Factor Analysis and Comparison of Means. Based on the mean score analysis, factors that significantly influenced the choice of an institution of higher education for admission are found to be academic integrity, quality of teaching,

[15]Yilmaz, H., Demircan, V., Bal, T., &Koskan, O. (2010). Students' perceptions of academic and institutional service quality at the Faculty of Agriculture: The case of SuleymanDemirel University, Turkey. African Journal of Business Management, 4(6), 1107.

[16]Kim, V. W. E., &Periyayya, T. H. I. N. A. V. A. N. (2013).Student expectations and branding strategies among private institutions of higher education in Malaysia. Malaysian Journal of Chinese Studies, 2(1), 69-81.

duration of course, future employability, educational fees, foreign and local degrees offered, institutional reputation and track record, student testimonies and opportunities of exposure to new social environment. A few factors found to be significant in an earlier study had lost their importance and these are entry requirements, facilities and extra-curricula activities. It was clear that for branding strategies to work, an institution of higher education has to take into account expectations that matter most to students.

Gamage, D. T., Suwanabroma, J., Ueyama, T., Hada, S., &Sekikawa, E. (2008)[17] The purpose of the paper was to ascertain students' perceptions on quality of services provided by private universities in Thailand and Japan and how these affected decisions selecting a university. A comparative study aimed to focus on how cultural and economic factors affected their decisions. Research design sought students' perceptions through empirical surveys on the type of factors which influenced their decisions in selecting a university. As the students needed to form their views on personal experience on services categorized into ten factors, the research sample included students with one-four years of campus experience. The research instrument was a well validated questionnaire developed on a review of literature and a pilot study. For the main study, 1,900 Thai students from nine private universities and 703 Japanese students from two private colleges were invited to participate. Findings suggested that in selecting a university campus the university's reputation, academic staff, quality of the programs and job-placement were the most important factors that influenced student decisions. The comparative analysed reveal many similarities and some differences between the two groups while Thai students had a higher degree of satisfaction than Japanese counterparts which may perhaps be attributed to economic disparities. Yet, there were generic factors applicable to most universities. These findings are valuable to university administrators and academics to improve the quality of services which are most important in influencing student perceptions in selecting a university.

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[17]Gamage, D. T., Suwanabroma, J., Ueyama, T., Hada, S., &Sekikawa, E. (2008). The impact of quality assurance measures on student services at the Japanese and Thai private universities. Quality assurance in Education, 16(2), 181-198.

Jiménez-Castillo, D., Sánchez-Fernández, R., &Iniesta-Bonillo, M. Á. (2013)[18] This study identified and profiled graduate segments on the basis of the relationships between three key variables in the educational context: the perceived value of the university, the university image, and the graduate identification with the institution. Given that this potential heterogeneity in the graduate market had not been explored in the literature, study improved the knowledge in this area by showing how these relationships vary among segments. Using a finite mixture modeling approach, study demonstrated that perceived value and university image influence on identification through a global model. Italso identified three subgroups that differ in the intensity and sign of the proposed relationships and described their profile. Implications and recommendations for future research and practice was discussed.

Anca E. Cretu& Roderick J. Brodie (2007)[19], company's reputation has a strong influence on buying decisions compare to the brand's image. The paper showed differences between influences of brand image and company reputation on customers' perceptions which scrutinized by testing the hypotheses.The results indicated that the brand's image a more specific influenced on the customers' perceptions of product and service quality while the company's reputation a broader influenced on perceptions of customer value and customer loyalty.

Roderick J. Brodie, James R.M. Whittome& Gregory J. Brush (2009)[20], Authors given a model which included the traditional influence of brand image plus three additional influences that reflected the broader service perspective (company image, employee trust, and company trust). Research used survey data of a sample of 552 airline customers. The analysis showed brand image, company image and employee trust influenced on customer value through customers' perceptions of service

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[18]Jiménez-Castillo, D., Sánchez-Fernández, R., &Iniesta-Bonillo, M. Á. (2013). Segmenting university graduates on the basis of perceived value, image and identification. International Review on Public and Nonprofit Marketing, 10(3), 235-252.

[19]Cretu, A. E., &Brodie, R. J. (2007). The influence of brand image and company reputation where manufacturers market to small firms: A customer value perspective. Industrial Marketing Management, 36(2), 230-240.

[20]Brodie, R. J., Whittome, J. R., & Brush, G. J. (2009).Investigating the service brand: A customer value perspective. Journal of Business Research, 62(3), 345-355.

quality. Finally the analysis showed that service brands do not influence direct on customer loyalty but rather its influence through customer value.

JanjaapSemeijn, Allard C.R. van Riel &A.BeatrizAmbrosini (2004)[21], in this research, a structural model was developed and tasted which provided indication of likelihood of store brand in various product categories. Authors investigated how store image factors and perceived risk associated with product attributes affect consumer evaluations of store-branded products. $G-50326$

Wu Jinfeng&TianZhilong (2009)[22], this paper established a theoretical and empirical basis that showed the impact of selected store image dimensions on retailer equity. The authors proposed a conceptual framework in which store image dimensions was related to three dimensions of retailer equity, i.e., retailer awareness, retailer associations, retailer perceived quality. These dimensions related to retailer loyalty. The empirical tests was used a structural equation model support the research hypotheses. The results indicated the positive effect of convenience, perceived price, physical facilities, employee service, and institutional factors on retailer equity dimensions.

Pamela W Henderson, Joseph A. Cote, SiewMeng Leong & Bernd Schmitt (2003)[23], Asian brands have struggled to develop quality images. This paper developed guidelines for designing visual brand stimuli by evaluations of logos in China and Singapore. Study showed the significant relationship between design of logos and responses on companies. The Design perceived by consumer, and their responses on logos and company' image, were similar in China and Singapore. Many of these relationships seen in the United Sates as well, means the visual aspects of branding may accomplish companies' goals across international borders. Authors suggested to the companies that they should select logo designs which are elaborate,

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[21]Semeijn, J., Van Riel, A. C., &Ambrosini, A. B. (2004). Consumer evaluations of store brands: effects of store image and product attributes. Journal of Retailing and Consumer Services, 11(4), 247-258.
[22]Jinfeng, W., &Zhilong, T. (2009). The impact of selected store image dimensions on retailer equity: evidence from 10 Chinese hypermarkets. Journal of Retailing and Consumer Services, 16(6), 486-494.
[23]Henderson, P. W., Cote, J. A., Leong, S. M., & Schmitt, B. (2003). Building strong brands in Asia: Selecting the visual components of image to maximize brand strength. International Journal of Research in Marketing, 20(4), 297-313.

natural, pleasant, created positive affect and quality perceptions, give clear meaning and give true recognition.

Ulrich R. Orth& Mark T. Green (2009) [24], this study investigated how consumers perceived image of family and non-family grocery stores. Authors examined an integrative loyalty framework and showed differential effects in image elements which influenced customer loyalty directly as well as indirectly through trust and satisfaction. Study further indicated higher consumer trust in family business management policies and practices but no differences in loyalty.

Alexander Leischnig, Marko Schwertfeger&AnjaGeigenmüller (2011) [25], this study has investigated the impact of retailer events on customers' attitudes toward the retail brand. Specifically, the authors has developed and tested empirically a model of event image, event satisfaction, shopping enjoyment, and retail brand attitudes by using structural equation modeling. The findings of this study showed that an event's image influenced customers' shopping enjoyment which in turn affected customers' satisfaction with an event and attitudes toward the retail brand.

Nha Nguyen & Gaston Leblanc (2001) [26], in the present competitive atmosphere, corporate reputation and corporate image has the potential to make impact on customer loyalty toward the firm. Data collected from three service industries like 222 consumers in the retail sector, 171 clients of a major long-distance company and 395 students of faculty of business administration. This study tested empirically and showed the relationship between corporate reputation and corporate image and their effect on the customers' retention decisions. The results of the study revealed that the degree of customer loyalty has a tendency to be higher when perceptions of both corporate reputation and corporate image are strongly favorable.

[24]Orth, U. R., & Green, M. T. (2009). Consumer loyalty to family versus non-family business: The roles of store image, trust and satisfaction. Journal of Retailing and Consumer Services, 16(4), 248-259.
[25]Leischnig, A., Schwertfeger, M., &Geigenmüller, A. (2011). Shopping events, shopping enjoyment, and consumers' attitudes toward retail brands—An empirical examination. Journal of Retailing and Consumer Services, 18(3), 218-223.
[26]Nguyen, N., & Leblanc, G. (2001).Corporate image and corporate reputation in customers' retention decisions in services.Journal of retailing and Consumer Services, 8(4), 227-236.

Grahame R. Dowling (1993) [27] , many of the world's most successful companies invest in their corporate images. This article argued that to develop fully the corporation's image as a valuable marketing asset. Author suggested that managers must co-ordinate the company's vision, marketing communications, corporate strategy, organizational design and culture and CEOs can play a crucial role in designing the image the company wishes to project.

NandanShiva (2005)[28], Brand identity and brand image are related but distinct concepts. Both are essential ingredients of strong brands. This paper discussed the concepts of brand identity and brand image from a communications perspective. Study identified Key changes which taken in today's communications environment and also given suggestions for strengthen the identity-image.

Andreassen, Tor W. &Lanseng, Even J. (2010)[29], this paper analyzed the importance of brand image in attracting the right employees. Study tested the hypotheses empirically and used a scenario-based survey of respondents recruited from job-seeking graduate students. Authors found that image of prospective employee and preferred employer will be same when job seekers decide on the preferred employer. Model was tested only on first-time job seekers. Study also showed the importance of brand image and brand building not only in the consumer market but also in the labor market.

Simeon &Roblyn (2006) [30] , this study investigated the degree to which products, images, and activities associated with a popular culture supports and sustains global Japanese brands associated with that culture. It based on survey of 638 respondents in and around San Francisco and remainder originating from several countries in Europe, South America and Asia.

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[27]Dowling, G. R. (1993). Developing your company image into a corporate asset. Long range planning, 26(2), 101-109.
[28]Nandan, S. (2005). An exploration of the brand identity–brand image linkage: A communications perspective. Journal of Brand Management, 12(4), 264-278.
[29] Andreassen, T. W., &Lanseng, E. J. (2010). Service differentiation: A self-image congruency perspective on brand building in the labor market. Journal of Service Management, 21(2), 212-236.
[30] Simeon, R. (2006). A conceptual model linking brand building strategies and Japanese popular culture.Marketing Intelligence & Planning, 24(5), 463-476.

PAN, R., XU, Y. Y., & HUANG, W. (2007). Build Up Brand Image with Product Identity. *Packaging Engineering, 6,* 042.

PAN, R., XU, Y. Y., & HUANG, W. (2007)[31] According to the author School branding development means a process of building a brand for a school, what is different from development of the school and construction of key school or model school as well. He described School branding development in three phases these includes, namely the creation phase, the growing phase, and the mature phase. In his paper he has described all the three phases.

U. P. Kulkarni, G. M. Shivanagowda and, R. H. Goudar(March 2006)[32]. In this article the author describes a branding model for the branding of B Schools. The dos' and donts' for Branding. According to them in the process of establishing the brand name of the professional institute, we need to stop blindly following or showing off the educational process. The competitive edge for any institute must be an educated human capital. Managers need to think beyond centuries in future and set realistic vision to help mankind. Make every component of the educational system to own these dreams and give extraordinary facilities to everyone to make it realize its' vision (Like Y-Maturity Model). Otherwise, like X-failure maturity model institution find several leakage of their energy both in itself and their components. Only institutes that use the Y-Success Maturity Model or its better variations, should go for autonomy. This facilitates to serve for the mankind, thereby establishing the true brand in it's domain. The X- failure model and the Y-Maturity models given by them are as follows:-

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[31]PAN, R., XU, Y. Y., & HUANG, W. (2007). Build Up Brand Image with Product Identity. Packaging Engineering, 6, 042.
[32]Shivanagowda, G. M., Goudar, R. H., &Kulkarni, U. P. (2015).Analysis of New Data Sources in Modern Teaching and Learning Processes in the Perspective of Personalized Recommendation. In Computational Intelligence in Data Mining-Volume 1 (pp. 529-539). Springer India.
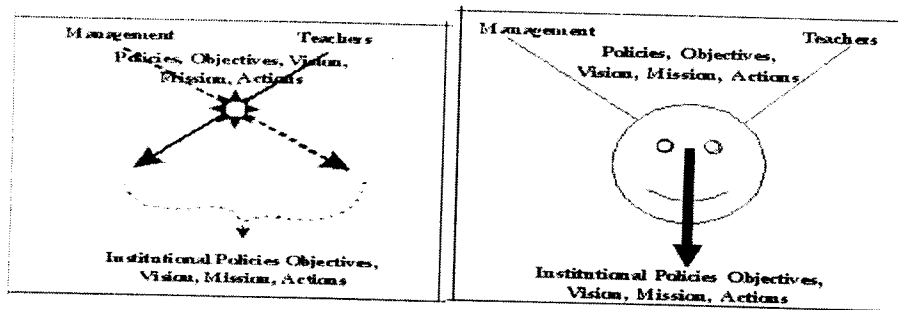
Kevin Hammond, Harry Harmon, Robert Webster, Mike Rayburn (2004)[33].This paper examines the possible effects on university business school performance of the use or non-use of selected marketing planning activities and of selected faculty awards (proxy indicators of the level of importance that business schools might place on certain areas of faculty effort). And also the relationships that these activities and awards have with one another . One of the aims of the authors is to identify the Best practices. One of the many out come is the positive effect of the awards with enrollment change.

Tom Hayes (2007)[34],This was the opening paper to the 2006 conference and discusses the future of higher education marketing. Taking a historic perspective the paper situates the discipline of marketing of higher education. The paper offers an insight into what the future holds for educational marketing foundation on the view of senior practitioner in the market. It concludes by drawing attention to what administers and marketers will need to consider in the future.

John S. Clark, Artemisia Apostolopoulou, Scott Branvold, and David Synowka (2009)[35].The author was responsible for making a RMU (Robert Morris University) athletics Program's role in the greater mission of the university .The prospectus of using the athletic programme to launch a comprehensive branding campaign for the university. After completing the event She felt that any sport

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[33] Hammond, K., Harmon, H., Webster, R., & Rayburn, M. (2004). University strategic marketing activities and business school performance. Marketing Intelligence & Planning, 22(7), 732-741.
[34] Hayes, T. (2007).Delphi study of the future of marketing of higher education. Journal of Business Research, 60(9), 927-931.
[35] Clark, J. S., Apostolopoulou, A., Branvold, S., &Synowka, D. (2009). Who knows Bobby Mo? Using intercollegiate athletics to build a university brand. Sport Marketing Quarterly, 18(1), 57.

selected to lead athletic- related branding efforts should have some on-the field success, but beyond that, the criteria under consideration were subjective. When debating each sport's ability to be considered a "flagship" sport, the factors should be considered are the amount of national publicity to be gained from a squad's successful run in the post-season tournament, the fans following that sport and its compatibility the RMU demographic and geographic appeal. She felt selection criteria for a "flagship" designation would be a difficult task. Moreover, each sport seemed to have its own strengths and weaknesses. She recommended of at least two sports that would be designated as "flagship" and receive additional.

Ibrahim Sirkeciand Richard Mannix (july 2008)[36]. The author investigates the role of research reputation in student choice of business school in the UK. They tried to find the value the service receivers (i.e. students) attach to the research reputation which often is a key determinant in university rankings. For this purpose they adopted a mixed method approach involving semi-structured depth interviews, focus groups and a questionnaire survey. From the data collected they found that there is some uncertainty of research reputation in UG recruitment. They also felt that Research reputation wasn't important in students' choice, even Research directors and academic staff weren't involved to a great extent in promoting research activities through marketing communications activities, it is mainly left to external relations or practicing marketers. They also felt that research active staff should bring their research into the class room and which could lead to better class discussions. Research seminars and workshops tended to be aimed at PG students only. They found a passive approach towards research in teaching. The researchers discuss about research with the students but they never involve them

Pfeffer and Fong, 2002; DeAngelo, DeAngelo and Zimmerman, (2005)[37]. There is a tendency for the primary goal of research in business schools to be the

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[36]Sirkeci, I., &Mannix, R. (2008, July). Determinants of undergraduate level business school choice in the UK: The role of research reputation. In Academy of Marketing Conference.
[37]DeAngelo, H., DeAngelo, L., & Zimmerman, J. L. (2005). What's really wrong with US business schools?.Available at SSRN 766404.

enhancement of reputation through status competition rather than enhancement of management practice.

Bennis and O'Toole, 2005; Harmon, 2006; Parker, 2007[38]. Competition for status results in an overproduction of irrelevant research because quantity not content is the only measure of relevance for rankings

James Fleck (2008)[39]. The Purpose of this paper is to consider the range of technologies currently affecting the business school world, and to draw out some of the implications and ramifications that we should bear in mind. The author made important observations first, technical elements can be used in different ways to realise a range of distinct business and learning models. Second, technology can be deployed either to sustain existing operations or to disrupt them in fundamental ways. And third, those running Business Schools can, and should, actively "shape" technology, as otherwise they shall by default become victims of its impact. He says Business schools must actively explore the immense potential and the wide ramifications of the new technologies coming on stream in the context of increasing globalisation. Moreover, we should not wait to adopt passively the technologies that become available. Rather we should become technology makers rather than merely technology takers. Nevertheless, we should also remember that technology is always just the means to an end, and so we have to be clear about what our purposes (ends) actually are.

K.C. Panda and Dillip K. Swain(2009)[40]. The purpose of this paper is to look at the prolific growth of electronic resources during the last decade. The standards and strategies are sought to access and organize the abundance of e-resources and to ensure free flow of information to the user's community. This paper attempts to measure the quantum of e-resources accessed in the academic ambience of Business School libraries in Orissa (India).Moreover, the study attempts to examine to what extent

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[38] Ryan, S., Neumann, R. T., & Guthrie, J. (2008, September). Australian Business Schools: More than'CommercialEnterprise'?.In British Academy of Management Conference BAM08 Harrogate.
[39] Fleck, J. (2008). Technology and the business school world. Journal of Management Development, 27(4), 415-424.
[40] Swain, D. K., & Panda, K. C. (2009). Use of e-services by faculty members of business schools in a state of India: A study. Collection Building, 28(3), 108-116.

Electronic Information Services (EIS) are offered to users of Business School libraries in the State with an opinion pool of the librarians of the respective Business Schools. Furthermore, the study aims to highlight problems and constraints faced by the information professionals in accessing e-resources and delivering electronic information services with some constructive suggestions and remedial measures for the ensuing bottle-neck. From the paper the author arrives at the conclusion that the internet-based e-resources are being well used compared with CD-ROM databases. Premier web search options like Google and Yahoo! are the most frequently used search engines, while the other searching options are less used. Availability of some key online databases are exclusively confined to only a selected few B-School libraries of the State.

Pallab Paul and KausikiMukhopadhyay(2001)[41] The author in this paper examine the impact of information technology (IT) in international business education. Their Results inicated that incorporating such technology in the pedagogy and course curriculum facilitated active learning for the students and augmented faculty performance. Specifically, IT helped the faculty develop innovations, assess students better and increase classroom management skills. Inaddition, it enhanced student-student and student-faculty communication and collaboration, and improved students' access to information. However, contrary to popular belief, usage of technology did not improve students' analytical and problem solving skills.

Richard celsi, marywolfinbarger (july/august 2001) [42] According to the author there is lack of IT trained faculties his study says that Business schools continue to have a niche that is unlikely to be filled by commercial vendors. Commercial training tends to be skill based, only occasionally engaging in training in management/strategic areas. To maintain this niche,business schools will have to offer meaningful integrative experiences and avoid being lured into focusing on the development of specific IT skills. At the very least.IT perspectives should be exposed

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[41]Paul, P., &Mukhopadhyay, K. (2001).Using information technology for active learning in international business education.Marketing Education Review, 11(3), 81-89.
[42]Celsi, R., &Wolfinbarger, M. (2001).Creating renaissance employees in an era of convergence between information technology and business strategy: A proposal for business schools. Journal of Education for Business, 76(6), 308-312.

more to content areas such as strategy,marketing, and finance. Current faculty members must receive support and incentives to become more interdisciplinary in both their research and teaching,and new faculty members with crossfunctional skills should be hired.professors will need to adapt and integrate their expertise throughout the business school.most important the renaissance professor will need to continuously learn and teach new concepts, often from outside his or her major field, to produce the graduates needed today

As per the author **Saumya Bhattacharya (2010)**[43], The graduating class of 2010 in India's business schools and engineering colleges got a thumping welcome from India Inc. Banks and financial services firms (YES Bank, ICICI Bank, American Express, SBI Caps, Citigroup), management consultants (McKinsey, Boston Consulting Group, Accenture, Deloitte), information technology and back office companies (Congnizant, Infosys, IBM, Wipro, Genpact, Oracle), as also mega corporations (Tatas, P&G) and state-run companies (NTPC, Bharat Heavy Electricals) are back with a bang, recruiting from campuses almost like never before. Salaries are up (sure, they lag the 2006-07 boom time levels) but the focus of the grads is on learning on the job, career prospects and, no surprise after a recession year, job stability is sought after, perhaps, more than compensation. And, yes, engineering hirings are on the upswing again, reflecting the fortunes of Indian information technology firms.

Pola b. Gupta and Jeremy Smith (July/August 2007)[44], In this article the authors explore the recruitment practices of business and the curricula of MBA programs comparing general MBA degrees with MBA degrees with specialization. The authors empirically examine whether employers prefer a general MBA or an MBA with a specialization. On the basis of the analysis of the top 13 MBA programs in the United States,   The author on the basis of analysis of advertisements indicated that the vast majority of employers do not care about the specializations in the MBA degree,

[43]Bhattacharya, S., & Dash, M. K. Measurement Of Customer Satisfaction On Demographic Variables Of Banking Sector In National Capital Region-An Empirical Analysis.
[44]Gupta, P. B., Saunders, P. M., & Smith, J. (2007). Traditional master of business administration (MBA) versus the MBA with specialization: A disconnection between what business schools offer and what employers seek. Journal of Education for business, 82(6), 307-312.

and yet, schools keep offering more and more niche programs. They also found a disconnection between what MBA programs offer and the employers' needs. There are many students who enter the MBA programs from backgrounds other than business (e.g., engineering, psychology). A specialized MBA might be more attractive for someone who had a substantive background in a major other than business at the undergraduate level. They also found that Offering specializations may benefit some faculty. Faculty members may prefer to teach courses in the specialized areas if they are relevant to their research interests. This type of personal satisfaction could lead to high quality of instruction and more enthused students. Offering many specializations also may lead to lower enrollment in some classes leading to inefficient use of faculty resources.

Kai Peters (2007)[45],This paper examines the affect of rankings on business schools from the perspective of a business school director. The author has criticized the methodologies of ranking systems, their statistical validity, the factors used, and the weightings given to them. According to the author rankings are significant drivers of a school's reputation. Good performance can double inquiries and applications and allow schools to charge prestige premiums. The authors finds that it is impossible to challenge the criteria set out by a variety of rankings organizations and it is ill-advised to boycott rankings. He also advised Schools to continue "playing the game".

E Veerendra (2003)[46], According to the author Of the 4000 plus B-schools worldwide, only about 500 schools got accredited. In this article the author discussed major aspects of accreditation. The concept of accreditation is still not popular among the Indian B-schools. Indian B-schools should be proactive and welcome this practice in the era of globalization. Besides, achieving accreditation might also attract foreign students to our Indian B-schools as no B-school in the South Asia region got accreditation from an international accrediting body so far.

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[45] Peters, K. (2007). Business school rankings: content and context. Journal of Management Development, 26(1), 49-53.

ManishankarChakraborty (June 2009)[47], In this article the author explains about the relation between the accreditation and branding for the B School. He says that Accreditation should not be seen only from a branding perspective, as the right understanding of accreditation enables an organization to reach the pinnacle by adopting novel practices which can be developed in-house by benchmarking with the best, or can be imported, customized and then used in phases. It is definitely not a one-time exercise. In fact, once the accreditation is received it is more challenging to improve upon the standards. Moreover with the awareness of the stakeholders increasing with passing time, it is imperative for the administrators to understand the right meaning of accreditation.

Malcolm King, Ian Morison, Gary Reed and GrazynaStachow(1999)[48], In this paper the authors had worked on the Feedback systems in the Loughborough University Business School operate in the context of a centralised university framework which provides guidelines, codes of practice, questionnaire templates and OMR equipment to read large quantities of forms. According to them Informal feedback is encouraged and a system of course representatives and liaison committees is supported with help and training from the Students' Union. Other then this there are other ways of feed back, These are supplemented by questionnaires at module, year and programme level, containing both central and departmental questions. For transparency in the system, the systems culminate in annual Programme Review Boards whose actions are reported back to students. With suitable safeguards, efforts at closing the loop encourage sufficient student confidence in the system for the results to be reliable and useful.in this model of feed back in order to gain confidence of Staff they are   involvement in the process although this can conflict with central requirements. They also find that the central support is crucial for success and Business Schools can resolve this dilemma by taking the lead in university developments.

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[47]Chakraborty, M. (2009).Impact of Soft Skills in the Professional Domain.ICFAI Journal of Soft Skills, 3(1).

[48]King, M., Morison, I., Reed, G., &Stachow, G. (1999). Student feedback systems in the business school: a departmental model. Quality assurance in Education, 7(2), 90-100.

Molly Inhofe Rapert, Scott Smith, Anne Velliquette and Judith a. Garretson (September /October 2004) [49] ,In this study, the authors combined qualitative and quantitative methods to explore the meaning of quality in students' selection and evaluation of an MBA program. Results of the study indicate that students adopt a holistic approach, placing importance on a wide variety of issues that extend beyond the classroom learning setting. The study confirms the importance of constant examination of the expectations of key stakeholders in the educational process. The authors provide a dual-method approach for such examination. They also suggest, administrators to improve quality by cultivating an environment conducive to improved real world learning experiences. Initiatives should be taken that increase their contacts with the business community and job-placement opportunities. students participation in the decision process regarding which business professionals should be invited to campus should be done.

Harryson, S. J., &Lorange, P. (2005) [50],In this paper the author discusses some key strategic paradigms for business schools with leading educators, academic administrators and executives. According to the author there is a need to focus on growth niches, such as executive education rather than MBA, Under graduate or PhD Education. They suggested leading business schools must be demand-oriented, must listen to customers-cum-executives and corporations, should undertake research that points towards thought leadership, and should work with the business world through lifelong learning networks. Peter Lorange suggested the modern business school should offer an alternative way of delivering quality and value to its participants, to corporations and to the modern networked society, different from that of the classic, discipline-based, supply-driven business school.

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[49] Rapert, M. I., Smith, S., Velliquette, A., & Garretson, J. A. (2004). The meaning of quality: Expectations of students in pursuit of an MBA. *Journal of Education for Business, 80*(1), 17-24.
[50] Harryson, S. J., &Lorange, P. (2005).Bringing the college inside. Harvard Business Review, (December 01), 29-33.

Stephani Richards-Wilson And FredOalloway (November/December 2006)[51], In this paper the author suggested few measures to know what MBA Graduates require and to evaluate them. According to them Over the past few years have seen a significant drop in demand for this once popular degree program. one powerful, but sometimes overlooked, strategy is to survey program graduates to better understand the many ways in which they may have benefited from their program. Because this information can be used for more focused advertising, targeted recruitment, and program improvements, the authors present a plan for gathering, analyzing, and using this important information. In their plan, they use results from a recent survey of more than 2,200 Master of Business Administration (MBA) graduates from a business school associated with a private university in the southwestern United States. To recruit and retain the most competitive students today, business schools need to assess both the intrinsic and extrinsic benefits of their MBA.

Manoj Kumar (December 28-31, 2006)[52], According to Prof. Manoj Presently, the biggest challenge faced by technical educational institutions in India is the acute shortage of qualified and competent faculties. This has resulted in a scenario where institutions are vying with each other to attract & retain for them the best available faculty talent. Therefore, it is of utmost importance that institutions should design and pursue policies/mechanisms so as to compete well in market place to attract and retain for them the best faculty talent. This paper offers some possible strategies that institutions can adopt to attract & retain for them the best available faculty talent. Few of the strategies are

1. Recruitment and selection process

2. Arranging a familiarity visit

3. Offering an attractive compensation package

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[51]Richards-Wilson, S., & Galloway, F. (2006). What every business school needs to know about its master of business administration (MBA) graduates. Journal of Education for Business, 82(2), 95-100.
[52]Kumar, M. (2006). Attracting and retaining faculty in technical educational Institutions. Available at SSRN 951658.

4. Equity in Compensation

5. Creating Best Physical Infrastructure

6. Building Realistic Initial Expectations

7. Help the New Faculty in Settling

8. Best colleagues

9. Quality of Students

10. Academic Planning

11. Time & Resources for Research

12. Work Load

13. Transparent Performance Appraisal of Faculty

14. Involvement in Academic Decision Making

15. Faculty Freedom

16. Proactive management to provide world-class experience to the faculty

17. Creating opportunities for spousal employment

18. Pro-active retention endeavours

19. Exit interviews

Michael G. Harvey, Kathryn J.Ready ,Thomas Kuffel and Alison Duke (January/ February 2006)[53], The authors' purpose is to examine the administrative challenges of change initiatives in business schools confronted by a changing and more competitive environment. The authors address change management issues from a

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[53]Harvey, M. G., Novicevic, M., Ready, K. J., Kuffel, T., & Duke, A. (2006). Viewpoint: Managing change in business schools: Focus on faculty responses. Journal of education for business, 81(3), 160-164.

school administrator's perspective. For this he developed a framework to analyze possible faculty responses to the administrative initiatives. The authors also outline practical recommendations for the advancement of administration in business schools. Our purpose in this article was to examine the administrative challenges of change management in business schools, which are facing a changing and more competitive environment. The author found that When the administrator is neither firmly committed to the vision of change nor to the stable reliance on the institution's mission. the administrator will commonly try to imitate the "best practice" initiative pursued by some flagship business school. They also found that the faculty will exhibit resistance because they will have no understanding of how the change initiative contributes to the institution's goals. They also put forward two models (1)The business school's multiple roles in the 21st century: a matrix model.(2)Faculty responses to change initiative.

Paul Verhaegen (2005)[54], This paper helps to provide insight into the relevant factors for faculty recruitment and retention that can help leadership of business schools to design and implement a tailored policy to recruit and retain academic talent in a highly competitive and international market. The factors of crucial importance for recruitment and retention were identified, both from the deans and from the faculty perspective. Perception gaps occurred between deans and faculty, as well as satisfaction gaps on important factors: this led to the identification of interesting policy problems and opportunities. Segmentation of the sample facilitated the demonstration of differences in perception between groups of faculty according to gender, age and rank, and between groups of schools according to legal structure, orientation, enrolment, and accreditation status.

Leonard B. Bliss and Janice R. Sandiford (2004)[55], According to the writer Hispanic students are less likely to persist at community colleges than white students. He suggested that students with appropriate study behaviors are more likely to persist.

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[54]Verhaegen, P. (2005). Academic talent: Quo vadis? Recruitment and retention of faculty in European business schools. Journal of Management Development, 24(9), 807-818.
[55]Bliss, L. B., &Sandiford, J. R. (2010).Linking study behaviors and student culture to academic success among Hispanic students.Community College Journal of Research and Practice.

He investigated the behaviors of Spanish-speaking Hispanic students at one Hispanic-serving community college using the Inventario de Comportamiento de Estudio and at two Mexican universities. Community college students' response patterns were more like those of Mexican public university students and unlike Mexican private university students. This suggests that student culture, rather than institutional culture, determines students' study behaviors.

Michael R. Czinkota, David A. Grossman, Rajshekhar (Raj) G. Javalgi, Nicholas Nugent e (2009),[56] According to the authors the size of a business school did not appear to be a significant variable when considering investing abroad at the mode of entry strategy/level. A school of any size can be consider the mode of entry Success in the foreign markets that a business school of any size is intending to serve will mainly depend on managing collaborative relationships, developing customized, creative programs to meet the needs of the target country's educational demands, estimating and meeting capital requirements, and mainlining educational and service quality. According to them multinational experience of a school appears to play a significant role in determining the mode of entry of a school venturing overseas. In this study, the rankings of the business schools did not influence the choice of foreign market entry decisions. It may be that a business school's prestige mainly influences the speed and scope of foreign market entry. This research has found that a school's expansion into overseas markets will typically depend on the demand for the type of education offered, and on the willingness of the host country to accept this type of commerce. Higher market potential is likely to trigger an equity mode of entry. Not only do individuals realize the value of a graduate degree in business from an international school, but many governments also see the value of hosting a foreign school in their country. In several circumstances, schools have entered countries with support from government, which encourages these educational endeavors and decreases their constant risk. Governments also often support the consumers of higher education with grants and stipends. In addition, education can be used as a mediating dimension for the attraction of additional foreign direct investment. Encouraging

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[56]Czinkota, M. R., Grossman, D. A., Javalgi, R. R. G., & Nugent, N. (2009). Foreign market entry mode of service firms: The case of US MBA programs. Journal of World Business, 44(3), 274-286.

investment in higher education can help create a new competitive platform. Attracting international MBA programs may therefore well become the initiation of future international clusters of expertise and production. WTO rules which restrict the encouragement of international products are focused on goods, and not on services (Adlung, 2006). Therefore, governments have a great amount of flexibility in promoting services without violating international agreements and can use their service support to generate better conditions for goods production. The findings in this research did not show a significant relationship between greater investment risk and the choice of entry mode not involving foreign direct investment.

Rebecca Kaenzig, Eva Hyatt and Stella Anderson (November/December 2007)[57],In this article, the authors examine the effect of gender on the learning experiences of students majoring in business. The development of behaviors and attitudes, which will affect the professional practices of graduates, is crucial in the education of business majors. The growing acceptance of group work raises the question of whether men and women experience these assignments differently. From focus-group and survey data, the authors found that the attitudes and experiences of male and female business students were significantly different. Results from this research indicate that there are significant differences in the attitudes and experiences of male and female business students, such that educators need to be aware of the role of gender in the classroom and the role these differences may play in interactions with students. In general, women report more negative experiences with team-based assignments. Authors found that women would prefer assignments that involve person-to-person interaction and that this would be a good learning environment for women. They also found the opposite: Women are not happy with their group work in business classes. Some interpersonal, personality-based, or gender based group dynamics occur in the teams that cause problems for female students.

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[57]Kaenzig, R., Hyatt, E., & Anderson, S. (2007). Gender differences in college of business educational experiences. Journal of Education for Business, 83(2), 95-100.

Braunstein, A. W., Lesser, M., &Pescatrice, D. R. (2006) [58] , Some researchers have found that students who have obtained undergraduate degrees in business perform worse in MBA programs than do students without undergraduate business degrees. This study splits a sample of MBA graduates into two groups -- those with and without BBA degrees. Some clear differences between the subsets are found in terms of variables of statistical significance. Gender is a significant variable for the BBA group, but not for the non-BBA group. Years of life and work experience since receipt of the undergraduate degree is not significant for the BBA group, but is the variable of greatest statistical significance for the non-BBA group. This study also showed that graduate grade point average is related to the two factors most often relied upon in MBA admissions decisions -- undergraduate grade point average and GMAT score. For the BBA group only, gender is of statistical significance, in that females perform better in their MBA studies than do males.

Haksever, Cengiz, Muragishi, Yuri (1998) [59] This paper presents an application of data envelopment analysis to measure value added in Master of Business Administration (MBA) education in the US. The paper focuses on the MBA programme as an example of a value-adding process in education and demonstrates how such programmes may be evaluated in terms of their efficiency in providing value to students. Results shows that the top 20 MBA programmes do not seem to be different from the second 20 in terms of average efficiency.

2.3 Image Building of Management Professional Educational Institute

S. Ramakrishna (2015) [60] Indian Government has liberalized business education in 1990s, resulting in rapid growth of Management Institutes offering the programmes both at graduate & undergraduate levels. Indian management education is

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[58]Braunstein, A. W., Lesser, M., &Pescatrice, D. R. (2006). The business of freshmen student retention: Financial, institutional, and external factors. The Journal of Business and Economic Studies, 12(2), 33.
[59]Haksever, Cengiz and Yuri Muragishi (1998), Measuring Value in MBA Programmes, Education Economics, Vol. 6, No. 1, pp.11-26, 1998
[60]Ramakrishna, S. (2015). Strategies for the Universities to be Locally Engaged while Globally Visible. Asian Journal of Innovation and Policy, 4(3), 271-287.

almost a replica of US Business education particularly in the area of pedagogy, curricula, industry interface & academic research models, but it is observed that Indian management institutes are struggling hard to introduce several adaptations because of differences in the work culture system. Owing to globalization lot of changes are noticed in the functioning of industries across the world requiring to have the manpower with multi-skills rather than simply knowledge oriented. Top Management institutes are continuously changing the contents & delivery modes. On this back ground it is equally important to address the various issues & concerns of Indian management education experiencing with time. This purpose of this case study is to engage all concerned in a serious discussion with a view to revamping management education in India as a prelude to better participation and viability in the global economy. This paper examines the issues that need to be addressed and a possible direction so that management education can be rejuvenated.

Spender, 2007[61], Bridgman, 2007[62], Management academics, both out of a need to gain recognition for their scholarship as well as "play the promotion game", must 'publish or perish', and so research publication regardless of relevance becomes the goal.

In the past, several committees appointed in India (for example, **the Nanda Committee 1981, the Kurien Committee 1992, the IshwarDayal Committee 1995, and the Management Education Review Committee 2003**) recommended efforts to promote a strong research culture in management institutions.

Abhoy K. Ojha (July - December, 2005)[63]. According to MrOjha the rankings of management institutes published in magazines are bad for management education because the criteria do not reflect the true strengths of a management institute. He also suggest that there seems to be scope to manipulate the rankings for financial gain.

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[61]Spender, J. C. (2007). Management as a Regulated Profession An Essay. Journal of Management Inquiry, 16(1), 32-42.
[62]Bridgman, T. (2007).Freedom and autonomy in the university enterprise. Journal of Organizational Change Management, 20(4), 478-490.
[63]Ojha, A. K. (2005). Management Education in India: Protecting it from the Rankings Onslaught. Decision (0304-0941), 32(2).

Finally, He argued that there are three reasons why the ranking process is inherently flawed, and cannot provide useful information to stakeholders, even if attempts were made to fix the ranking methodology and processes. According to him management education offers a lot of scope to innovate. This is one profession which can do wonders as life itself is a laboratory for management. In the new economy, the world has become a global village and a lot needs to be done. According to him there is need to work out our own management theories and implementation practices that work in the Asian context. Asians and Asian organizations deserve a lot of different treatment and, it is high time, innovate in terms of our program design and management issues to be addressed. need to think innovatively in designing the curricula, using our alumni, promoting new doctoral programs and thus promoting research and publications. It is high time management scholars and practitioners from Asian countries learn to respect themselves and locally generate knowledge with local faculty. It is also high time that local researchers, teachers and Practitioners establish their credibility through their actions and writings.

Cathy A. Rusinko(2005)[64], The Purpose of this paper was to demonstrate how quality management (QM), a widely accepted management paradigm, can be used to advance education for sustainability in the business curriculum. In this paper the assumptions of QM and environmental sustainability are explored. From this paper the author suggest that QM can be used as a bridge between management theory and environmental sustainability. QM can also be used as a framework for teaching environmental sustainability in management classes. They also found that the class exercise helps students to enhance their critical skills as they examine and assess sustainable practices in organizations.

PrashantKandari (November 07)[65],In this article the author discusses the performance appraisal system in Management Institutes. According to him responsibilities of faculties are not just to evaluate the students but some how let them,

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[64]Rusinko, C. A. (2005). Using quality management as a bridge to environmental sustainability in organizations. SAM Advanced Management Journal, 70(4), 54.
[65]Fletcher, C. (2001). Performance appraisal and management: The developing research agenda. Journal of Occupational and organizational Psychology, 74(4), 473-487.

discover their shortcomings and potentialities themselves. The point here is not to end the assessment but to help them so that the exact problem could be diagnosed and can be adequately cured. The problem is best-known to the patient himself and appropriate cure can be provided for the problem by the doctor only when he knows one. Same goes with the students who know best their problems and the adequate cure can only be provided if the students are given the adequate environment to voluntarily. He says Let the students share those with the persons (Faculty, Head,...) who can rectify them.

Paul n. Friga , Richard a. Bettis and Robert s. Sullivan (2003)[66], The authors examine strategic options for business schools, noting that within the next 10–20 years, major changes in the demand and supply of education are likely in such situation management educators need to develop careful strategies that consider the drivers of change such as globalization, disruptive technologies, demographic shifts, and deregulation. They had compared industry transformations in healthcare, financial services, and the airlines with the developing situation in management education; suggest changes to strategic elements of management education industry, such as its primary markets, products, and partnerships; and discuss the implications of such changes.

2.4 Research Gap

From the literature survey, it is found that there are many studies have been done in the context of institutional image. But our research problem basically based on image building of professional education institute. Some studies found the factors effecting the image of an institute, but not on the professional education institute separately. Therefore, there is need to study the image building of professional education institute.

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[66]Friga, P. N., Bettis, R. A., & Sullivan, R. S. (2003).Changes in graduate management education and new business school strategies for the 21st century. Academy of Management Learning & Education, 2(3), 233-249.

CHAPTER -3

RESEARCH METHODOLOGY

CHAPTER 3

RESEARCH METHODOLOGY

3.1. Introduction

Research Methodology is the most important part of any research whether it is Experimental, Descriptive or Empirical.

Exploratory research is a type of research conducted because a problem has not been clearly defined. Exploratory research helps determine the best research design, data collection method and selection of subjects. Given its fundamental nature, exploratory research often concludes that a perceived problem does not actually exist. In case of exploratory research, the focus is on the discovery of ideas. It is an approach that attempts to discover general information about a topic that is not well understood by the researcher sometimes, such studies may be based on the detailed case analysis of a few firms or individuals. An in-depth analysis of cases may reveal new relationships and give some fresh ideas on the subject of inquiry.

Exploratory research often relies on secondary research, such as reviewing available literature and/or data pilot study, or qualitative approaches such as informal discussions with consumers, employees, management or competitors, and more formal approaches through in-depth interviews, focus groups, projective methods, case studies or pilot studies. The findings emerging from it should not be regarded an conclusive, but suggestive.

The present study is an exploratory investigation to examine and evaluate the important factors which are responsible for image building of professional institutes. The study will also map the expectations of the faculty members and students about the image of professional institutes. As per Concept Dictionary Development-Mapping is a general method with which you can clarify and describe the relation between two or more things in a graphical form. Mathematically mapping is a relation such that each element of a given set is associated with an element of another set.

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The population of the study comprised of all the students and faculty members of management professional institutes which is conducted by DAVV Indore. In this study we are focusing on the DAVV affiliated Institutes. Here we considered all the Faculty members whowas involved in teaching MBA students. The students of MBA are considered as student respondents for the study, since they have gone through the whole syllabus of MBA and they can comment better on it. The data from the students was collected when they were in IV semester.

3.2   Objectives

The majorobjectives of the research is to map the expectations of students and faculty members for image building of professional institutes. However

The objectives are as follows:

1.   To study the factors influence the image building of management professional education institutes.

2.   To analysis perception of academicians and students toward management professional education institutes.

3.   To examine the impact of faculties qualification and experience on brand image of management professional education institutes.

3.3   Major Hypothesis

H_{01}: There is no statistically significant difference between the Views of the faculty members and students in the sample population on image building of professional MBA colleges.

H_{02}: There is no statistically significant impact of faculty qualification in the sample population on image building of management professional colleges.

H_{03}:There is no statistically significant impact of faculty experience in the sample population on image building of professional MBA colleges.

All these major hypotheses are studied under many sub hypotheses and tested accordingly. These sub hypotheses are explained and tested in Chapter No 4

3.4. Research Design

This study employed the survey research method to ascertain from students and faculty members about their perceptions and expectationsof image building of professional MBA College.

3.4.1. Study Area

Indore is considered to be a knowledge hub of Madhya Pradesh. The environment of education and business in this city is very good and impressive. Nearly 30 percent of the Management Institutes of Madhya Pradesh is situated in Indore. Due to this reason we have considered Indore as the study area.

3.4.2. Population

The Indore city is a home to a number of good colleges, most of which are affiliated to one of the oldest universities in India. Devi AhilyaVishwaVidyalaya (DAVV), earlier known as University of Indore. Devi AhilyaVishwaVidyalaya was established in 1964 under the legislative act of Madhya Pradesh with the objective to disseminate quality education. It has over 123 affiliated colleges under it offering UG, PG and Doctoral programs in 16 different faculties. The university has got a 5 star status from NAAC and finds a place among the top institutes of India. The state had 208 management institutes. There was 22000 seats in MBA courses in Madhya Pradesh for the session 2014-2015. There was 74 MBA professional institutes in M.P in 2014.

Indore is one of the biggest education centres of Madhya Pradesh; we can also call it as the education hub of Madhya Pradesh. In the year 2014 Indore has a total of74 Management Institutes affiliated to DA VV and AICTE.

The universe of our study comprised of all the faculty members and the students of the Management Institutes which are affiliated to DAVV and offers MBA (FT). As per

MET the number of institute affiliated to DAVV offering MBA in Indore were 71 with students intake of nearly 1200 in MBA (FT).

As per DAVV[1] the Management Institutes which are affiliated to DAVV in 2013 were 71 and for 2014the number is 74. Since for the study only the students of IV Semester are considered and they took admission in the year 2013. Considering the intake of 60 per colleges the student population for the study is nearly 3500 and faculty members 622 (12 faculty members per college).

http://www.dauniv.ac.inlnotices/list%20ofUIo20college%20name. pdf

3.4.3. The Sample

A sample is a finite part of a statistical population whose properties are studied to gain information about the whole. When dealing with people, it can be defined as a set of respondents (people) selected from a larger population for the purpose of a survey. After deciding the population of the problem we have to to decide the sample size. The sample size is calculated using the formula given byKrejcie and Morgan in their article **(Krejcie and Morgan, 1970)**[2]. Asample is a finite part of a statistical population whose properties are studies to gain information about the whole.

The present research is to be conducted on a sample of 211 students with 95 per cent confidence interval and error margin of nearly 6 per cent and 103 faculty members with 95 per cent confidence interval and error margin of nearly 7 per cent. For the study 800 questionnaires were distributed to the students and faculty member of different Management Institutes of Indore. Out of 500 questionnaires distributed only 352 questionnaires were returned back. Due to missing and incomplete questionnaires only 314 questionnaires were considered for the analysis.

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[1] http://www.dauniv.ac.inlnotices/list%20ofUIo20college%20name. pdf

[2] 'Krejcie and Morgan, Detennining Sample Size for Research Activities, Educational and Psychological Measurement, 1970, Vol. 30, pp 607-610.

The institutes from where the data was collected are ShriVaishanv Institute of Management, MediCaps Institute of Technology and Management, Sanghvi Institute of Management and Science, ShriVaishanv Institute of Science and Technology, CH Institute of Management and Communication, Rishiraj Institute of Technology, LaxmjNarain College of Technology, Malwa Institute of Technology, Indore Institute of Science and Technology, Patel College of Science and Technology, Chameli Devi Institute of Technology and Management, Vindhya Institute of Management and Research, Star Academy of Teclinology and Management, ShriArvindo Institute of Management, ShriVenkateshwar Institute of Technology, Acropolis Institute of Technology and Research.

3.4.4 Sampling Technique

Sampling is the process of selecting units (e.g., people, organizations) from a population of interest so that by studying the sample we may fairly generalize our results back to the population from which they were chosen. For the study total population was divided into three strata on the basis of the establishment of the institutes. They were stratified as very old institutes; old institutes established five years before and recently established institutes. Then few institutes from these strata were selected and then a simple random sampling method was used for the selection of the faculty members and students from each stratum.

a. Very Old Institutes

ShriVaishanv Institute of Management, Medi-Caps Institute of Technology and Management, Sanghvi Institute of Management and Science, ShriVaishanv Institute of Science and Technology, CH Institute of Management and Communication

b. Old Institutes

Rishiraj Institute of Technology, LaxmiNarain College of Technology, Malwa Institute of Technology, Indore Institute of Science and Technology, Patel College of Science and Technology, Chameli Devi Institute of Technology and Management

c. Recently Established Institutes

Vindhya Institute of Management and Research, Star Academy of Technology and Management, ShriArvindo Institute of Management, ShriVenkateshwar Institute of Technology, Acropolis Institute of Technology and Research

3.5   Data Collection

In this study both primary and secondary data was collected. Primary data was collected using questionnaire from the faculty members and the students.

For the primary data a questionnaire is designed to find the views of faculty member and students On the factors affecting the management professional educational institutes. A quantitative survey was used. This survey was a "Pen and Paper" questionnaire with 66 questions. Participants for the study included Faculty members and Students from management professional educational institute. Secondary source of data were the journals and magazines which publish articles and information about the management institute, image building, institutional image etc..

3.5.1   Data Collection Procedure

In order to facilitate data collection the "Pen and Paper" in-depth questionnaire was chosen as a survey design for this population to allow for a quick response with no additional follow-up questions asked of the respondent. In order to maximize response rate a support from Faculty members and Directors was taken. Before filling up the questionnaire the students were briefed about the study and the questionnaire. They were also provided with the complete knowledge of MBA College. The administration of this self-report survey provided quantitative data that enabled a direct comparison of the students and faculty members' views.

3.6   Scaling

A Likert scale is a psychometric scale commonly used in questionnaires, and is the most widely used scale in survey research, such that the term is often used interchangeably with rating scale even though the two are not synonymous. When responding to a Likert questionnaire item, respondents specify their level of agreement

to a statement. In our study we have selected one scale i.e. 1 – Strongly Disagree, 2 – Disagree, 3 – Can't Say, 4 – Agree, 5 – Strongly Agree.

3.7 Tool for Data Analysis:

Percentage, Mean, Standard Deviation, Regression Analysis were used in this piece of research. Hypotheses were tested by t'test.

3.7.1 Percentage

In mathematics, a *percentage* is a number or ratio expressed as a fraction of 100. It is often denoted using the percent sign, "%", or the abbreviation "pct.". To calculate the percentage for example calculating percentage of 25 out of 50:

(25/50) x 100 = 50 %.

To calculate a percentage of a percentage, convert both percentages to fractions of 100, or to decimals, and multiply them. For example, 50% of 40% is:

(50/100) × (40/100) = 0.50 × 0.40 = 0.20 = 20/100 = 20%.

3.7.2 Mean

Mean is the arithmetic average of the values. Mean is calculated as the sum of the values divided by the number of values.

$$\bar{x} = \frac{1}{n} \sum_{i=1}^{n} x_i = \frac{1}{n}(x_1 + \cdots + x_n).$$

3.7.3 Standard Deviation

Standard deviation is the most useful index of the variability. It is a single number that tell us the variability, or spread of a distribution (group of scores). Standard deviation is calculated by determine the mean, take the mean from the score, square the number and take the square root of the total squared scores.

$$\sigma = \sqrt{\frac{1}{N}\sum_{i=1}^{N}(x_i - \overline{x})^2},$$

3.7.4 Regression Analysis

In statistics, regression analysis refers to techniques for the modeling and analysis of numerical data consisting of values of a dependent variable (also called a response variable) and of one or more independent variables (also known as explanatory variables or predictors). The dependent variable in the regression equation is modelled as a function of the independent variables, corresponding parameters (constants), and an *error term*. The error term is treated as a *random variable* and represents unexplained variation in the dependent variable. Parameters are estimated to give a "best fit" of the data. Most commonly the best fit is evaluated by using the least squares method, but other criteria have also been used.

Regression can be used for prediction (including forecasting of time-series data), inference, and hypothesis testing, and modelling of causal relationships. These uses of regression rely heavily on the underlying assumptions being satisfied. Regression analysis has been criticized as being misused for these purposes in many cases where the appropriate assumptions cannot be verified to hold. One factor contributing to the misuse of regression is that it can take considerably more skill to critique a model than to fit a model.

In linear regression, the model specification is that the dependent variable, y_i is a linear combination of the *parameters* (but need not be linear in the *independent variables*). For example, in simple linear regression for modelling N data points there is one independent variable: x_i, and two parameters, β_0 and β_1:

Straight line: $Y_i = a_0 + b_1 X_i + U_i$,   i=1,......N

U_i is an error term and the subscript i indexes a particular observation.

In the case of simple regression, the formulas for the least squares estimates are

$$\hat{\beta}_1 = \frac{\sum (x_i - \bar{x})(y_i - \bar{y})}{\sum (x_i - \bar{x})^2} \text{ and } \hat{\beta}_0 = \bar{y} - \hat{\beta}_1 \bar{x}$$

Where $\bar{x}$ the mean (average) of the x is values and $\bar{y}$ is the mean of the y values. The standard errors of the parameter estimates are given by

$$\hat{\sigma}_{\beta_0} = \hat{\sigma}_{\varepsilon} \sqrt{\frac{1}{N} + \frac{\bar{x}^2}{\sum (x_i - \bar{x})^2}} \quad \hat{\sigma}_{\beta_1} = \hat{\sigma}_{\varepsilon} \sqrt{\frac{1}{\sum (x_i - \bar{x})^2}}$$

Under the further assumption that the population error term is normally distributed, the researcher can use these estimated standard errors to create confidence intervals and conduct hypothesis tests about the population parameters.

3.7.5 t−Test

The two sample t - test is used to study the difference in means where sample sizes are small and population variances are not known but assumed to be equal. The populations are normal.

The calculated value of t was compared with the table value 1.960 at 5% level of significance for two sided alternative for d.f.> 30. Decision is taken that whether to accept or reject the null hypothesis.

3.8 Reliability and Validity Test

It is very essential to check the reliability and validity of the data and variable selected in the research before pursuing the data analysis. Therefore, the researcher has done the reliability and validity test.

Reliability of the variables was estimated by ALPHA model in the SPSS. It is found that all the variables and scales used in this research are reliable. For the validity of the tools, the questionnaire was evaluated by experts in the field of Management education. The questionnaire was developed in discussion with the experienced

professors and directors of Management Institutes and industry peoples. After through revision of questionnaire, data was collected.

The reliability of the questionnaire is one of the most important part of the research. The reliability of the scale was measured using Cronbach alpha.

CHAPTER -4

ANALYSIS OF DATA

CHAPTER 4

ANALYSIS OF DATA

4.1.   Introduction

Image building is one of the most important parts of any organization weather it is a marketing firm or a service provider or academic institute. With an aim to find the factors that influence the image building and to find the perception of the academicians and students the study was conducted. The study "**Image Building of Professional Educational Institutes- A study**" is conducted using primary data collected by the researcher from various Academic Institutes of Indore City.

Research Methodology applied in this study has been discussed rigorously in previous chapter. In this chapter, the Descriptive Analysis of the demographics profile of the respondents, data screening for evaluation, testing hypothesis and statistical analysis has done.

4.2.   Profile of the Respondents

It is most important to study the "demographic profile" of the respondents in order to find the complete and clear view of the characteristics of the sample taken. In order to find the perception of faculty members and students, structured questionnaire was circulated as a source of collection of primary data for the study. Responses were measured on 5-point Likert Scale.

4.2.1. ALL RESPONDENTS PROFILE

4.2.1.1 RESPONDENTS

From the table No. 4.1, it is cleared that there are 67 percent of students and 33 percent are faculty members. Nearly one third of the respondents are faculty members and two third are students.

Table No. 4.1

Respondent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Student	211	67.2	67.2	67.2
	Faculty members	103	32.8	32.8	100.0
	Total	314	100.0	100.0	

Source: As per data collected by the Researcher

4.2.1.2. AGE GROUP

From the table 4.2, the age of the respondents is divided into six groups, these are 20 - 23 years, 23- 26 years, 26 - 30 years, 30- 35 years, 35- 45 years, and 45 -60 years. The first three categories mostly comprise of students, but few of the faculty members also lies in the age group of 26- 30 years. In the last three categories are of higher age group which comprises of faculty members. In the present sample group 50 percent of the respondents lies in the age group of 20- 23 years, and 18 per cent lies in the age group of 23- 26 years. Nearly 10 per cent falls in the age group of 45 – 60 years, 4 per cent in 30-35 years and 9 per cent in the age group of 35 – 45 years, who are faculty members.

Table No.4.2

AGE GROUP					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20 -23 years	154	49.0	49.0	49.0
	23- 26 years	57	18.2	18.2	67.2
	45 -60 years	32	10.2	10.2	77.4
	35- 45 years	30	9.6	9.6	86.9
	26 - 30 years	27	8.6	8.6	95.5
	30- 35 years	14	4.5	4.5	100.0
	Total	314	100.0	100.0	

Source: As per data collected by the Researcher

4.2.1.3.   GENDER

From the table 4.3, out of the total 314 respondents nearly 55.4 per cent are females and 44.6 per cent are males, in the present study the ratio of females are more as compared to males. In contribution of females is more as compared to males in this study.

Table No: 4.3

GENDER

		Frequency	Percent	Valid Percent	Cumulative Percent
	Female	174	55.4	55.4	55.4
Valid	Male	140	44.6	44.6	100.0
	Total	314	100.0	100.0	

Source: As per data collected by the Researcher

4.2.1.4.   PROFESSION

In the present study only three professions are considered, from the table no 4.4, Students, Assistant professors and Professors, here Associate level professors, senior faculty members and HODs are also included in the professor categories. The number of students in the present study is 67 per cent and faculty members are 33 per cent. Among the 33 per cent faculty members 21 per cent are assistant professor and 12 per cent are at the higher level.

Table No: 4.4

PROFESSION

		Frequency	Percent	Valid Percent	Cumulative Percent
	Student	211	67.2	67.2	67.2
Valid	Assistant Professor	65	20.7	20.7	87.9

Professor	38	12.1	12.1	100.0
Total	314	100.0	100.0	

Source: As per data collected by the Researcher

4.2.1.5. ACADEMIC EXPERIENCE

From the table no. 4.5 in the present study, academic experience has divided into four categories. They are 0 years, 0 to 5 years, 5 – 15 years and more than 15 years. Nearly 67 per cent of the respondents are students so there experience is zero. Nearly 6 per cent of the respondents are having experience of 0- 5 years, and nearly 16 per cent are having the academic experience of 5- 15 years. There are high experience faculty members also whose experience is above 15 years.

Table No: 4.5

ACADEMIC EXPERIENCE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 years	211	67.2	67.2	67.2
	0-5 years	20	6.4	6.4	73.6
	5 -15 years	50	15.9	15.9	89.5
	15 and above	33	10.5	10.5	100.0
	Total	314	100.0	100.0	

Source: As per data collected by the Researcher

4.2.1.6. INDUSTRIAL EXPERIENCE

In academics now a days there are faculty members who had worked in Industries and started working in academics. From the table 4.6, nearly 20 per cent of the respondents are having industrial experience, out of which 18 per cent are having experience of 0 – 5 years, and 2.5 per cent are having experience of more than 5 years.

INDUSTRIAL EXPERIENCE

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		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 years	249	79.3	79.3	79.3
	1-5 years	57	18.2	18.2	97.5
	5 -15 years	8	2.5	2.5	100.0
	Total	314	100.0	100.0	

Source: As per data collected by the Researcher

4.2.1.7.   EDUCATIONAL QUALIFICATION

In the present study the numbers of respondents who had done Ph.Ds. are nearly 15 per cent and those with PG or pursuing PG are 84 per cent, these 84 per cent also include the 67 per cent of students

Table No. 4.7

EDUCATIONAL QUALIFICATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PhD	49	15.6	15.6	15.6
	Post Graduate	265	84.4	84.4	100.0
	Total	314	100.0	100.0	

4.2.2. PROFILE OF STUDENTS AND FACULTY MEMBERS

One of the basic objectives of the study is to find the perception of faculty members and students on image building of the institute. Out of the total respondents, the percentage of academician is nearly 67 per cent and that of students are 33 per cent.

4.2.2.1 AGE

From the table No 4.8 it is clear that 49 per cent of the respondents are of the age group 20-23 years, 16 per cent are 23- 26 years and nearly 2 per cent are 26- 30 years, who are students. There are 2 per cent of the respondents (faculty members)in the age

group 23- 26 years (recently joined) and 6.7 per cent in the age group 26- 30 years. Nearly 5 per cent of the respondents (faculty members) belongs to 30- 35 years, 10 per cent belongs to 35 – 45 years, and 45 – 60 years both.

Table No. 4.8

AGE GROUP			
Respondents	Students	20 -23 years	49.0%
		23- 26 years	16.2%
		26 - 30 years	1.9%
		30- 35 years	0.0%
		35- 45 years	0.0%
		45 -60 years	0.0%
		60 years and above	0.0%
	Faculty members	20 -23 years	0.0%
		23- 26 years	1.9%
		26 - 30 years	6.7%
		30- 35 years	4.5%
		35- 45 years	9.6%
		45 -60 years	10.2%
		60 years and above	0.0%

4.2.2.2.   GENDER

The table No 4.9 explains the frequency distribution of gender with respect to respondents, there are nearly 29 per cent of the respondents are male students, 38 percent are female students, 16 per cent are male faculty members and 17 per cent are from female faculty members. The female respondents are more in number.

Table No. 4.9

		GENDER	
		Male	Female
Respordents	Students	28.7%	38.5%
	Faculty members	15.9%	16.9%

Source: As per data collected by the Researcher

4.2.2.3.   PROFESSION

In the study the number of respondents who are students are 67 per cent so there profession is students, whereas the number of faculty members are 33 per cent and out of 33 per cent, 20.7 per cent are assistant professor and the remaining 12 per cent belongs to Head, Associate Professor and Professor.

Table No. 4.10

		PROFESSION			
		Student	Assistant Professor	Professor	any other
Respondents	Students	67.2%	0.0%	0.0%	0.0%
	Faculty members	0.0%	20.7%	12.1%	0.0%

Source: As per data collected by the Researcher

4.2.2.4.   ACADEMIC EXPERIENCE

Thought the academic experiences of the students' are nil, but out of the remaining 33 per cent respondents, the academic experience of the faculty members varies from 1 year to 25 years. Out of the total respondents, 6.4 per cent faculty members are fresher

with 0- 5 years teaching experience, 16 per cent are having the academic experience of 16 per cent and nearly 11 per cent are having the experience of more than 15 years.

Table No. 4.11

		ACADEMIC EXPERIENCE			
		0 years	1-5 years	5 -15 years	15 and above
Respondents	Students	67.2%	0.0%	0.0%	0.0%
	Faculty members	0.0%	6.4%	15.9%	10.5%

Source: As per data collected by the Researcher

4.2.2.5.   INDUSTRIAL EXPERIENCE

It is found that nearly 12 per cent of the total faculty members are not having any industrial experience, 18.2 percent are having industrial experience ranging from 1- 5 years, and 2.5 per cent are having industrial experience ranging from 5- 15 years.

Table No. 4.12

		INDUSTRIAL EXPERIENCE			
		0 years	1-5 years	5 -15 years	15 and above
Respondents	Students	67.2%	0.0%	0.0%	0.0%
	Faculty members	12.1%	18.2%	2.5%	0.0%

Source: As per data collected by the Researcher

4.2.2.6.   EDUCATIONAL QUALIFICATION

The data has collected from the students who are doing their post-graduation. So the educational qualification of 67 per cent of the students are post graduate and the remaining 33 per cent of the respondents, 17 per cent are post graduate and 15.6 per cent are Ph.Ds., which have good sign that the number of faculty members with PhDs are increasing.

Table No. 4.13

		EDUCATIONAL QUALIFICATION	
		PhD	Post Graduate
Respondent	Student	0.0%	67.2%
	Faculty members	15.6%	17.2%

Source: As per data collected by the Researcher

4.3.   Variables of the study

For the study, five demographic features and eight variables to measure image building. The five demographic variables are age group, gender, profession, academic experience, industrial experience, and educational qualification. The eight variables are student performance, students' achievement, college grade & ranking, infrastructure & campus, placement & training, academic team, pedagogy and Student Facilities, were measured using five point Likert scale.

4.3.1. STUDENT PERFORMANCE

As per the 50 per cent of the respondents strongly agree and 30 per cent agree that, No. of Merit and the pass out ratio of students are the most important variables, which affects the image building of management institutes. Similarly, 30 percent strongly agree and 50 per cent agree that Number of Toppers and average result of students are important variables for image building.

Table No. 4.14

	Strongly Disagree	Disagree	Can't Say	Agree	Strongly Agree
pass out ratio of student	0.0%	0.0%	2.5%	57.0%	40.4%
No. of Merit	0.0%	1.9%	8.6%	37.9%	51.6%
average result of students	0.0%	0.6%	8.3%	65.0%	26.1%
No. of students with Distinction	0.0%	5.4%	8.0%	61.5%	25.2%
Number of Toppers	0.0%	1.3%	9.9%	59.2%	29.6%

Source: As per data collected by the Researcher

4.3.2. STUDENTS ACHIEVEMENT

It is clear that nearly 85 per cent of the respondents strongly agree that number of International Scholarships attained by students and No. of students excelled in International examination are important variables which affects in the image building of the institutes. The respondents also agrees that No. of students excelled in competitive examination and in the National examination also affects image building.

	Strongly Disagree	Disagree	Can't Say	Agree	Strongly Agree
No. of students excelled in competitive examination	0.3%	12.4%	24.5%	35.4%	27.4%
No. of students excelled in National examination	4.5%	9.6%	15.6%	53.8%	16.6%
No. of students excelled in International examination	0.6%	1.3%	16.6%	41.4%	40.1%
Number of National Scholarships attained by students	9.9%	21.7%	15.6%	42.4%	10.5%
number of International Scholarships attained by students	0.0%	2.2%	13.7%	48.7%	35.4%

Table No. 4.15

Source: As per data collected by the Researcher

4.3.3. COLLEGE GRADE & RANKING

It is observed from the table No. 4.16 that more than 90 per cent of the respondents agree Ranking of the college as graded by the National Government, college rank as graded by International institute/organisation, College received award by international institute, Ranking of College as graded by State Government and Nationally awarded College helps in building the image of the institutes. Nearly 70 per cent agree that State level awarded College helps in image building, whereas College received award by private Indian institute and Ranking of the college as graded by the Private Indian Institute does not affects a lot.

Table No. 4.16

	Strongly Disagree	Disagree	Can't Say	Agree	Strongly Agree
Ranking of College as graded by State Government	0.0%	0.0%	3.2%	42.4%	54.5%
Ranking of the college as graded by the National Government	0.0%	0.0%	0.6%	22.6%	76.8%
Ranking of the college as graded by the Private Indian Institute	5.4%	30.6%	6.7%	42.4%	15.0%
college rank as graded by International institute/organisation	0.0%	0.6%	5.4%	29.0%	65.0%
Nationally awarded College	0.0%	8.9%	0.6%	64.6%	25.8%
State level awarded College	4.1%	22.3%	1.6%	58.0%	14.0%
College received award by private Indian institute	8.9%	32.5%	12.1%	30.6%	15.9%
College received award by international institute	0.0%	0.6%	7.0%	32.2%	60.2%

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Source: As per data collected by the Researcher

4.3.4. INFRASTRUCTURE & CAMPUS

It is clear from the table No. 4.17 that nearly 80 per cent respondents agree Well furnished computer lab, Well furnished canteen, and Well furnished Library helps in image building. Similarly more than 70 per cent of the respondents agree that Wi-Fi Campus, Well furnished classroom, Well furnished auditorium and Play Grounds enhances the image of the institutes.

As per the respondents it is also clear that nearly 50 to 60 per cent respondents agree that vehicle parking, Gymnasium facility and Well furnished Seminar hall, also affects the image of the institutes, but not as important as other variables.

Table No: 4.17

	Strongly Disagree	Disagree	Can't Say	Agree	Strongly Agree
Well furnished classroom	4.5%	16.6%	1.0%	64.3%	13.7%
Well furnished Seminar hall	7.6%	37.9%	4.8%	37.6%	12.1%
Well furnished auditorium	7.0%	14.0%	1.6%	64.3%	13.1%
Well furnished Library	0.0%	15.3%	1.3%	56.1%	27.4%
Well furnished canteen	4.1%	6.4%	5.7%	44.3%	39.5%
Play Grounds	7.6%	16.9%	5.1%	46.2%	24.2%
Gymnasium facility	15.0%	26.1%	8.0%	43.9%	7.0%
vehicle parking	12.7%	12.7%	11.8%	47.8%	15.0%
Wi-Fi Campus	1.9%	8.9%	10.5%	47.8%	30.9%
Well furnished computer lab	2.9%	5.7%	4.1%	57.6%	29.6%

Source: As per data collected by the Researcher

4.3.5. PLACEMENT & TRAINING

It is observed from the data that more than 90 per cent of the respondents agree on the fact that the building a image of the institute Number of students placed in National companies, Nos. of Industrial visit at national companies, Placement officer, number of students placed in International companies, number of students placed in Local companies and the Placement Cell are important. It is also understood that nearly 80 per cent of the respondents agree that No of Industrial visit at local companies, Nos.of Industrial visit at international companies, No of industrial interaction, and Nos. of industrial mentorship helps in image building.

Table No: 4.18

	Strongly Disagree	Disagree	Can't Say	Agree	Strongly Agree
Placement officer	0.3%	5.1%	1.3%	46.2%	47.1%
Placement Cell	0.6%	8.3%	0.6%	42.7%	47.8%
Number of students placed in National companies	0.0%	1.9%	2.9%	31.2%	64.0%
the number of students placed in International companies	0.0%	4.5%	3.5%	21.0%	71.0%
the number of students placed in Local companies	0.0%	3.8%	4.5%	31.5%	60.2%
No of Industrial visit at local companies	0.6%	4.8%	6.4%	41.1%	47.1%
No of Industrial visit at international companies	1.0%	3.5%	7.6%	18.8%	69.1%
No of Industrial visit at national companies	0.0%	5.1%	0.3%	28.7%	65.9%
No of industrial interaction	2.9%	7.3%	8.9%	56.1%	24.8%
No of industrial mentorship	7.3%	6.1%	14.6%	39.8%	32.2%
No of industrial projects	4.1%	16.9%	7.3%	51.6%	20.1%

Source: As per data collected by the Researcher

4.3.6. ACADEMIC TEAM

From the table No. 4.19 it is clear that the more than 90 per cent of the respondents agree that No of Academic Experience of Faculty members, No of Well qualified faculty members, Achievements of faculty members at International level, and Industrial Experience of Faculty members enhances the image of the institutes. Nearly 88 per cent of the respondents also agree that Achievements of faculty members at national level is also important for image building. Similarly nearly 80 per cent agrees for faculty development & training programs, Faculty & Research Publications, Achievements of faculty members at the state level and Achievements of faculty members given by any private institutions are also important for image building.

Table No: 4.19

	Strongly Disagree	Disagree	Can't Say	Agree	Strongly Agree
No of Well qualified faculty members	0.0%	5.7%	0.3%	35.7%	58.3%
No of Academic Experience of Faculty members	0.0%	2.5%	0.3%	45.5%	51.6%
No of Industrial Experience of Faculty members	2.9%	3.8%	1.9%	51.6%	39.8%
Achievements of faculty members at the state level	6.7%	6.1%	12.1%	50.6%	24.5%
Achievements of faculty members at national level	0.0%	4.8%	6.4%	54.1%	34.7%
Achievements of faculty members at International level	0.0%	1.9%	6.1%	32.5%	59.6%
Achievements of faculty members given by any private institutions	7.6%	8.0%	11.1%	46.8%	26.4%

faculty development & training programs	7.0%	11.8%	2.2%	50.0%	29.0%
Faculty & Research Publications	5.7%	12.7%	5.1%	66.6%	9.9%

4.3.7. PEDAGOGY

From the table No. 4.20 it clear that, more than 90 per cent respondents agree that Communication, smart Classes, Mentor guidance, Case based learning and Mentor behaviour are important for image building of the institutes. Similarly 86 per cent agree for Project based learning, 75 per cent agree for Emotional Learning Programs, and 60 per cent agrees for Interpersonal learning are important factors for image building.

Table No: 4.20

	Strongly Disagree	Disagree	Can't Say	Agree	Strongly Agree
Project based learning	0.3%	10.2%	2.9%	51.6%	35.0%
Emotional Learning Programs	1.3%	12.7%	10.5%	63.7%	11.8%
Communication	0.0%	2.5%	0.0%	41.4%	56.1%
Interpersonal learning	5.4%	27.1%	6.7%	53.8%	7.0%
Case based learning	1.0%	4.8%	2.5%	48.7%	43.0%
Smart Classes	0.0%	1.9%	3.2%	42.0%	52.9%
Mentor behaviour	0.3%	4.8%	3.8%	37.9%	53.2%
Mentor guidance	0.0%	4.8%	1.0%	38.9%	55.4%

Source: As per data collected by the Researcher

4.3.8. Student Facilities

As per the Student Facilities which should be considered for image building 90 per cent agree that Anti-ragging Cell is important, more than 80 per cent agree for Location of the Institute, and Fee Concession / Payment in Instalments facility as important variable for image building.

It is also observed from the data that 70 to 80 per cent agrees for Qualified clerical staff, Communication Development Programs and Transportation facility, 64 per cent agrees for aptitude improvement program, and 50 to 60 per cent agrees for Management Festivals, Alumni Association and Medical First Aid services as important for image building of management institutes.

Table NO: 4.21

	Strongly Disagree	Disagree	Can't Say	Agree	Strongly Agree
Communication Development Programs	7.6%	13.1%	2.5%	58.0%	18.8%
aptitude improvement program	10.2%	15.9%	9.9%	51.9%	12.1%
Alumni Association	9.9%	28.7%	3.8%	50.6%	7.0%
Management Festivals	7.6%	31.5%	1.6%	51.3%	8.0%
Anti-ragging Cell	0.0%	4.1%	2.2%	53.8%	39.8%
Transportation facility	6.1%	14.6%	6.4%	60.8%	12.1%
Medical First Aid services	10.2%	26.1%	10.2%	47.5%	6.1%
Fee Concession / Payment in Instalments facility	0.0%	8.6%	10.2%	65.6%	15.6%
Location of the Institute	0.0%	4.1%	9.9%	29.0%	57.0%
Qualified clerical staff	2.2%	1.0%	19.2%	27.2%	50.5%

4.4. Objective 1

To study the factors influence the image building of management professional educational institutes.

In the present study the respondent were asked about the expected factors, which influence the image of the management institutes, eight factors were considered for the study, which were measured through a structured questionnaire using 66 variables. The factors considered were Student performance, Students achievement, College grade & ranking, Infrastructure & campus, Placement & training, Academic team, Pedagogy and Student Facilities.

Descriptive Statistics							
	N	Mini	Max	Mean	Median	Mode	Std. Deviation
PLACEMENT AND TRAINING	314	2.91	5	4.2785	4.3636	4.27	0.36286
STUDENT PERFORMANCE	314	3.2	5	4.2344	4.2	4.2	0.36223
PEDAGOGY	314	3.25	5	4.1517	4.125	4	0.34906
ACADEMIC TEAM	314	2.89	5	4.0931	4.1111	4.22	0.36678
COLLEGE GRADE AND RANKING	314	2.38	4.75	4.0541	4	4	0.33612
STUDENTS ACHIEVEMENT	314	2.2	5	3.8076	3.8	4	0.54328
STUDENT FACILITIES	314	2.78	4.5	3.6936	3.7	4	0.37692
INFRASTRUCTURE AND CAMPUS	314	2.5	5	3.6475	3.7	3.6	0.50272

Table No: 4.22

From the table No. 22 on the basis of mean, it has cleared that, the most important factors which impact on the image building of the institutes are placement and training (mean 4.27, SD 0.36286), next is students performance (mean 4.2344, SD 0.36223), pedagogy (mean 4.1517, SD 0.34906), academic team (mean 4.0931, SD 0.36678), college grade and ranking (mean 4.0541, SD 0.33612), students achievement (mean 3.8076, SD 0.54328), Student Facilities (mean 3.6936, SD 0.37692), and infrastructure and campus (mean 3.6475, SD 0.50272).

Coefficient of variance is one of the best measures to identify the variable with highest mean and less variation, CV considers both mean and variance as a measure to compare two or more variables. A variable with low CV has considered the best.

From the coefficient of variation, the factors which affect most in building the image of the institutes are College Grade and Ranking (8.290866), Pedagogy (8.40764), Placement and Training (8.48101), Student Performance (8.554459), Academic Team (8.960934), Student Facilities (10.20468), Infrastructure and Campus (13.78259), and Students Achievement (14.26831).

Table No: 4.23

Coefficient of variation
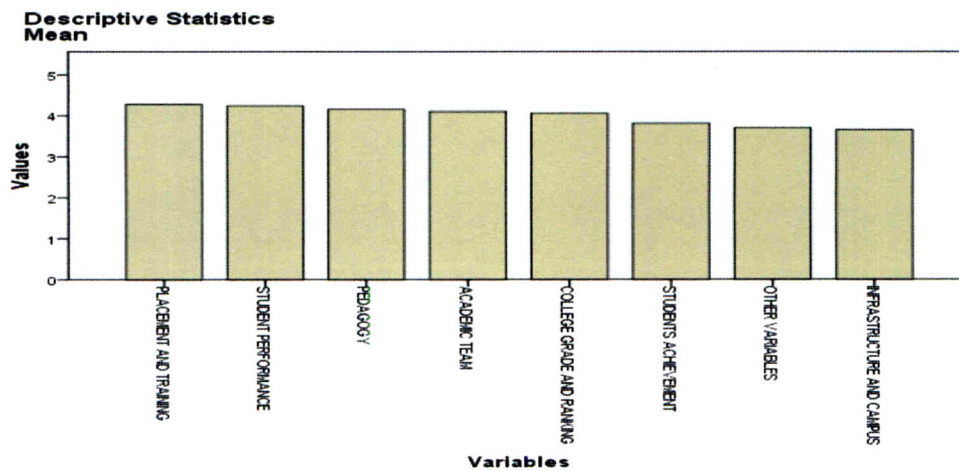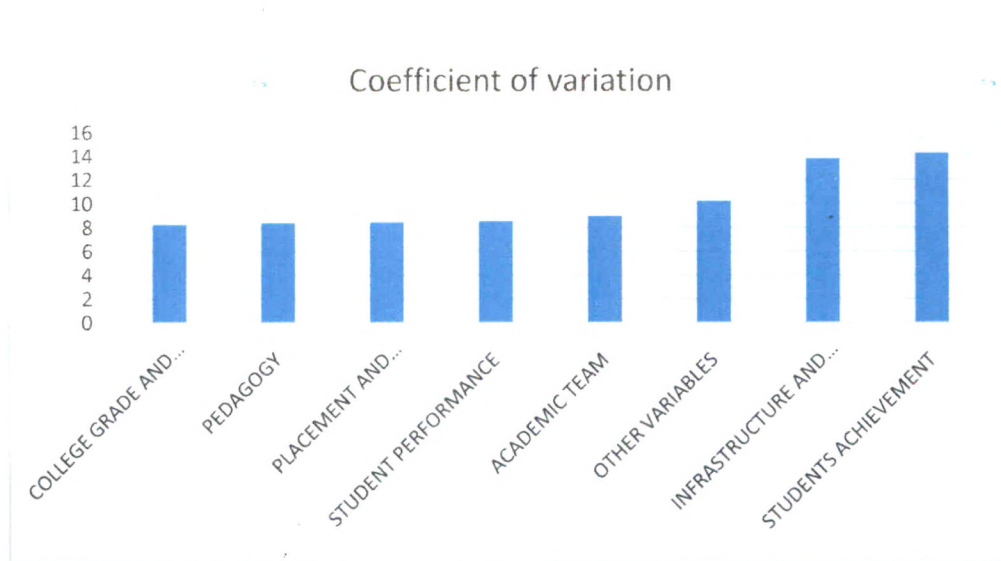
Table No: 4.24

Since mean and coefficient of variation gives two different results, hence to find the factors, which shows most of the variations in the data, factor analysis is used. The only purpose of using factor is to identify, out of the seven factors, which factor contributes most of the variation in the data.

From factor analysis, the factors, which are most important, are Student Facilities (0.989), academic team (0.983), pedagogy (.992), students' achievement (.988), college grade and ranking (0.983), student performance (0.979), infrastructure and campus (0.979), and placement and training (0.976)

4.5. Objective 2

To analyze perception of academicians and students toward management professional educational institutes.

In order to find the perception and the perceptual difference of students and faculty members of management institute, mean and independent t test has applied. The variables of the study are Student performance, Students achievement, College grade & ranking, Infrastructure & campus, Placement &training, Academic team, Pedagogy

and Student Facilities. In order to find the same, eight hypotheses have developed and tested.

4.5.1. Perception and perceptual difference of faculty members and student towards students' performance

In order to find the perception of faculty members and students towards students' performance on image building of management professional educational institutes, descriptive statistics has used. The descriptive statistics of the faculty members and students is given in table No. 4.25

Table No. 4.25 Descriptive statistics

	Respondent	N	Mean	Std. Deviation	Std. Error Mean
STUDENT PERFORMANCE	Students	211	4.3801	.25927	.01785
	Faculty members	103	3.9359	.36106	.03558

Source: as per data collected by the researcher

From the table No 4.25 it is clear that the mean value of faculty members is low as compared to students for student's performance, so the faculty members' perception is low as compared to students' perception on students' performance on building image of management professional educational institutes.

In order to find the perceptual difference between faculty members and students towards student performance, t test has used. In order to find the same, null hypothesis has developed as,

$1H_0$: There is no significant difference between respondents (faculty members or students) perception towards Students performance on building image of management professional educational institutes.

From the results of the t test, tabulated in the table No. 4.26, it is clear that the hypothesis $1H_0$ is rejected at 5 per cent level of significance, which means respondents (faculty members or students) has significant difference on students' performance on

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building image of management professional educational institutes. Students' favor students' performance as important for image of management institutes.

Table No.4.26t test statistics

	t-test for Equality of Means		
	t	df	Sig. (2-tailed)
STUDENT PERFORMANCE	12.466	312	.000

Source: as per data collected by the researcher

4.5.2. Perception and perceptual difference of faculty members and students towards Students achievement.

In order to find the perception of faculty members and students towards students achievement on building image of management professional educational institutes, descriptive statistics has used. The descriptive statistics of the faculty members and students has given in table No 4.27

Table No. 4.27 Descriptive statistics

	Respondent	N	Mean	Std. Deviation	Std. Error Mean
STUDENT ACHIEVEMENT	Students	211	3.8616	.41975	.02890
	Faculty members	103	3.6971	.72429	.07137

Source: as per data collected by the researcher

From the table No 4.27 it is clear that the mean value of faculty members is low as compared to students for student's achievement, so the faculty members' perception is low as compared to students' perception towards students' achievement on building image of management professional educational institutes.

In order to find the perceptual difference between faculty members and student towards student achievement, t test has been used. In order to find the same, null hypothesis has developed as,

$2H_0$: There is no significant difference between respondent (faculty members or student) perception towards Students achievement on image building of management professional educational institutes.

From the results of the t test, tabulated in the table No. 4.28, it is clear that the hypothesis $2H_0$ is rejected at 5 per cent level of significance, which means respondents (faculty members or students) has significant difference on students' achievement. Students' favor student's achievement as important for image of management institutes.

Table No. 4.28 t test statistics

	t-test for Equality of Means		
	t	df	Sig. (2-tailed)
STUDENT PERFORMANCE	2.541	312	.012

Source: as per data collected by the researcher

4.5.3. Perception and perceptual difference of faculty members and students towards College grade & ranking.

In order to find the perception of faculty members and students towards College grade & ranking on image building of management professional educational institutes, descriptive statistics was used. The descriptive statistics of the faculty members and students is given in table No. 4.29

Table No. 4.29 Descriptive statistics

Group Statistics

	Respondent	N	Mean	Std. Deviation	Std. Error Mean
COLLEGE GRADE AND RANKING	Students	211	4.0462	.28284	.01947
	Faculty members	103	4.0704	.42612	.04199

Source: as per data collected by the researcher

From the table No 4.29 it is clear that the mean value of faculty members is high as compared to students for College grade & ranking, so the faculty members' perception is high as compared to students' perception on College grade & ranking on image building of management professional educational institutes.

In order to find the perceptual difference between faculty members and students towards college grade & ranking, t test has used. In order to find the same, null hypothesis has developed as,

$3H_0$: There is no significant difference between respondents (faculty members or students) perception towards College grade & ranking on image building of management professional educational institutes.

From the results of the t test, tabulated in the table No. 4.30, it is clear that the hypothesis $3H_0$ is accepted at 5 per cent level of significance, which means respondents (faculty members or students) has no significant difference on College grade & ranking. Students and faculty members favor College grade & ranking as important for image of management institutes.

Table No. 30 t test statistics

	t-test for Equality of Means		
	t	df	Sig. (2-tailed)

College grade & ranking	-.598	312	.550

Source: as per data collected by the researcher

4.5.4. Perception and perceptual difference of faculty members and students towards Infrastructure & campus.

In order to find the perception of faculty members and students towards Infrastructure & campus on image building of management professional educational institutes, descriptive statistics was used. The descriptive statistics of the faculty members and students are given in table No 4.31

Table No. 4.31 Descriptive statistics

Group Statistics

	Respondent	N	Mean	Std. Deviation	Std. Error Mean
Infrastructure & campus	Students	211	3.4536	.38138	.02626
	Faculty members	103	4.0447	.48884	.04817

Source: as per data collected by the researcher

From the table No 4.31 it is clear that the mean value of faculty members is high as compared to students for Infrastructure & campus, so the faculty member's perception is high as compared to students' perception on Infrastructure & campus on image building of management professional educational institutes

In order to find the perceptual difference between faculty members and students towards infrastructure & campus, t test has been used. In order to find the same, null hypothesis was developed as,

$4H_0$: There is no significant difference between respondent (faculty members or students) perception towards Infrastructure & campus on image building of management professional educational institutes

From the results of the t test, tabulated in the table No.4.32, it is clear that the hypothesis $4H_0$is rejected at 5 per cent level of significance, which means respondents(faculty members or students) has significant difference on Infrastructure & campus. Faculty members favor Infrastructure & campus as important for image of management institutes as compared to students.

Table No.4.32 t test statistics

	t-test for Equality of Means		
	t	df	Sig. (2-tailed)
Infrastructure & campus	-11.721	312	.000

Source: as per data collected by the researcher

4.5.5. Perception and perceptual difference of faculty members and students towards Placement & training.

In order to find the perception of faculty members and students towards Placement & training on image building of management professional educational institutes, descriptive statistics was used. The descriptive statistics of the faculty members and students is given in table No 4.33

Table No. 4.33 Descriptive statistics

Group Statistics

	Respondent	N	Mean	Std. Deviation	Std. Error Mean
PLACEMENT AND TRAINING	Students	211	4.3068	.28552	.01966
	Faculty members	103	4.2207	.48081	.04738

Source: as per data collected by the researcher

From the table No 4.33 it is clear that the mean value of faculty members is high as compared to students for Placement & training, so the faculty members' perception is

high as compared to students' perception towards Placement & training on image building of management professional educational institutes.

In order to find the perceptual difference between faculty members and students towards placement & training, t test has been used. In order to find the same, null hypothesis was developed as,

$5H_0$: There is no significant difference between respondent (faculty members or students) perception towards Placement & training on image building of management professional educational institutes.

From the results of the t test, tabulated in the table No. 4.34, it is clear that the hypothesis $5H_0$ is rejected at 5 per cent level of significance, which means respondents (faculty members or students) has significant difference on Placement & training. Students favor Placement & training as important for image of management institutes as compared to faculty members.

Table No. 4.34 t test statistics

	t-test for Equality of Means		
	T	df	Sig. (2-tailed)
Placement & training	1.984	312	.048

Source: as per data collected by the researcher

4.5.6. Perception and perceptual difference of faculty members and students towards Academic team.

In order to find the perception of faculty members and students towards Academic team on image building of management professional educational institutes, descriptive statistics was used. The descriptive statistics of the faculty members and students is given in table No 4.35

Table No. 4.35 Descriptive statistics

Group Statistics

	Respondent	N	Mean	Std. Deviation	Std. Error Mean
ACADEMIC TEAM	Students	211	4.0721	.33859	.02331
	Faculty members	103	4.1359	.41717	.04111

Source: as per data collected by the researcher

From the table No 4.35 it is clear that the mean value of faculty members is high as compared to students for Academic team, so the faculty members' perception is high as compared to students' perception on Academic team on image building of management professional educational institutes.

In order to find the perceptual difference between faculty members and students towards academic team, t test has been used. In order to find the same, null hypothesis was developed as,

$6H_0$: There is no significant difference between respondents (faculty members or students) perception on Academic team on image building of management professional educational institutes

From the results of the t test, tabulated in the table No. 4.36, it is clear that the hypothesis $6H_0$ is accepted at 5 per cent level of significance, which means respondent (faculty members or students) has no significant difference on Academic team. Students and faculty members favors Academic team as important for image of management institutes.

Table No. 4.36 t test statistics

	t-test for Equality of Means		
	T	df	Sig. (2-tailed)
Academic team	-1.449	312	.148

Source: as per data collected by the researcher

4.5.7. Perception and perceptual difference of faculty members and students towards Pedagogy.

In order to find the perception of faculty members and students towards Pedagogy on image building of management professional educational institutes, descriptive statistics was used. The descriptive statistics of the faculty members and students is given in table No 4.37

Table No. 4.37 Descriptive statistics

Group Statistics

	Respondent	N	Mean	Std. Deviation	Std. Error Mean
PEDAGOGY	Students	211	4.1665	.33705	.02320
	Faculty members	103	4.1214	.37232	.03669

Source: as per data collected by the researcher

From the table No 4.37 it is clear that the mean value of faculty members is low as compared to students for Pedagogy, so the faculty members' perception is low as compared to students' perception on Pedagogy on image building of management professional educational institutes.

In order to find the perceptual difference between faculty members and students towards pedagogy, t test has been used. In order to find the same, null hypothesis was developed as,

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$7H_0$: There is no significant difference between respondent (faculty members or students) perception towards Pedagogy on image building of management professional educational institutes

From the results of the t test, tabulated in the table No. 4.38, it is clear that the hypothesis $7H_0$ is accepted at 5 per cent level of significance, which means respondents (faculty members or students) has no significant difference on Pedagogy. Students and faculty members favor Pedagogy as important for image of management institutes.

Table No. 4.38 t test statistics

	t-test for Equality of Means		
	T	df	Sig. (2-tailed)
Pedagogy	1.075	312	.283

Source: as per data collected by the researcher

4.5.8 Perception and perceptual difference of faculty members and students towards Students Facilities

In order to find the perception of faculty members and students towards Students Facilities on image building of management professional educational institutes, descriptive statistics was used. The descriptive statistics of the faculty members and students is given in table No 4.39

Table No. 4.39 Descriptive statistics

Group Statistics

	Respondent	N	Mean	Std. Deviation	Std. Error Mean
Students Facilities	Students	211	3.6008	.35130	.02418
	Faculty members	103	3.8835	.35730	.03521

Source: as per data collected by the researcher

From the table No 4.39 it is clear that the mean value of faculty members is high as compared to students for Students Facilities, so the faculty members' perception is high as compared to students' perception on Students Facilities on image building of management professional educational institutes.

In order to find the perceptual difference between faculty members and students towards students' facilities, t test has been used. In order to find the same, null hypothesis was developed as,

8H$_0$: There is no significant difference between respondent (faculty members or students) perception towards Students Facilities on image building of management professional educational institutes

From the results of the t test, tabulated in the table No. 4.40, it is clear that the hypothesis 8H$_0$is rejected at 5 per cent level of significance, which means respondents (faculty members or students) has significant difference on Students Facilities. Faculty members favor Students Facilities as important for image of management institutes as compared to students.

Table No.4.40 t test statistics

	t-test for Equality of Means		
	T	df	Sig. (2-tailed)
Students Facilities	-6.656	312	.000

Source: as per data collected by the researcher

4.6.   Objective 3

To examine the impact of faculties qualification and experience on image of management professional education institutes.

Socio- economic characteristics are the most important variables, which affects the perception of the respondents. For the study, age group, gender, profession, academic experience, industrial experience, and educational qualification were measured. In

order to find the impact of the faculty members' perception on different variables of image, correlation and regression was applied.

4.6.1. Impact of faculty members on image of management professional educational institutes.

4.6.1.1 Impact of faculty members on the factor students' performance on image building of management professional educational institutes.

In order to find impact of Gender on Students Performance on image building of management professional educational institutes, first correlation between the two has to be found. In the study, Students Performance is scale and Gender is a categorical variable, since both the variables are not scale hence eta is found as a directional measure. From eta it is found that there is a very low correlation between gender and students performance

Table No. 4.41 Descriptive Statistics and correlation

	GENDER			
	Male		Female	
	Mean	Standard Deviation	Mean	Standard Deviation
STUDENTS PERFORMANCE	3.96	.38	3.91	.35

Directional Measures

			Value
Nominal by Interval	Eta	GENDER Dependent	.202
		STUDENTS PERFORMANCE Dependent	.065

In order to evaluate the relation between the two, a simple linear regression is estimated, where Gender is an independent variable and Students Performance is a dependent variable. Here the variable gender is a categorical variable and coded as male=0 and female =1.

The Table No. 4.42 gives the regression coefficient and R square.

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Table No.4.42Coefficients and R^2

Model	Unstandardized Coefficients		t	Sig.	
	B	Std. Error			R Square
(Constant) Gender	3.960	.051	77.33 6	.000	0.004
	-.047	.071	-.656	.514	

Dependent Variable: Students Performance

Source: As per data collected by the researcher

From the Table No. 4.42, the relation explained between Students Performance and gender is 0.4 per cent and the relation is positive. The predicted regression equation is

Students Performance = 3.960 -0.047 gender

In order to test the effect of gender on the Students Performance a Null hypothesis is developed and tested using t test.

9H$_0$: There is no significant impact of gender on the Students Performance on image building of management professional educational institutes. i.e. β=0

From the Table No.4.42 it is clear that for gender the t value is -.656 with p value 0.514, which is not significant hence, the null hypothesis is accepted at 5 % level of significance, which means gender has no impact on Students Performance on image building of management professional educational institutes.

4.6.1.2 Impact of faculty member on the factor students' achievement on image building of management professional educational institutes.

In order to find impact of Gender on Students achievement on image building of management professional educational institutes, first correlation between the two has to be found. In the study, Students achievement is scale and Gender is a categorical variable, since both the variables are not scale hence eta is found as a directional

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measure. From eta it is found that there is a very low correlation between gender and students achievement.

Table No. 4.43 Descriptive Statistics and correlation

	GENDER			
	Male		Female	
	Mean	Standard Deviation	Mean	Standard Deviation
STUDENTS ACHIEVEMENT	3.90	.63	3.51	.76

Directional Measures

			Value
Nominal by Interval	Eta	GENDER Dependent	.462
		STUDENTS ACHIEVEMENT Dependent	.273

Source: As per data collected by the researcher

In order to evaluate the relation between the two, a simple linear regression is estimated, where Gender is an independent variable and Students achievement is a dependent variable. Here the variable gender is a categorical variable and coded as male=0 and female =1.

The Table No. 4.44 gives the regression coefficient and R square.

Table No. 4.44 Coefficients and R^2

| Model | Unstandardized Coefficients | | t | Sig. | |
	B	Std. Error			R Square
(Constant)	3.900	.099	39.389	.000	0.075
Gender	-.394	.138	-2.857	.005	

Dependent Variable: Students achievement

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Source: As per data collected by the researcher

From the Table No.4.44, the relation explained between Students achievement and gender is 0.75 per cent and the relation is negative. The predicted regression equation is

Students achievement = 3.900 - 0.394 gender

In order to test the effect of gender on the Students achievement a Null hypothesis is developed and tested using t test.

$10H_0$: There is no significant impact of gender on the Student achievement on image building of management professional educational institutes. i.e. $\beta=0$

From the Table No. 4.44 it is clear that for gender the t value is -2.857 with p value 0.005, which is significant hence, the null hypothesis is rejected at 5 % level of significance, which means gender has impact on Student achievement.

4.6.1.3 Impact of faculty members on the factor college grade and ranking on image building of management professional educational institutes.

In order to find impact of Gender on College grade and ranking on image building of management professional educational institutes, first correlation between the two has to be found. In the study College grade and ranking is scale and Gender is a categorical variable, since both the variables are not scale hence eta is found as a directional measure. From eta it is found that there is a very low correlation between gender and college grade and ranking

Table No.4.45 Descriptive Statistics and correlation

	GENDER			
	Male		Female	
	Mean	Standard Deviation	Mean	Standard Deviation
COLLEGE GRADE AND RANKING	4.16	.43	3.98	.41

Directional Measures

			Value
Nominal by Interval	Eta	GENDER Dependent	.343
		COLLEGE GRADE AND RANKING Dependent	.211

Source: As per data collected by the researcher

In order to evaluate the relation between the two, a simple linear regression is estimated, where Gender is an independent variable and College grade and ranking is a dependent variable. Here the variable gender is a categorical variable and coded as male=0 and female =1.

The Table No. 4.46 gives the regression coefficient and R square.

Table No. 4.46 Coefficients and R^2

Model	Unstandardized Coefficients		t	Sig.	
	B	Std. Error			R Square
(Constant)	4.163	.059	70.316	.000	0.045
Gender	-.179	.083	-2.169	.032	

Dependent Variable: College grade and ranking

Source: As per data collected by the researcher

From the Table No.4.46, the relation explained between College grade and ranking and gender is 0.45 per cent and the relation is negative. The predicted regression equation is

College grade and ranking = 4.163 - 0.179 gender

In order to test the effect of gender on the College grade and ranking a Null hypothesis is developed and tested using t test.

11H$_0$: There is no significant impact of gender on the College grade and ranking on image building of management professional educational institutes. i.e. β=0

From the Table No.4.46 it is clear that for gender the t value is -2.169 with p value 0.032, which is significant hence, the null hypothesis is rejected at 5 % level of significance, which means gender has impact on College grade and ranking.

4.6.1.4 Impact of faculty members on the factor infrastructure and campus on image building of management professional educational institutes.

In order to find impact of Gender on Infrastructure and campus on image building of management professional educational institutes, first correlation between the two has to be found. In the study Infrastructure and campus is scale and Gender is a categorical variable, since both the variables are not scale hence eta is found as a directional measure. From eta it is found that there is a very low correlation between gender and infrastructure and campus

Table No.4.47 Descriptive Statistics and correlation

	GENDER			
	Male		Female	
	Mean	Standard Deviation	Mean	Standard Deviation
INFRASTRUCTURE AND CAMPUS	4.03	.52	4.05	.47

Directional Measures

		Value
	GENDER Dependent	.456
Nominal by Eta Interval	INFRASTRUCTURE AND CAMPUS Dependent	.021

In order to evaluate the relation between the two, a simple linear regression is estimated, where Gender is an independent variable and Infrastructure and campus is a dependent variable. Here the variable gender is a categorical variable and coded as male=0 and female =1.

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The Table No. 4.48 gives the regression coefficient and R square.

Table No. 4.48 Coefficients and R^2

Model	Unstandardized Coefficients		T	Sig.	R Square
	B	Std. Error			
(Constant)	4.034	.069	58.078	.000	0.000
Gender	.021	.097	.214	.831	

Dependent Variable: Infrastructure and campus

Source: As per data collected by the researcher

From the Table No.4.48, the relation explained between Infrastructure and campus, gender is 0 per cent, and the relation is negative. The predicted regression equation is

Infrastructure and campus = 4.034 - 0.021 gender

In order to test the effect of gender on the Infrastructure and campus a Null hypothesis is developed and tested using t test.

12H$_0$: There is no significant impact of gender on the Infrastructure and campus on image building of management professional educational institutes. i.e. β=0

From the Table No. 4.48 it is clear that for gender the t value is -0.214 with p value 0.831, which is not significant hence, the null hypothesis is accepted at 5 % level of significance, which means gender has no impact on Infrastructure and campus.

4.6.1.5 Impact of faculty members on the factor placement and training on image building of management professional educational institutes.

In order to find impact of Gender on Placement and training on image building of management professional educational institutes, first correlation between the two has to be found. In the study Placement and training is scale and Gender is a categorical variable, since both the variables are not scale hence eta is found as a directional

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measure. From eta it is found that there is a very low correlation between gender and placement and training

Table No. 4.49 Descriptive Statistics and correlation

	GENDER			
	Male		Female	
	Mean	Standard Deviation	Mean	Standard Deviation
PLACEMENT AND TRAINING	4.21	.42	4.23	.53

Directional Measures

			Value
Nominal by Interval	Eta	GENDER Dependent	.479
		PLACEMENT AND TRAINING Dependent	.020

Source: As per data collected by the researcher

In order to evaluate the relation between the two, a simple linear regression is estimated, where Gender is an independent variable and Placement and training is a dependent variable. Here the variable gender is a categorical variable and coded as male=0 and female =1.

The Table No. 4.50 gives the regression coefficient and R square.

Table No. 4.50 Coefficients and R^2

Model	Unstandardized Coefficients		T	Sig.	
	B	Std. Error			R Square
(Constant)	4.211	.068	61.636	.000	0.000
Female	.019	.095	.199	.843	

Dependent Variable: Placement and training

Source: As per data collected by the researcher

From the Table No. 4.50 The relation explained between Placement and training and gender is 0 per cent and the relation is positive. The predicted regression equation is

Placement and training = 4.211 + 0.019 gender

In order to test the effect of gender on the Placement and training a Null hypothesis is developed and tested using t test.

13H$_0$: There is no significant impact of gender on the Placement and training on image building of management professional educational institutes. i.e. $\beta=0$

From the Table No. 4.50 it is clear that for gender, the t value is 0.199 with p value 0.843, which is not significant hence; the null hypothesis is accepted at 5 % level of significance, which means gender has no impact on Placement and training.

4.6.1.6 Impact of faculty members on the factor academic team on image building of management professional educational institutes.

In order to find impact of Gender on Academic team on image building of management professional educational institutes, first correlation between the two has to be found. In the study, Academic team is scale and Gender is a categorical variable, since both the variables are not scale hence eta is found as a directional measure. From eta it is found that there is a very low correlation between gender and academic team

Table No4.51. Descriptive Statistics and correlation

	GENDER			
	Male		Female	
	Mean	Standard Deviation	Mean	Standard Deviation
ACADEMIC TEAM	4.12	.36	4.15	.46

Directional Measures

		Value
Nominal by Interval Eta	GENDER Dependent	.507
	ACADEMIC TEAM Dependent	.027

Source: As per data collected by the researcher

In order to evaluate the relation between the two, a simple linear regression is estimated, where Gender is an independent variable and Academic team is a dependent variable. Here the variable gender is a categorical variable and coded as male=0 and female =1.

The Table No.4.52 gives the regression coefficient and R square.

Table No. 4.52 Coefficients and R^2

Model	Unstandardized Coefficients		t	Sig.	
	B	Std. Error			R Square
(Constant)	4.124	.059	69.591	.000	0.001
Gender	.022	.083	.270	.788	

Dependent Variable: Academic team

Source: As per data collected by the researcher

From the Table No.4.52, the relation explained between Academic team and gender is 0.1 per cent and the relation is positive. The predicted regression equation is

Academic team = 4.124 + 0.022 gender

In order to test the effect of gender on the Academic team a Null hypothesis is developed and tested using t test.

14H_0: There is no significant impact of gender on the Academic team on image building of management professional educational institutes. i.e. $\beta=0$

From the Table No.4.52 it is clear that for gender the t value is 0.270 with p value 0.788, which is not significant hence the null hypothesis is accepted at 5 % level of significance, which means gender has no impact on Academic team.

4.6.1.7 Impact of faculty member on the factor pedagogy on image building of management professional educational institutes.

In order to find impact of Gender on Pedagogy on image building of management professional educational institutes, first correlation between the two has to be found. In the study, Pedagogy is scale and Gender is a categorical variable, since both the variables are not scale hence eta is found as a directional measure. From eta it is found that there is a very low correlation between gender and pedagogy

Table No. 4.53 Descriptive Statistics and correlation

	GENDER			
	Male		Female	
	Mean	Standard Deviation	Mean	Standard Deviation
PEDAGOGY	4.09	.33	4.15	.41

Directional Measures

			Value
Nominal by Interval	Eta	GENDER Dependent	.427
		PEDAGOGY Dependent	.076

Source: As per data collected by the researcher

In order to evaluate the relation between the two, a simple linear regression is estimated, where Gender is an independent variable and Pedagogy is a dependent

variable. Here the variable gender is a categorical variable and coded as male=0 and female =1.

The Table No. 4.54 gives the regression coefficient and R square.

Table No. 4.54 Coefficients and R^2

Model	Unstandardized Coefficients		t	Sig.	
	B	Std. Error			R Square
(Constant)	4.092	.053	77.565	.000	0.006
Gender	.056	.074	.763	.448	

Dependent Variable: Pedagogy

Source: As per data collected by the researcher

From the Table No. 4.54, the relation explained between Pedagogy and gender is 0.6 per cent and the relation is positive. The predicted regression equation is

Pedagogy = 4.092 + 0.056 gender

In order to test the effect of gender on the Pedagogy a Null hypothesis is developed and tested using t test.

15H_0: There is no significant impact of gender on the Pedagogy on image building of management professional educational institutes. i.e. β=0

From the Table No. 4.54 it is clear that for gender the t value is 0.763 with p value 0.448, which is not significant hence; the null hypothesis is accepted at 5 % level of significance, which means gender has no impact on Pedagogy.

4.6.1.8 Impact of faculty members on the factor Student Facilities on image building of management professional educational institutes.

In order to find impact of Gender on Student Facilities on image building of management professional educational institutes, first correlation between the two has

to be found. In the study, Student Facilities is scale and Gender is a categorical variable, since both the variables are not scale hence eta is found as a directional measure. From eta it is found that there is a very low correlation between gender and Student Facilities

Table No 4.55. Descriptive Statistics and correlation

	GENDER			
	Male		Female	
	Mean	Standard Deviation	Mean	Standard Deviation
STUDENT FACILITIES	3.87	.36	3.89	.36

Directional Measures

		Value
Nominal by Interval Eta	GENDER Dependent	.445
	STUDENTS FACILITIES Dependent	.031

Source: As per data collected by the researcher

In order to evaluate the relation between the two, a simple linear regression is estimated, where Gender is an independent variable and Student Facilities is a dependent variable. Here the variable gender is a categorical variable and coded as male=0 and female =1.

The Table No.4.56 gives the regression coefficient and R square.

Table No. 4.56 Coefficients and R²

Model	Unstandardized Coefficients		t	Sig.	
	B	Std. Error			R Square
(Constant)	3.872	.051	3.872	.051	0.001
Gender	.022	.071	.022	.071	

Dependent Variable: Student Facilities

Source: As per data collected by the researcher

From the Table No. 4.56, the relation explained between **Student Facilities** and **gender** is 0.1 per cent and the relation is positive. The predicted regression equation is

Student Facilities = 3.872 + 0.022 gender

In order to test the effect of gender on the Student Facilities a Null hypothesis is developed and tested using t test.

$16H_0$: There is no significant impact of gender on the Student Facilities on image building of management professional educational institutes. i.e. $\beta=0$

From the Table No. it is clear that for gender the t value is 0.071 with p value 0.071, which is not significant hence; the null hypothesis is accepted at 5 % level of significance, which means gender has no impact on Student Facilities.

4.6.2. Impact of faculty members' qualification on image of management professional educational institutes.

4.6.2.1 Impact of faculty members' qualification on the factor students' performance on image building of management professional educational institutes.

In order to find impact of Qualification on Student Performance on image building of management professional educational institutes, first correlation between the two has to be found. In the study, Student Performance is scale and Qualification is a categorical variable, since both the variables are not scale hence eta is found as a directional measure. From eta it is found that there is a moderate correlation between Qualification and Student Performance

Table No. 4.57 Descriptive Statistics and correlation

	EDUCATIONAL QUALIFICATION			
	PhD		Post Graduate	
	Mean	Standard Deviation	Mean	Standard Deviation
STUDENT PERFORMANCE	3.87	.37	4.00	.35

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Directional Measures

			Value
Nominal by Interval	Eta	EDUCATIONAL QUALIFICATION Dependent	.607
		STUDENT PERFORMANCE Dependent	.187

Source: As per data collected by the researcher

In order to evaluate the relation between the two, a simple linear regression is estimated, where Qualification is an independent variable and Students Performance is a dependent variable. Here the variable Qualification is a categorical variable and coded as Post Graduate=0 and Ph.D. =1.

The Table No. 4.58 gives the regression coefficient and R square.

Table No.4.58 Coefficients and R^2

Model	Unstandardized Coefficients		t	Sig.	
	B	Std. Error			R Square
(Constant)	3.865	.051	75.912	.000	0.035
Qualification	.135	.070	1.915	.058	

Dependent Variable: Student Performance

Source: As per data collected by the researcher

From the Table No. 4.58, the relation explained between Student Performance and Qualification is 3.5 per cent and the relation is positive. The predicted regression equation is

Student Performance = 3.865 + 0.135 Qualification

In order to test the effect of Qualification on the Student Performance a Null hypothesis is developed and tested using t test.

17H$_0$: There is no significant impact of Qualification on the Student Performance on image building of management professional educational institutes. i.e. $\beta=0$

From the Table No. 4.58 it is clear that for Qualification the t value is 1.915 with p value 0.058, which is significant hence, the null hypothesis is rejected at 5 % level of significance, which means Qualification has impact on Student Performance. With increase in qualification, there is increase perception of the respondents that students Performance enhance image building

4.6.2.2 Impact of faculty members' qualification on the factor students achievement on image building of management professional educational institutes.

In order to find impact of Qualification on Students achievement on image building of management professional educational institutes, first correlation between the two has to be found. In the study, Students achievement is scale and Qualification is a categorical variable, since both the variables are not scale hence eta is found as a directional measure. From eta it is found that there is a moderate correlation between Qualification and Students achievement

Table No. 4.59 Descriptive Statistics and correlation

	EDUCATIONAL QUALIFICATION			
	PhD		Post Graduate	
	Mean	Standard Deviation	Mean	Standard Deviation
STUDENTS ACHIEVEMENT	3.87	.71	3.54	.71

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Directional Measures

			Value
Nominal by Interval	Eta	EDUCATIONAL QUALIFICATION Dependent	.683
		STUDENTS ACHIEVEMENT Dependent	.222

Source: As per data collected by the researcher

In order to evaluate the relation between the two, a simple linear regression is estimated, where Qualification is an independent variable and Students achievement is a dependent variable. Here the variable Qualification is a categorical variable and coded as Post Graduate=0 and Ph.D. =1.

The Table No. 4.60 gives the regression coefficient and R square.

Table No. 4.60 Coefficients and R^2

Model	Unstandardized Coefficients		t	Sig.	
	B	Std. Error			R Square
(Constant)	3.865	.101	38.127	.000	0.049
Qualificatio n	-.321	.140	-2.292	.024	

Dependent Variable: Students achievement

Source: As per data collected by the researcher

From the Table No. 4.60, the relation explained between Students achievement, Qualification is 4.9 per cent, and the relation is positive. The predicted regression equation is

Students achievement = 3.865 - 0.321 Qualification

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In order to test the effect of Qualification on the Students achievement a Null hypothesis is developed and tested using t test.

$18H_0$: There is no significant impact of Qualification on the Students achievement on image building of management professional educational institutes. i.e. $\beta=0$

From the Table No. 4.60 it is clear that for Qualification the t value is -2.292 with p value 0.042, which is significant hence, the null hypothesis is rejected at 5 % level of significance, which means Qualification has impact on Students achievement.

4.6.2.3 Impact of faculty members' qualification on the factor college grade and ranking on image building of management professional educational institutes.

In order to find impact of Qualification on College grade and ranking on image building of management professional educational institutes, first correlation between the two has to be found. In the study College grade and ranking is scale and Qualification is a categorical variable, since both the variables are not scale hence eta is found as a directional measure. From eta it is found that there is a moderate correlation between Qualification and College grade and ranking

Table No. 4.61 Descriptive Statistics and correlation

| | EDUCATIONAL QUALIFICATION | | | |
| | PhD | | Post Graduate | |
	Mean	Standard Deviation	Mean	Standard Deviation
COLLEGE GRADE AND RANKING	3.98	.51	4.15	.32

Directional Measures

			Value
Nominal by Interval	Eta	EDUCATIONAL QUALIFICATION Dependent	.608
		COLLEGE GRADE AND RANKING Dependent	.204

Source: As per data collected by the researcher

In order to evaluate the relation between the two, a simple linear regression is estimated, where Qualification is an independent variable and College grade/ and ranking is a dependent variable. Here the variable Qualification is a categorical variable and coded as Post Graduate=0 and Ph.D. =1.

The Table No.4.62 gives the regression coefficient and R square.

Table No.4.62 Coefficients and R^2

Model	Unstandardized Coefficients		t	Sig.	
	B	Std. Error			R Square
(Constant)	3.980	.060	66.450	.000	0.042
EDUCATIONAL QUALIFICATION	.173	.083	2.094	.039	

Dependent Variable: College grade and ranking

Source: As per data collected by the researcher

From the Table No. 4.62, the relation explained between College grade and ranking and Qualification is 4.2 per cent and the relation is positive. The predicted regression equation is

College grade and ranking = 3.980 + 0.173 Qualification

In order to test the effect of Qualification on the College grade and ranking a Null hypothesis is developed and tested using t test.

19H_0: There is no significant impact of Qualification on the College grade and ranking on image building of management professional educational institutes. i.e. $\beta=0$

From the Table No. 4.62it is clear that for Qualification the t value is 2.094 with p value 0.039, which is not significant hence, the null hypothesis is rejected at 5 % level of significance, which means Qualification has impact on College grade and ranking.

4.6.2.4 Impact of faculty members' qualification on the factor infrastructure and campus on image building of management professional educational institutes.

In order to find impact of Qualification on Infrastructure and campus on image building of management professional educational institutes, first correlation between the two has to be found. In the study Infrastructure and campus is scale and Qualification is a categorical variable, since both the variables are not scale hence eta is found as a directional measure. From eta it is found that there is a moderate correlation between Qualification and Infrastructure and campus

Table No. 4.63 Descriptive Statistics and correlation

	EDUCATIONAL QUALIFICATION			
	PhD		Post Graduate	
	Mean	Standard Deviation	Mean	Standard Deviation
INFRASTRUCTURE AND CAMPUS	3.99	.46	4.09	.51

Directional Measures

			Value
Nominal by Interval	Eta	EDUCATIONAL QUALIFICATION Dependent	.515
		INFRASTRUCTURE AND CAMPUS Dependent	.099

Source: As per data collected by the researcher

In order to evaluate the relation between the two, a simple linear regression is estimated, where Qualification is an independent variable and Infrastructure and campus is a dependent variable. Here the variable Qualification is a categorical variable and coded as Post Graduate=0 and Ph.D. =1.

The Table No. 4.64 gives the regression coefficient and R square.

Table No.4.64 Coefficients and R^2

Model	Unstandardized Coefficients		t	Sig.	
	B	Std. Error			R Square
(Constant) EDUCATION AL QUALIFICATI ON	3.994 .097	.070 .096	57.193 1.004	.000 .318	0.010

Dependent Variable: Infrastructure and campus

Source: As per data collected by the researcher

From the Table No.4.64, the relation explained between Infrastructure & campus and Qualification is 1 per cent, and the relation is positive. The predicted regression equation is

Infrastructure and campus = 3.994 + 0.097 Qualification

In order to test the effect of Qualification on the Infrastructure and campus a Null hypothesis is developed and tested using t test.

$20H_0$: There is no significant impact of Qualification on the Infrastructure and campus on image building of management professional educational institutes. i.e. $\beta=0$

From the Table No. 4.64 it is clear that for Qualification the t value is 1.004 with p value 0.318, which is not significant hence, the null hypothesis is accepted at 5 % level of significance, which means Qualification has no impact on Infrastructure and campus. With increase in qualification, there is increased perception of the respondents that Infrastructure and campus enhance image building

4.6.2.5 Impact of faculty members' qualification on the factor placement and training on image building of management professional educational institutes.

In order to find impact of Qualification on Placement and training on image building of management professional educational institutes, first correlation between the two has to be found. In the study Placement and training is scale and Qualification is a categorical variable, since both the variables are not scale hence eta is found as a directional measure. From eta it is found that there is a moderate correlation between Qualification and Placement and training

Table No. 4.65 Descriptive Statistics and correlation

| | EDUCATIONAL QUALIFICATION | | | |
| | PhD | | Post Graduate | |
	Mean	Standard Deviation	Mean	Standard Deviation
PLACEMENT AND TRAINING	4.20	.38	4.24	.56

Directional Measures

			Value
Nominal by Interval	Eta	EDUCATIONAL QUALIFICATION Dependent	.550
		PLACEMENT AND TRAINING Dependent	.037

Source: As per data collected by the researcher

In order to evaluate the relation between the two, a simple linear regression is estimated, where Qualification is an independent variable and Placement and training is a dependent variable. Since the variable Qualification is a categorical variable and coded as Post Graduate=0 and Ph.D. =1.

The Table No. 4.66 gives the regression coefficient and R square.

Table No. 4.66 Coefficients and R^2

Model	Unstandardized Coefficients		t	Sig.	
	B	Std. Error			R Square
(Constant) EDUCATION AL QUALIFICATI ON	4.202 .035	.069 .095	60.920 .369	.000 .713	0.001

Dependent Variable: Placement and training

Source: As per data collected by the researcher

From the Table No. 4.66, the relation explained between Placement & training and Qualification is 0.1 per cent and the relation is negative. The predicted regression equation is

Placement and training = 4.202 + 0.035 Qualification

In order to test the effect of Qualification on the Placement and training a Null hypothesis is developed and tested using t test.

21H$_0$: There is no significant impact of Qualification on the Placement and training on image building of management professional educational institutes. i.e. β=0

From the Table No. 4.66 it is clear that for Qualification the t value is 0.369 with p value 0.713, which is not significant hence, the null hypothesis is accepted at 5 % level of significance, which means Qualification has no impact on Placement and training.

4.6.2.6 Impact of faculty members' qualification on the factor academic team on image building of management professional educational institutes.

In order to find impact of Qualification on Academic team on image building of management professional educational institutes, first correlation between the two has to be found. In the study, Academic team is scale and Qualification is a categorical

variable, since both the variables are not scale hence eta is found as a directional measure. From eta it is found that there is a moderate correlation between Qualification and Academic team

Table No. 4.67 Descriptive Statistics and correlation

	EDUCATIONAL QUALIFICATION			
	PhD		Post Graduate	
	Mean	Standard Deviation	Mean	Standard Deviation
ACADEMIC TEAM	4.08	.32	4.19	.49

Directional Measures

		Value
Nominal by Interval Eta	EDUCATIONAL QUALIFICATION Dependent	.567
	ACADEMIC TEAM Dependent	.125

Source: As per data collected by the researcher

In order to evaluate the relation between the two, a simple linear regression is estimated, where Qualification is an independent variable and Academic team is a dependent variable. Since the variable Qualification is a categorical variable and coded as Post Graduate=0 and Ph.D. =1.

The Table No. 4.68 gives the regression coefficient and R square.

Table No.4.68 Coefficients and R^2

Model	Unstandardized Coefficients		t	Sig.	
	B	Std. Error			R Square
(Constant)	4.082	.059	68.687	.000	0.016
EDUCATIONAL QUALIFICATION	.104	.082	1.262	.210	

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Dependent Variable: Academic team

Source: As per data collected by the researcher

From the Table No. 4.68, the relation explained between Academic team and Qualification is 1.6 per cent and the relation is positive. The predicted regression equation is

Academic team = 4.082+ 0.104 Qualification

In order to test the effect of Qualification on the Academic team a Null hypothesis is developed and tested using t test.

$22H_0$: There is no significant impact of Qualification on the Academic team on image building of management professional educational institutes. i.e. $\beta=0$

From the Table No. 4.68 it is clear that for Qualification the t value is 1.262 with p value 0.210, which is not significant hence, the null hypothesis is accepted at 5 % level of significance, which means Qualification has no impact on Academic team.

4.6.2.7 Impact of faculty members qualification on the factor pedagogy on image building of management professional educational institutes.

In order to find impact of Qualification on Pedagogy on image building of management professional educational institutes, first correlation between the two has to be found. In the study, Pedagogy is scale and Qualification is a categorical variable, since both the variables are not scale hence eta is found as a directional measure. From eta it is found that there is a moderate correlation between Qualification and Pedagogy

Table No. 4.69 Descriptive Statistics and correlation

	EDUCATIONAL QUALIFICATION			
	PhD		Post Graduate	
	Mean	Standard Deviation	Mean	Standard Deviation
PEDAGOGY	4.14	.32	4.10	.41

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Directional Measures

			Value
Nominal by Interval	Eta	EDUCATIONAL QUALIFICATION Dependent	.550
		PEDAGOGY Dependent	.049

Source: As per data collected by the researcher

In order to evaluate the relation between the two, a simple linear regression is estimated, where Qualification is an independent variable and Pedagogy is a dependent variable. Since the variable Qualification is a categorical variable and coded as Post Graduate=0 and Ph.D. =1.

The Table No. 4.70 gives the regression coefficient and R square.

Table No. 4.70 Coefficients and R^2

Model	Unstandardized Coefficients		t	Sig.	
	B	Std. Error			R Square
(Constant)	4.140	.053	77.552	.000	0.002
EDUCATIONAL QUALIFICATION	-.036	.074	-.490	.625	

Dependent Variable: Pedagogy

Source: As per data collected by the researcher

From the Table No. 4.70, the relation explained between Pedagogy and Qualification is 0.2 per cent and the relation is negative. The predicted regression equation is

Pedagogy = 4.140 - 0.036 Qualification

In order to test the effect of Qualification on the Pedagogy a Null hypothesis is developed and tested using t test.

$23H_0$: There is no significant impact of Qualification on the Pedagogy on image building of management professional educational institutes. i.e. $\beta=0$

From the Table No. 4.70 it is clear that for Qualification the t value is -0.490 with p value 0.625, which is not significant hence, the null hypothesis is accepted at 5 % level of significance, which means Qualification has no impact on Pedagogy.

4.6.2.8 Impact of faculty members' qualification on the factor Student Facilities on image building of management professional educational institutes.

In order to find impact of Qualification on Student Facilities on image building of management professional educational institutes, first correlation between the two has to be found. In the study, Student Facilities is scale and Qualification is a categorical variable, since both the variables are not scale hence eta is found as a directional measure. From eta it is found that there is a moderate correlation between Qualification and Student Facilities

Table No. 4.71 Descriptive Statistics and correlation

	EDUCATIONAL QUALIFICATION			
	PhD		Post Graduate	
	Mean	Standard Deviation	Mean	Standard Deviation
STUDENT FACILITIES	3.93	.36	3.84	.36

Directional Measures

			Value
Nominal by Interval	Eta	EDUCATIONAL QUALIFICATION Dependent	.547
		STUDENT FACILITIES Dependent	.126

Source: As per data collected by the researcher

In order to evaluate the relation between the two, a simple linear regression is estimated, where Qualification is an independent variable and Student Facilities is a dependent variable. Since the variable Qualification is a categorical variable and coded as Post Graduate=0 and Ph.D. =1.

The Table No. 4.72 gives the regression coefficient and R square.

Table No. 4.72 Coefficients and R^2

Model	Unstandardized Coefficients		t	Sig.	
	B	Std. Error			R Square
(Constant)	3.931	.051	77.245	.000	0.016
EDUCATIONAL QUALIFICATION	-.090	.070	-1.279	.204	

Dependent Variable: Student Facilities

Source: As per data collected by the researcher

From the Table No. 4.72, the relation explained between Student Facilities and Qualification is 0 per cent and the relation is negative. The predicted regression equation is

Student Facilities = 3.931 -0.090 Qualification

In order to test the effect of Qualification on the Student Facilities a Null hypothesis is developed and tested using t test.

$24H_0$: There is no significant impact of Qualification on the Student Facilities on image building of management professional educational institutes. i.e. $\beta=0$

From the Table No. 4.72 it is clear that for Qualification the t value is -1.279 with p value 0.204, which is not significant hence, the null hypothesis is accepted at 5 % level of significance, which means Qualification has no impact on Student Facilities.

4.6.3. Impact of faculty members' academic experience on image of management professional educational institutes.

4.6.3.1 Impact of faculty members academic experience on the factor students' performance on image building of management professional educational institutes.

In order to find impact of Academic Experience on Students performance on image building of management professional educational institutes, first correlation between the two has to be found. karl-pearson correlation gives the linear correlation between the two variables which is given in Table No.

Table No. 4.73 Descriptive Statistics and correlation

Variable	Mean	Std. Deviation	N	Pearson Correlation	P value of correlation
STUDENT PERFORMAN CE	3.9359	.36106	103	-0.107	0.142
ACADEMIC EXPERIENCE	13.233 0	9.03393	103		

Source: As per data collected by the researcher

From the Table No. 4.73 it is clear that the correlation is negative and non-significant, which means there is no correlation between the Students performance and Academic Experience. In order to evaluate the relation between the two a simple linear regression is estimated, where Academic Experience is an independent variable and Students performance is a dependent variable.

The Table No. 4.74 gives the regression coefficient and R square.

Table No. 4.74 Coefficients and R^2

Model	Unstandardized Coefficients		t	Sig.	
	B	Std. Error			R Square
(Constant)	3.992	.063	63.110	.000	0.011
Academic Experience	-.004	.004	-1.077	.284	

Dependent Variable: Students performance

Source: As per data collected by the researcher

From the Table No.4.74, the relation explained between Students performance and Academic Experience on image building of management professional educational institutes is 1.1 per cent, which is negative. The predicted regression equation is

Students performance = 3.992 - 0.004 Academic Experience

In order to test the effect of Academic Experience on the Students performance on image building of management professional educational institutes a Null hypothesis is developed and tested using t test.

$25H_0$: There is no significant impact of Academic Experience on the Students performance on image building of management professional educational institutes. i.e. $\beta=0$

From the Table No. 4.74 it is clear that the t value is -1.077 with p value 0.284 which is non-significant hence the null hypothesis is accepted, which means Academic Experience has no impact on Students performance on image building of management professional educational institutes.

4.6.3.2 Impact of faculty members' academic experience on the factor students achievement on image building of management professional educational institutes.

In order to find impact of Academic Experience on Students achievement on image building of management professional educational institutes, first correlation between

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the two has to be found. karl-pearson correlation gives the linear correlation between the two variables which is given in Table No.

Table No. 4.75 Descriptive Statistics and correlation

Variable	Mean	Std. Deviation	N	Pearson Correlation	P value of correlation
STUDENTS ACHIEVEMEN T	3.6971	.72429	103	0.151	0.063
ACADEMIC EXPERIENCE	13.2330	9.03393	103		

Source: As per data collected by the researcher

From the Table No. 4.75 it is clear that the correlation is negative and non-significant, which means there is no correlation between the Students achievement and Academic Experience. In order to evaluate the relation between the two a simple linear regression is estimated, where Academic Experience is an independent variable and Students achievement is a dependent variable.

The Table No. 4.76 gives the regression coefficient and R square.

Table No. 5 Coefficients and R^2

Model	Unstandardized Coefficients		t	Sig.	
	B	Std. Error			R Square
(Constant)	3.536	.126	28.033	.000	0.023
ACADEMIC EXPERIENCE	.012	.008	1.540	.127	

Dependent Variable: Students achievement

Source: As per data collected by the researcher

From the Table No. 4.76, the relation explained between Students achievement and Academic Experience on image building of management professional educational institutes is 2.3 per cent, which is negative. The predicted regression equation is

Students achievement = 3.536 + 0.012 Academic Experience

In order to test the effect of Academic Experience on the Students achievement on image building of management professional educational institutes a Null hypothesis is developed and tested using t test.

26H_0: There is no significant impact of Academic Experience on the Students achievement on image building of management professional educational institutes. i.e. $\beta=0$

From the Table No. 4.76 it is clear that the t value is 1.540 with p value 0.127 which is non-significant hence the null hypothesis is accepted, which means Academic Experience has no impact on Students achievement on image building of management professional educational institutes.

4.6.3.3 Impact of faculty members' academic experience on the factor college grade and ranking on image building of management professional educational institutes.

In order to find impact of Academic Experience on College grade and ranking on image building of management professional educational institutes, first correlation between the two has to be found. karl-pearson correlation gives the linear correlation between the two variables which is given in Table No. 4.77

Table No. 4.77 Descriptive Statistics and correlation

Variable	Mean	Std. Deviation	N	Pearson Correlation	P value of correlation
COLLEGE GRADE AND RANKING	4.0704	.42612	103	0.067	0.252
ACADEMIC EXPERIENCE	13.2330	9.03393	103		

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Source: As per data collected by the researcher

From the Table No. 4.77 it is clear that the correlation is positive and non-significant, which means there is no correlation between the College grade and ranking and Academic Experience. In order to evaluate the relation between the two a simple linear regression is estimated, where Academic Experience is an independent variable and College grade and ranking is a dependent variable. The Table No.4.78 gives the regression coefficient and R square.

Table No. 4.78 Coefficients and R^2

Model	Unstandardized Coefficients		t	Sig.	
	B	Std. Error			R Square
(Constant)	4.029	.075	53.775	.000	0.004
ACADEMIC EXPERIENCE	.003	.005	.672	.503	

Dependent Variable: College grade and ranking

Source: As per data collected by the researcher

From the Table No. 4.78, the relation explained between College grade and ranking and Academic Experience on image building of management professional educational institutes is 0.4 per cent, which is positive. The predicted regression equation is

College grade and ranking = 4.029 + 0.003 Academic Experience

In order to test the effect of Academic Experience on the College grade and ranking on image building of management professional educational institutes a Null hypothesis is developed and tested using t test.

$27H_0$: There is no significant impact of Academic Experience on the College grade and ranking on image building of management professional educational institutes. i.e. $\beta=0$

From the Table No. 4.78 it is clear that the t value is 0.672 with p value 0.503 which is non-significant hence the null hypothesis is accepted, which means Academic

Experience has no impact on College grade and ranking on image building of management professional educational institutes.

4.6.3.4 Impact of faculty members' academic experience on the factor infrastructure and campus on image building of management professional educational institutes.

In order to find impact of Academic Experience on Infrastructure and campus on image building of management professional educational institutes, first correlation between the two has to be found. karl-pearson correlation gives the linear correlation between the two variables which is given in Table No. 4.79

Table No. 4.79 Descriptive Statistics and correlation

Variable	Mean	Std. Deviation	N	Pearson Correlation	P value of correlation
INFRASTRUCT URE AND CAMPUS	4.044 7	.48884	103	0.010	0.460
ACADEMIC EXPERIENCE	13.23 30	9.03393	103		

Source: As per data collected by the researcher

From the Table No. 4.79 it is clear that the correlation is positive and non-significant, which means there is no correlation between the Infrastructure and campus and Academic Experience. In order to evaluate the relation between the two a simple linear regression is estimated, where Academic Experience is an independent variable and Infrastructure & campus is a dependent variable. The Table No.4.80 gives the regression coefficient and R square.

Table No. 4.80 Coefficients and R^2

Model	Unstandardized Coefficients		t	Sig.	
	B	Std. Error			R Square
(Constant)	4.037	.086	46.875	.000	0.000
ACADEMIC EXPERIENCE	.001	.005	.101	.920	

Dependent Variable: Infrastructure and campus

Source: As per data collected by the researcher

From the Table No. 4.80, the relation explained between Infrastructure and campus and Academic Experience on image building of management professional educational institutes is 0 per cent, which is positive. The predicted regression equation is

Infrastructure and campus = 4.037 + 0.001 Academic Experience

In order to test the effect of Academic Experience on the Infrastructure and campus on image building of management professional educational institutes a Null hypothesis is developed and tested using t test.

$28H_0$: There is no significant impact of Academic Experience on the Infrastructure and campus on image building of management professional educational institutes. i.e. $\beta=0$

From the Table No. 4.80 it is clear that the t value is 0.101 with p value 0.920 which is non-significant hence the null hypothesis is accepted, which means Academic Experience has no impact on Infrastructure and campus on image building of management professional educational institutes.

4.6.3.5Impact of faculty members' academic experience on the factor placement and training on image building of management professional educational institutes.

In order to find impact of Academic Experience on Placement and training on image building of management professional educational institutes, first correlation between

the two has to be found. karl-pearson correlation gives the linear correlation between the two variables which is given in Table No. 4.81

Table No. 4.81 Descriptive Statistics and correlation

Variable	Mean	Std. Deviation	N	Pearson Correlation	P value of correlation
PLACEMENT AND TRAINING	4.2207	.48081	103	-0.113	0.129
ACADEMIC EXPERIENCE	13.2330	9.03393	103		

Source: As per data collected by the researcher

From the Table No. 4.81 it is clear that the correlation is negative and non-significant, which means there is no correlation between the Placement and training and Academic Experience. In order to evaluate the relation between the two a simple linear regression is estimated, where Academic Experience is an independent variable and Placement & training is a dependent variable. The Table No. 4.82 gives the regression coefficient and R square.

Table No. 4.82 Coefficients and R^2

Model	Unstandardized Coefficients		t	Sig.	R Square
	B	Std. Error			
(Constant)	4.300	.084	51.080	.000	0.013
ACADEMIC EXPERIENCE	-.006	.005	-1.140	.257	

Dependent Variable: Placement and training

Source: As per data collected by the researcher

From the Table No. 4.82, the relation explained between Placement and training and Academic Experience on image building of management professional educational institutes is 1.3 per cent, which is negative. The predicted regression equation is

Placement and training = 4.300 - 0.006 Academic Experience

In order to test the effect of Academic Experience on the Placement and training on image building of management professional educational institutes a Null hypothesis is developed and tested using t test.

$29H_0$: There is no significant impact of Academic Experience on the Placement and training on image building of management professional educational institutes. i.e. $\beta=0$

From the Table No.4.82 it is clear that the t value is -1.140 with p value 0.257 which is non-significant hence the null hypothesis is accepted, which means Academic Experience has no impact on Placement and training on image building of management professional educational institutes.

4.6.3.6 Impact of faculty members' academic experience on the factor academic team on image building of management professional educational institutes.

In order to find impact of Academic Experience on Academic team on image building of management professional educational institutes, first correlation between the two has to be found. karl-pearson correlation gives the linear correlation between the two variables which is given in Table No. 4.83

Table No. 4.83 Descriptive Statistics and correlation

Variable	Mean	Std. Deviation	N	Pearson Correlation	P value of correlation
ACADEMIC TEAM	4.1359	.41717	103	-0.147	0.069
ACADEMIC EXPERIENCE	13.2330	9.03393	103		

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Source: As per data collected by the researcher

From the Table No. 4.83 it is clear that the correlation is negative and non-significant, which means there is no correlation between the Academic team and Academic Experience. In order to evaluate the relation between the two a simple linear regression is estimated, where Academic Experience is an independent variable and Academic team is a dependent variable. The Table No.4.84 gives the regression coefficient and R square.

Table No. 4.84 Coefficients and R^2

Model	Unstandardized Coefficients		t	Sig.	
	B	Std. Error			R Square
(Constant)	4.226	.073	58.116	.000	0.022
ACADEMIC EXPERIENCE	-.007	.005	-1.493	.139	

Dependent Variable: Academic team

Source: As per data collected by the researcher

From the Table No. 4.84, the relation explained between Academic team and Academic Experience on image building of management professional educational institutes is 2.2 per cent, which is negative. The predicted regression equation is

Academic team = 4.226 - 0.007 Academic Experience

In order to test the effect of Academic Experience on the Academic team on image building of management professional educational institutes a Null hypothesis is developed and tested using t test.

$30H_0$: There is no significant impact of Academic Experience on the Academic team on image building of management professional educational institutes. i.e. $\beta = 0$

From the Table No. 4.84 it is clear that the t value is -1.493 with p value 0.139 which is non-significant hence the null hypothesis is accepted, which means Academic

Experience has no impact on Academic team on image building of management professional educational institutes.

4.6.3.7 Impact of faculty members' academic experience on the factor pedagogy on image building of management professional educational institutes.

In order to find impact of Academic Experience on Pedagogy on image building of management professional educational institutes, first correlation between the two has to be found. karl-pearson correlation gives the linear correlation between the two variables which is given in Table No. 4.85

Table No. 4.85 Descriptive Statistics and correlation

Variable	Mean	Std. Deviation	N	Pearson Correlation	P value of correlation
PEDAGOGY	4.1214	.37232	103	-0.181	0.034
ACADEMIC EXPERIENCE	13.2330	9.03393	103		

Source: As per data collected by the researcher

From the Table No. 4.85 it is clear that the correlation is negative and significant, which means there is correlation between the Pedagogy and Academic Experience. In order to evaluate the relation between the two a simple linear regression is estimated, where Academic Experience is an independent variable and Pedagogy is a dependent variable. The Table No. 4.86 gives the regression coefficient and R square.

Table No. 4.86 Coefficients and R^2

Model	Unstandardized Coefficients		t	Sig.	
	B	Std. Error			R Square
(Constant)	4.220	.065	65.402	.000	0.033
ACADEMIC EXPERIENCE	-.007	.004	-1.848	.068	

Dependent Variable: Pedagogy

Source: As per data collected by the researcher

From the Table No. 4.86, the relation explained between Pedagogy and Academic Experience on image building of management professional educational institutes is 3.3 per cent, which is negative. The predicted regression equation is

Pedagogy = 4.220 - 0.007 Academic Experience

In order to test the effect of Academic Experience on the Pedagogy on image building of management professional educational institutes a Null hypothesis is developed and tested using t test.

31H_0: There is no significant impact of Academic Experience on the Pedagogy on image building of management professional educational institutes. i.e. $\beta=0$

From the Table No. 4.86 it is clear that the t value is -1.848 with p value 0.068 which is non-significant hence the null hypothesis is accepted, which means Academic Experience has no impact on Pedagogy on image building of management professional educational institutes.

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4.6.3.8 Impact of faculty members' academic experience on the factor Student Facilities on image building of management professional educational institutes.

In order to find impact of Academic Experience on Student Facilities on image building of management professional educational institutes, first correlation between the two has to be found. karl-pearson correlation gives the linear correlation between the two variables which is given in Table No. 4.87

Table No. 4.87 Descriptive Statistics and correlation

Variable	Mean	Std. Deviation	N	Pearson Correlation	P value of correlation
STUDENT FACILITIES	3.8835	.35730	103	-0.166	0.047
ACADEMIC EXPERIENCE	13.2330	9.03393	103		

Source: As per data collected by the researcher

From the Table No. 4.87 it is clear that the correlation is negative and significant, which means there is correlation between the Student Facilities and Academic Experience. In order to evaluate the relation between the two a simple linear regression is estimated, where Academic Experience is an independent variable and Student Facilities is a dependent variable. The Table No. 4.88 gives the regression coefficient and R square.

Table No. 4.88 Coefficients and R^2

Model	Unstandardized Coefficients		t	Sig.	
	B	Std. Error			R Square
(Constant)	3.970	.062	63.952	.000	0.028
ACADEMIC EXPERIENCE	-.007	.004	-1.693	.093	

Dependent Variable: Student Facilities

Source: As per data collected by the researcher

From the Table No. 4.88, the relation explained between Student Facilities and Academic Experience on image building of management professional educational institutes is 2.8 per cent, which is negative. The predicted regression equation is

Student Facilities = 3.970 - 0.007 Academic Experience

In order to test the effect of Academic Experience on the Student Facilities on image building of management professional educational institutes a Null hypothesis is developed and tested using t test.

32H$_0$: There is no significant impact of Academic Experience on the Student Facilities on image building of management professional educational institutes. i.e. $\beta=0$

From the Table No. 4.88 it is clear that the t value is -1.693 with p value 0.093 which is non-significant hence the null hypothesis is accepted, which means Academic Experience has no impact on Student Facilities on image building of management professional educational institutes.

4.6.4. Impact of faculty members' industrial experience on image of management professional educational institutes.

4.6.4.1 Impact of faculty members' industrial experience on the factor students' performance on image building of management professional educational institutes.

In order to find impact of Industrial Experience on Student performances on image building of management professional educational institutes, first correlation between the two has to be found. karl-pearson correlation gives the linear correlation between the two variables which is given in Table No. 4.89

Table No. 4.89 Descriptive Statistics and correlation

Variable	Mean	Std. Deviation	N	Pearson Correlation	P value of correlation
STUDENT PERFORMANCES	3.9359	.36106	103	-0.082	0.204
INDUSTRIAL EXPERIENCE	1.9320	2.19296	103		

Source: As per data collected by the researcher

From the Table No. 4.89 it is clear that the correlation is negative and non-significant, which means there is no correlation between the Student performances and Industrial Experience. In order to evaluate the relation between the two a simple linear regression is estimated, where Industrial Experience is an independent variable and Student performances is a dependent variable. The Table No. 4.90 gives the regression coefficient and R square.

Table No. 4.90 Coefficients and R^2

Model	Unstandardized Coefficients		t	Sig.	
	B	Std. Error			R Square
(Constant)	3.962	.048	83.259	.000	0.007
INDUSTRIAL EXPERIENCE	-.014	.016	-.830	.408	

Dependent Variable: Student performances

Source: As per data collected by the researcher

From the Table No. 4.90, the relation explained between Student performances and Industrial Experience on image building of management professional educational institutes is 0.7 per cent, which is negative. The predicted regression equation is

Student performances = 3.962 - 0.014 Industrial Experience

In order to test the effect of Industrial Experience on the Student performances on image building of management professional educational institutes a Null hypothesis is developed and tested using t test.

33H$_0$: There is no significant impact of Industrial Experience on the Student performances on image building of management professional educational institutes. i.e. $\beta=0$

From the Table No.4.90 it is clear that the t value is -0.830 with p value 0.408, which is non-significant hence the null hypothesis is accepted, which means Industrial Experience has no impact on Student performances on image building of management professional educational institutes.

4.6.4.2 Impact of faculty members' industrial experience on the factor students' achievement on image building of management professional educational institutes.

In order to find impact of Industrial Experience on Student academics on image building of management professional educational institutes, first correlation between the two has to be found. karl-pearson correlation gives the linear correlation between the two variables which is given in Table No. 4.91

Table No. 4.91 Descriptive Statistics and correlation

Variable	Mean	Std. Deviation	N	Pearson Correlation	P value of correlation
STUDENT ACADEMICS	3.6971	.72429	103	-0.018	0.429
INDUSTRIAL EXPERIENCE	1.9320	2.19296	103		

Source: As per data collected by the researcher

From the Table No. 4.91 it is clear that the correlation is negative and non-significant, which means there is no correlation between the Student achievement and Industrial Experience. In order to evaluate the relation between the two a simple linear regression is estimated, where Industrial Experience is an independent variable and Student academics is a dependent variable. The Table No. 4.92 gives the regression coefficient and R square.

Table No. 4.92 Coefficients and R^2

Model	Unstandardized Coefficients		t	Sig.	
	B	Std. Error			R Square
(Constant)	3.686	.096	38.484	.000	0.007
INDUSTRIAL EXPERIENCE	.006	.033	.179	.859	

Dependent Variable: Student academics

Source: As per data collected by the researcher

From the Table No. 4.92, the relation explained between Student academics and Industrial Experience on image building of management professional educational institutes is 0.7 per cent, which is negative. The predicted regression equation is

Student academics = 3.686 + 0.006 Industrial Experience

In order to test the effect of Industrial Experience on the Student academics on image building of management professional educational institutes a Null hypothesis is developed and tested using t test.

$34H_0$: There is no significant impact of Industrial Experience on the Student academics on image building of management professional educational institutes. i.e. $\beta=0$

From the Table No. 4.92 it is clear that the t value is 0.179 with p value 0.859 which is non-significant hence the null hypothesis is accepted, which means Industrial Experience has no impact on Student academics on image building of management professional educational institutes.

4.6.4.3 Impact of faculty members' industrial experience on the factor college grade and ranking on image building of management professional educational institutes.

In order to find impact of Industrial Experience on College grade and ranking on image building of management professional educational institutes, first correlation between the two has to be found. karl-pearson correlation gives the linear correlation between the two variables which is given in Table No. 4.93

Table No. Descriptive Statistics and correlation

Variable	Mean	Std. Deviation	N	Pearson Correlation	P value of correlation
COLLEGE GRADE AND RANKING	4.0704	.42612	103	0.062	0.268
INDUSTRIAL EXPERIENCE	1.9320	2.19296	103		

Source: As per data collected by the researcher

From the Table No. 4.93 it is clear that the correlation is positive and non-significant, which means there is no correlation between the College grade and ranking and Industrial Experience. In order to evaluate the relation between the two a simple linear regression is estimated, where Industrial Experience is an independent variable and College grade and ranking is a dependent variable. The Table No. 4.94 gives the regression coefficient and R square.

Table No. 4.94 Coefficients and R^2

Model	Unstandardized Coefficients		t	Sig.	
	B	Std. Error			R Square
(Constant)	4.047	.056	71.955	.000	0.004
INDUSTRIAL EXPERIENCE	.012	.019	.620	.537	

Dependent Variable: College grade and ranking

Source: As per data collected by the researcher

From the Table No. 4.94, the relation explained between College grade and ranking and Industrial Experience on image building of management professional educational institutes is 0.4 per cent, which is negative. The predicted regression equation is

College grade and ranking = 4.047 + 0.012 Industrial Experience

In order to test the effect of Industrial Experience on the College grade and ranking on image building of management professional educational institutes a Null hypothesis is developed and tested using t test.

$35H_0$: There is no significant impact of Industrial Experience on the College grade and ranking on image building of management professional educational institutes. i.e. $\beta=0$

From the Table No. 4.94 it is clear that the t value is 0.620 with p value 0.537 which is non-significant hence the null hypothesis is accepted, which means Industrial Experience has no impact on College grade and ranking on image building of management professional educational institutes.

4.6.4.4 Impact of faculty members' industrial experience on the factor infrastructure and campus on image building of management professional educational institutes.

In order to find impact of Industrial Experience on Infrastructure and campus on image building of management professional educational institutes, first correlation between the two has to be found. karl-pearson correlation gives the linear correlation between the two variables which is given in Table No. 4.95

Table No. Descriptive Statistics and correlation

Variable	Mean	Std. Deviation	N	Pearson Correlation	P value of correlation
INFRASTRUCTURE AND CAMPUS	4.0447	.48884	103	0.025	0.402
INDUSTRIAL EXPERIENCE	1.9320	2.19296	103		

Source: As per data collected by the researcher

From the Table No. 4.95 it is clear that the correlation is positive and non-significant, which means there is no correlation between the Infrastructure and campus and Industrial Experience. In order to evaluate the relation between the two a simple linear regression is estimated, where Industrial Experience is an independent variable and Infrastructure & campus is a dependent variable. The Table No. 4.96 gives the regression coefficient and R square.

Table No. 4.96 Coefficients and R²

Model	Unstandardized Coefficients		t	Sig.	
	B	Std. Error			R Square
(Constant)	4.034	.065	62.417	.000	0.001
INDUSTRIAL EXPERIENCE	.006	.022	.249	.804	

Dependent Variable: Infrastructure and campus

Source: As per data collected by the researcher

From the Table No. 4.96, the relation explained between Infrastructure and campus and Industrial Experience on image building of management professional educational institutes is 0.1 per cent, which is positive. The predicted regression equation is

Infrastructure and campus = 4.034 + 0.006 Industrial Experience

In order to test the effect of Industrial Experience on the Infrastructure and campus on image building of management professional educational institutes a Null hypothesis is developed and tested using t test.

$36H_0$: There is no significant impact of Industrial Experience on the Infrastructure and campus on image building of management professional educational institutes. i.e. $\beta=0$

From the Table No. 4.96 it is clear that the t value is 0.249 with p value 0.804, which is non-significant hence the null hypothesis is accepted, which means Industrial Experience has no impact on Infrastructure and campus on image building of management professional educational institutes.

4.6.4.5 Impact of faculty members' industrial experience on the factor placement and training on image building of management professional educational institutes.

In order to find impact of Industrial Experience on Placement and training on image building of management professional educational institutes, first correlation between the two has to be found. karl-pearson correlation gives the linear correlation between the two variables which is given in Table No. 4.97

Table No. 4.97 Descriptive Statistics and correlation

Variable	Mean	Std. Deviation	N	Pearson Correlation	P value of correlation
PLACEMENT AND TRAINING	4.2207	.48081	103	0.001	0.497
INDUSTRIAL EXPERIENCE	1.9320	2.19296	103		

Source: As per data collected by the researcher

From the Table No. 4.97 it is clear that the correlation is positive and non-significant, which means there is no correlation between the Placement and training and Industrial Experience. In order to evaluate the relation between the two a simple linear regression is estimated, where Industrial Experience is an independent variable and Placement & training is a dependent variable. The Table No.4.98 gives the regression coefficient and R square.

Table No. 4.98 Coefficients and R^2

Model	Unstandardized Coefficients		t	Sig.	
	B	Std. Error			R Square
(Constant)	4.220	.064	66.371	.000	0.000
INDUSTRIAL EXPERIENCE	.000	.022	.008	.993	

Dependent Variable: Placement and training

Source: As per data collected by the researcher

From the Table No. 4.98, the relation explained between Placement and training and Industrial Experience on image building of management professional educational institutes is 0 per cent. The predicted regression equation is

Placement and training = 4.220 + 0.000 Industrial Experience

In order to test the effect of Industrial Experience on the Placement and training on image building of management professional educational institutes a Null hypothesis is developed and tested using t test.

$37H_0$: There is no significant impact of Industrial Experience on the Placement and training on image building of management professional educational institutes. i.e. $\beta=0$

From the Table No. 4.98 it is clear that the t value is 0.008 with p value 0.993 which is non-significant hence the null hypothesis is accepted, which means Industrial Experience has no impact on Placement and training on image building of management professional educational institutes.

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4.6.4.6 Impact of faculty members' industrial experience on the factor academic team on image building of management professional educational institutes.

In order to find impact of Industrial Experience on Academic team on image building of management professional educational institutes, first correlation between the two has to be found. karl-pearson correlation gives the linear correlation between the two variables which is given in Table No. 4.99

Table No. 4.99 Descriptive Statistics and correlation

Variable	Mean	Std. Deviation	N	Pearson Correlation	P value of correlation
ACADEMIC TEAM	4.1359	.41717	103	-0.021	0.418
INDUSTRIAL EXPERIENCE	1.9320	2.19296	103		

Source: As per data collected by the researcher

From the Table No. 4.99 it is clear that the correlation is negative and non-significant, which means there is no correlation between the Academic team and Industrial Experience. In order to evaluate the relation between the two a simple linear regression is estimated, where Industrial Experience is an independent variable and Academic team is a dependent variable. The Table No. 4.100 gives the regression coefficient and R square.

Table No. 4.100 Coefficients and R^2

Model	Unstandardized Coefficients		t	Sig.	
	B	Std. Error			R Square
(Constant)	4.144	.055	75.120	.000	0.000
INDUSTRIAL EXPERIENCE	-.004	.019	-.209	.835	

· Dependent Variable: Academic team

Source: As per data collected by the researcher

From the Table No. 4.100, the relation explained between Academic team and Industrial Experience on image building of management professional educational institutes is 0 per cent. The predicted regression equation is

Academic team = 4.144 - 0.004 Industrial Experience

In order to test the effect of Industrial Experience on the Academic team on image building of management professional educational institutes a Null hypothesis is developed and tested using t test.

$38H_0$: There is no significant impact of Industrial Experience on the Academic team on image building of management professional educational institutes. i.e. $\beta=0$

From the Table No. 4.100 it is clear that the t value is -0.209 with p value 0.835 which is non-significant hence the null hypothesis is accepted, which means Industrial Experience has no impact on Academic team on image building of management professional educational institutes.

4.6.4.7 Impact of faculty members' industrial experience on the factor pedagogy on image building of management professional educational institutes.

In order to find impact of Industrial Experience on Pedagogy on image building of management professional educational institutes, first correlation between the two has to be found. ᴋarl-pearson correlation gives the linear correlation between the two variables which is given in Table No. 4.101

Table No. 4.101 Descriptive Statistics and correlation

Variable	Mean	Std. Deviation	N	Pearson Correlation	P value of correlation
PEDAGOGY	4.1214	.37232	103	-0.197	0.023
INDUSTRIAL EXPERIENCE	1.9320	2.19296	103		

Source: As per data collected by the researcher

From the Table No. 4.101 it is clear that the correlation is negative and significant, which means there is negative correlation between the Pedagogy and Industrial Experience. In order to evaluate the relation between the two a simple linear regression is estimated, where Industrial Experience is an independent variable and Pedagogy is a dependent variable. The Table No. 4.102 gives the regression coefficient and R square.

Table No. 4.102 Coefficients and R^2

Model	Unstandardized Coefficients		t	Sig.	
	B	Std. Error			R Square
(Constant)	4.186	.048	86.711	.000	0.039
INDUSTRIAL EXPERIENCE	-.033	.017	-2.019	.046	

Dependent Variable: Pedagogy

Source: As per data collected by the researcher

From the Table No. 4.102, the relation explained between Pedagogy and Industrial Experience on image building of management professional educational institutes is 3.9 per cent. The predicted regression equation is

Pedagogy = 4.186 - 0.033 Industrial Experience

In order to test the effect of Industrial Experience on the Pedagogy on image building of management professional educational institutes a Null hypothesis is developed and tested using t test.

$39H_0$: There is no significant impact of Industrial Experience on the Pedagogy on image building of management professional educational institutes. i.e. $\beta=0$

From the Table No. 4.102 it is clear that the t value is -2.019 with p value 0.046 which is significant hence the null hypothesis is rejected, which means Industrial Experience has negative impact on Pedagogy on image building of management professional educational institutes.

4.6.4.8 Impact of faculty members' industrial experience on the factor Student Facilities on image building of management professional educational institutes.

In order to find impact of Industrial Experience on Student Facilities on image building of management professional educational institutes, first correlation between the two has to be found. karl-pearson correlation gives the linear correlation between the two variables which is given in Table No. 4.103

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Table No. 4.103 Descriptive Statistics and correlation

Variable	Mean	Std. Deviation	N	Pearson Correlation	P value of correlation
STUDENT FACILITIES	3.8835	.35730	103	-0.178	0.036
INDUSTRIAL EXPERIENCE	1.9320	2.19296	103		

Source: As per data collected by the researcher

From the Table No. 4.103 it is clear that the correlation is negative and significant, which means there is negative correlation between the Student Facilities and Industrial Experience. In order to evaluate the relation between the two a simple linear regression is estimated, where Industrial Experience is an independent variable and Student Facilities is a dependent variable. The Table No.4.104give the regression coefficient and R square.

Table No. 4.104 Coefficients and R^2

Model	Unstandardized Coefficients		t	Sig.	
	B	Std. Error			R Square
(Constant)	3.939	.046	84.720	.000	0.032
INDUSTRIAL EXPERIENCE	-.029	.016	-1.817	.072	

Dependent Variable: Student Facilities

Source: As per data collected by the researcher

From the Table No. 4.104, the relation explained between Student Facilities and Industrial Experience on image building of management professional educational institutes is 3.2 per cent. The predicted regression equation is

Student Facilities = 3.939 - 0.029 Industrial Experience

In order to test the effect of Industrial Experience on the Student Facilities on image building of management professional educational institutes a Null hypothesis is developed and tested using t test.

40H_0: There is no significant impact of Industrial Experience on the Student Facilities on image building of management professional educational institutes. i.e. $\beta=0$

From the Table No. 4.104 it is clear that the t value is -1.817 with p value 0.072 which is non-significant hence the null hypothesis is accepted, which means Industrial Experience has no impact on Student Facilities on image building of management professional educational institutes.

4.6.5. Impact of faculty members' profession on image of management professional educational institutes.

4.6.5.1 Impact of faculty members' profession on the factor students' performance on image building of management professional educational institutes.

In order to find the impact of Profession on Students performance on image building of management professional educational institutes, first correlation between the two has to be found. In the study, Students performance is scale and Profession is a categorical variable, since both the variables are not scale hence eta is found as a directional measure. From eta it is found that there is a moderate correlation between Profession and Students performance

Table No. 4.105 Descriptive Statistics and correlation

	Profession			
	Assistant Professor		Professor	
	Mean	Standard Deviation	Mean	Standard Deviation
STUDENTS PERFORMANCE	3.98	.35	3.86	.38

Directional Measures

			Value
Nominal by Interval Eta		Profession Dependent	.421
		STUDENTS PERFORMANCE Dependent	.155

Source: As per data collected by the researcher

In order to evaluate the relation between the two, a simple linear regression is estimated, where Profession is an independent variable and Students performance is a dependent variable. Since the variable Profession is a categorical variable and coded as Assistant Professor =0 and Professor =1.

The Table No. 4.106 gives the regression coefficient and R square.

Table No. 4.106 Coefficients and R^2

Model	Unstandardized Coefficients		t	Sig.	
	B	Std. Error			R Square
(Constant)	4.094	.106	38.530	.000	0.024
Profession	-.115	.073	-1.575	.118	

Dependent Variable: Students performance

Source: As per data collected by the researcher

From the Table No.4.106, the relation explained between Students performance and Profession is 2.4 per cent and the relation is negative. The predicted regression equation is

Students performance = 4.094 - 0.115 Profession

In order to test the effect of Profession on the Students performance a Null hypothesis is developed and tested using t test.

41H$_0$: There is no significant impact of Profession on the Students performance on image building of management professional educational institutes i.e. $\beta=0$

From the Table No.4.106 it is clear that for Profession the t value is -1.575 with p value 0.118, which is significant hence the null hypothesis is accepted at 5 % level of significance, which means Profession has no impact on Students performance on image building of management professional educational institutes.

4.6.5.2 Impact of faculty members' profession on the factor students' achievement on image building of management professional educational institutes.

In order to find the impact of Profession on Students achievement on image building of management professional educational institutes, first correlation between the two has to be found. In the study, Students achievement is scale and Profession is a categorical variable, since both the variables are not scale hence eta is found as a directional measure. From eta it is found that there is a moderate correlation between Profession and Students achievement

Table No. 4.107 Descriptive Statistics and correlation

	Profession			
	Assistant Professor		Professor	
	Mean	Standard Deviation	Mean	Standard Deviation
STUDENTS ACHIEVEMENT	3.66	.73	3.77	.72

Directional Measures

			Value
Nominal by Interval	Eta	Profession Dependent	.409
		STUDENTS ACHIEVEMENT Dependent	.076

Source: As per data collected by the researcher

In order to evaluate the relation between the two, a simple linear regression is estimated, where Profession is an independent variable and Students achievement is a dependent variable. Since the variable Profession is a categorical variable and coded as Assistant Professor =0 and Professor =1.

The Table No. 4.108 gives the regression coefficient and R square.

Table No. 4.108 Coefficients and R^2

Model	Unstandardized Coefficients		t	Sig.	
	B	Std. Error			R Square
(Constant)	3.542	.215	16.467	.000	0.004
Profession	.113	.148	.763	.447	

Dependent Variable: Students achievement

Source: As per data collected by the researcher

From the Table No. 4.108, the relation explained between Students achievement and Profession is 0.4 per cent and the relation is positive. The predicted regression equation is

Students achievement = 3.542 + 0.113 Profession

In order to test the effect of Profession on the Students achievement a Null hypothesis is developed and tested using t test.

$42H_0$: There is no significant impact of Profession on the Students achievement on image building of management professional educational institutes i.e. $\beta=0$

From the Table No. 4.108 it is clear that for Profession the t value is 0.763 with p value 0.447, which is significant hence; the null hypothesis is accepted at 5 % level of significance, which means Profession has no impact on Students achievement on image building of management professional educational institutes.

4.6.5.3 Impact of faculty members' profession on the factor college grade and ranking on image building of management professional educational institutes.

In order to find the impact of Profession on College grade and ranking on image building of management professional educational institutes, first correlation between the two has to be found. In the study College grade and ranking is scale and Profession is a categorical variable, since both the variables are not scale hence eta is found as a directional measure. From eta it is found that there is a moderate correlation between Profession and College grade and ranking

Table No. 4.109 Descriptive Statistics and correlation

	Profession			
	Assistant Professor		Professor	
	Mean	Standard Deviation	Mean	Standard Deviation
COLLEGE GRADE AND RANKING	4.06	.46	4.10	.37

Directional Measures

			Value
Nominal by Interval	Eta	Profession Dependent	.378
		COLLEGE GRADE AND RANKING Dependent	.045

Source: As per data collected by the researcher

In order to evaluate the relation between the two, a simple linear regression is estimated, where Profession is an independent variable and College grade and ranking is a dependent variable. Since the variable Profession is a categorical variable and coded as Assistant Professor =0 and Professor =1.

The Table No. 4.110 gives the regression coefficient and R square.

Table No. 4.110 Coefficients and R²

Model	Unstandardized Coefficients		T	Sig.	
	B	Std. Error			R Square
(Constant)	4.016	.127	31.674	.000	0.002
Profession	.040	.087	.454	.651	

Dependent Variable: College grade and ranking

Source: As per data collected by the researcher

From the Table No. 4.110, the relation explained between College grade and ranking and Profession is 0.2 per cent and the relation is positive. The predicted regression equation is

College grade and ranking = 4.016 + 0.040 Profession

In order to test the effect of Profession on the College grade and ranking a Null hypothesis is developed and tested using t test.

43H_0: There is no significant impact of Profession on the College grade and ranking on image building of management professional educational institutes i.e. $\beta=0$

From the Table No. 4.110 it is clear that for Profession the t value is 0.454 with p value 0.651, which is significant hence; the null hypothesis is accepted at 5 % level of significance, which means Profession has no impact on College grade and ranking on image building of management professional educational institutes.

4.6.5.4 Impact of faculty members' profession on the factor infrastructure and campus on image building of management professional educational institutes.

In order to find the impact of Profession on Infrastructure and campus on image building of management professional educational institutes, first correlation between the two has to be found. In the study Infrastructure and campus is scale and Profession is a categorical variable, since both the variables are not scale hence eta is found as a

directional measure. From eta it is found that there is a moderate correlation between Profession and Infrastructure and campus

Table No. 4.111 Descriptive Statistics and correlation

	Profession			
	Assistant Professor		Professor	
	Mean	Standard Deviation	Mean	Standard Deviation
INFRASTRUCTURE AND CAMPUS	4.02	.51	4.08	.45

Directional Measures

			Value
Nominal by Interval	Eta	Profession Dependent	.482
		INFRASTRUCTURE AND CAMPUS Dependent	.058

Source: As per data collected by the researcher

In order to evaluate the relation between the two, a simple linear regression is estimated, where Profession is an independent variable and Infrastructure and campus is a dependent variable. Since the variable Profession is a categorical variable and coded as Assistant Professor =0 and Professor =1.

The Table No. 4.112 gives the regression coefficient and R square.

Table No. 4.112 Coefficients and R^2

Model	Unstandardized Coefficients		t	Sig.	
	B	Std. Error			R Square
(Constant)	3.965	.145	27.273	.000	0.003
Profession	.059	.100	.584	.560	

Dependent Variable: Infrastructure and campus

Source: As per data collected by the researcher

From the Table No. 4.112, the relation explained between Infrastructure and campus and Profession is 0.3 per cent and the relation is positive. The predicted regression equation is

Infrastructure and campus = 3.965 + 0.059 Profession

In order to test the effect of Profession on the Infrastructure and campus a Null hypothesis is developed and tested using t test.

$44H_0$: There is no significant impact of Profession on the Infrastructure and campus on image building of management professional educational institutes i.e. $\beta=0$

From the Table No. 4.112 it is clear that for Profession the t value is 0.584 with p value 0.560, which is significant hence; the null hypothesis is accepted at 5 % level of significance, which means Profession has no impact on Infrastructure and campus on image building of management professional educational institutes.

4.6.5.5 Impact of faculty members' profession on the factor placement and training on image building of management professional educational institutes.

In order to find the impact of Profession on Placement and training on image building of management professional educational institutes, first correlation between the two has to be found. In the study Placement and training is scale and Profession is a categorical variable, since both the variables are not scale hence eta is found as a directional measure. From eta it is found that there is a moderate correlation between Profession and Placement and training

Table No. 4.113 Descriptive Statistics and correlation

| | Profession | | | |
| | Assistant Professor | | Professor | |
	Mean	Standard Deviation	Mean	Standard Deviation
PLACEMENT AND TRAINING	4.25	.53	4.17	.39

Directional Measures

		Value
Nominal by Interval Eta	Profession Dependent	.471
	PLACEMENT AND TRAINING Dependent	.081

Source: As per data collected by the researcher

In order to evaluate the relation between the two, a simple linear regression is estimated, where Profession is an independent variable and Placement and training is a dependent variable. Since the variable Profession is a categorical variable and coded as Assistant Professor =0 and Professor =1.

The Table No.4.114 gives the regression coefficient and R square.

Table No. 4.114 Coefficients and R^2

Model	Unstandardized Coefficients		t	Sig.	
	B	Std. Error			R Square
(Constant)	4.331	.143	30.340	.000	0.007
Profession	-.080	.098	-.818	.415	

Dependent Variable: Placement and training

Source: As per data collected by the researcher

From the Table No. 4.114, the relation explained between Placement & training and Profession is 0.7 per cent and the relation is negative. The predicted regression equation is

Placement and training = 4.331 - 0.080 Profession

In order to test the effect of Profession on the Placement and training a Null hypothesis is developed and tested using t test.

$45H_0$: There is no significant impact of Profession on the Placement and training on image building of **management professional educational institutes** i.e. $\beta=0$

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From the Table No. 4.114 it is clear that for Profession the t value is -0.818 with p value 0.415, which is significant hence, the null hypothesis is accepted at 5 % level of significance, which means Profession has no impact on Placement and training on image building of management professional educational institutes.

4.6.5.6 Impact of faculty members' profession on the factor academic team on image building of management professional educational institutes.

In order to find the impact of Profession on Academic team on image building of management professional educational institutes, first correlation between the two has to be found. In the study, Academic team is scale and Profession is a categorical variable, since both the variables are not scale hence eta is found as a directional measure. From eta it is found that there is a moderate correlation between Profession and Academic team

Table No. 4.115 Descriptive Statistics and correlation

	Profession			
	Assistant Professor		Professor	
	Mean	Standard Deviation	Mean	Standard Deviation
ACADEMIC TEAM	4.16	.45	4.09	.35

Directional Measures

			Value
Nominal by Interval	Eta	Profession Dependent	.550
		ACADEMIC TEAM Dependent	.078

Source: As per data collected by the researcher

In order to evaluate the relation between the two, a simple linear regression is estimated, where Profession is an independent variable and Academic team is a dependent variable. Since the variable Profession is a categorical variable and coded as Assistant Professor =0 and Professor =1.

The Table No. 4.116 gives the regression coefficient and R square.

Table No. 4.116 Coefficients and R^2

Model	Unstandardized Coefficients		t	Sig.	
	B	Std. Error			R Square
(Constant)	4.228	.124	34.127	.000	0.006
Profession	-.067	.085	-.786	.433	

Dependent Variable: Academic team

Source: As per data collected by the researcher

From the Table No. 4.116, the relation explained between Academic team and Profession is 0.6 per cent and the relation is negative. The predicted regression equation is

Academic team = 4.228 - 0.067 Profession

In order to test the effect of Profession on the Academic team a Null hypothesis is developed and tested using t test.

$46H_0$: There is no significant impact of Profession on the Academic team on image building of management professional educational institutes i.e. $\beta=0$

From the Table No. 4.116 it is clear that for Profession the t value is -0786 with p value 0.433, which is significant hence, the null hypothesis is accepted at 5 % level of significance, which means Profession has no impact on Academic team on image building of management professional educational institutes.

4.6.5.7 Impact of faculty members' profession on the factor pedagogy on image building of management professional educational institutes.

In order to find the impact of Profession on Pedagogy on image building of management professional educational institutes, first correlation between the two has to be found. In the study, Pedagogy is scale and Profession is a categorical variable,

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since both the variables are not scale hence eta is found as a directional measure. From eta it is found that there is a moderate correlation between Profession and Pedagogy

Table No. 4.117 Descriptive Statistics and correlation

	Profession			
	Assistant Professor		Professor	
	Mean	Standard Deviation	Mean	Standard Deviation
PEDAGOGY	4.17	.41	4.04	.29

Directional Measures

			Value
Nominal by Interval	Eta	Profession Dependent	.438
		PEDAGOGY Dependent	.162

Source: As per data collected by the researcher

In order to evaluate the relation between the two, a simple linear regression is estimated, where Profession is an independent variable and Pedagogy is a dependent variable. Since the variable Profession is a categorical variable and coded as Assistant Professor =0 and Professor =1.

The Table No. 4.118 gives the regression coefficient and R square.

Table No.4.118 Coefficients and R^2

Model	Unstandardized Coefficients		t	Sig.	
	B	Std. Error			R Square
(Constant)	4.292	.109	39.219	.000	0.026
Profession	-.125	.075	-1.652	.102	

Dependent Variable: Pedagogy

Source: As per data collected by the researcher

From the Table No. 4.118, the relation explained between Pedagogy and Profession is 2.6 per cent and the relation is negative. The predicted regression equation is

Pedagogy = 4.292 - 0.125 Profession

In order to test the effect of Profession on the Pedagogy a Null hypothesis is developed and tested using t test.

$47H_0$: There is no significant impact of Profession on the Pedagogy on image building of management professional educational institutes i.e. $\beta=0$

From the Table No. 4.118 it is clear that for Profession the t value is -1.652 with p value 0.102, which is significant hence the null hypothesis is accepted at 5 % level of significance, which means Profession has no impact on Pedagogy on image building of management professional educational institutes.

4.6.5.8 Impact of faculty members' profession on the factor Student Facilities on image building of management professional educational institutes.

In order to find the impact of Profession on Student Facilities on image building of management professional educational institutes, first correlation between the two has to be found. In the study, Student Facilities is scale and Profession is a categorical variable, since both the variables are not scale hence eta is found as a directional measure. From eta it is found that there is a moderate correlation between Profession and Student Facilities

Table No. 4.119 Descriptive Statistics and correlation

	Profession			
	Assistant Professor		Professor	
	Mean	Standard Deviation	Mean	Standard Deviation
STUDENT FACILITIES	4.17	.41	4.04	.29

Directional Measures

			Value
Nominal by Interval	Eta	Profession Dependent	.368
		STUDENT FACILITIES Dependent	.247

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Source: As per data collected by the researcher

In order to evaluate the relation between the two, a simple linear regression is estimated, where Profession is an independent variable and Student Facilities is a dependent variable. Since the variable Profession is a categorical variable and coded as Assistant Professor =0 and Professor =1.

The Table No. 4.120 gives the regression coefficient and R square.

Table No. Coefficients and R^2

Model	Unstandardized Coefficients		t	Sig.	
	B	Std. Error			R Square
(Constant)	4.133	.103	40.081	.000	0.061
Profession	-.182	.071	-2.567	.012	

Dependent Variable: Student Facilities

Source: As per data collected by the researcher

From the Table No. 4.120, the relation explained between Student Facilities and Profession is 6.1 per cent and the relation is negative. The predicted regression equation is

Student Facilities = 4.133 - 0.182 Profession

In order to test the effect of Profession on the Student Facilities a Null hypothesis is developed and tested using t test.

48H_0: There is no significant impact of Profession on the Student Facilities on image building of management professional educational institutes i.e. $\beta=0$

From the Table No. 4.120 it is clear that for Profession the t value is -2.567 with p value 0.012, which is not significant hence, the null hypothesis is rejected at 5 % level of significance, which means Profession has negative impact on Student Facilities on image building of management professional educational institutes.

CHAPTER-5

FINDINGS, IMPLEMENTATION AND SUGGESTIONS

CHAPTER 5

FINDINGS, IMPLEMENTATION AND SUGGESTIONS

5.1 MAJOR FINDINGS

On the basis of mean, it is clear that, the most important factor which has an impact on the image building of the institutes are placement and training (mean 4.27, SD 0.36286), next is Students' Performance (mean 4.2344, SD 0.36223), Pedagogy (mean 4.1517, SD 0.34906), Academic Team (mean 4.0931, SD 0.36678), College Grade and Ranking (mean 4.0541, SD 0.33612), Students Achievement (mean 3.8076, SD 0.54328), Student Facilities (mean 3.6936, SD 0.37692), and infrastructure and Campus (mean 3.6475, SD 0.50272).

From the coefficient of variation the factors which affect most in building the image of the institutes are College Grade and Ranking (8.290866), Pedagogy (8.40764), Placement and Training (8.48101), Student Performance (8.554459), Academic Team (8.960934), Student Facilities (10.20468), Infrastructure and Campus (13.78259), and Students Achievement (14.26831).

Since mean and coefficient of variation gives two different results, hence to find the factors which show most of the variations in the data, factor analysis is used. The only purpose of using factor is to identify, out of the seven factors, which factor contributes most of the variation in the data.

From factor analysis the factors which are most important are Student Facilities (0.989), Academic Team (0.983), Pedagogy (.992), Students Achievement (.988), College Grade and Ranking (0.983), Student Performance (0.979), Infrastructure and Campus (0.979), and Placement and Training (0.976)

5.1.1 Views of Faculty Members and Students towards the Factor "Students Performance"

The mean value of faculty members is 3.935 low as compared to the mean value of students 4.3801 for student's performance, so the faculty members' perception is low as compared to students' perception on students' performance in building institutional Image of management professional educational institutes. It is also proved by hypothesis, from the results of the t value 12.466.

It is clear that the hypothesis is rejected at 5 per cent level of significance, which means respondents (faculty members or students) have significant difference on students' performance in building institutional Image of management professional educational institutes. Students favour students' performance as important for image of management institutes.

5.1.2 VIEWS OF FACULTY MEMBERS AND STUDENTS TOWARDS THE FACTOR "STUDENTS ACHIEVEMENT"

The mean value 3.697 of faculty members is low as compared to the mean value 3.861 of students for students' achievement, so the faculty member's perception is low as compared to student's perception on students' achievement in building institutional Image of management professional educational institutes.

From the results of the t value 2.541, it is clear that the hypothesis is rejected at 5 per cent level of significance, which means respondents (faculty members or students) have significant difference on students' achievement. Students favour student's achievement as important for image of management institutes.

5.1.3 VIEWS OF FACULTY MEMBERS AND STUDENTS TOWARDS THE FACTOR "COLLEGE GRADE & RANKING"

Mean value 4.070 of faculty members is high as compared to the mean value 4.045 of students for College grade & ranking, so the faculty members' perception is high as

compared to students' perception on College grade & ranking in building institutional Image of management professional educational institutes.

From the results of the t value -.598, it is clear that the hypothesis is accepted at 5 per cent level of significance, which means respondents (faculty members or students) have no significant difference on College grade & ranking. Students and faculty membersfavour College grade & ranking as important for image of management institutes.

5.1.4 VIEWS OF FACULTY MEMBERS AND STUDENTS TOWARDS THE FACTOR "INFRASTRUCTURE & CAMPUS"

The mean value 4.044 of faculty members is high as compared to the mean value 3.4536 of students for Infrastructure & campus, so the faculty members' perception is high as compared to students' perception on Infrastructure & campus in building institutional Image of management professional educational institutes.

From the results of the t value, it is clear that the hypothesis is rejected at 5 per cent level of significance, which means respondents (faculty members or students) have significant difference on Infrastructure & campus. Faculty member favour Infrastructure & campus as important for image of management institutes as compared to students.

5.1.5 VIEWS OF FACULTY MEMBERS AND STUDENTS TOWARDS THE FACTOR "PLACEMENT & TRAINING"

The mean value 4.220 of faculty members is high as compared to the mean value .2855 of students for Placement & training, so the faculty members' perception is high as compared to students' perception on Placement & training in building institutional Image of management professional educational institutes.

From the results of the t value 1.984, it is clear that the hypothesis is rejected at 5 per cent level of significance, which means respondents (faculty members or students) have significant difference on Placement & training. Students favours Placement

&training as important for image of management institutes as compared to faculty members.

5.1.6 VIEWS OF FACULTY MEMBERS AND STUDENTS TOWARDS THE FACTOR "ACADEMIC TEAM"

The mean value 4.135 of faculty members is high as compared to mean value 4.072 of students for Academic team, so the faculty members' perception is high as compared to students' perception on Academic team in building institutional Image of management professional educational institutes

From the results of the t value -1.449, it is clear that the hypothesis is accepted at 5 per cent level of significance, which means respondents (faculty members or students) have no significant difference on Academic team. Students and faculty members favour Academic team as important for image of management institutes.

5.1.7 VIEWS OF FACULTY MEMBERS AND STUDENTS TOWARDS THE FACTOR "PEDAGOGY"

The mean value 4.121 of faculty members is low as compared to the mean value 4.1665 of students for Pedagogy, so the faculty members' perception is low as compared to students' perception on Pedagogy in building institutional Image of management professional educational institutes.

From the results of the t value 1.075, it is clear that the hypothesis is accepted at 5 per cent level of significance, which means respondent (faculty members or students) have no significant difference on Pedagogy. Students and faculty members favour Pedagogy as important for image of management institutes.

5.1.8 VIEWS OF FACULTY MEMBERS AND STUDENTS TOWARDS THE FACTOR "STUDENT FACILITIES"

The mean value 3.883 of faculty members is high as compared to the mean value 3.600 of students for Student Facilities, so the faculty members' perception is high as

compared to students perception' on Student Facilities in building institutional Image of management professional educational institutes

From the results of the t value -6.656, it is clear that the hypothesis is rejected at 5 per cent level of significance, which means respondents (faculty members or students) have significant difference on Student Facilities. Faculty members favourStudent Facilities as important for image of management institutes as compared to students.

5.1.9 IMPACT OF FACULTIES QUALIFICATION ON INSTITUTIONAL IMAGE OF MANAGEMENT PROFESSIONAL EDUCATIONAL INSTITUTES.

The relation explained between Student Performance and Qualification is 3.5 per cent through R square test and the relation is positive. The predicted regression equation is

Student Performance = 3.865 + 0.135 Qualification

In order to test the effect of Qualification on the Student Performance a Null hypothesis is developed and tested using t test. It has found that for Qualification the t value is 1.915 with p value 0.058 which is significant hence the null hypothesis is rejected at 5 % level of significance, which means Qualification has impact on Student Performance. With increase in qualification there is increase perception of the respondents that students Performance enhance image building

5.1.10 IMPACT OF FACULTIES QUALIFICATION ON THE FACTOR STUDENTS ACHIEVEMENT IN BUILDING INSTITUTIONAL IMAGE OF MANAGEMENT PROFESSIONAL EDUCATIONAL INSTITUTES.

The relation explained between Students achievement and Qualification is 4.9 per cent through R square test and the relation is positive. The predicted regression equation is

Students achievement = 3.865 - 0.321 Qualification

It was found that for Qualification the t value is -2.292 with p value 0.042 which is significant hence the null hypothesis is rejected at 5 % level of significance, which means Qualification has impact on Students achievement.

5.1.11 IMPACT OF FACULTIES QUALIFICATION ON THE FACTOR COLLEGE GRADE AND RANKING IN BUILDING INSTITUTIONAL IMAGE OF MANAGEMENT PROFESSIONAL EDUCATIONAL INSTITUTES.

The relation explained between College grade and ranking and Qualification is 4.2 per cent through R square test and the relation is positive. The predicted regression equation is

College grade and ranking = 3.980 + 0.173 Qualification

It was found that for Qualification the t value is 2.094 with p value 0.039 which is not significant hence the null hypothesis is rejected at 5 % level of significance, which means Qualification has impact on College grade and ranking.

5.1.12 IMPACT OF FACULTIES QUALIFICATION ON THE FACTOR INFRASTRUCTURE AND CAMPUS IN BUILDING INSTITUTIONAL IMAGE OF MANAGEMENT PROFESSIONAL EDUCATIONAL INSTITUTES.

The relation explained between Infrastructure and campus and Qualification is 1 per cent through R square test and the relation is positive. The predicted regression equation is

Infrastructure and campus = 3.994 + 0.097 Qualification

It was found that for Qualification the t value is 1.004 with p value 0.318 which is not significant hence the null hypothesis is accepted at 5 % level of significance, which means Qualification has no impact on Infrastructure and campus. With increase in

qualification there is increased perception of the respondents that Infrastructure and campus enhance image building

5.1.13   IMPACT OF FACULTIES QUALIFICATION ON THE FACTOR PLACEMENT AND TRAINING IN BUILDING INSTITUTIONAL IMAGE OF MANAGEMENT PROFESSIONAL EDUCATIONAL INSTITUTES.

The relation explained between Placement and training and Qualification is 0.1 per cent through and the relation is negative. The predicted regression equation is

Placement and training = 4.202 + 0.035 Qualification

It was found that for Qualification the t value is 0.369 with p value 0.713 which is not significant hence the null hypothesis is accepted at 5 % level of significance, which means Qualification has no impact on Placement and training.

5.1.14   IMPACT OF FACULTIES QUALIFICATION ON THE FACTOR ACADEMIC TEAM IN BUILDING INSTITUTIONAL IMAGE OF MANAGEMENT PROFESSIONAL EDUCATIONAL INSTITUTES.

The relation explained between Academic team and Qualification is 1.6 per cent through R square test and the relation is positive. The predicted regression equation is

Academic team = 4.082+ 0.104 Qualification

It was found that for Qualification the t value is 1.262 with p value 0.210 which is not significant hence the null hypothesis is accepted at 5 % level of significance, which means Qualification has no impact on Academic team.

5.1.15   IMPACT OF FACULTIES QUALIFICATION ON THE FACTOR PEDAGOGY IN BUILDING INSTITUTIONAL IMAGE OF MANAGEMENT PROFESSIONAL EDUCATIONAL INSTITUTES.

The relation explained between Pedagogy and Qualification is 0.2 per cent through R square test and the relation is negative. The predicted regression equation is

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Pedagogy = 4.140 - 0.036 Qualification

It was found that for Qualification the t value is -0.490 with p value 0.625 which is not significant hence the null hypothesis is accepted at 5 % level of significance, which means Qualification has no impact on Pedagogy.

5.1.16 IMPACT OF FACULTIES QUALIFICATION ON THE FACTOR STUDENT FACILITIES IN BUILDING INSTITUTIONAL IMAGE OF MANAGEMENT PROFESSIONAL EDUCATIONAL

The relation explained between Student Facilities and Qualification is -.25 per cent and the relation is negative. The predicted regression equation is

Student Facilities = 3.931 -0.090 Qualification

It was found that for Qualification the t value is -1.279 with p value 0.204 which is not significant hence the null hypothesis is accepted at 5 % level of significance, which means Qualification has no impact on Student Facilities.

5.1.17 IMPACT OF FACULTIES' ACADEMIC EXPERIENCE ON THE FACTOR STUDENTS' PERFORMANCE IN BUILDING INSTITUTIONAL IMAGE OF MANAGEMENT PROFESSIONAL EDUCATIONAL INSTITUTES.

The relation explained between Students performance and Academic Experience in building institutional Image of management professional educational institutes is 1.1 per cent through R square, which is negative. The predicted regression equation is

Students performance = 3.992 - 0.004 Academic Experience

It was found that the t value is -1.077 with p value 0.284 which is non-significant hence the null hypothesis is accepted, which means Academic Experience has no impact on Students performance in building institutional Image of management professional educational institutes.

5.1.18   IMPACT OF FACULTIES' ACADEMIC EXPERIENCE ON THE FACTOR STUDENTS ACHIEVEMENT IN BUILDING INSTITUTIONAL IMAGE OF MANAGEMENT PROFESSIONAL EDUCATIONAL INSTITUTES.

The relation explained between Students achievement and Academic Experience in building institutional Image of management professional educational institutes is 2.3 per cent, which is negative. The predicted regression equation is

Students achievement = 3.536 + 0.012 Academic Experience

It was found that the t value is 1.540 with p value 0.127 which is non-significant hence the null hypothesis is accepted, which means Academic Experience has no impact on Students achievement in building institutional Image of management professional educational institutes.

5.1.19   IMPACT OF FACULTIES' ACADEMIC EXPERIENCE ON THE FACTOR COLLEGE GRADE AND RANKING IN BUILDING INSTITUTIONAL IMAGE OF MANAGEMENT PROFESSIONAL EDUCATIONAL INSTITUTES.

The relation between the two a simple linear regression is estimated, the relation explained between College grade and ranking and Academic Experience in building institutional Image of management professional educational institutes is 0.4 per cent, which is positive. The predicted regression equation is

College grade and ranking = 4.029 + 0.003 Academic Experience

It was found that the t value is 0.672 with p value 0.503 which is non-significant hence the null hypothesis is accepted, which means Academic Experience has no impact on College grade and ranking in building institutional Image of management professional educational institutes.

5.1.20 IMPACT OF FACULTIES' ACADEMIC EXPERIENCE ON THE FACTOR INFRASTRUCTURE AND CAMPUS IN BUILDING INSTITUTIONAL IMAGE OF MANAGEMENT PROFESSIONAL EDUCATIONAL INSTITUTES.

The relation explained between Infrastructure and campus and Academic Experience in building institutional Image of management professional educational institutes is 0 per cent, which is positive. The predicted regression equation is

Infrastructure and campus = 4.037 + 0.001 Academic Experience

It was found that the t value is 0.101 with p value 0.920 which is non-significant hence the null hypothesis is accepted, which means Academic Experience has no impact on Infrastructure and campus in building institutional Image of management professional educational institutes.

5.1.21 IMPACT OF FACULTIES' ACADEMIC EXPERIENCE ON THE FACTOR PLACEMENT AND TRAINING IN BUILDING INSTITUTIONAL IMAGE OF MANAGEMENT PROFESSIONAL EDUCATIONAL INSTITUTES.

The relation between the two a simple linear regression is estimated, the relation explained between Placement and training and Academic Experience in building institutional Image of management professional educational institutes is 1.3 per cent, which is negative. The predicted regression equation is

Placement and training = 4.300 - 0.006 Academic Experience

It was found that the t value is -1.140 with p value 0.257 which is non-significant hence the null hypothesis is accepted, which means Academic Experience has no impact on Placement and training in building institutional Image of management professional educational institutes.

5.1.22 IMPACT OF FACULTIES' ACADEMIC EXPERIENCE ON THE FACTOR ACADEMIC TEAM IN BUILDING INSTITUTIONAL IMAGE OF MANAGEMENT PROFESSIONAL EDUCATIONAL INSTITUTES.

The relation explained between Academic team and Academic Experience in building institutional Image of management professional educational institutes is 2.2 per cent, which is negative. The predicted regression equation is

Academic team = 4.226 - 0.007 Academic Experience

It was found that the t value is -1.493 with p value 0.139 which is non-significant hence the null hypothesis is accepted, which means Academic Experience has no impact on Academic team in building institutional Image of management professional educational institutes.

5.1.23 IMPACT OF FACULTIES' ACADEMIC EXPERIENCE ON THE FACTOR PEDAGOGY IN BUILDING INSTITUTIONAL IMAGE OF MANAGEMENT PROFESSIONAL EDUCATIONAL INSTITUTES.

The relation explained between Pedagogy and Academic Experience in building institutional Image of management professional educational institutes is 3.3 per cent, which is negative. The predicted regression equation is

Pedagogy = 4.220 - 0.007 Academic Experience

It was found that the t value is -1.848 with p value 0.068 which is non-significant hence the null hypothesis is accepted, which means Academic Experience has no impact on Pedagogy in building institutional Image of management professional educational institutes.

5.1.24   IMPACT OF FACULTIES' ACADEMIC EXPERIENCE ON THE FACTOR STUDENT FACILITIES IN BUILDING INSTITUTIONAL IMAGE OF MANAGEMENT PROFESSIONAL EDUCATIONAL INSTITUTES.

The relation explained between Student Facilitie and Academic Experience in building institutional Image of management professional educational institutes is 2.8 per cent, which is negative. The predicted regression equation is

Student Facilities = 3.970 - 0.007 Academic Experience

It was found that the t value is -1.693 with p value 0.093 which is non-significant hence the null hypothesis is accepted, which means Academic Experience has no impact on Student Facilities in building institutional Image of management professional educational institutes.

5.1.25   IMPACT OF FACULTIES' INDUSTRIAL EXPERIENCE ON THE FACTOR STUDENTS' PERFORMANCE IN BUILDING INSTITUTIONAL IMAGE OF MANAGEMENT PROFESSIONAL EDUCATIONAL INSTITUTES.

The relation explained between Student performances and Industrial Experience in building institutional Image of management professional educational institutes is 0.7 per cent, which is negative. The predicted regression equation is

Student performances = 3.962 - 0.014 Industrial Experience

It was found that the t value is -0.830 with p value 0.408 which is non-significant hence the null hypothesis is accepted, which means Industrial Experience has no impact on Student performances in building institutional Image of management professional educational institutes.

5.1.26   IMPACT OF FACULTIES' INDUSTRIAL EXPERIENCE ON THE FACTOR STUDENTS ACHIEVEMENT IN BUILDING INSTITUTIONAL IMAGE OF MANAGEMENT PROFESSIONAL EDUCATIONAL INSTITUTES.

The relation explained between Student academics and Industrial Experience in building institutional Image of management professional educational institutes is 0.7 per cent, which is negative. The predicted regression equation is

Student achievement = 3.686 + 0.006 Industrial Experience

It was found that the t value is 0.179 with p value 0.859 which is non-significant hence the null hypothesis is accepted, which means Industrial Experience has no impact on Student academics in building institutional Image of management professional educational institutes.

5.1.27   IMPACT OF FACULTIES' INDUSTRIAL EXPERIENCE ON THE FACTOR COLLEGE GRADE AND RANKING IN BUILDING INSTITUTIONAL IMAGE OF MANAGEMENT PROFESSIONAL EDUCATIONAL INSTITUTES.

The relation explained between College grade and ranking and Industrial Experience in building institutional Image of management professional educational institutes is 0.4 per cent, which is negative. The predicted regression equation is

College grade and ranking = 4.047 + 0.012 Industrial Experience

It was found that the t value is 0.620 with p value 0.537 which is non-significant hence the null hypothesis is accepted, which means Industrial Experience has no impact on College grade and ranking in building institutional Image of management professional educational institutes.

5.1.28 IMPACT OF FACULTIES' INDUSTRIAL EXPERIENCE ON THE FACTOR INFRASTRUCTURE AND CAMPUS IN BUILDING INSTITUTIONAL IMAGE OF MANAGEMENT PROFESSIONAL EDUCATIONAL INSTITUTES.

The relation explained between Infrastructure and campus and Industrial Experience in building institutional Image of management professional educational institutes is 0.1 per cent, which is positive. The predicted regression equation is

Infrastructure and campus = 4.034 + 0.006 Industrial Experience

It was found that the t value is 0.249 with p value 0.804 which is non-significant hence the null hypothesis is accepted, which means Industrial Experience has no impact on Infrastructure and campus in building institutional Image of management professional educational institutes.

5.1.29 IMPACT OF FACULTIES' INDUSTRIAL EXPERIENCE ON THE FACTOR PLACEMENT AND TRAINING IN BUILDING INSTITUTIONAL IMAGE OF MANAGEMENT PROFESSIONAL EDUCATIONAL INSTITUTES.

The relation explained between Placement and training and Industrial Experience in building institutional Image of management professional educational institutes is 0 per cent. The predicted regression equation is

Placement and training = 4.220 + 0.000 Industrial Experience

It was found that the t value is 0.008 with p value 0.993 which is non-significant hence the null hypothesis is accepted, which means Industrial Experience has no impact on Placement and training in building INSTITUTIONAL Image of management professional educational institutes.

5.1.30 IMPACT OF FACULTIES' INDUSTRIAL EXPERIENCE ON THE FACTOR ACADEMIC TEAM IN BUILDING INSTITUTIONAL IMAGE OF MANAGEMENT PROFESSIONAL EDUCATIONAL INSTITUTES.

The relation explained between Academic team and Industrial Experience in building institutional Image of management professional educational institutes is 0 per cent. The predicted regression equation is

Academic team = 4.144 - 0.004 Industrial Experience

It was found that the t value is -0.209 with p value 0.835 which is non-significant hence the null hypothesis is accepted, which means Industrial Experience has no impact on Academic team in building institutional Image of management professional educational institutes.

5.1.31 IMPACTS OF FACULTY'S INDUSTRIAL EXPERIENCE ON THE FACTOR 'PEDAGOGY' ON BUILDING INSTITUTIONAL IMAGE OF MANAGEMENT PROFESSIONAL EDUCATIONAL INSTITUTES.

The relation explained between Pedagogy and Industrial Experience in building institutional Image of management professional educational institutes is 3.9 per cent. The predicted regression equation is

Pedagogy = 4.186 - 0.033 Industrial Experience

It was found that the t value is -2.019 with p value 0.046 which is significant hence the null hypothesis is rejected, which means Industrial Experience has negative impact on Pedagogy in building institutional Image of management professional educational institutes.

5.1.32   IMPACT OF FACULTIES' INDUSTRIAL EXPERIENCE ON THE FACTOR STUDENT FACILITIES ON BUILDING INSTITUTIONAL IMAGE OF MANAGEMENT PROFESSIONAL EDUCATIONAL INSTITUTES.

The relation explained between Student Facilities and Industrial Experience in building institutional Image of management professional educational institutes is 3.2 per cent. The predicted regression equation is

Student Facilities = 3.939 - 0.029 Industrial Experience

It was found that the t value is -1.817 with p value 0.072 which is non-significant hence the null hypothesis is accepted, which means Industrial Experience has no impact on Student Facilities in building institutional Image of management professional educational institutes.

5.2 SUGGESTIONS FOR FUTURE RESEARCH AND LIMITATIONS

Accumulation of new knowledge through research study is a never ending process. Due to the divergent nature of social sciences no research study can be regarded as complete in itself. Research studies are conducted with certain variables in some certain situations within a limited time period. In this study inferences are made on the basis of the data collected through perceptions of students and faculty members.

The present study has been undertaken with the following limitations and on the basis of the limitations suggestions are made for the further study in this area.

1. The present study was concerned only with the management colleges affiliated under Devi Ahilya University in management stream in Indore city. But professional education institute includes the other streams also such as engineering, medical, chartered accountant, company secretary etc. Hence extensive study can be done including all the streams of professional education institute.

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2. The other types of universities are excluded from this present study. Hence research studies may be done including all types of universities.

3. The present study selected only the eight factors of image building of professional education institute. There are may be many other factors such syllabus, examination, and social factors etc. which exert impact on the students and academic professionals. Research studies can be done for deriving findings to get complete picture on this area.

4. The limitations of any work stem from its method of data collection, the present study falls under the cross sectional growth.

5. The present study has been done on the basis of the data collected from the perception of students and faculty members. Systematic studies can be done by collecting data from the perceptions of students, faculty members, staff etc

6. This study considered only the impact of faculty qualification and faculty experience on image building of professional education institute, research studies can be made on the impact of other factors on image building of management institute.

7. The area of educational research is a vast field which needs constant systematic effort and importance from every concerned person of the society.

5.3 IMPLIMENTATION OF THE STUDY

5.3.1 Useful For Management of College

Management of institute is responsible for his institutional image. It always works on improving the image of institute. There are many factors that are contributed in making the image of institute. This study helped to identify those major factors which were contributed in image building of institute. So that it is help to management of institute for improving major factors which increases the image of institute. Through this study, management also see the perceptions of students and faculty members towards the different factors of institutional image for taking rational decisions.

5.3.2 Useful For Students

A good institute helps the students for making his career. It can give a proper guidance for choosing the right path. It is very crucial time of students to make his career through a good institute. Students are very careful for choosing any professional institute. Now a day, they are searching the college ranking on the websites. But the website of private company has not showed the real image of institute. Students should know the real image of institute before taking the admission in professional institute. Through this study, students get the major factors that are contributed in image of institute and he also judges the real image on the basis of these factors.

5.3.3 Useful For Government

Government plays a major role in improving the education sector. They are making, implementing and controlling the policies of education sector. The main objective of government is improving the education institute by implementing and controlling the education policies. Through this study, government knows the major factors that are contributed in making the institutional image and also find the relation and impact of these factors on faculty qualification and faculty experience. So that government take some corrective action towards improving the factors of institutional image.

5.3.4 Useful For Academicians

Faculty members are the heart of the college, if they are not work properly (teach properly), institute growth rate goes down. Academicians are playing a major role in making a image of institute. Experience and qualification of the faculty members effect on the image of an institute. A good academician want to join a a good institute, they always want to join such institute which have a positive image in the society. Through this study, academicians see the major factors which are contributed in the image building of institute and can compare among the institutes. It helps the academicians for choosing right institute for improving his career growth.

CHAPTER-6

BIBLIOGRAPHY &WEBLIOGRAPHY

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ANNEXURE

"Image Building of Professional Educational Institutes: A study"

QUESTIONNAIRE

Dear Respondent,

I am doing research for a PhD Degree at the University of DAVV. The research is on Image building of Professional Educational Institutes. Kindly respond to the following questions. Your experience and opinion is highly valuable and we would be very grateful if you would spare a couple of minutes to take part in this survey by completing the questionnaire below.This survey is completely anonymous and no information you give can be traced back to you or used against you in any way.

Thank you so much for your cooperation.

1. Name of the Respondent (Optional) :_____

2. Age of the Respondent: _____

3. Gender: Male/Female_____

4. Profession:
   1. Student ☐ 2. Assistant Professor ☐ 3. Professor ☐ 4. Any Other _____

5. Experience (in years) 1. Academic_____ 2. Industrial _____

6. Education (Dr./PG): _____

PART B

Please indicate your agreement or disagreement for each statement on the below mentioned scale:

1 – Strongly Disagree,
2 – Disagree,
3 – Can't Say,
4 – Agree,
5 – Strongly Agree.

S. No.	Statement	1	2	3	4	5
1	When The college building its Image, "pass out ratio" is considered.					
2	The college makes a strong impression where most of the students pass with Merit.					
3	The average result of students makes an impact while building Image of a The college					
4	The college makes a strong impression where most of the students pass with Distinction.					

| S. No.	Statement	1	2	3	4	5
5	Number of Toppers enhances the Image of the College					
6	While creating a Brand of the college it matters how many students have excelled in competitive examination					
7	While building an Image of the college it matters how many students have excelled in a National Competition					
8	Achievements of student in International Competitions influences the Image Building of a The college					
9	Number of National Scholarships attained by students does not contribute in Image Building of a College					
10	The number of International Scholarships attained by students does not contribute in creating Brand Image of The college					
11	Ranking of College as graded by State Government indicates true Image of College					
12	Ranking of the college as graded by the National Government would not matter in Image building of the College					
13	The college rank listed by private Institutes influences the reputation of the college					
14	The college rank as graded by International institute would make a strong impression on students					
15	Nationally awarded College does not influence the Image of the College					
16	State level awarded College make a contribution in creating an institutional Brand					
17	Awards given by private institution would influence the Image of the College					
18	International awards winning College help to build an Image of the College			'		
19	Well furnished and equipped classrooms would indicate the true position of the College					
20	The image of the college is influenced by well furnished Seminar halls.					
21	Well-furnished Auditorium would contribute in creating an institutional Brand					
22	The library plays very essential role while Image building of the College					

S. No.	Statement	1	2	3	4	5
23	Canteen is not necessary in every College. It does not affect the reputation of the College					
24	Play Grounds would matter in Image building of the College					
25	Gymnasium facility is considered when College creates its Image					
26	Systematic Vehicle parking plays important role in Image building of the College					
27	Wi-Fi campus plays important role in Image building of the College					
28	Well-furnished Computer Lab would matter in raising the Image of the College					
29	Placement officer is a key factor in Image building of the College					
30	Separate Placement cell plays an important role in Image building of the College					
31	Number of students placed in National companies influence Image building of the College					
32	Image of College is influenced by the number of students placed in International companies					
33	Image of College is influenced by the number of students placed in Local companies					
34	Industrial visit at local companies is a key factor in building an Image of the College					
35	Industrial visit at International companies does not play a factor in the building Image of the College					
36	Industrial visit at national companies contribute in raising the Image of the College					
37	Industrial interaction would matter in making a Brand of College					
38	Industrial Mentorship would influence the Image of the College					
39	Image of College is influenced by industrial projects					
40	Well qualified faculty members would contribute in making Good Image of College.					
41	Academic Experienced Faculty members contribute in making Brand of College.					

S. No.	Statement	1	2	3	4	5
42	Industrial Experienced Faculty members influence the Image of College					
43	Achievements of faculty members at the state level matters in raising the Image of the College					
44	Achievements of faculty members at national level matters in raising Image of the College					
45	Achievements of faculty members at International level is considered while building good Image of the college					
46	Achievements of faculty members from any private institutions does not matter while building Image of College					
47	It is necessary to organise the faculty development & training programs by College for improving Image of College					
48	Faculty & Research Publications contributes in building Image of the College					
49	Communication Development Programs for students raises the Image of the College					
50	An aptitude improvement program for the student would contribute in raising Image of College					
51	The Alumni Association is a key factor in influencing Brand Image of the College					
52	Image of College is influenced by the Management Festivals					
53	Anti-ragging Cell contribute to raise the Image of the College					
54	Transportation facility plays important role in raising Image of College					
55	Medical First Aid services provided by the College is influencing the Image building of the College					
56	Fee Concesations/ Payment in Installments facility provided for students influence Image building of the College					
57	Location of the Institute is a key factor affects to create Image of the College					
58	Qualified clerical staff influences the Image of the College					
59	Project based learning matter creates Brand of College					
60	Image of College is influenced by Emotional Learning Programs					

S. No.	Statement	1	2	3	4	5
61	Communication is a key factor influencing the Image of College					
62	Interpersonal learning contributes in making Brand of College					
63	Case based learning improves the Image of College					
64	Smart Classes enhance Image Of College.					
65	Mentor behavior in College influences the Brand of College					
66	Mentor guidance is considered while building the image of the College					

RESEARCH PAPER

Contemplating Vision 2020 for Achieving Business Excellence

ANALYSIS
SOLUTION
PROCESS
OBJECTIVES
TEAMWORK
VISION
SALES
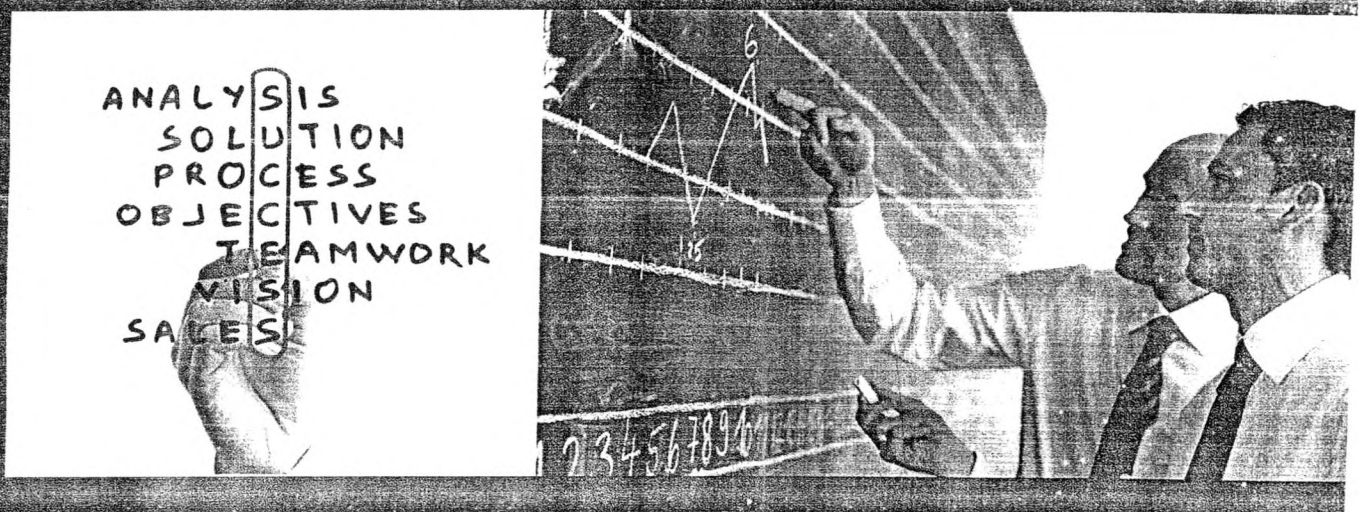
Editors
Dr Anant Gwal
Dr Alok Mittal
Dr Sonal Gupta

FACULTY OF MANAGEMENT STUDIES
Acropolis Technical Campus
INDORE

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AN EXPLORATORY STUDY OF THE PERCEPTION OF STUDENTS TOWARDS THE FACULTIES' QUALIFICATION ON THE IMAGE OF HIGHER EDUCATION INSTITUTE

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* Smita Girgune

** Dr. Anant Gwal

Abstract - The higher education industry in India has a tremendous growth. It has been called as a "Sunrise Sector". More than 250 million people have age group from 18 to 23 years. 1.1 billion People are between the age group 0-14. This means that the number of people in India needing education alone exceeds the entire population of the USA. This reason, Higher education institutes should make a good image in front of the world. There are number of factors like students' performance, placements of students, infrastructure etc. affected the image of college or any management institute. This research emphasized students' perception towards contribution of qualified faculties in college image. It was an exploratory study, had sample size 50 from Indore city. It used questionnaire which filled by undergraduate students of management college. Findings showed the difference in students' perception towards contribution of Faculties' qualification in professional education institute.

Keywords - Students' Perception, Management Institute, Image

INTRODUCTION

Over the last two decades, higher education industry in India has grown remarkably. It has created university who delivers low-cost high-quality education for students of all levels. India is the single largest provider of global talent, with one in four graduates in the world being a product of the Indian system. India is in the fourth cycle of its research excellence framework, with at least a 100 of Indian universities competing with the global best.

The quantum growth in the Higher Education sector is spearheaded by Universities, which are the highest seats of learning. In the last 20 years alone, 6 Indian intellectuals have been awarded the Nobel Prize across categories. India is a regional hub for higher education, attracting global learners from all over the world. The Indian higher education system is needs-blind, with all eligible students receiving financial aid. Two-thirds of all government spending towards higher education is spent on individuals, including faculty and students.

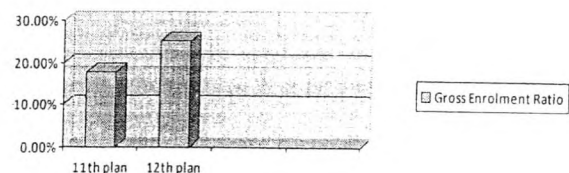|	1950	2014
Universities	20	677
Central Universities		45
State Universities		318
State Private Universities		185
Deemed to be Universities		129
Institutions of National Importance		51
Number of Colleges	500	37204 (up to 31st March 2013)

After independence, Higher education sector has increase tremendously in the number of Universities and colleges. The number of Universities has increased more than 30 times from 1950 to 2014. The number of colleges has also registered manifold increase of more than 70 times from 1950 to 31st March, 2013. There are 45 Central Universities, 318 State universities, 185 State Private Universities, 129 Deemed to be Universities in India.

Nearly 140 million people will comes in the college-going age group in 2030. India will be the youngest nations in the world. In changing the scenario, opening of private universities is game changer. Many new institutions of technology, medicine, science and others have been opened.

Below graph shows the gross enrollment ratio. We have gross enrollment ratio 17.9% now, and have an ambitious target of 25.2% has been predicted by the end of 12th Plan.


Many state universities have bad conditions, this gap is being filled by several private universities. It should ensure that these universities have research facilities, qualified and adequate faculties, proper infrastructure and relevant curriculum.

According to Industry reports supported by NASSCOM, only 25% of technical graduates and about 15% of other graduates are considered employable by IT/ITES industry. Another

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survey conducted on 800 MBA students across different cities in India revealed that only 23% of them were considered employable. Hence, there is an immediate need for a holistic and symbiotic association between industry and academia to make employable graduates. There is also an immediate need for moving from 'generic model' of education to a 'learner-cantered' model of education. The students should be mentored to make their careers in the areas of their strength and abilities
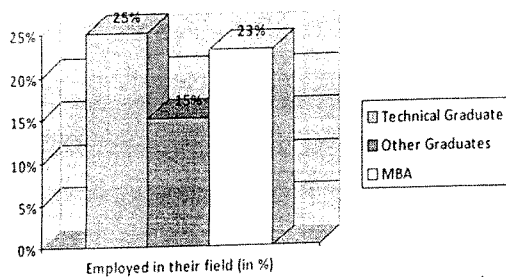
Above graph shows the number of students (in percentage) employed in their field.

There is an immediate need to transform the whole system of higher education in India. Faculty members form the core of any academic institution.

They should be research focused and properly engaged with mentoring, industry engagement, research and consulting. Faculty members are selected based only on the marks secured in masters and PhD programs. There is no test of skills in pedagogy. So this research is about to

study students' perception towards contribution of faculties' qualification on image of college.

LITERATURE REVIEW

Pallab Paul and Kausiki Mukhopadhyay 2003) The author in this paper examine the impact of information technology (IT) in international business education. Their Results indicated that incorporating such technology in the pedagogy and course curriculum facilitated active learning for the students and augmented faculty performance. Specifically, IT helped the faculty develop innovations, assess students better and increase classroom management skills. In addition, it enhanced student-student and student-faculty communication and collaboration, and improved students' access to information. However, contrary to popular belief, usage of technology did not improve students' analytical and problem solving skills.

Abhoy K. Ojha (July - December, 2005). According to Mr

Ojha the rankings of management institutes published in magazines are bad for management education because the criteria do not reflect the true strengths of a management institute. He also suggest that there seems to be scope to manipulate the rankings for financial gain. Finally, He argued that there are three reasons why the ranking process is inherently flawed, and cannot provide useful information to stakeholders, even if attempts were made to fix the ranking methodology and processes. It is high time management scholars and practitioners from Asian countries learn to respect themselves and locally generate knowledge with local faculty. It is also high time that local researchers, teachers and Practitioners establish their credibility through their actions and writings.

Prashant Kandari (November 07), In this article the author discusses the performance appraisal system in Management Institutes. According to him responsibilities of faculties are not just to evaluate the students but some how let them, discover their shortcomings and potentialities themselves. The point here is not to end the assessment but to help them so that the exact problem could be diagnosed and can be adequately cured. The problem is best-known to the patient himself and appropriate cure can be provided for the problem by the doctor only when he knows one. Same goes with the students who know best their problems and the adequate cure can only be provided if the students are given the adequate environment to voluntarily. He says let the students share those with the persons (Faculty, Head) who can rectify them.

Peter Lorange (2005), In this paper the author discusses some key strategic paradigms for business schools with leading educators, academic administrators and executives. According to the author there is a need to focus on growth niches, such as executive education rather than MBA, Undergraduate or PhD Education. They suggested leading business schools must be demand-oriented, must listen to customers-cum-executives and corporations, should undertake research that points towards thought leadership, and should work with the business world through lifelong learning networks. Peter Lorange suggested the modern business school should offer an alternative way of delivering quality and value to its participants, to corporations and to the modern networked society, different from that of the classic, discipline-based, supply-driven business school.

Manoj Kumar (December 28-31, 2006). According to Prof. Manoj Presently, the biggest challenge faced by technical educational institutions in India is the acute shortage of qualified and competent faculties. This has resulted in a scenario where institutions are vying with each other to attract & retain for them the best available faculty talent. Therefore, it is of utmost importance that institutions should design and

pursue policies/mechanisms so as to compete well in market place to attract and retain for them the best faculty talent. This paper offers some possible strategies that institutions can adopt to attract & retain for them the best available faculty talent.

Paul Verhaegen (2005), this paper helps to provide insight into the relevant factors for faculty recruitment and retention that can help leadership of business schools to design and implement a tailored policy to recruit and retain academic talent in a highly competitive and international market. The factors of crucial importance for recruitment and retention were identified, both from the deans and from the faculty perspective. Perception gaps occurred between deans and faculty, as well as satisfaction gaps on important factors: this led to the identification of interesting policy problems and opportunities. Segmentation of the sample facilitated the demonstration of differences in perception between groups of faculty according to gender, age and rank, and between groups of schools according to legal structure, orientation, enrolment, and accreditation status.

OBJECTIVE OF STUDY

To know students' perception towards contribution of faculties' qualification with different faculties' characteristics on image of college

HYPOTHESIS

H0: There is no significant difference in students' perception among contribution of different characteristics of qualified faculties on image of college.

H1: There is significant difference in students' perception among contribution of different characteristics of qualified faculties on image of college.

RESEARCH METHODOLOGY

Research Type	Exploratory
Data	Primary data and secondary data
Sampling Technique	Convenience
Sample Unit	Students at professional institute/management colleges pursuing their graduation from Indore City
Sample Size	50
Tools for Data Collection	Questionnaire
Tools for Data Analysis	The data was analyzed with the help of Excel.

DATA ANALYSIS AND INTERPRETATION

Primary data has been collected though questionnaire which filled by 50 students who are pursuing graduation from Indore city. Respondents are asked to give their opinion on 7 statements on the scale of 1 to 5.

There are 7 statements on Five point Likert scale (5= Highly Agree to 1= Highly Disagree) to measure the students' perception towards the faculty members' qualification in improving image of college. The result of the descriptive is given below.

Statements	Mean	Variance
Qualified faculties improved the image of college	3.98	
Qualified faculties with poor communication increases the image of college	2.56	
Qualified faculties without practical knowledge contribute in making image of college.	1.98	0.9 2323
Qualified faculties with poor teaching skills raise the image of college	1.72	0.5 6545
Qualified faculties without punctuality and discipline improve image of college	2.34	1.75755
Qualified faculties without dynamic personality contribute in making image of college	2.26	1.75465
Qualified faculties with no research work improve the image of college	2.40	1.567

It is parameter with a mean higher than 3 is considered to be agreed whereas mean equals to 3 implies unbiased response of respondent and mean lesser than 3 is considered to be disagree.

1st statement is having highest mean (3.98) which represent that majority of the students agreed on the statement "Qualified faculties improved the image of college". It stimulate that students agreed on if college have qualified faculties than college improves his image.

But here some characteristics' of faculty members was missing and when it was added in the statements than students was disagreed with them. So 2nd statement is having mean (2.56) which represent that majority of the students disagree on the statement "Qualified faculties with poor communication increases the image of college". It means students believe that qualified faculties with poor communication decrease the image of college.

3rd statement is having mean (1.98) which represent that majority of the students disagree on the statement "Qualified faculties without practical knowledge contribute in making image of college". It means students believe that qualified faculties without practical knowledge decrease the image of college.

4th statement is having lowest mean (1.72) which represent that majority of the students disagree on the statement "Qualified faculties with poor teaching skills raise the image of college". It means students believe that qualified faculties with poor teaching skills decrease the image of college.

5th statement is having mean (2.34) which represent that majority of the students disagree on the statement "Qualified faculties without punctuality and discipline improve image of college". It means students believe that qualified faculties without punctuality and discipline decrease the image of college.

6th statement is having mean (2.26) which represent that majority of the students disagree on the statement "Qualified faculties without dynamic personality contribute in making image of college". It means students believe that qualified

faculties without dynamic personality decrease the image of college.

7 statement is having mean (2.48) which represent that majority of the students disagree on the statement "Qualified faculties with no research work improve the image of college". It means students believe that qualified faculties with no research work decrease the image of college.

From the Annexure1 we can interpret that the significance value (0.000259) is less than 0.05 so the null hypothesis will be rejected and the alternative hypothesis will be accepted. So there is significant difference in students' perception among contribution of different characteristics of qualified faculties on image of college.

CONCLUSION

As per the survey qualified faculties with poor communication does not improve image of college. Its variance is higher than other characteristics of faculties. It means the opinion of students is nearly same and not so much deviated from mean. Paper concludes that qualified faculties should have strong communication so that they more contribute on image of college.

LIMITATIONS

- The study is limited to the study of expectations of and perceptions of students.
- The perception of students is limited to the time period of study.
  Primary data has its own limitations.
  As this study was conducted only in Indore region the finding cannot be generalized for overall state.

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ANOVA						
Source of Variation	SS	Df	MS	F	P-value	F crit
Between Groups	25.33667	5	5.067333	4.889386	0.000259	2.244703
Within Groups	304.7	294	1.036395			
Total	330.0367	299				

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A STUDY ON PERCEPTION OF STUDENTS ABOUT INSTITUTIONAL IMAGE

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Abstract :Higher education is an extremely fast growing service industry and it is exposed to the globalizationprocesses every day more and more. Service quality, emphasizing student satisfaction, is a newly-emerging field ofconcern. In order to attract students, serve their needs and retain them. It is necessary to know the views of students about any institute. One having good scores in a MBA degree was sure to get placed in a good company with a good pay back. Such was the efficiency and the importance of the degree. But recently the number of colleges providing MBA degree had brought down the importance of the course.. This is creating a weak base for the students to succeed in this transition. Every other college is offering a MBA degree.For improving the management college image, firstly identify the students' perception on image building of Institute. The present study is aimed at knowing the perception of students in management professional courses. An attempt is made through this study to explore aspects of Institutional image and perception of students towards image of professional institutes.

Keywords: *Higher Education, Institutional Image, Management professional Course, Management Institute*

INTRODUCTION

The rating agency projected the Indian education market to be value of Rs.5.9 trillion in 2014- 15 as against Rs.3.33 trillion in the 2011-12 financial years. "India's young demographic would continue to benefit the sector, even as expanded infrastructure upgrades and regulatory issues delay timely benefits," said India Rating in its FY15 viewpoint for the sector. India has 250 million students in schools and 27 million in higher education. There are 1.4 million schools and over 36,000 Colleges and 700 universities in India. India has13 management institutes, 45 technical institutes, 6 science and research institutes, 4 information technology institutes and 3 planning and architecture institutes. As a percentage of GDP, expenses on education have increased from 2.9% in 2008-09 to 3.3% in 2013-14. Less than 1% of the $38 bn of the Indian Government expend on education. The literacy rate in India is 74.04% compared to the world average of 83.4%. The rate of male literacy rate is 82.14 % and female literacy is 65.46 %. (Prashant k Nanda 2014)

Since Independence, Higher Education sector has seen a remarkable increase in the number of Universities/Universities level Institutions & Colleges. The number of Universities has increased 34 times from 20 in 1950 to 677 in 2014. There are 45 Central Universities, of which 40 are under the purview of Ministry of Human Resource Development, 318 State Universities, 185 State Private universities, 129 Deemed to be Universities, 51 Institutions of National

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Importance (established under Acts of Parliament) under MHRD (IITs - 16, NITs – 30 and IISERs – 5) and 04 Institutions (established under various State legislations). As on 31st March, 2013 the number of colleges has also registered which increased by 74 times with just 500 in 1950 increasing to 37,204. (Ministry of Human Resource Department, 2014)

According to the 2011 census, the state had 208 management institutes. There are 22000 seats in MBA courses in Madhya Pradesh for the session 2014-2015. There are 71 MBA professional institutes in M.P.

In today's complex and highly competitive marketplace, universities and colleges have turned to making image as a solution in dealing with today's global challenges The Indian higher education sector is heterogeneous. Different types of higher education institutions co-exist, and these operate with very different motives and working contexts. All types of higher education institutions including Management institutions face serious problems of faculty shortage and in maintaining the quality of education. The growing importance of branding for the colleges and universities, and it is expected to become even more important and vital for their growth and/or survival.

There is a rise in the number of MBA institutes in India and also in Madhya Pradesh, but there is a decrease in the number of students who want to take admission in the professional MBA institutes from the last two years. Why there is a decrease in the number of students. So this study is emphasized on the perception of students about institutional image.

LITERATURE REVIEW

Victor I. Igbinedion (2011) examined the perceived factors that influence the students' vocational choice of secretarial studies in tertiary institutions in Edo State of Nigeria. The factors investigated included parental, peer group, gender and interest. This is informed by the low enrolment into secretarial education programmes across the universities and college of education and the poor attitude of students with regard to their self worth in spite of the many job opportunities and career satisfaction offered by this all pervasive skill oriented vocational academic programme. The design of the study was descriptive with a stratified sample of 191 subjects randomly selected from a population of 447 students enrolled in secretarial studies programmes in public tertiary institutions in Edo State during the 2006/2007 academic session. A questionnaire was the instrument used to gather data from the field for analysis. Two research questions were raised and answered; while two hypotheses were formulated and tested. The results showed that there were variations in the perceived factors that influence students' vocational choice of secretarial studies between male and female students; and also students from the universities and college of education differed significantly with regard to some of the factors that influence their choice. Based on this conclusions were drawn and recommendation made.

Rex Whisman (2012) examined the essential role that internal branding plays in successful university settings. Case studies from businesses and universities, as well as reviews of the pertinent literature and research, provided the data for the paper's analysis of university branding successes and failures. The author concluded that, in the complex university realm, internal branding helps an institution overcome internal resistance to branding efforts. It helped the institution take an identity-development strategy beyond traditional approaches, such as new logos, snappy taglines and expensive advertising campaigns, to an embedded cultural approach that guides everything from communications, fund-raising, marketing and personnel policies to enrollment management and program development. The evidence

indicated that the biggest mistake universities make when undertaking branding initiatives is failure to embrace an inside-out approach to brand development. Those universities that succeed in their branding efforts was willing to borrow strategies from the corporate world to get buy-in by engaging all interested constituents—faculties, staff, students, alumni and others—in the process.

Hajibah Osman (2010) reported how Malaysian universities re-brand themselves using the results of an investigation on corporate brochures from these universities. The investigation employed a structural analysis and a textual analysis. Although informative in nature, these corporate brochures exhibited the use of promotional elements in the texts as seen in the contents and the language use. The communicative functions of university brochures are viewed to be more promotional than informative.

Dr.Armand Faganel,(2010)found five most used dimensions of service quality. We developed a questionnaire including 18 items describing these dimensions with the help of focus groups of students. Analysis was carried out on students and professors of Slovenian business school. SERVPERF theory was challenged with the help statistic tools to establish the most important determinants of quality for students and professors.Institutions in the higher education try to provide best quality services because they need to compete for their students. Measuring quality of their services is therefore an important task of those institutions that give feedback on the dimensions of quality that need to be taken care of and offers institutions the possibility to gain significant competitive advantage in knowledge market.

Charles H. Bélanger (2007)reported on who creates branding within institutions of higher learning, and what impact branding has on core institutional activities such as student recruitment and fundraising, as well as on socio-

psychological factors such as community respect and national prestige. Eighty-nine tertiary education experts covering three world regions were surveyed in order to gather information to fulfil the paper's objectives. The nature and extent of involvement of enrolled students, alumni, higher management, external consultants, civic leaders and the business community were investigated to identify the part each plays, if any, in the development of an institutional brand. Findings indicated that institutions have a tendency to brand from the top down rather than from the bottom up.

OBJECTIVES

- To study the perception of students of professional management Institute about institutional image
- To know factors affecting institutional image of professional management college

RESEARCH METHODOLOGY

The present study is a descriptive in nature. The population of the study comprises of all the students of MBA (Full Time) which is conducted by DAVV Indore. There are 100 respondents from Indore in total from whom data was collected through means of questionnaire which was drawn using Likert scale. For secondary data books, websites, journals, magazines etc. was used, Percentage method, bar chart etc. was used to analyse and interpret results and achieve result objectives.

DATA ANALYSIS AND INTERPRETATION

Primary data has been collected though questionnaire which filled by 100 students who are pursuing MBA from Indore city. Respondents are asked to give their opinion on 23 Variables on the scale of 1 to 5.

There are 23 variables on Five point Likert type scale (5= Highly Agree to 1= Highly Disagree) to measure the students' perception towards institutional image of professional MBA college. The result of the descriptive is given below.

Variable	Average	Variance
Pass out ratio of student	4.097560976	0.29024
Student achievement in extracurricular examination	4.073170732	0.26951
Ranking of College as graded by State Government	4.268292683	0.25122
Ranking of the college as graded by the National Government	4.43902439	0.25244
Well-furnished classroom	4.219512195	0.22561
Well-furnished Library	4.268292683	0.30122
Well-furnished computer lab	4.12195122	0.25976
Institutional Vision & Leadership	4.12195122	0.65976
Maintaining quality of faculty at entering level	4.146341463	0.37805
Maintaining new faculty	4.12195122	0.45976
Promoting interdisciplinary research	4.048780488	0.59756
Providing opportunities for professional growth	4.219512195	0.37561
Placement Cell	4.292682927	0.3622
Number of students placed in National companies	4.390243902	0.4439
The number of students placed in International companies	4.390243902	0.5939
Nos. of Industrial visit at international companies	4.146341463	0.97805
Nos. of Industrial visit at national companies	4.219512195	0.77561
Nos. of industrial interaction	4.243902439	0.23902
Nos. of Well qualified faculty members	4.536585366	0.25488
Nos. of Industrial Experience of Faculty members	4.146341463	0.32805
Achievements of faculty members at national level	4	0.45
Achievements of faculty members at International level	4.12195122	0.50976
Faculty development & training programs	4.219512195	0.32561

It is parameter with a mean higher than 3 is considered to be agreed whereas mean equals to 3 implies unbiased response of respondent and mean lesser than 3 is considered to be disagree. All variables are having mean (greater than 4) which represent that majority of the students agreed on all variables. It stimulate that students agreed on if college have above variables than college improves institutional image.

81% students agree that pass out ratio should consider for making institutional image, 14% do not agree while 5% gave neutral response. 80% students say that they believe student achievement in extracurricular activities improves the image of college, 13% are not believed and 7% students gave neutral response. 89% students agree that Ranking of college stated by state government is responsible for institutional image, 6% do not agree while 5% students gave neutral response. 82% students accept thatRanking of college as graded by national government increases the institutional image, 10% students are not accepted and 8% students gave neutral response. 84% students believe that well-furnished classroom, well-furnished Library and well-furnished computer lab are responsible for institutional image. 92% students agree that institutional values and leadership is consider for building institutional image, 5% students do not agree while 3% gave neutral response. 82% students are of the opinion that maintaining quality of faculty at entering level is responsible for image of college while 8 % students gave negative response and 10% gave neutral response. 82% students accept that maintaining new faculty is a key variable for institutional image, 12% students are not accepted and 6% students gave neutral response. 80% students agree that promoting interdisciplinary research promote the institutional image while 15% students against, and 5% students cannot gave response. 81% students feel that providing opportunities to the

faculty increases the image of college while 16 % students feel that it not increases and 3% student did not gave their opinion. 88% students believe that placement cell is the key variable for building an institutional image, 6% students are not believe while 6% gave neutral response. 89% students agree that numbers of placements of students at national companies are considered when college builds its image, 5% students not agree while 6% students gave neutral response. 90% students feel thatnumbers of placements of students at international companiespromote the institutional image, 5% students not agree while 5% students gave neutral response.86% students says that number of industrial visit at international and national companies affect image building of institute while 16% students against and 8% students have neutral response. 92% students agree that numbers of industrial interaction of college contribute in making institutional image while 8% students are disagree. 94% students agree that qualified faculties increases institutional brand, while 4% students not agreed and 2% students are neutral. 82% students accept that number of industrial experience of faculty contribute in making institutional image, 18% students are not agreed. 85% students accept that faculty achievements at international and national level are considered when college build its image while 9% students not accept and 6% students are neutral. 84% students believe that faculty development and training program is considered for improving institutional image.

CONCLUSION AND SUGGESTION

Most of the students feel that all the variables should be consider for making institutional image, It can be concluded that most of student considered all the variables for improving institutional image, 84% students are aware of the variables of institutional image. It is indicate that they know the reputation of professional college before taking admission. Majority of students is agreed with all the variables

contribute in image building of professional institutes.

Professional MBA College should try to increase the resources for improving reputation of college. Every college has not followed the rules and regulation of running a professional College so government should try to impose all the rules and regulations in all professional college. Professional college should present their documents to the government at every end of the year, it can be improved the institutional image. All the variables of institutional image should be determined and generalized according to the present scenario.

LIMITATIONS

- The research is confined to Indore city and does not necessarily show a pattern application to all parts of the country.
- The study had to be carried out in limited time.
- Greater value could have been added to results if the sample had been larger.
- The results of the present study cannot be generalized.
- Due to time limit a large number of respondents could not be covered.
- The respondents belong to only management
- courses.

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