

## **Factors Determining Quality of B-Schools' Education in India: A Quantitative Investigation**

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### **Abstract**

This study investigates the elements that affect Indian B-Schools' educational standards. The study identified numerous important aspects of teacher quality, curriculum design, industry exposure, and student diversity as contributing variables to the quality of education at Indian B-Schools. The value of industry exposure in B-Schools is also emphasized by the report. As a result, students are better equipped to face problems in the real world and acquire useful information and skills. The study concludes by noting the value of student variety in terms of gender, race, and socioeconomic status in fostering an inclusive that supports academic performance. Overall, this study sheds light on the critical elements that influence Indian B-Schools' educational standards. B-Schools may improve the quality of their instruction and give students a learning experience that equips them for success in the business world by concentrating on these criteria. Researcher had considered 217 respondents associated with B schools and its management to conduct the study survey and know the factors that determining Quality of B-Schools' Education in India and concludes that Quality of education, Infrastructure features of B-Schools, A well-designed curriculum and Accreditation are the factors that determining Quality of B-Schools' Education in India

**Keywords:** B-Schools, Quality Education, Faculty Quality, Curriculum Design, Industry Exposure

### **Introduction**

Business Schools (B-Schools) are now a crucial part of higher education in India, helping to create qualified and talented workers for the corporate sector. According to the All-India Council for Technical Education (AICTE) in 2021, there are presently over 5,500 B-Schools functioning in India as a result of the exponential development in demand for management education. Yet, worries regarding the calibre of education being provided by these schools have been raised by the growth of B-Schools. The value and applicability of management education in India are greatly influenced by the standard of instruction at B-Schools. The relevance of business education has grown significantly in recent years, as seen by the rise in the number of Indian students applying to business schools (B-Schools). Yet, not all business schools are able to provide students with a high-quality education that meets their expectations as well as those of their potential employers. This has made it necessary to look at the elements that influence the standard of education at Indian B-Schools. By performing a quantitative analysis into the numerous elements that affect the quality of education in B-Schools, this research piece seeks to close this gap in the literature. The study uses a thorough questionnaire and statistical methods to pinpoint the most important variables influencing the standard of education in Indian B-Schools. For organizations looking to acquire qualified professionals, as well as for students, the quality of education offered by B-Schools is crucial. So, it is crucial to comprehend the numerous elements that affect B-Schools' educational standards. The results of this study can serve as a reference for policymakers, teachers, and students alike and offer insightful information on the elements that affect the standard of education in B-Schools. Faculty, facilities, and curriculum make up the three major categories of characteristics that affect the quality

of education at B-Schools. One of the most important variables affecting the quality of education at B-Schools is the faculty. Excellent professors not only have outstanding academic credentials but also have worked in related industries. Industry-experienced professors may add practical knowledge and real-world examples to the classroom to assist students better comprehend the topics. So, the study article's goal is to investigate how faculty credentials and professional experience relate to the standard of instruction at B-Schools. Another important element that affects the quality of instruction at B-Schools is the infrastructure. The provision of state-of-the-art classrooms, libraries, and labs with the most up-to-date technology may greatly improve the students' learning experiences. The goal of the study is to examine the connection between infrastructural amenities and the standard of instruction offered by B-Schools. The study paper uses a quantitative technique to look at the numerous aspects that affect B-Schools' educational standards. In the last few years, to fill certain gaps, blended learning has also come into picture. However, it has its own constraints (Mittal, 2021) The results of this study sheds important light on the different elements that influence the standard of education in B-Schools. Policymakers, educators, and students benefit from the study's explanation of the significance of these elements and how they might improve the standard of education offered by B-Schools. In conclusion, the purpose of this research study is to examine the numerous aspects that affect the standard of education in Indian B-Schools. The study uses a quantitative methodology and a thorough questionnaire to gather information from faculty members and students at B-Schools across India.

### **Literature Review**

The importance of business education has increased recently, as seen by the rise in the number of students applying to India's business schools (B-Schools). Yet not all business schools are able to deliver instruction of a caliber that satisfies learners and prospective employers. As a result, study is required to establish the variables that affect the standard of education in Indian B-Schools. Based on research done up till 2022, this literature review seeks to give a thorough summary of the body of knowledge about the elements that influence the standard of education in Indian B-Schools. One of the most important variables influencing the level of education at B-Schools is the faculty. Nair and Sankaran's (2018) study found that the most important element impacting the quality of education in Indian B-Schools is the faculty. According to the study, the three main factors that determine faculty quality are a faculty member's credentials, teaching experience, and research output. Another research by Arora and Sandhu (2020) found that the level of industry experience of faculty members has a substantial impact on the standard of education offered by B-Schools. Singh and Sharma (2019) contend that the professor should have both academic credentials and practical expertise. To give students an education that is applicable to the workplace, the authors advise that faculty members should have a thorough awareness of the most recent trends and advances in the sector. In order to improve the abilities and knowledge of faculty members, Nath and Vohra (2020) stress the significance of faculty development programmes. These programmes can expose professors to the most recent pedagogical approaches and business trends, which can help them give higher-quality instruction. Another important factor is that of infrastructure. The infrastructure features of B-Schools significantly improve the level of instruction given to the pupils. Infrastructure facilities including classrooms, libraries, computer labs, and other amenities have a

favourable effect on the standard of education at B-Schools, according to a research by Verma, Goyal, and Gupta (2019). According to the survey, pupils who had access to contemporary infrastructural amenities outperformed those who did not in terms of academic performance. The curriculum that B-Schools offer is a major factor in defining the standard of education that is given to the students. A well-designed curriculum that complies with industry standards and incorporates practical training has a considerable influence on the quality of education at B-Schools, according to a research by Karthikeyan and Muralidharan (2019). According to the report, B-Schools must offer a curriculum that strikes a balance between theoretical and practical experience in order to generate graduates who are qualified and capable of meeting industry standards. The value of including industry visits, guest lectures, and internships in the curriculum is emphasized by Arora and Sandhu (2020). These exercises can give students exposure to the field and practical understanding. According to the authors, the curriculum should be created in a way that gives students the chance to speak with professionals in the field and learn about its most recent developments. According to Chakraborty and Mukherjee (2020), the curriculum need to be developed to satisfy the demands of the international market. They suggest that the curriculum be structured such that it equips students with knowledge of the global market, including its potential and problems.

Another important element that has an impact on the standard of education in B-Schools is accreditation. For management education schools to maintain high standards for their curriculum, faculty, facilities, and other components of the educational process, they must be accredited. Also, it makes it easier for students and employers to recognise and differentiate between high-quality and low-quality management education institutes. By being accredited, B-Schools may demonstrate that they uphold strict standards of excellence and are responsible for the instruction they deliver. According to a research by Chakraborty and Mukherjee (2020), accreditation has a favourable impact on the standard of education in B-Schools. According to the survey, accredited B-Schools have superior professors, facilities, and curricula over non-accredited B-Schools. Two significant organisations are in charge of accrediting management education institutes in India: the National Board of Accreditation (NBA) and the All India Council for Technical Education (AICTE). These organisations assess educational institutions using criteria such curriculum design, faculty experience and credentials, infrastructure, industry-institution interactions, and student results. Kaur and Kaur (2020) claim that accreditation aids universities in establishing and upholding high standards for management education. The writers stress the need of organizations getting accreditation from reputable organizations like NBA and AICTE to improve their marketability and reputation. Apart from this, a significant element that influences the quality of teaching in B-Schools is the student-teacher ratio. Another element that affects the quality of B-school education in India is the industry interaction. Colleges with strong industry relations can provide students the chance to hear from industry professionals, take part in industry initiatives, and gain practical skills that are highly valued in the labour market. The quality of teaching at B-Schools is favourably impacted by a reduced student-teacher ratio, according a research by Rawat and Tiwari (2021). A smaller student-teacher ratio, according to the study, enables teachers to provide each student more individualized attention, which improves academic achievement and raises student satisfaction with the standard of instruction. Many and linked elements affect how well business schools in India

educate their students. The quality of education offered by B-Schools is significantly influenced by the faculty, infrastructure, curriculum design, accreditation, and student-teacher ratio. In order to deliver a high-quality education that lives up to the expectations of both students and employers, B-Schools must pay close attention to these elements. Future studies might look at the connection between these elements and graduates' long-term employment results.

### Objective

1. To know the factors that determining Quality of B-Schools' Education in India.

### Methodology

Researcher had considered 217 respondents associated with B schools and its management to conduct the study survey and know the factors that determining Quality of B-Schools' Education in India. The data of this study was collected through purposive sampling method and analyzed by Exploratory Factor Analysis to get the results.

### Findings

**Table 1 KMO and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.			.859
Bartlett's Test of Sphericity	Approx. Chi-Square		1735.970
	df		78
	Sig.		.000

Table 1 shows “KMO and Bartlett's Test” above, KMO value found is .859.

**Table 2 Total Variance Explained**

“Component”	“Initial Eigenvalues”			“Rotation Sums of Squared Loadings”		
	“Total”	“% Of Variance”	Cumulative %	“Total”	“% Of Variance”	Cumulative %
1	6.053	46.562	46.562	3.068	<b>23.600</b>	23.600
2	1.422	10.939	57.502	2.569	<b>19.764</b>	43.364
3	1.388	10.676	68.177	2.265	<b>17.425</b>	60.789
4	1.235	9.503	77.680	2.196	<b>16.891</b>	<b>77.680</b>
5	.501	3.852	81.533			
6	.458	3.526	85.058			
7	.406	3.120	88.179			
8	.351	2.701	90.880			
9	.320	2.465	93.345			

10	.276	2.126	95.471			
11	.251	1.934	97.404			
12	.230	1.769	99.173			
13	.107	.827	100.000			

Table 2 shows, All the 4 factors explain total 77% of the variance. The variance explained by first factor is 23.600% followed by the second Factor with 19.764%, third factor explains 17.425% of variance and fourth factor explains 16.891% of variance.

**Table 2 Factors and Variables**

S. No.	Statements	Factor Loading	Factor Reliability
	<b>Quality of education</b>		<b>.891</b>
1.	Teaching staff should have both academic credentials and practical expertise	.843	
2.	Faculty members should be aware of recent trends and advances in the sector	.809	
3.	Faculty development programmes needs to be provided	.798	
4.	Teaching experience and research output is important for good quality education	.784	
	<b>Infrastructure features of B-Schools</b>		<b>.919</b>
5.	Standard classrooms, libraries, computer labs, and other amenities have a favourable effect	.890	
6.	Access to contemporary infrastructural amenities	.868	
7.	Facilities to incorporates practical training up to industry standards	.831	
	<b>A well-designed curriculum</b>		<b>.822</b>
8.	Curriculum should have balance between theoretical and practical experience	.842	
9.	Equips students with knowledge of the global market	.814	
10.	Gives students the chance to speak with professionals in the field and learn about its most recent developments	.784	
	<b>Accreditation</b>		<b>.811</b>
11.	Management education schools must be accredited	.802	
12.	Uphold strict standards of excellence and are responsible for the instruction they deliver	.783	
13.	Accreditation aids universities establishes and uphold high standards for management education	.783	

Table 2 shows that 1<sup>st</sup> factor is Quality of education which includes the variables like Teaching staff should have both academic credentials and practical expertise, Faculty members should be aware of recent trends and advances in the sector, Faculty development programs needs to be provided and

Teaching experience and research output is important for good quality education. 2<sup>nd</sup> factor is named as Infrastructure features of B-Schools which includes the variables like Standard classrooms, libraries, computer labs, and other amenities have a favorable effect, Access to contemporary infrastructural amenities and Facilities to incorporates practical training up to industry standards. 3<sup>rd</sup> factor is A well-designed curriculum and its associated variables are Curriculum should have balance between theoretical and practical experience, equips students with knowledge of the global market and Gives students the chance to speak with professionals in the field and learn about its most recent developments. 4<sup>th</sup> factor is Accreditation which includes the variables like management education schools must be accredited, uphold strict standards of excellence and are responsible for the instruction they deliver and Accreditation aids universities establishes and uphold high standards for management education

### **Conclusion**

This study offers a thorough analysis of the variables affecting the caliber of business school instruction in India. The literature study emphasizes that several elements, including the curriculum, faculty, infrastructure, accreditation, and industry interaction, affect how well business schools educate their students. Each of these elements has a big influence on how well pupils learn and how successful they will be in the fast-paced, cutthroat corporate world. According to the assessment, one of the most important elements affecting the standard of business school education in India is the curriculum. For students to be well-prepared for successful jobs in the business world, a well-designed curriculum that is updated often and equips them with useful information and skills is essential. Another crucial element that affects the quality of B-school education in India is the caliber of the instructors. Students can receive the direction and assistance they need to flourish in their studies and be ready for successful professions from highly trained and experienced faculty members. Overall, the study reveals that a number of factors influence the standard of B-school instruction in India, and institutions must address each of these elements in order to give students a high-quality educational experience. Policymakers, educators, and institutions striving to enhance the standard of management education in India and prepare students for successful careers in the fast-paced, cutthroat corporate climate would find the research to be a helpful resource.

It is found through present study that Quality of education, Infrastructure features of B-Schools, A well-designed curriculum and Accreditation are the factors that determining Quality of B-Schools' Education in India where Teaching staff should have both academic credentials and practical expertise, Standard classrooms, libraries, computer labs, and other amenities have a favorable effect, Curriculum should have balance between theoretical and practical experience and Accreditation aids universities establishes and uphold high standards for management education.

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