

**EDUCATION QUALITY AND STUDENT SATISFACTION:
AN EMPIRICAL SURVEY AMONG THE STUDENTS OF
PRIVATE MANAGEMENT INSTITUTIONS OF
LUCKNOW**

POOJA*

ABSTRACT

Over the past few years private MBA colleges, business schools and management institutes is growing rapidly in India. The competition in the private education sector has always been high. Private Management institutions, which want to gain competitive edge & sustainable growth, need to improve quality of education and better satisfaction of the students. The main objectives of this study were to explore the education quality of private management institutes of Lucknow, to identify education quality dimensions that influence most to student's satisfaction and to investigate the student's level of satisfaction in their current institutes. The study examined the student satisfaction, in five specific education quality dimensions; i.e. faculty quality, curriculum quality, Administrative staff quality, infrastructure quality & placement quality. Further the study also revealed critical quality factors in each these dimensions which were perceived as important to the students. A survey has been conducted among 160 M.B.A students of different private management institutes in Lucknow by using questionnaire. The results revealed that the most important influential dimension affecting the students' satisfaction is faculty quality and majority of the students are dissatisfied with the quality of education in their institutes.

Keywords –Education quality, Private management Institutes, Student's Satisfaction, Quality Dimensions.

*** ASST. PROFESSOR, BORA INSTITUTE OF MANAGEMENT SCIENCES, LUCKNOW,
UTTAR PRADESH**

INTRODUCTION

It is believed that people can bring about development and this process can only be successful if people themselves are developed. Education is the cornerstone of this development. Management education in India has seen tremendous growth over the past decade, both in number of students and number of colleges. Private Management College emerged as an alternative to cope up with the expanded demand of higher technical education. But regrettably observed in most of private management college, the quality of education is declining rapidly. Students from top management institutes like IIMs, IITs, and Roorkee rank excellently in employment suitability but there is a steep decline in quality beyond those top ten tier school. In this context, this study has been initiated to explore the quality of education of private management institutes and satisfaction level among the students of private management institutes of Lucknow

STATEMENT OF PROBLEM

Private Management College were established to create more opportunities for higher technical education along with public universities .But regrettably noted in most of cases the quality of education is declining in private management institutes (Md Abu Naser).They are charging very high tuition fee but fail to provide good faculty, infrastructure facilities like laboratory, classroom, and library, update curriculum and most important placement of students in reputed companies. It is commonly saying that Private management institutes are commercializing higher education rather than providing service (Md. Abu Naser). However, there is a dearth of knowledge concerning quality of education and variables affecting student satisfaction in private management institutes especially in Lucknow city. The present problem is the study of education quality and student's satisfaction level in private management institutes in Lucknow.

SIGNIFICANCE OF THE STUDY

Over the past few years private MBA colleges, business schools and management institutes is growing rapidly in India. The competition in the private education sector has always been high. Private Management institutions, which want to gain competitive edge & sustainable growth, need to improve quality of education and better satisfaction of the students. In this context, the study attempts to explore the quality of education and students satisfaction level in Private Management Institutions. This research will help to know the strengths and areas where private

management institutions need improvement. As no significant study has done earlier in this field especially in private management institute situated in Lucknow, this study is going to provide the conclusions and some recommendations, which are expected to provide useful information to the Management institutions.

OBJECTIVE OF THE STUDY

- 1) To explore the quality of education in private management institutes in Lucknow city.
- 2) To identify critical education quality dimensions (faculty quality, Administrative staff quality, Curriculum quality, Infrastructure quality and placement quality) which have been given a priority by students in assessing the quality of education and satisfaction.
- 3) To identify critical quality factors in each of these dimensions i.e. Faculty quality, Administrative staff quality, Curriculum quality, Infrastructure quality and Placement quality which were perceived as important to the students.
- 4) To know the satisfaction level of the students in the private management institutes in Lucknow.

LITERATURE REVIEW

Quality is a multidimensional construct. It is also a relative issue. Quality may differ to different people. Quality means to maintain certain standard and norm to give institutions of higher learning more vitality, continuity, stability and legitimacy. Harvey and Green (1993) said that, Quality is a relative to the user of the term and the circumstances in which it is involved.

The concept of quality is more complex in higher education as opposed to in the industry where the end products are clearly defined. Quality of education may be said to be the institutionalization of academic affairs in institutions of higher learning (Md Abu Naser).

Quality of education depends on a lot of issues. The broad areas are management, teaching quality, faculty resources, quality intake, and method of teaching, technology support, and update curriculum, direct and indirect infrastructure etc. Within this broader area, Md Abu Naser focused on teaching quality, faculty selection method, faculty motivation level, research activities, and library, classroom and campus facilities for analysing quality of education in private institutions.

Siew Fun Tang (2012) mentioned that quality of education depends upon four factors, i.e. academic programme, lecturers, administrative services and university facilities.

Several researchers conducted studies about the quality of education and indicators of quality education in the private universities and colleges. Faruky, Uddin & Hossain (2012) made a study investigating the factors affecting quality education in the private universities. They identified four independent determinants (faculty credentials, 'students' personal development and safety measurement', academic and supportive facilities, and social status of the university). The study showed that faculty credential is the most important factors. This result is quite similar to the study of Ashraf et al. (2009) where they identified faculty credentials as the most important factor to the quality of education of the private universities.

Sabarudin Zakaria and Wan Fadzilah Wan Yusoff (2011) stated that quality education means good infrastructure, team of good and competence educators, the syllabus, resources and the teaching process. He examined six factors i.e. lecture facilities, ancillary facilities, facilitating process, explicit and implicit services to explain students' satisfaction with their education quality.

MA Ashraf, Y Ibrahim (2009), mentioned that quality education in universities will be achieved through changing the method of teaching and learning as well as assessment methods, renewing the curriculum continually, updating and upgrading professional knowledge and skills and improving the broader educational, administrative and resource environments.

One of the requirements to be met in order to attain quality in higher education is satisfying the student which is the most important. I.G Lopez (2006) stated that it is necessary to meet the needs and expectations of the student, as the principal beneficiary of university education.

Student satisfaction is the term which can be explained and evaluated in many ways.

Kotler and Clarke (1987) define satisfaction as the desirous outcome of a task or job that pleases one's esteem. Rad & Yarmohammadian (2006) defined it as the wilful accomplishment which results in one's contentment. According to Zeithaml (1988) satisfaction is the resultant outcome of an institution's administrative as well as educational system's coherent performance. Student satisfaction is a short-term attitude, derived from the evaluation of the received education service (Elliot and Healy, 2001).

The concept of a student satisfaction is derived from the concept of customer satisfaction as students are considered to be the customers of the educational institutions. Kristin Ann Kroncke

(2006) mentioned that faculty members are employees of the organization and students may be viewed as its customers. According to him, satisfaction experienced by one group is expected to affect their performance, and thus the satisfaction experienced by the other group. A faculty member who is happy with his or her colleagues may be motivated to do more team-teaching and enhance the learning experience and thus satisfaction of students.

After going through the literature, it can be said that, to know the education quality, we must know the students satisfaction level with certain issues like faculty quality, Administrative staff quality, curriculum quality, Infrastructure quality and quality of placement. Thus the present study is an attempt to shed a light on these issues.

RESEARCH METHODOLOGY

The research design of the study is explorative in nature. The M.B.A students of private colleges of Lucknow city were considered as source of population for the study. The dependent variable in this study is overall satisfaction of the student and independent variable is quality of education quality in Management Institutions. The dimensions included in this variable are faculty quality, curriculum quality, Administrative staff quality, infrastructure quality & placement quality. Then a likert scale type questionnaire (from 1= strongly dissatisfied to 5= strongly satisfied) was developed to collect the opinion of the respondents about those selected variables.

Sampling method

Random sampling method is adopted for this study. A sample size of 160 MBA students were selected from different private management institutes situated in Lucknow. Data were collected from Ansal Institute of Technology and management, Motilal Rastogi Institute of Management, Charak Institute of Business Management, Gyan college of Management, Institute of Environment And Management, Rameshwaram Institute of Technology and management, Dr M.C Sexena College of Education, R.R Institute of Modern Technology, Goel Institute of Higher Studies and G.C.R.G Memorial Trusts Group of Institution .

Sources of data

The primary and secondary data were used for this study. The study used both quantitative and qualitative research techniques in collecting data .Data were mainly collected through questionnaires, interviews and direct observation.

Primary data

Primary data mainly include structured questionnaires and interviews schedule.

Questionnaire

Primary data was collected by carrying out a survey among 160 MBA students of different private management colleges by using structured questionnaire. The questions used in the questionnaire were pre-tested. The constructed questions were closed and multiple choices in nature.

Interview

Using interviews as a qualitative research technique enabled the researcher to gain more in-depth knowledge from the respondents. A semi structured interview schedule was used. The response from the respondent was written, at the time of interview and then analysed in the systematic and iterative manner to know the quality of education and student's satisfaction level.

Secondary Data

The secondary data were obtained through published books, magazines, national & international journals, statistical reports, text books and internet.

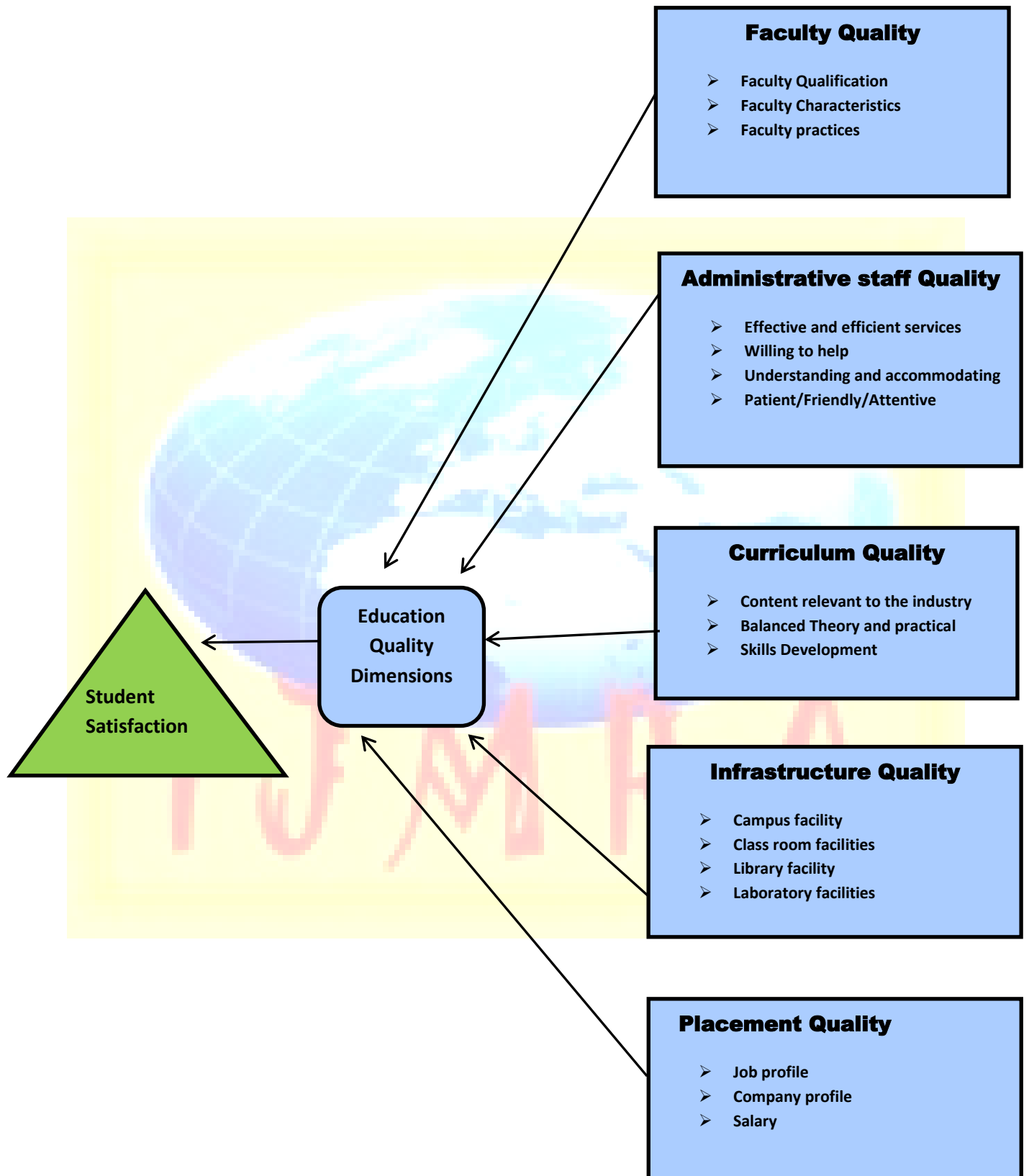
Tools of Data analysis

The primary data collected from the structured questionnaire was analysed by using percentages and averages. The results of analysis were interpreted and findings were made for the study.

FRAMEWORK OF THE STUDY

To explore the quality of education an analytical framework has been established as shown in figure 1. The study examined the student satisfaction, in five specific education quality dimensions; i.e. faculty quality, curriculum quality, Administrative staff quality, infrastructure quality & placement quality. Further each quality dimensions include critical quality factors which were perceived as important to the students.

Figure 1: Framework of the Study



DATA ANALYSIS AND INTERPRETATION**Table 1: Personal Profile of Respondents**

Sr. No.	Demographic Profile	Frequency	Number of Respondents	Percentage to Total
1	Age	21-23	90	56%
		24-26	56	35%
		Above 26	14	9%
		Total	160	100
2	Sex	Male	126	79%
		Female	34	21%
		Total	160	100
3	Domicile	Within District	66	41%
		Within State	84	53%
		Out of State	10	6%
		Total	160	100%
4	Year	First year	90	56%
		Second year	70	44%
		Total	160	100

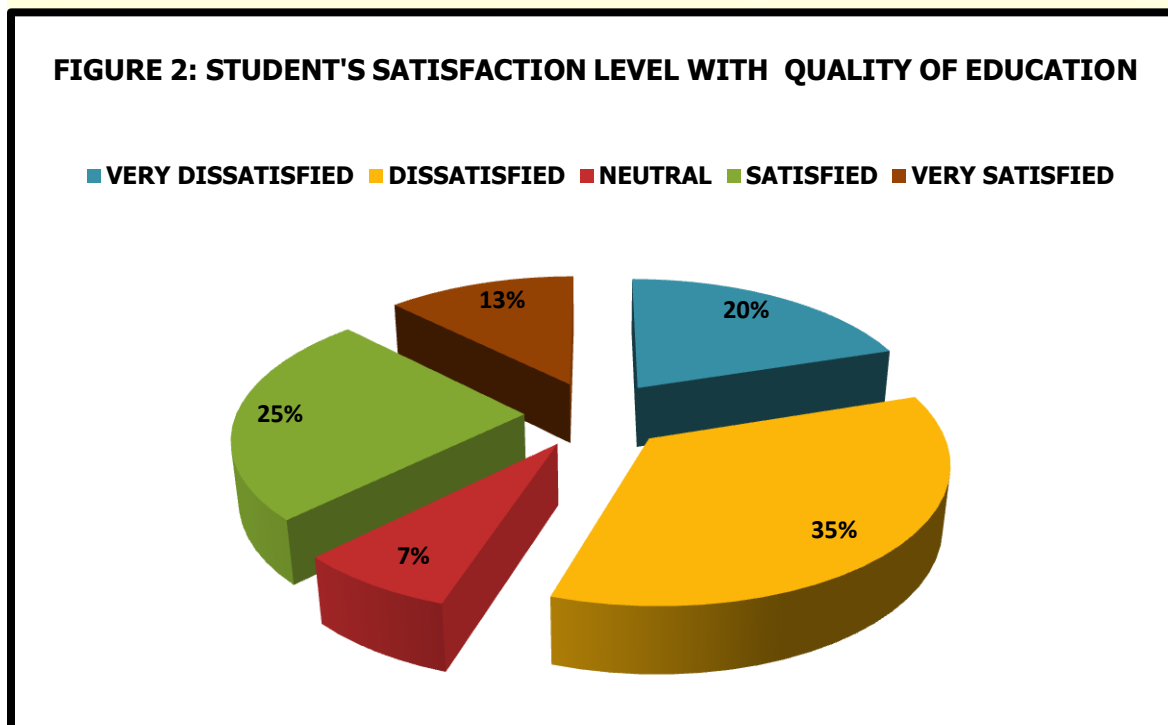
Source: Computed Primary Data

The demographic information includes the following characteristics of participants: sex, age, domicile, year of studies. From the 160 respondents in this study, 126 (79%) are male and 34 (21%) are females. Majority of students are in the age group of 21-23 years and coming from within state. 66 (41%) students are from within district. Most of the respondents are in the first year of their study 90 (56%), followed by second year student 70 (44%).

STUDENT'S SATISFACTION WITH EDUCATION QUALITY

It was asked to make overall comment on quality of education of the institution. Figure -2 shows that 38% of respondents expressed their satisfaction about the education quality of private management institute of Lucknow.

Major portion of the respondents (35%) are dissatisfied, 20% are very dissatisfied and 7% are neutral in position about the education quality of private management institute in Lucknow.

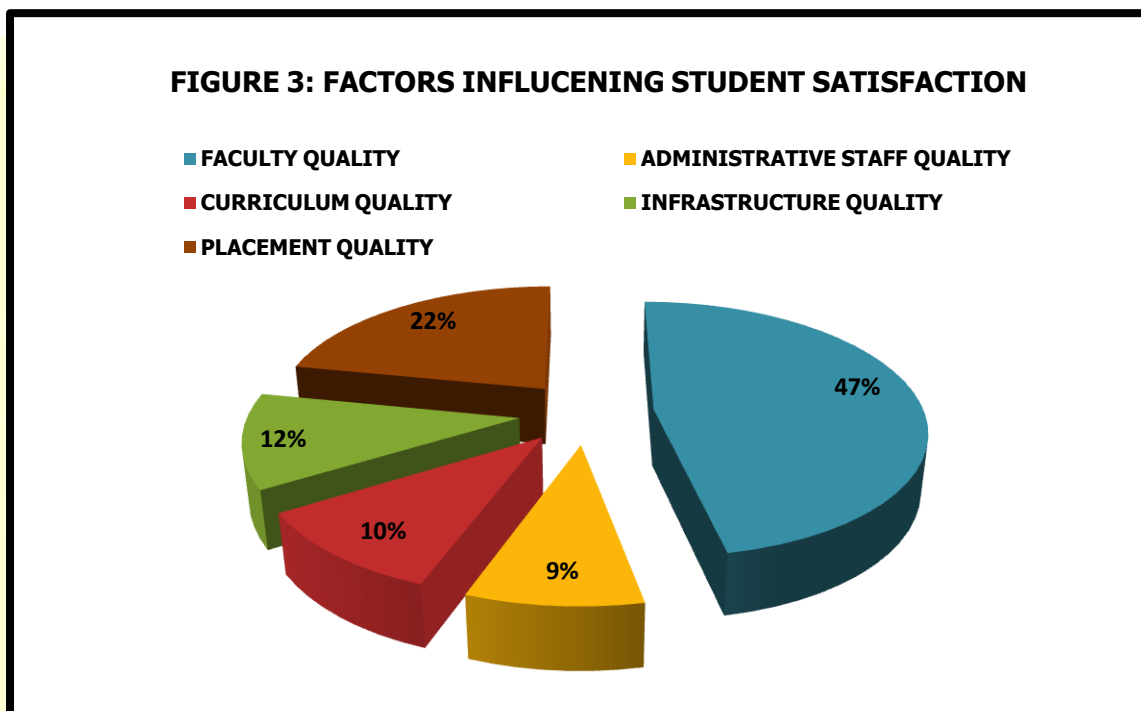


Source: Computed Primary Data

EDUCATION QUALITY DIMENSIONS INFLUENCING THE STUDENT SATISFACTION

The study showed that 'faculty quality' is the most important factor which is influencing student's satisfaction. The essence of students' satisfaction lies in the quality of teaching and learning environment of institution as students demand the well qualified, learned and experienced faculty for their academic and professional development. The second key factor is

placement quality, about 22% of respondents said that they pursue MBA only for quality placement. During survey students said that well supported infrastructure (12%), efficient administrative staff (9%) and a curriculum quality (10%) are other quality dimensions which influence their satisfaction. Hence, policymakers at private universities should be more concerned about these variables if they wish to increase students' satisfaction in higher education programs (Faruky, Uddin & Hossain, 2012).



Source: Computed Primary Data

FACULTY QUALITY DIMENSION

Framework for faculty Quality Evaluation

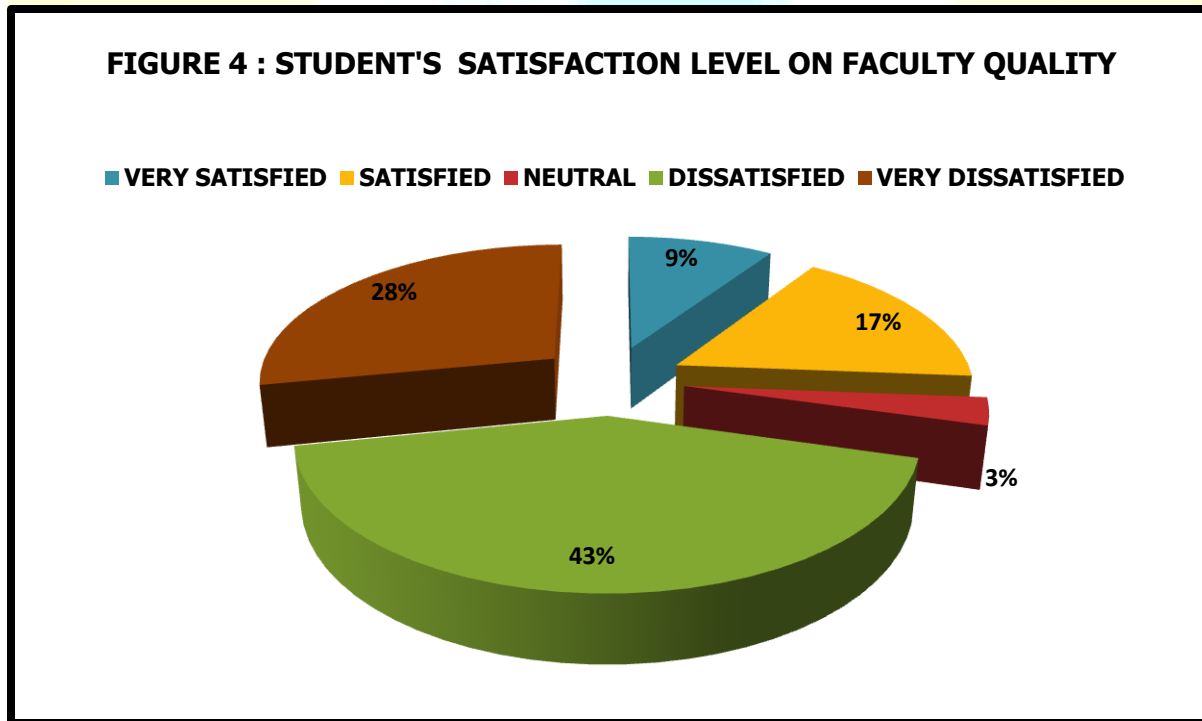
As quality of faculty is most important factor of education. The framework consists of three distinct dimensions/variables which further include sub-variables for evaluating faculty quality as shown in table below-

Faculty quality variables	Sub-variables
Faculty Qualification	Education, certification, credentials, experiences
Faculty Characteristics	Attributes, Attitudes, Belief, Interpersonal Skills

Faculty Practices	Teaching methodology, Preparation for the lectures, Lecture Delivery
	interaction with students, Hand-outs or notes

Student’s Satisfaction level with Faculty Quality

Figure 3 shows that, large portion of the respondents 28% are very dissatisfied, 43% are dissatisfied, 3% neutral in their opinion and 26% respondents are satisfied with the faculty quality.



Source: Computed Primary Data

Faculty quality is the most important to the quality of education. Most of the respondents said, except one or two faculties, all other faculties are inexperienced and without PhD degree. They have just completed their MBA degree and entered in education sector as they consider teaching as an easy money earning pursuit. They have no corporate or field experience. They have very weak academic result, having no experience to use modern education materials in the classroom. Even they lack

basic communication skill and ability to impart knowledge(Huda, Mujaffar, Afsana Akhtar, Jashim Uddin Ahmed(2010).

Table 2 :Student Satisfaction level on Faculty Quality Dimensions						
Faculty quality variables	Satisfied		Neutral		Dissatisfied	
Faculty Qualification	32	20%	16	10%	122	70%
Faculty Characteristics	120	75%	13	8%	27	17%
Faculty Practices	54	34%	8	5%	98	61%

Source: Computed Primary Data

It is inferred from table 2 that 70 % of respondent are dissatisfied, 16% are neutral and 32% are satisfied with faculty qualifications. It is observed during survey and interview that in private management college except two or three faculties all are non-PhD, MPhil or any other higher degree because college management have to pay less on them. If the authority appoints senior faculty then may need more pay. All respondents said, that especially in few subjects like Managerial Economics, Business Statistics, Management Accounting, Operations Research, Economic Environment of Business, E-business, Strategic Management, International Business Management, were practical, field experience, updated and relevant business or depth knowledge is required they desperately required good faculties.

Surprisingly 75% of the respondents are satisfied, 13% are neutral and 17% are dissatisfied about the faculty characteristics. They said that the most of the female faculties are polite, helping, motivating and understanding. On the other hand some respondents said that few faculties lack commitment and having little or no regard to traditional ethics and morality associated with teaching.

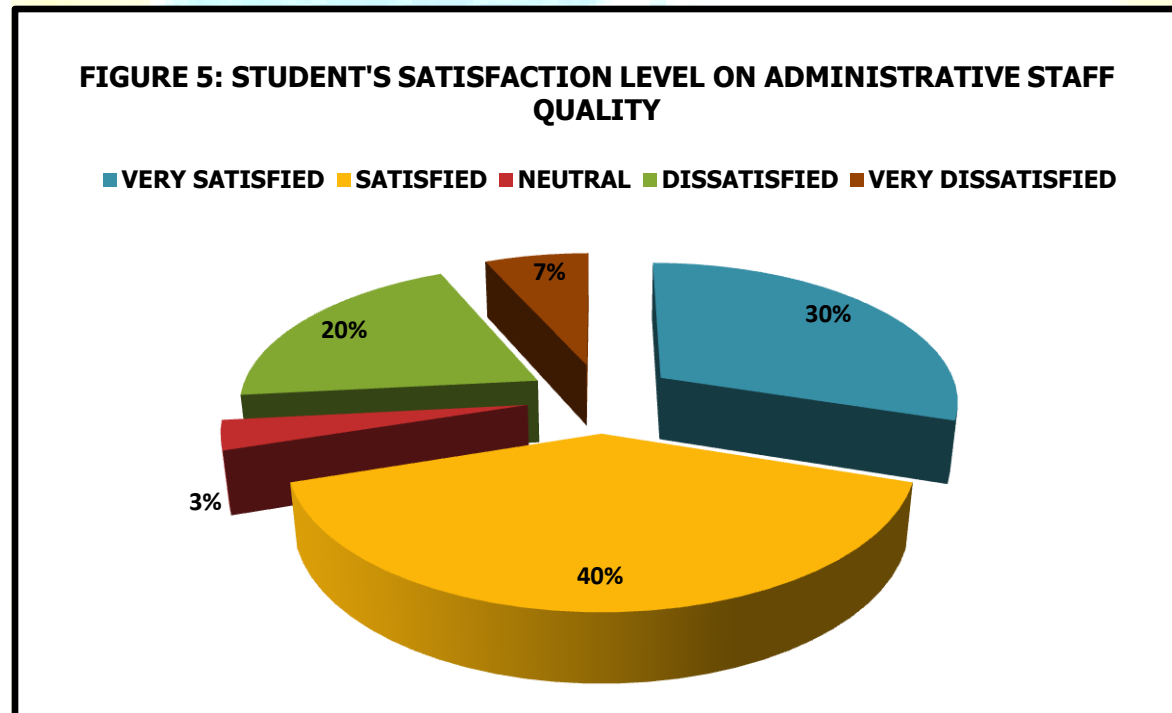
Only 34% of the respondents are satisfied, 5% are neutral and 61% are dissatisfied with the teaching methodology, lecture delivery, quality of hand-outs. Some of the students complained that all assistant professor and juniors faculties' focuses more on their own higher studies like

PhD or MPhil rather than preparing for lectures. They rarely use modern material or technique of education. But the at same time students were satisfied with faculty interaction.

ADMINISTRATIVE STAFF QUALITY DIMENSION

Student's Satisfaction level with Administrative staff Quality

The Administrative Staff has been highly promoted as an essential service to provide information and counselling for students, enabling them to proceed through the college or university in an efficient manner. On satisfaction level, 40% respondents are satisfied, 30 % very satisfied with administrative staff quality. 27% respondents are dissatisfied and 3% are neutral in their level of satisfaction. Most of the students said that admin staffs need to be more qualified.



Source: Computed Primary Data

Table 3: Student's Satisfaction level on Administrative Quality Dimensions						
Administrative staff quality variables	Satisfied		Neutral		Dissatisfied	
Effective and Efficient services	96	60%	24	15%	40	25%
Willing to help	128	70%	19	12%	13	8%
Understanding and accommodating	106	66%	19	12%	35	22%
Patient/Friendly/Attentive	96	60%	8	5%	56	35%

Source: Computed Primary Data

Table 3 shows that 60% of respondents agreed that college admin staffs are effective and efficient, 15% are neutral and 25 % are dissatisfied. Similarly, 70 % of respondents said that admin staff always willing to help .66%of respondents agreed that admin staffs are understanding and accommodating, 12 % neutral and 22% are dissatisfied. Majority of respondents 60% of respondents said that admin staffs of the college are quite patient, attentive and friendly with students, 5% are neutral and 35% of students were dissatisfied with the behaviour of the admin staff.

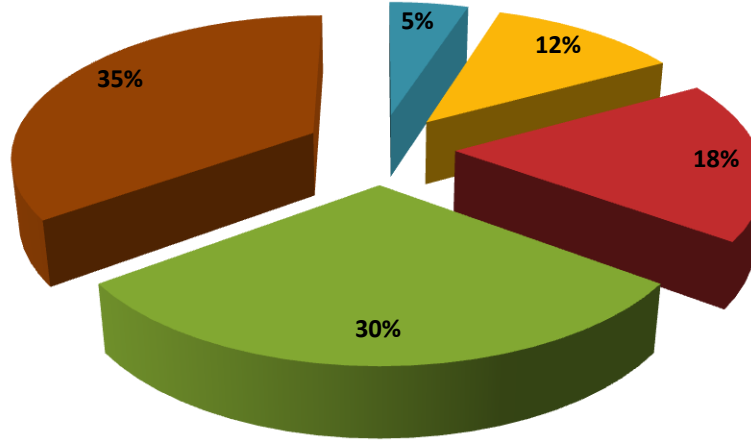
CURRICULUM QUALITY DIMENSION

Student's Satisfaction level with Curriculum Quality

An appropriate curriculum is another crucial issue of quality education (Haque, 2004).Figure 6 shows that 5 % respondents are very satisfied, 12 % are satisfied, and 18 % are neutral with curriculum quality. On the other hand majority of respondents 65% are totally dissatisfied with the curriculum quality.

FIGURE 6:STUDENT'S SATISFACTION LEVEL ON CURRICULUM QUALITY

■ VERY SATISFIED ■ SATISFIED ■ NEUTRAL ■ DISSATISFIED ■ VERY DISSATISFIED



Source: Computed Primary Data

Table 4:Student’s Satisfaction level on Curriculum Quality Dimensions

Curriculum quality variables	Satisfied		Neutral		Dissatisfied	
Content relevant to the industry	3	2%	13	8%	144	90%
Balanced Theory and practical	16	10%	10	6%	134	84%
Skills Development	22	14%	10	6%	128	80%

Source: Computed Primary Data

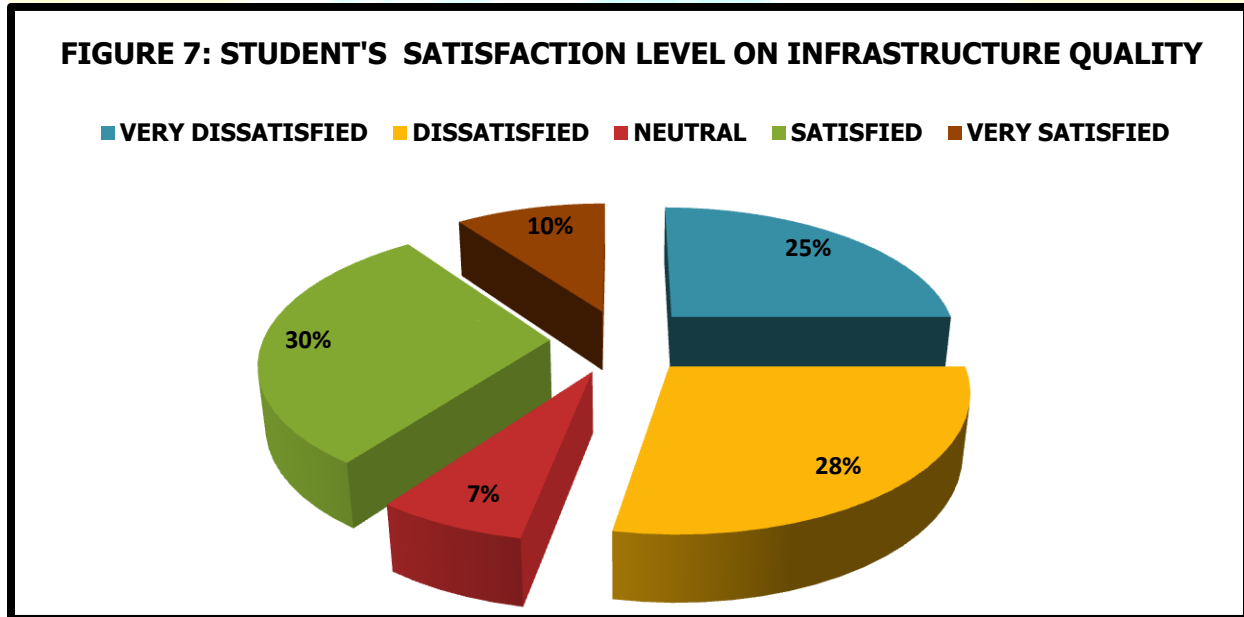
All the colleges selected for survey follow Gautam Buddha Technical University curriculum. It is inferred from table 4 that 90 % of the respondents said that MBA syllabus is not relevant to the industries. Only 2 % are satisfied and 8 % neutral about curriculum quality. 84 percent of respondents are dissatisfied, 6% neutral and 10% satisfied with the curriculum structure. They said that current MBA syllabus focus on theory and do not include practical implementation of the theory. Students said they know all theories but have no idea about how to use these theories in respective field. College send students once in year for industrial visit, which didn't provide enough industrial exposure to the students. Similarly 80 % of the students said that curriculum didn't help them in skills development. Students said that current curricula preparing them for

'clerical jobs' rather than a 'managerial job'.

INFRASTRUCTURE QUALITY DIMENSION

Student's Satisfaction with Infrastructure Quality

Finally 40% respondents expressed their satisfaction about the infrastructure quality of private management college of Lucknow. Major portion of the respondents (53%) are dissatisfied and 7% respondents did not give any comment on it.



Source: Computed Primary Data

Table 5: Student Satisfaction level on Infrastructure Quality Dimensions

Infrastructure quality variables	Satisfied		Neutral		Dissatisfied	
Campus Facility	36	22%	20	13%	104	65%
Classroom Facility	96	60%	24	15%	56	35%
Computer Facility	13	8%	3	2%	144	90%
Library Facility	104	65%	48	30%	8	5%

Source: Computed Primary Data

About 70 % of respondents said, they are dissatisfied with campus facility. They said that they did not have place for canteen, spaces for indoor and outdoor games, student's common rooms and auditorium. 20 % are neutral and 10 % are satisfied with campus facility.

Major portion of the respondents 60% are satisfied on classroom facilities provided by the college. They said that most of the faculties using whiteboard, OHP and PowerPoint. 35% are dissatisfied and 15% are neutral. They complained that there is no standby generator to supply power, classrooms are not air-conditioned; lack of spaces for larger classes, lack of proper ventilation.

About 90 percent of respondents are dissatisfied with computer lab. They said that the numbers of computers are not according to the demand and number of students. Most of the computers are out of order, old, lack of updated software, very slow internet as a result students have to spend their own money to purchase their own laptop or depend upon cybercafé.

Among the respondents 65% agreed that college library have enough books, report and journal to meet the demand of the students but 30% are dissatisfied and 5 % are neutral about the library facility. Major problems facing by students are limited copy of books; poor collection of books; lack of sufficient space for reading and group discussion, up-dated journals are rarely collected; lack of online and photocopy facilities; there is no online tracking of journals or virtual access facility in their library, have no electronic catalog system and library have no dedicated software for searching the right book.

PLACEMENT QUALITY DIMENSION

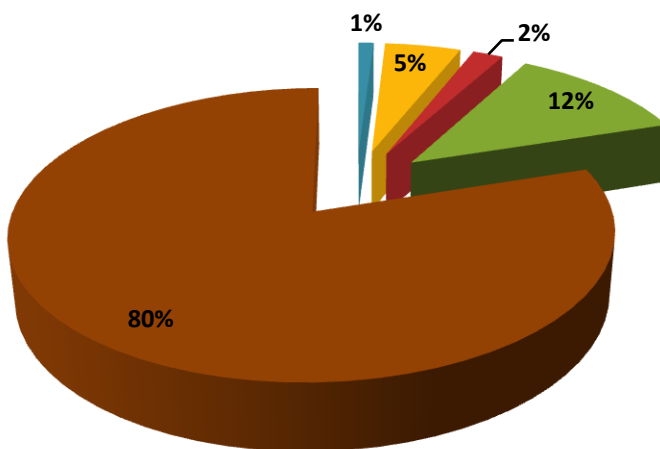
Student's satisfaction with placement quality

Job providers are complaining that students are not productive and employable because they lack requisite skills, basic knowledge, interpersonal skills and attitude. According to recruiters 90% of students are fit for clerical job rather than managerial. In recent few years except top ten MBA colleges like IITs, IIMs rest of the colleges are totally failed to provide any job in campus

placement. As a result majority of respondents 92% are totally dissatisfied with the placement quality. 1 % respondents are very satisfied, 5 % are satisfied and 2 % are neutral with placement quality, as shown below in figure 8.

FIGURE 8: STUDENT'S SATISFACTION LEVEL ON PLACEMENT QUALITY

■ VERY SATISFIED ■ SATISFIED ■ NEUTRAL ■ DISSATISFIED ■ VERY DISSATISFIED



Source: Computed Primary Data

During personal interview students revealed that even their senior didn't get any job through placement cell of the college. Most of the companies come in the campus offer only marketing or clerical job with very low salary. Only 6% of the respondents are satisfied, 6% neutral and majority, 88% are dissatisfied with job profile offered by companies. About 12 % satisfied, 5 % dissatisfied and 83% of the respondents are dissatisfied with company profile. The worst part of the campus placement is that, the students get very low salary. These companies and college placement head promise a good salary during the campus interviews but when students joined these companies they get a very low salary. Only 10 % are satisfied, 8% neutral and 82 % dissatisfied with salary.

Table 6: Student Satisfaction level on Placement Quality Dimensions

Placement quality variables	Satisfied	Neutral	Dissatisfied
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Job profile	10	6%	9	6%	141	88%
Company profile	19	12%	8	5%	133	83%
Salary	16	10%	13	8%	131	82%

Source: Computed Primary Data

Suggestions

- 1) The essence of student's satisfaction lies in the quality of teaching and learning environment of institution as students demand the well qualified, learned and experienced faculty for their academic and professional development. So, management should recruit well qualified and experienced faculties.
- 2) Staff and Faculty should improve the knowledge and communication skills and this is the responsibility of Institute to update the knowledge of students and keeping them with recent trends.
- 3) Faculty should be developed and train through various faculty development programme. Therefore the management should be careful in training the employees in order to come up to the expectations of the students.
- 4) The main dissatisfaction reported was that the staff were not sufficiently specialised in the area in which they were required to teach. So, management should recruit those faculties who are specialized in their field like statistics, operation research, managerial economics, and strategic management.
- 5) Academics can also learn through research or seminars where discussions are held to discover new knowledge and record it for the use of others. Higher management should encourage researches and organize seminars in different field of business to keep updated to both the students and faculty.

- 6) The library must be spacious, collection of good books in sufficient number, up-dated journal, online and photocopy facilities, virtual access facility and electronic catalog system must be there in library.
- 7) In case of power cut there must be facility of generator in labs, library and classroom especially during summer and examination time.
- 8) Management Institute should provide the Internet/e-mail facility according to the students need.
- 9) Institute should provide all the updated computer software in the lab for students.
- 10) Management should train student for quality placement like improving communication skills, current business knowledge and soft skills.
- 11) Whenever there is any problem or any complaints of students, the Institute should provide the proper channel for expressing student complaints so that students feel like home and secured.
- 12) Management must get access to new educational developments such as innovative delivery mode and teaching –learning, diversified assessment methods, creative management styles, relevant and updated resources.
- 13) Private management institutions, the value should be based on the long-term interests of students and society and the institutional goals and commitments not as a profit earning business, where the student as a consumer seeks a business-like relationship with the producer (lecturer).

Conclusion

Well-educated population is considered as a powerful resource of a country. The study shows that majority of the students are not satisfied with the present quality of education in private management institutes in Lucknow. The most important dimension which influences student satisfaction is faculty quality. Actually students want those faculty whose knowledge, expertise, liberality and reasonability is up to the mark. Based on the simple analysis of the survey findings

using basic percentage measurement shows that there's need to practice effective teaching management ,well supported infrastructure, efficient administrative staff and a quality placement which can satisfy the student's expectations.Private management institutes along with their public sector counterparts are playing an important role in generating the resource base for the country by creating skilled human resources. Private Management institutions, which want to gain competitive edge & sustainable growth, need to improve quality of education and better satisfaction of the students.

Limitations of the study

- 1) It is confined to the MBA students only.
- 2) Geographical area is limited. It includes only Lucknow city.
- 3) The sample size of the present study is limited to 160 MBA students of private management institutes.
- 4) Limitation of the study also include non-serious attitude of students towards filling the questionnaire.

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