

Student's Satisfaction on Quality Standards of Management Education at Public and Private Universities in Andhra Pradesh – A Comparative Study

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ABSTRACT

The objective of the paper is to study whether there is significant difference in the perceptions of students of public and private university colleges in selected universities in Andhra Pradesh in India, which is part of quality education. The study is vital since the measures of quality of education varies from one kind of university to the other (viz., public and private universities) and are determinants of student satisfaction. Measuring student satisfaction is more important since it is an indication of how far the universities are successful in providing quality education. Student satisfaction can be understood as student's perception of the services provided by the universities. Student satisfaction should be the primary goal of higher education which plays a vital role in the success of the university. Unless the student is given quality education it is not possible to improve employability of the students. Student satisfaction play vital role in determination of quality of higher education. In particular, in service sector the product is to be consumed as and when it is produced and if there is any fault in the product it is not possible to correct. Today, the lack of quality education making the students to lack employability skills because of which they are losing the opportunities. So to give quality education it is very important to understand the key determinants of student satisfaction. Also there is a need to focus on quality aspects in higher education at university colleges. In this regard the study tries to examine the factors of student satisfaction in igher education at university colleges which is directly correlated with quality of education.

Key Words: Quality of Education, Higher Education, Student Satisfaction, TQM, Management Education, University System.

Date Of Submission: 05-08-2019

Date Of Acceptance: 20-08-2019

I. INTRODUCTION

Universities impart higher education which plays a vital role in the development of the country, because as it paves the way to build knowledge based society in 21st century. The universities offer students the skills and knowledge which they need to work in a large number of different environments. India's higher education system is in third place all over the world in terms of students, next to China and the United States. Unlike China, however, India has the advantage of English being the primary language of higher education and research. India educates approximately 11 per cent of its youth in higher education as compared to 20 per cent in China. Some institutions of India, such as the Indian Institutes of technology (IITs), have been globally acclaimed for their standard of education. The IITs enrol about 8000 students annually and the alumni have contributed to both the growth of the private sector and the public sectors of India. However, India has failed to produce world class universities like Harvard and Cambridge. According to the

London Times Higher Education (2009) Quacquarelli Symonds (QS) World University rankings, no Indian university features among the first 100. But universities in East Asia have been included in the first hundred. There is no Indian university in the rankings from 100 to 200. It is only when one moves on to the next 100 that we find the Indian Institute of Technology, Kanpur at 237; IIT Madras at 284 and the University of Delhi at 291.

A recent evaluation of universities and research institutes all over the world, conducted by a Shanghai university, has not a single Indian university in the world's top 300 while China has six. The Indian Institute of Science, Bangalore, comes in somewhere in the top 400 and IIT, Kharagpur, makes an appearance after that. Yet this decisive edge also has its shortcomings. Besides top rated universities which provide highly competitive world class education to their pupil, India is also home to many universities which have been founded with the sole objective of making easy money. UGC and other Regulatory authorities have been trying very hard to extirpate the menace

of private universities which are running courses without any affiliation or recognition. Students from rural and semi urban background often fall prey to these institutes and colleges. Today, Knowledge is power. The more knowledge one has, the more empowered one is. According to the University Grants Commission (UGC), India needs 1500 more universities with adequate research facilities

At present, the world-class institutions in India are mainly limited. Most of the Indian colleges and universities lack in high-end research facilities. Under-investment in libraries, information technology, laboratories and classrooms makes it very difficult to provide top quality instruction or engage in cutting-edge research. This gap has to be bridged if we want to speed up our path to development. The University Grant Commission of India is not only the lone grant giving agency in the country, but also responsible for coordinating, determining and maintaining the standards in institutions of higher education. Indian university system is, in many parts, in a state of disrepair. In almost half the states in the country, higher education enrollments are abysmally low, almost two-third of our universities and 90 per cent of our colleges are rated as below average on quality parameters. In many states university appointments, including that of vice-chancellors, have been politicised and have become subject to caste and communal considerations, there are complaints of favouritism and corruption.

Objectives of the study

As there is a stiff competition in existence all over the world specifically in the field of education, quality of education and student satisfaction plays a vital role. The study is to analyse quality management practices and how far these practices contribute to student satisfaction and to observe these practices in the sample universities.

1. To identify the important factors as perceived by management students in management education in select universities.
2. To study whether there is difference in the level of perceptions of students of sample universities colleges
3. To identify the measures of quality of management education.

Hypotheses

1. H_0 : There is no significant difference in the perceptions of students of public university colleges

H_1 : There is significant difference in the perceptions of students of public university colleges

2. H_0 : There is no significant difference in the perceptions of students of private university colleges

H_1 : There is significant difference in the perceptions of students of private university colleges

3. H_0 : There is no significant difference in the perceptions of students of public and private university colleges

H_1 : There is significant difference in the perceptions of students of public and private university colleges

Scope of the Study

The study covers the universities in Andhra Pradesh only. The public universities viz., Andhra University, Acharya Nagarjuna University and Yogi Vemana University were selected from Visakhapatnam, Guntur and Kadapa districts of Andhra Pradesh. The private universities Gandhi Institute of Technology and Management, Koneru Lakshmaiah Education Foundation and Vignana University were selected from Visakhapatnam and Guntur districts. The study is confined to only conventional universities. The study is undertaken with respect to management students studying in university colleges. Management Students of affiliated colleges are not considered for the study.

Higher Education System in India

The universities in India are of various kinds such as single or multi faculty, teaching or affiliating, teaching cum affiliating, and single campus or multi campus. Normally, most of the universities are affiliating universities, which prescribe the instruction of the courses to the affiliated colleges while they hold the responsibility of conducting the examinations and awarding the degrees. The colleges in India are not empowered to award degrees and therefore have to seek affiliation with a university. The universities are set up both by the Central and the State Governments.

The main governing body at the tertiary level is the University Grants Commission (India), which enforces its standards, advises the government, and helps coordinate between the centre and the state. Universities and its constituent colleges are the main institutes of higher education in India. At present in 2011, there are 227 government-recognized Universities in India. Out of them 20 are central universities, 109 are deemed universities and 11 are Open Universities and rest are state universities. Most of these universities in India have affiliating colleges where undergraduate courses are being taught. However Jawaharlal University is a remarkable exception to this rule.

The universities offer students the skills and knowledge they will need to work in a large

number of different environments. The Indian Universities offer various courses in the following disciplines.

- Engineering and Technology
- Computer Sciences, Information Technology, Biotechnology and Bio-informatics
- Medical, Dental, Nursing, Pharmacy and Paramedical

- Agriculture/Veterinary Sciences, Dairy Technology and Fisheries
- Arts & Fine Arts, Humanities, Social Sciences, Commerce, Science and Management
- Hotel Management & Catering Technology, Travel and Tourism
- Fashion Design & Technology

Table 1: Higher Education in India during Pre Independence and Post-Independence Period

Year	1883	1928	1947	1961-62
No. of Colleges	139	307	591	2282
Enrollment of Students	16,088	90,677	2,28,881	11,77,245

The above table reveals that there was vast growth in Number of colleges after independence (1961-62) which is almost 4 times to the number of colleges in India before independence (1947). The

number of enrolment of students in the years 1883, 1928 and 1947 is 16008, 90677 and 228881 respectively that of the year 1961-62 was increased to 1177245.

Table 2: All-India Growth of Institutions, Enrolment and Teaching Faculty at Higher Education Level, 1950-51 to 2016-17

Year	Universities	Colleges	Enrolment @ ('000)	Faculty @ ('000)
1950-51	28	578	174	24
1960-61	45	1819	557	62
1970-71	93	3227	1956	190
1980-81	123	4738	2752	244
1990-91	184	5748	4925	271
2000-01	266	11146	8399	395
2006-07	369	18064	11028	488
2010-11	621	32974	24185	1063
2011-12	642	34852	25758	1247
2012-13	667	35525	26543	1308
2013-14	723	36634	28406	1367
2014-15	760	38498	30399	1473
2015-16	799	39071	30759	1518
2016-17	864	40026	31616	1365

The decadal growth in the number of universities and institutions was much higher in the 1950s and 1960s, primarily because of the relatively small number of such institutions, since planned expansion of higher education began after independence. In the 1970s and 1980s, growth of institutions of higher learning was relatively slow; it picked up in the 1990s onwards. This happened because of the increased demand for higher education and the participation of the private sector, particularly in technical and professional education. However, this rapid expansion hides the story of the stark inequality that prevails in access to higher education across states and union territories. While higher education institutions are nearly absent in Dadra and Nagar Haveli and Lakshadweep, 14 states and union territories have much higher levels of access to higher education compared to the national average (12.17) in terms

of the number of institutions available per 100,000 population in the age group 18-23 in 2003-04. While Pondicherry has around 27, West Bengal has the lowest level of access with only around 5 institutions per 100,000 population in 2003-04.

Indian higher education system has undergone massive expansion in post-independent India with a national resolve to establish several Universities, Technical Institutes, Research Institutions and Professional / Non-professional Colleges all over the country to generate and disseminate knowledge coupled with the noble intention of providing easy access to higher education to the common Indian. The Public initiatives played a dominant and controlling role in this phase. Most of the Universities were Public institutions with powers to regulate academic activities on their campuses as well as in their areas of jurisdiction through the affiliating system. Even

the private institutions enjoyed large-scale financial support in the form of grants from the public exchequer. Private funds as well as individuals played key roles in the cause of higher education.

II. REVIEW OF LITERATURE

Delighted customer is the core objective of the total quality approach (Owlia and Aspinwall, 1996). A university is an organisation of higher education and of research, which gives degrees at all levels (Under Graduation, Post Graduation and doctoral) in a variety of subjects. Students are the “customers” of a university” (Huang, 2009). In London, Higher Education (HE) students were assumed to be the “primary customers” of an University (Crawford, 1991), though they were liable for the payment of “up-front” tuition fees. Waugh (2002) suggests that considering students as customers created some tensions in universities seem to be too aligned with business. Grossman (1999) discusses that students should be considered as a customer or a client within the college and in that case, the college serve the students on a better priority to fulfil their expectations and needs. Unlike other service industries whose aim in and of itself is satisfaction, Colleges and universities typically perceive satisfaction as means to end. Higher education care about student satisfaction because of its great impact on student motivation, retention, recruitment efforts, and fundraising” (Schreiner, 2009). Student satisfaction is a short-term goal, came from the examination of the received education service (Elliot and Healy, 2001). Student satisfaction plays an important role for the success of a university. As argued by Berry (1995), service is one of the important factors enhancing value, and can positively influence a university’s success. The student perception about

satisfaction acts as an essential tool to enhance the universities service quality.

III. METHODOLOGY

Selection of sample universities

The population of the study includes all the public and private conventional universities in Andhra Pradesh. The sample universities both public and private were selected which are having more than 10 years of existence and Accredited by NAAC in the state of Andhra Pradesh. They include

Public universities

1. The Andhra University, 1926 - AU
2. The Acharya Nagarjuna University, 1976 - ANU
3. The Yogi Vemana University, 2006 - YVU

Private universities

1. The Gandhi Institute of Technology and Management, 2007 - GITAM
2. The Koneru Lakshmaiah Education Foundation, 2009 - KLU
3. The Vignan University, 2008 - VU

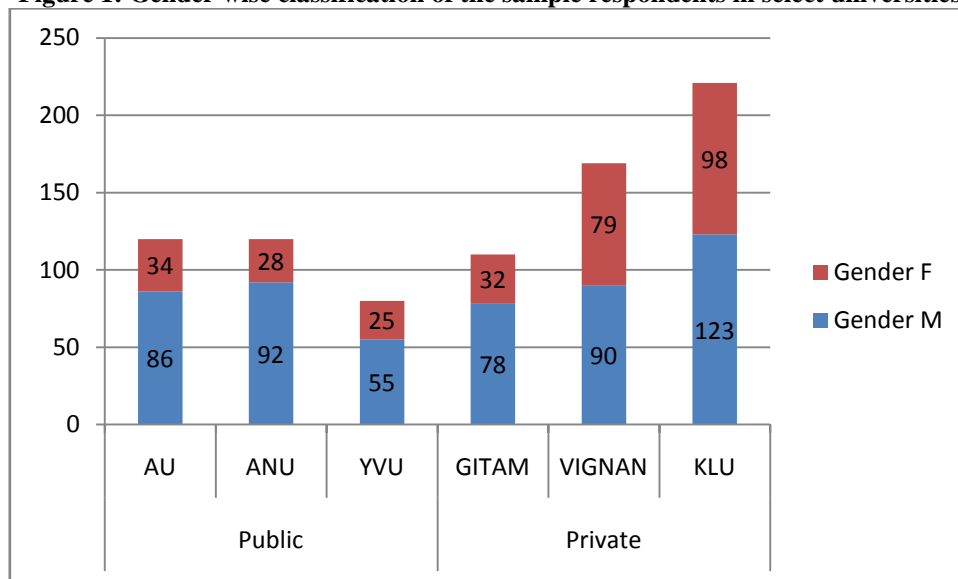
Sample size

The population of the study comprises of all the management students of the public and private conventional universities in Andhra Pradesh. Simple Random sampling technique was used to determine the sample. The data collected from 120, 120 and 80 students of public universities viz., Andhra University, Acharya Nagarjuna University and Yogi Vemana University respectively. The data also collected from 110, 169 and 221 students of private universities viz., Gandhi Institute of Technology and Management, Koneru Lakshmaiah Education Foundation and Vignan University respectively.

Table 3: Demographic profile of the respondents

University Type	Name of the University	Gender		Total	Year of Study		Total	Nativity		Total
		M	F		1 st	2 nd		Rural	Urban	
Public	AU	86	34	120	40	80	120	64	56	120
	ANU	92	28	120	42	78	120	72	48	120
	YVU	55	25	80	32	48	80	55	25	80
Private	GITAM	78	32	110	45	65	110	30	80	110
	VIGNAN	90	79	169	53	116	169	63	106	169
	KLU	123	98	221	100	121	221	51	170	221

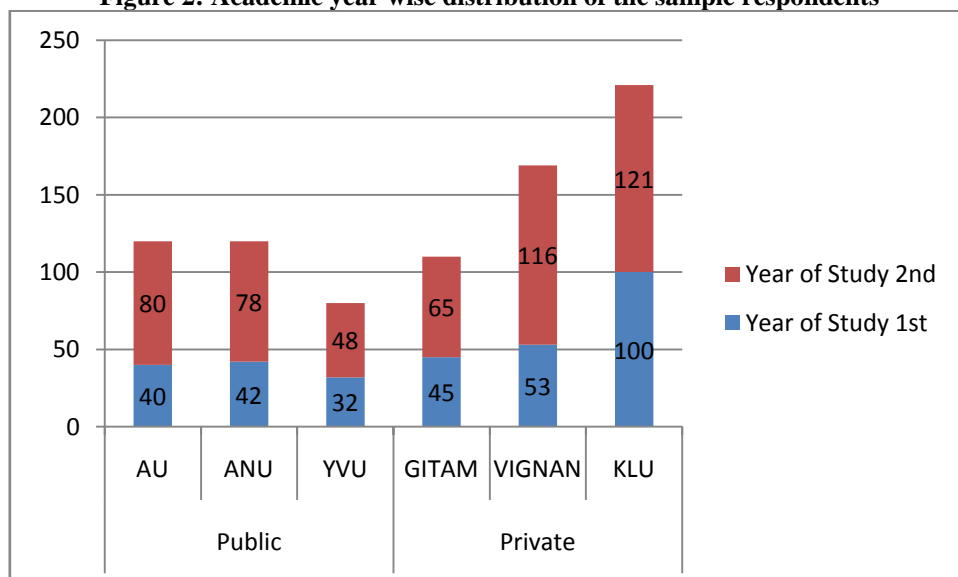
Figure 1: Gender wise classification of the sample respondents in select universities



The above figure reveals that majority of the respondents belongs to male category. 86, 92, 55, 78, 90 and 123 are male students belonging to Andhra university, Acharya Nagarjuna University, Yogi Vemana University, GITAM University, VIGNAN University and Koneru Lakshmaiah

Universities respectively. 34, 28, 25, 32, 79 and 98 are female students belongs to Andhra university, Acharya Nagarjuna University, Yogi Vemana University, GITAM University, VIGNAN University and Koneru Lakshmaiah Universities respectively.

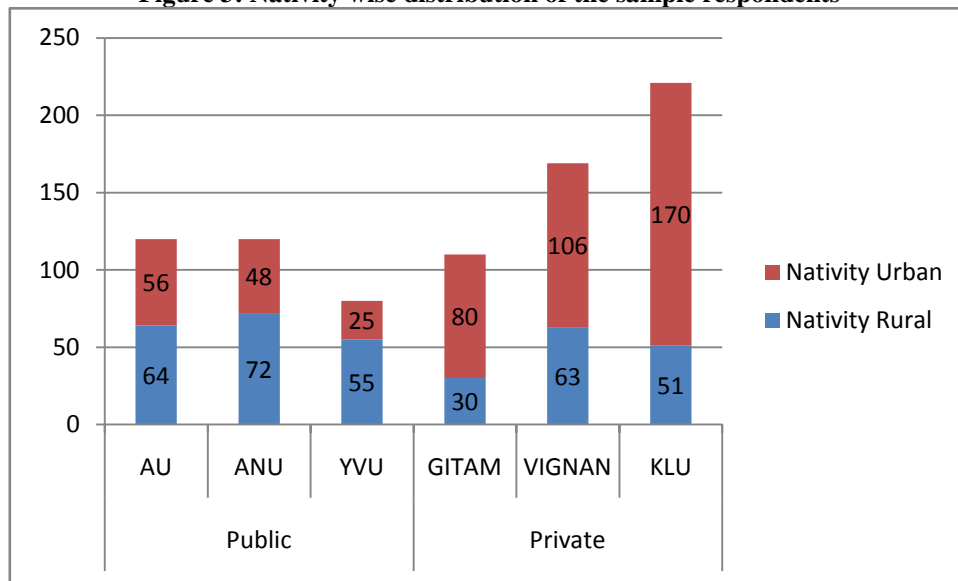
Figure 2: Academic year wise distribution of the sample respondents



From the above graph it can be understood that majority of the respondents are 2nd year management students. 80, 78, 48, 65, 116 and 121 are 2nd year students from Andhra university, Acharya Nagarjuna University, Yogi Vemana University, GITAM University, VIGNAN

University and Koneru Lakshmaiah University respectively. 40, 42, 32, 45, 53 and 100 are 1st year students from Andhra university, Acharya Nagarjuna University, Yogi Vemana University, GITAM University, VIGNAN University and Koneru Lakshmaiah University respectively.

Figure 3: Nativity wise distribution of the sample respondents



The above chart depicts that major group of respondents are from rural area in public universities and that of private universities is from urban area. 64, 72 and 55 students of public universities (AU, ANU & YVU) belongs to rural area. 80, 106 and 170 students of private universities (GITAM, VIGNAN & KLU) belongs to Urban area.

Collection of Data

A questionnaire consisting of two sections viz., section 1- personal information and section 2- TQM dimensions. The questionnaire consists of five dimensions viz., teaching learning process, involvement of teacher to his job, commitment of teachers in preparing students for other related exams, course work and facilities with a total of 7, 8, 5, 7, 8 questions in each dimension respectively was used to collect the data. The questionnaire was

developed using Likert five point rating scale. The internal consistency of the instrument was determined using Cronbach’s alpha method and the coefficient of internal consistency obtained was 0.879.

IV. DATA ANALYSIS AND INTERPRETATION

To test the first and second hypotheses ANOVA and Post-Hoc ANOVA (Dunnett T₃ procedure) techniques were used to test whether there is significant group differences and to identify the pair of groups having the differences respectively.

To test the third hypothesis t-test was used to know whether there is significant difference in the perceptions of management students of public and private universities respectively.

Table 4: Perceptions of Students on Various aspects of Quality Management in Management Education in Select Public University Colleges

Quality Management Dimensions	Public Universities						F-value
	AU		ANU		YVU		
	Mean	S.D	Mean	S.D	Mean	S.D	
Teaching learning Process	3.52	.25	3.05	.27	3.22	.20	6.845
Involvement of Teacher to his job	3.34	.18	3.14	.06	3.36	.09	8.338
Commitment of Teachers in Preparing Students for other Related Exams	3.31	.13	3.07	.05	3.26	.11	7.444
Course Work	3.30	.13	2.97	.14	3.04	.19	8.963
Facilities	3.38	.10	3.11	.10	2.92	.27	13.348

The above table presents the item wise ANOVA values. The calculated values of the test statistic F 6.845, 8.338, 7.444, 8.963 and 13.348

are greater than the critical values 3.555, 3.467, 3.885, 3.555 and 3.467 for 5% level of significance at (2,18), (2,21), (2,12), (2,18) and (2,21) degrees

of freedom for the dimensions teaching learning process, involvement of teacher to his job, commitment of teachers in preparing students for other related exams, course work and facilities respectively. This gives us inference that there is

difference in the perceptions of students of the public university colleges on teaching learning process, involvement of teacher to his job, commitment of teachers in preparing students for other related exams, course work and facilities.

Table 5: Post Hoc test of Perceptions of Students on Various aspects of Quality Management in Management Education in Select Public University Colleges

Teaching learning process	I	J	Mean Difference (I-J)
Teaching learning process	AU	ANU	.46857*
		YVU	.29429
	ANU	AU	-.46857*
		YVU	-.17429
	YVU	AU	-.29429
		ANU	.17429
Involvement of teacher to his job	AU	ANU	.20250*
		YVU	-.02000
	ANU	AU	-.20250*
		YVU	-.22250*
	YVU	AU	.02000
		ANU	.22250*
Commitment of teachers in preparing students for other related exams	AU	ANU	.23600*
		YVU	.04800
	ANU	AU	-.23600*
		YVU	-.18800*
	YVU	AU	-.04800
		ANU	.18800*
Course work	AU	ANU	.33286*
		YVU	.26286*
	ANU	AU	-.33286*
		YVU	-.07000
	YVU	AU	-.26286*
		ANU	.07000
Facilities	AU	ANU	.26750*
		YVU	.45750*
	ANU	AU	-.26750*
		YVU	.19000
	YVU	AU	-.45750*
		ANU	-.19000

From the above table we conclude that by Dunnett T₃ procedure, there is significant difference in the in the perceptions of students of the select public university colleges:

- On teaching learning process between AU & ANU.
- On involvement of teacher to his job between AU & ANU and between ANU & YVU.
- On commitment of teachers in preparing students for other related exams between AU & ANU and between ANU & YVU.
- On course work between AU & ANU and between AU & YVU.
- On facilities between AU & ANU and between AU & YVU.

Table 6: Perceptions of Students on Various Aspects of Quality Management in Management Education in Select Private University Colleges

Quality Management Dimensions	Private Universities						F-value
	GITAM		VIGNAN		KLU		
	Mean	S.D	Mean	S.D	Mean	S.D	
Teaching learning Process	3.94	.52	.28	0.05	3.32	.22	4.893
Involvement of Teacher to his job	3.67	.24	3.29	.18	3.28	.22	8.273
Commitment Of Teachers In Preparing Students For Other Related Exams	3.31	.13	3.07	.05	3.26	.11	7.353
Course Work	3.52	.38	3.17	.21	3.15	.11	4.686
Facilities	3.38	.24	3.21	.08	3.18	.09	3.981

The above table presents the item wise ANOVA values. The calculated values of the test statistic F 4.893, 8.273, 7.353, 4.686 and 3.981 are greater than the critical values 3.555, 3.467, 3.885, 3.555 and 3.467 for 5% level of significance at (2,18), (2,21), (2,12), (2,18) and (2,21) degrees of freedom for the dimensions teaching learning process, involvement of teacher to his job,

commitment of teachers in preparing students for other related exams, course work and facilities respectively. This gives us inference that there is significant difference in the perceptions of students of the private university colleges on teaching learning process, involvement of teacher to his job, commitment of teachers in preparing students for other related exams, course work and facilities.

Table 7: Post Hoc test of Perceptions of Students on Various Aspects of Quality Management in Management Education in Select Private University Colleges

	I	J	Mean Difference (I-J)
Teaching learning process	GITAM	VIGNAN	.31286
		KLU	.61143
	VIGNAN	GITAM	-.31286
		KLU	.29857
	KLU	GITAM	-.61143
		VIGNAN	-.29857
Involvement of teacher to his job	GITAM	VIGNAN	.37875*
		KLU	.39000*
	VIGNAN	GITAM	-.37875*
		KLU	.01125
	KLU	GITAM	-.39000*
		VIGNAN	-.01125
Commitment of teachers in preparing students for other related exams	GITAM	VIGNAN	.46800*
		KLU	.29400
	VIGNAN	GITAM	-.46800*
		KLU	-.17400
	KLU	GITAM	-.29400
		VIGNAN	.17400
Course work	GITAM	VIGNAN	.46800*
		KLU	.29400
	VIGNAN	GITAM	-.46800*
		KLU	-.17400
	KLU	GITAM	-.29400
		VIGNAN	.17400
Facilities	GITAM	VIGNAN	.17250
		KLU	.20500
	VIGNAN	GITAM	-.17250
		KLU	.03250
	KLU	GITAM	-.20500
		VIGNAN	-.03250

From the above table we conclude that by Dunnett T_3 procedure, there is significant difference in the in the perceptions of students of the select private university colleges:

- On involvement of teacher to his job between GITAM & VIGNAN and between GITAM & KLU.

- On commitment of teachers in preparing students for other related exams between GITAM & VIGNAN
- On course work between GITAM & VIGNAN

Table 8: t -test of Students Perceptions about Various Aspects of Quality Management in management education in select Public and Private Universities

Quality Management Dimensions	Type of University				t- value 2- tailed
	Public		Private		
	Mean	S.D	Mean	S.D	
Teaching learning Process	3.26	0.30	3.63	0.43	4.719
Involvement of Teacher to his job	3.28	0.15	3.41	0.28	2.1
Commitment Of Teachers In Preparing Students For Other Related Exams	3.22	0.14	3.09	0.27	2.224
Course Work	3.11	0.21	3.28	0.30	2.516
Facilities	3.14	0.26	3.26	0.18	2.277

The above table presents the item wise two tailed test t-values. The calculated values of the test statistic t of two tailed test 4.719, 2.1, 2.224, 2.516 and 2.277 are greater than the critical values 2.086, 2.069, 2.145, 2.086 and 2.069 for 5% level of significance at 20, 23, 14, 20 and 23 degrees of freedom respectively for the dimensions teaching learning process, involvement of teacher to his job, commitment of teachers in preparing students for other related exams, course work and facilities respectively. The two-tailed t-test revealed that there is difference in the perceptions of students for the dimensions teaching learning process, involvement of teacher to his job, commitment of teachers in preparing students for other related exams, course work and facilities of public and private university colleges.

Suggestions

This study reveals that the dimensions of teaching learning process, involvement of teacher to his job, commitment of teachers in preparing students for other related exams, course work and facilities are important in increasing the degree of level of student satisfaction. The suggestions proposed are

Visualisation: It may be very hard to students to understand a list of disconnected facts. Knowledge that is well Organised and related with concepts

with a goal of mastery, including the ability to visualise the concepts, can lead to transfer knowledge and to a deeper, longer-term understanding of what is being taught. Visualisation is an especially good teaching strategy for reading and literacy teachers. Check out this lesson how to use visualisation to help students illustrate mental images from a portion of text that is read aloud. Teaching students visualisation skills help them understand, recall, and think critically about subjects they study.

Wisely managed classroom technology:

computers, tablets and conferencing technology can all enhance a student’s learning experience. Possible uses of classroom technology include teaching with power point presentations, leveraging video conferencing to communicate with guest speakers from around the world or multimedia projects that allow students to explore subject matter using film, audio and even software they create.

Guidelines for Tech savvy teachers on using classroom technology:

- Explain that the use of tech tools in class is a privilege not everyone has – and if abused, it can be discontinued.
- During class, teachers should move around the classroom or use monitoring software to

ensure students are using their devices appropriately. When they understand that you will intervene if they go off task, students know they must focus on their assignment.

- Put students in charge of the upkeep of devices. Classes can learn tech terms, basic maintenance tasks, and appoint a few students to serve as tech monitors responsible for distributing and storing equipment. Doing this creates a sense of value and ownership for the welfare of classroom technology.

Active Learning: all the teachers dread a roomful of blank faces or silence after they open up a topic for class discussion. Devoting time to active learning projects is one way to get student thinking, talking, and sharing information in the classroom. Small group exercises can help for active learning. Active learning addresses a variety of objectives like recalling about previous lecture, responding to questions, problem solving, explaining written material, analytical, critical and creative thinking, and generating questions and summarising.

Co-operative learning: Co-operative learning is instruction that involves students working in teams to accomplish an assigned task and produce a final product (ex., a problem solution, report writing, critical analysis, product design etc.). Co-operative learning facilitates positive interdependence, individual accountability, face-to-face promotive interaction, appropriate use of teamwork skills and regular self-assessment of team functioning. An extensive body of research confirms the effectiveness of cooperative learning in management education.

Student collaboration: Develop a class structure where the instructor leads a short overview of the day's topic and gives students a challenge to meet by the end of the class, such as answering a question or solving a problem. Students break into small groups to do research online, chart out ideas, and discuss ways to meet the challenge. Groups upload their work to a blackboard site, where the teacher can then review it. At the end of class, each group shares what they have learned with their co-students.

Blended Learning: this method combines online learning and face to face instructions. The students are to be provided with e-learning facility which refers to instruction and delivery of information by computers through the internet or institution intranet. It includes task support, simulation training and learning portals. It focuses on learning solutions that go beyond to include information and tools that improve performance. universities should

provide facilities for student to contact in different ways such as email, group discussion, online or face to face meetings.

Facilities: There are problems and complaints regarding service quality i.e water supply, leaky rooms and bathrooms, cleanliness and inadequate facilities like provision of internet in university hostels. Therefore there is need to address these problems which are critical in raising university image, retention of students, recruitment of new students and student satisfaction.

V. CONCLUSION

Today across the world the universities are competing for students both at national and international level. So to retain and recruit students the universities should have the goal of student satisfaction. Students are the customers of the universities. This can only be achieved with maintaining standards of the dimensions teaching learning process, involvement of teacher to his job, commitment of teachers in preparing students for other related exams, course work and facilities. So to improve quality standards of these dimensions universities should impart the innovative techniques in teaching like visualisation, wisely managed classroom technology, active learning, co-operative learning, student collaboration, blended learning and also should focus on other facilities like cleanliness of classrooms, waiting halls, washrooms etc.

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Prof. T.Sreenivas " Student's Satisfaction on Quality Standards of Management Education at Public and Private Universities in Andhra Pradesh – A Comparative Study" *International Journal of Engineering Research and Applications (IJERA)*, Vol. 09, No.08, 2019, pp. 49-59