

Application of 'Perception and Satisfaction Model' On MBA Students of Karnataka State

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ABSTRACT

The study primarily focuses on applying a perception and satisfaction model on MBA students with an intension of providing valuable insights into the students' experiences and helps the institution to improve the quality of education. Measuring MBA student satisfaction is crucial for several reasons, and it serves as a valuable tool for educational institutions and program administrators. Application of perception and satisfaction model in this way will certainly help MBA programs providers meet the evolving needs and expectations of students, enhance the learning experience, and ultimately improve their reputation and competitiveness in the education market in India in particular Karnataka State. The study in conducted to know the various factors that influence perception and subsequent influence on level of satisfaction. The primary objectives of the article are to the measure the perception of the MBA students and the level satisfaction, to demonstrate a conceptual model of perception and satisfaction, and provide constructive suggestion to the institution to foster their growth. The study has followed exploratory in nature, a total of 254 sample sizes selected across the state. SPSS and AMOS were used to analyze the data and to test the hypotheses.

1. INTRODUCTION

The issue of gender and its impact on various aspects of student experience has been a critical area of research in higher education, including within MBA programs. In particular, gender differences in academic satisfaction have garnered attention as universities and business schools aim to create inclusive environments that cater to diverse student populations. This literature review explores the existing studies on the influence of gender on MBA student satisfaction, examining both direct

and indirect factors that may contribute to variations in satisfaction levels among male and female MBA students.



1. Gender Differences in Academic Experience

Several studies have examined how gender impacts the overall academic experience in higher education. Research by Babcock and Linde (2014) suggests that women in MBA programs often report higher levels of stress due to balancing academic demands with societal expectations around gender roles. Conversely, male students have been found to perceive fewer challenges related to their academic performance, possibly due to prevailing gender stereotypes and the historical predominance of men in business environments (Kellogg & O'Reilly, 2020).

In MBA programs specifically, differences in perceptions of the classroom environment have also been noted. For example, female MBA students report feeling less comfortable in male-dominated classroom settings, which can affect their engagement and overall satisfaction with the learning experience (Smith & Johnson, 2016). Gendered expectations can influence how students interact with faculty, participate in discussions, and form networks, all of which have significant impacts on their academic satisfaction.

2. Gender and Peer Interactions

The peer interaction component of MBA programs, which heavily influences student satisfaction, has also been found to differ by gender. A study by MacDonald and Fletcher (2018) identified that women often experience lower levels of satisfaction regarding peer collaboration, possibly due to gender biases and underrepresentation in certain sectors within business school cohorts. While male students frequently report a more inclusive and collaborative peer environment, female students are sometimes placed in situations where they feel marginalized, resulting in diminished satisfaction with their academic experience (Griffiths & Harris, 2019).

Moreover, women in MBA programs may be subject to more rigorous expectations regarding their professionalism, often facing the additional challenge of navigating gender stereotypes in team-based assignments and networking events (Nkomo & Cox, 2017). This disparity can result in a more strained and less fulfilling academic experience for women, leading to a gap in overall satisfaction.

3. Career Development and Gendered Opportunities

The impact of gender on career outcomes for MBA students also contributes significantly to their overall satisfaction with the program. Gender disparities in post-graduation career opportunities have been widely documented, with women often reporting lower career advancement prospects despite having equivalent academic qualifications and performance (Mason & Eckstein, 2021). This inequality can create dissatisfaction among female MBA students who may perceive that their educational investment will not yield the same professional returns as it would for their male counterparts.

Moreover, while MBA programs offer various resources for career development, female students may find that gender biases in recruitment and networking events shape their satisfaction with career services. For instance, women often report a lack of support in developing leadership networks or being overlooked in favor of male candidates in leadership-focused activities (Brown & Wright, 2019).

4. Faculty Interactions and Gender Biases

Gender biases among faculty members also play a role in shaping the satisfaction of MBA students. Studies have shown that female students may face challenges in their interactions with male-dominated faculty, particularly in traditionally male-dominated fields such as finance or entrepreneurship (Davies & Jones, 2020). Women may feel that their contributions are undervalued or that they are subjected to different standards of academic performance. These experiences can lead to lower levels of academic satisfaction among female students compared to their male counterparts, as well as an increased sense of alienation within the program (White & Ross, 2018).

Additionally, some research has suggested that female faculty members often provide more mentoring and support to female students, which can mitigate the challenges they face and improve satisfaction levels (Chavez & Green, 2022). This highlights the importance of diversity in faculty representation as a factor in enhancing student satisfaction for women in MBA programs.

5. Institutional Support and Gender Inclusion Policies

Many business schools have implemented gender-inclusive policies and support structures to address the specific needs of female students. These policies, such as mentorship programs for women, gender equity in admissions, and targeted career services, have been shown to improve the overall satisfaction of female MBA students (Sharma & Kaur, 2021). However, the effectiveness of these initiatives can vary across institutions, with some schools offering more comprehensive and inclusive environments than others.

Furthermore, a study by Lee and Cho (2021) found that MBA programs with a more gender-diverse faculty, student body, and leadership team were associated with higher satisfaction levels for both male and female students. Gender inclusion policies that emphasize equal representation, access to leadership opportunities, and fair treatment have proven beneficial in fostering a more positive student experience for all genders.

6. Conclusion and Future Directions



The impact of gender on MBA student satisfaction is multifaceted, influenced by academic, peer, career, and faculty-related factors. While there is evidence that male and female MBA students experience different levels of satisfaction, these differences are not always consistent and can be shaped by institutional support, gender inclusion policies, and broader societal attitudes towards gender roles in business education.

Future research should focus on further exploring how intersectionality—considering factors such as race, class, and sexual orientation—interacts with gender to influence MBA student satisfaction. Additionally, longitudinal studies examining how gender differences in satisfaction evolve over the course of the MBA program and in relation to post-graduation outcomes would provide a more comprehensive understanding of the dynamics at play.

In sum, while male students in MBA programs often report higher satisfaction levels, efforts to promote gender inclusivity, equitable opportunities, and supportive environments can significantly enhance the experience and satisfaction of female students. Addressing gender-related barriers is crucial for creating a more balanced and fulfilling academic experience for all MBA students.

The role of family background, particularly the profession of parents, has been an area of increasing interest in higher education research, particularly in relation to student satisfaction and success. While a large body of research focuses on academic performance, peer interaction, and institutional factors influencing MBA students' satisfaction, fewer studies directly investigate how the professions of parents may shape students' experiences in business schools. This literature review explores existing research on the impact of parents' profession on MBA student satisfaction, considering how family background, particularly the profession of parents, can influence various facets of the MBA experience.

1. Family Background and Access to Resources

A student's family background is widely recognized as a significant factor influencing both their decision to pursue higher education and their overall satisfaction within academic environments. Research has shown that the socio-economic status (SES) of a student's family, often correlated with the parents' profession, plays a critical role in shaping academic outcomes (Breen & Goldthorpe, 2001). Students from higher SES backgrounds—often linked with parents in professional, managerial, or entrepreneurial roles—tend to have access to more educational resources, better financial support, and stronger professional networks. These factors can significantly impact their satisfaction with their MBA experience, as they may feel more prepared and confident navigating the academic and social aspects of business school (Gerber & Cheung, 2017).

Parents' professions can provide these students with a sense of familiarity and comfort in the business environment, contributing to higher levels of satisfaction. For example, students whose parents work in management or entrepreneurship might have access to valuable mentorship, internships, or networking opportunities that enhance their business education and overall MBA experience (Kuhn & Moser, 2020). Such advantages can lead to a greater sense of confidence and satisfaction within the MBA program.

2. Perceptions of Career Path and Expectations

The profession of a student's parents can also shape their career aspirations and the way they perceive their MBA education. Students from families with professional or executive backgrounds may enter business schools with heightened expectations about career progression and post-graduation opportunities (Lent et al., 2003). These students are likely to have been exposed to professional environments from a young age, shaping their understanding of the business world and influencing their career aspirations. As such, they may have more concrete goals for their MBA education, which can lead to greater satisfaction if the program aligns well with their career expectations (Duffy & Sedlacek, 2007).

On the other hand, students from families in non-professional roles may enter MBA programs with different expectations. They may experience greater pressure to succeed in the program due to familial expectations or a desire to improve their socio-economic standing (Ng & Metz, 2015). However, if these students feel that the program does not meet their career development expectations, they may experience dissatisfaction. Moreover, students from non-professional backgrounds may have fewer connections and less familiarity with the business world, potentially impacting their ability to engage with the MBA program and leading to lower satisfaction (U.S. Department of Education, 2019).

3. Influence of Parental Profession on Networking and Social Capital

Networking is one of the most critical aspects of an MBA program, and parental profession plays a pivotal role in shaping students' access to social capital. Students whose parents work in business, law, or other professional fields often benefit from established networks, which can provide them with advantageous opportunities for internships, job placements, and industry connections. These advantages can significantly enhance students' satisfaction by helping them achieve their professional goals more easily (Crawford & Barnes, 2015).

In contrast, students from families with non-professional occupations, such as those in blue-collar or service industries, may have less access to such networks. This can create a feeling of isolation or disadvantage, particularly in highly competitive MBA programs where connections are critical to success. The lack of a professional network may lead to lower satisfaction, as students may struggle to secure meaningful internships, career opportunities, or mentorship (Stiglitz, 2019).

Furthermore, students from professional families may also benefit from a social capital boost in the form of advice, guidance,



and expectations that help them navigate the MBA environment. They might be more comfortable interacting with faculty and peers from similar backgrounds, contributing to greater satisfaction with their program (Reay et al., 2005).

4. Parental Support and Guidance

Parents' professions can also influence the level of support and guidance that MBA students receive during their education. Students from families with parents in high-status or professional careers often receive guidance that is more attuned to the business world, such as insights on how to navigate career decisions, professional networking, and work-life balance in the corporate environment. This support can bolster students' confidence and reduce stress, contributing to higher satisfaction (Fletcher et al., 2018).

In contrast, students whose parents are in non-professional occupations may receive less specific advice regarding their careers in business, as their parents may have limited knowledge or experience in the field. This lack of targeted support could potentially affect their satisfaction, as students might feel less prepared or less confident in their professional endeavors (Pascarella & Terenzini, 2005).

5. Parental Expectations and Motivation

Parental expectations related to academic and career success can also have a profound impact on MBA student satisfaction. Research has found that students whose parents have high expectations of them tend to report higher levels of motivation and satisfaction, as they may feel a sense of responsibility to meet these expectations and succeed academically and professionally (Jeynes, 2007). However, these expectations can also be a source of stress and anxiety for students, particularly if the pressure feels overwhelming or if there is a mismatch between the student's own aspirations and those of their parents.

Moreover, parents in professional fields may have higher expectations of their children's performance in MBA programs, which can lead to heightened pressure to achieve academic and professional success. While this can foster motivation in some students, others may feel overwhelmed or dissatisfied if they perceive their parents' expectations as unrealistic or if they struggle to meet them (Nelson et al., 2007).

6. Conclusion and Future Directions

The literature reviewed suggests that the profession of parents can have a significant impact on MBA students' satisfaction, influencing factors such as career expectations, access to resources, networking opportunities, and parental support. Students from families in professional occupations generally have better access to career development resources, social capital, and mentorship, all of which contribute to higher satisfaction levels in MBA programs. Conversely, students from families in non-professional roles may face challenges related to networking, financial support, and professional guidance, which can impact their satisfaction.

Future research could explore how the intersection of parental profession with other factors, such as race, socio-economic status, or first-generation college status, influences MBA student satisfaction. Additionally, longitudinal studies that track how the impact of parental profession on student satisfaction evolves throughout the MBA program and in relation to post-graduation career success could provide valuable insights into the long-term effects of family background on student outcomes.

In summary, while parents' professions shape MBA students' experiences in various ways, the impact on satisfaction is nuanced and contingent upon a variety of factors, including the students' own aspirations, resources, and the institutional context in which they study.

The place of birth, which often encompasses regional, cultural, and socio-economic contexts, can have a significant influence on MBA students' academic experiences and their overall satisfaction within the program. While the impact of geographic and cultural factors on student outcomes in higher education has been explored in various fields, research specifically addressing the relationship between the place of birth and MBA student satisfaction is still relatively limited. This literature review examines studies that explore how a student's place of birth—whether it is urban or rural, domestic or international, or from different socio-economic or cultural backgrounds—affects their satisfaction during their MBA education.

1. Regional and Cultural Differences in Educational Experience

The place of birth often correlates with varying cultural and regional norms, which can influence how students perceive and engage with their educational environment. Students from urban areas, for example, might be more accustomed to diverse, fast-paced, and competitive environments, which could lead to greater confidence in navigating the complexities of an MBA program (He et al., 2021). These students may also be more familiar with global business practices, have access to a wider range of professional networks, and feel more at ease in the business world, which can contribute to higher satisfaction levels during their MBA studies.

Conversely, students born in rural areas or small towns might find the transition to an MBA program, particularly in large metropolitan business schools, to be more challenging. They may face difficulties adapting to a more competitive, cosmopolitan environment and may experience feelings of isolation or disconnection from their peers (Kerr et al., 2015). As a result, their satisfaction with the program could be lower, especially if they struggle to adjust to the fast-paced nature of



business schools or encounter challenges related to cultural differences in teaching styles, communication, or group dynamics.

Furthermore, cultural differences based on place of birth can affect how students engage in classroom discussions, networking, and team-based projects. International students, for instance, often bring different perspectives to MBA programs, but they might also experience challenges related to language barriers, cultural differences in business practices, and unfamiliarity with local academic expectations (Li et al., 2017). These challenges can impact their sense of belonging and satisfaction, particularly if they feel alienated or unsupported in the new environment.

2. Urban vs. Rural Backgrounds and Career Expectations

One key difference influenced by place of birth is the disparity between urban and rural backgrounds, particularly regarding career expectations and access to opportunities. Students from urban areas often have access to a wider range of business internships, industry connections, and career development resources due to the concentration of major companies and industries in metropolitan regions. These advantages can lead to greater career prospects post-MBA and contribute to higher satisfaction, as students feel that their education is directly linked to their professional advancement (Hao et al., 2016).

In contrast, students from rural areas may not have had the same exposure to major industries, networks, or career pathways before entering the MBA program. Consequently, these students may feel that they need to prove themselves more or may be unsure of how to leverage their MBA education effectively in a competitive job market. The perception of limited opportunities, especially if the MBA program is located in a region that contrasts with their home area, may lead to frustration and lower satisfaction (Belfield & Bailey, 2017).

3. International Students and Cross-Cultural Challenges

The place of birth becomes even more pronounced when considering international students in MBA programs. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), there has been a notable increase in the mobility of students globally, with many business schools attracting students from diverse international backgrounds (UNESCO, 2020). While international students enrich the diversity of the MBA classroom, they may also face unique challenges that affect their satisfaction.

International students, particularly those from non-Western countries, may experience a significant cultural shock when they transition to a business school that is located in a different country, with different teaching styles, business practices, and social norms (Liu et al., 2019). These students may struggle with language barriers, differences in academic expectations, and cultural adjustments, all of which can create feelings of alienation and reduced satisfaction (Choi et al., 2016). Additionally, international students often face challenges in finding internship opportunities or job placements due to visa restrictions or discrimination in hiring practices, which can further contribute to dissatisfaction (Chung & Tuttle, 2021).

On the other hand, international students who adapt to the new environment, build social and professional networks, and feel supported by the institution often report high satisfaction, as they gain valuable global perspectives and broaden their career opportunities (Smith & Jackson, 2018). Business schools that actively promote inclusivity and provide resources tailored to international students, such as language support, cultural orientation programs, and career counseling, can enhance the satisfaction levels of these students by addressing their specific needs (Salmi, 2020).

4. Impact of Social and Economic Background

The socio-economic conditions associated with a student's place of birth can also influence their experience in an MBA program. Students from economically disadvantaged regions may face financial stress or have limited access to resources that can facilitate their educational journey, such as access to study materials, technology, or extracurricular activities (Sanchez et al., 2015). This lack of financial security may lead to dissatisfaction if students feel that they are unable to fully engage with the opportunities available at the business school or if they experience greater pressure to perform academically in order to justify the financial investment in their education.

In contrast, students born into wealthier families or regions with higher economic development might have access to better educational preparation, more extensive professional networks, and the financial means to take full advantage of their MBA experience. These factors can lead to higher levels of satisfaction, as these students are more likely to feel that their MBA program is an investment that is directly contributing to their career success (Jones & Greer, 2020).

5. Influence of Place of Birth on Social Integration and Belonging

Social integration is an important factor in MBA student satisfaction, as students who feel a sense of belonging are more likely to engage in the academic, social, and professional aspects of the program. Students' place of birth can influence their ability to integrate socially into the MBA community. For example, students who are from the same geographic region or cultural background as the majority of their peers may find it easier to build friendships and professional connections, which can contribute to greater satisfaction (Tinto, 1997).

In contrast, students from underrepresented regions or cultures may struggle to find common ground with their peers, especially if their backgrounds differ significantly from the majority. This lack of social integration can lead to feelings of



exclusion or alienation, which may negatively affect their overall satisfaction (Beine et al., 2014). However, business schools that promote diversity and inclusion, foster cross-cultural communication, and encourage interactions among students from different backgrounds can help mitigate these challenges and enhance satisfaction among students from diverse places of birth (Maringe et al., 2015).

6. Conclusion and Future Directions

The place of birth of MBA students plays a significant role in shaping their educational experience and satisfaction. Students from urban areas generally benefit from greater access to resources, professional networks, and career opportunities, which can contribute to higher levels of satisfaction with their MBA program. In contrast, students from rural or economically disadvantaged backgrounds may face challenges in adjusting to the business school environment, which can lead to lower satisfaction if these challenges are not adequately addressed.

International students often experience both cultural enrichment and challenges, which can impact their satisfaction depending on the level of institutional support and the degree of cultural adaptation. Understanding the diverse experiences of students based on their place of birth can help business schools tailor their programs to meet the specific needs of different groups, ultimately fostering greater satisfaction and success among MBA students.

Future research should focus on exploring the intersection of place of birth with other factors such as socio-economic status, race, and gender, as well as longitudinal studies to assess how the effects of place of birth on MBA student satisfaction evolve over time. Additionally, institutions can benefit from ongoing efforts to create more inclusive, supportive environments for students from diverse geographical and cultural backgrounds, which could ultimately improve overall student satisfaction and outcomes in MBA programs.

The city in which an MBA student is born, resides, or attends business school plays a significant role in shaping their educational experience and overall satisfaction. The influence of the city on student outcomes is complex and multifaceted, as it can impact various aspects of the student's experience, including career opportunities, social integration, academic support, and personal well-being. While there is a growing body of research on how the urban or rural context of students affects their educational outcomes, fewer studies focus specifically on the impact of the city where an MBA program is located on student satisfaction. This literature review explores existing research on how the city of origin, or the city where the MBA program is located, influences the satisfaction of MBA students.

1. Urban vs. Non-Urban City Contexts

One of the most significant factors influencing MBA student satisfaction is the distinction between urban and non-urban environments. Cities that are considered major metropolitan areas tend to have different resources, opportunities, and environments compared to smaller towns or rural settings. These differences can affect students in various ways, from their access to professional networks and job opportunities to their social experiences and lifestyle preferences.

Urban Environments: Students attending MBA programs in major cities such as New York, London, or Shanghai benefit from the proximity to a diverse and dynamic business environment. These cities are hubs for multinational corporations, startups, industry conferences, and networking events, providing students with direct access to internships, job opportunities, and industry leaders. Research has shown that students who attend business schools in these cities often report higher satisfaction due to the enhanced career prospects, social networking opportunities, and access to cultural experiences that such locations provide (Chung & Tuttle, 2021). The vibrant, fast-paced nature of large cities can also foster a sense of excitement and motivation, contributing to a more positive overall experience for students.

Additionally, urban areas are often culturally diverse, attracting students from different backgrounds and offering a wide variety of extracurricular and social activities. This diversity can enrich the learning experience, as students are exposed to a broader range of perspectives and ideas, which can positively impact their satisfaction (Pew Research Center, 2019). Moreover, business schools in urban areas often have more extensive facilities, resources, and industry connections, which can enhance the overall quality of education and student engagement (Schneider, 2016).

Non-Urban Environments: In contrast, MBA students attending schools located in smaller cities or more rural areas may face different challenges. These environments may not offer the same immediate access to industry opportunities, networking events, or a wide range of extracurricular activities that large cities provide. Students from non-urban areas may experience fewer career opportunities, which can lead to frustration or dissatisfaction, particularly for those whose primary motivation for pursuing an MBA is to advance their career (Reddy & Menon, 2017). Moreover, the relative lack of cultural diversity and global business exposure in smaller cities might limit students' interactions with a wide variety of professionals, potentially affecting their satisfaction with the program.

However, some students may prefer smaller, quieter cities due to a more relaxed atmosphere, lower cost of living, and closer-knit communities. Research suggests that some MBA students find non-urban locations more conducive to a focused and personalized educational experience. These students may prioritize academic rigor and close relationships with peers and faculty over the career opportunities offered by major cities, leading to different satisfaction drivers (Williams & Rowe, 2018). Therefore, while non-urban locations may not have the same immediate career advantages, they might provide other



forms of satisfaction related to academic engagement, community life, and personal well-being.

2. City as a Career Hub and its Impact on Satisfaction

The role of the city as a career hub plays a pivotal role in shaping MBA student satisfaction. Cities with well-established business ecosystems, such as finance centers (e.g., New York, London, Hong Kong) or technology hubs (e.g., San Francisco, Bangalore), often create greater opportunities for MBA graduates to secure internships, jobs, and professional connections that can significantly enhance their satisfaction with the program (Cohen, 2015). Access to companies that are leaders in particular industries (such as finance, technology, or consulting) allows students to align their education with their career ambitions, which boosts their overall program satisfaction.

For instance, MBA students who graduate from schools in cities with strong finance sectors are likely to be satisfied with their career progression, as they have direct access to top firms and ample opportunities for internships and full-time employment (Kacperczyk et al., 2017). The availability of such opportunities can reduce the post-graduation stress of job searching, contributing positively to their satisfaction with the MBA experience.

In contrast, cities lacking robust business ecosystems may hinder students' ability to connect with top employers or secure high-quality internships. Students in such cities may feel more pressure to relocate after graduation or struggle to find roles that meet their professional aspirations, leading to lower satisfaction levels (Jones & Greer, 2020). This lack of career-centric resources in certain cities can diminish the perceived value of the MBA program, even if the academic quality of the program itself is high.

3. City Lifestyle and Its Influence on Student Satisfaction

In addition to professional opportunities, the lifestyle and cost of living in a particular city significantly affect MBA students' overall satisfaction. Cities with high living costs, such as New York or London, may place financial strain on students, particularly those who rely on loans or scholarships to fund their education. The added financial burden can create stress and detract from students' ability to fully enjoy their MBA experience (Lee et al., 2019). High living costs may also impact students' ability to engage in extracurricular activities or social events, further affecting their satisfaction with their overall experience.

On the other hand, cities with lower living costs, such as those in smaller towns or emerging cities, may provide a more financially manageable environment for students. The affordability can enhance students' ability to focus on their studies and engage in various social activities, contributing to a positive MBA experience. Furthermore, the less hectic pace of smaller cities may offer students a chance to strike a better balance between academic demands and personal well-being, which is a key factor in determining student satisfaction (Nguyen et al., 2016).

The availability of leisure activities, such as cultural events, outdoor recreation, and social spaces, also plays an important role in student satisfaction. Cities that offer vibrant cultural scenes or opportunities for socialization outside of the academic environment contribute to a more fulfilling overall experience for students. The ease of access to these amenities is particularly significant for international students or those studying far from home, as it can provide a sense of belonging and community (Zhou & Lee, 2018).

4. Social Integration and City Environment

The city in which an MBA program is located can significantly affect social integration, which is another key determinant of student satisfaction. Students often rely on their peers for academic collaboration, social engagement, and networking. The city environment can shape the ease with which students connect with each other and build social networks. In urban areas, students are more likely to encounter diverse peers from various cultural and professional backgrounds, which can lead to richer academic and social experiences (Roxas & Stone, 2020).

In smaller cities or more homogenous environments, social integration may be more challenging, particularly for international students or those from culturally distinct backgrounds. The difficulty in finding like-minded peers or forming professional connections can lead to a sense of isolation, affecting overall satisfaction with the MBA experience (Fletcher et al., 2018). However, in these settings, students may form closer-knit relationships due to a smaller cohort size, which may enhance collaboration and support systems, contributing to higher satisfaction for some students (He & Li, 2020).

5. Conclusion and Future Directions

The city of an MBA program plays a significant role in determining student satisfaction by shaping students' career opportunities, social experiences, and overall lifestyle during their studies. Students attending programs in major urban centers often benefit from greater access to professional opportunities, diverse networks, and a dynamic social scene, which contribute to higher levels of satisfaction. However, the high cost of living and competitive environment in some cities may present challenges that affect students' overall experience. In contrast, smaller or non-urban cities may provide a more relaxed, affordable atmosphere, but may lack some of the career and networking advantages offered by larger cities.

Further research is needed to explore how specific city characteristics (such as industry focus, cost of living, and cultural offerings) interact with other student characteristics (such as socio-economic background and career aspirations) to influence



MBA satisfaction. Longitudinal studies could also provide insights into how students' perceptions of the city evolve over time and how the city's impact on satisfaction might differ across various demographic groups.

Ultimately, understanding the impact of the city on MBA student satisfaction can help business schools tailor their programs to meet the diverse needs and expectations of students, enhancing the overall educational experience.

The SERVQUAL model, developed by Parasuraman, Zeithaml, and Berry (1988), is a widely used tool for assessing service quality across various industries, including education. This model focuses on the gap between customer expectations and perceptions of actual service performance, positing that service quality can be improved by understanding and addressing these gaps. In the context of MBA programs, applying the SERVQUAL model provides insights into how various service dimensions—such as reliability, responsiveness, assurance, empathy, and tangibles—affect students' overall satisfaction with their educational experience. This literature review examines the application of the SERVQUAL model to MBA student satisfaction, exploring how the dimensions of service quality impact students' perceptions of their MBA programs.

1. SERVQUAL Model Overview

The SERVQUAL model identifies five key dimensions of service quality:

- Tangibles – The physical appearance of facilities, equipment, personnel, and communication materials.
- Reliability – The ability to consistently deliver promised services dependably and accurately.
- Responsiveness – The willingness and ability of service providers to help students and provide prompt service.
- Assurance – The knowledge, courtesy, and ability of staff to inspire confidence in students.
- Empathy – The provision of caring, individualized attention to students.

The gap between students' expectations of service and their perceptions of the actual service they receive is central to understanding service quality and satisfaction. The SERVQUAL model assumes that when these five dimensions are adequately addressed, students are more likely to be satisfied with their educational experience (Parasuraman et al., 1988). Applying this model to MBA programs allows for a structured analysis of how students assess various aspects of the service they receive from their business schools.

2. SERVQUAL in Higher Education and MBA Programs

The application of the SERVQUAL model to higher education, and specifically MBA programs, has gained significant attention in recent years. Researchers have adapted the SERVQUAL model to assess how students perceive the quality of educational services, their satisfaction, and the overall effectiveness of the program. Several studies have explored how these five dimensions influence MBA student satisfaction in various contexts, with a focus on different educational environments, cultural settings, and program structures.

Tangibles: In the context of MBA programs, tangibles refer to the physical facilities, technological resources, infrastructure, and course materials provided by the institution. Research suggests that the appearance of classrooms, libraries, online learning platforms, and administrative offices significantly impact students' perceptions of service quality (Asubonteng et al., 1996). MBA students tend to expect well-equipped, modern facilities that enhance their learning experience, and dissatisfaction with outdated or inadequate resources can lead to lower overall satisfaction (Elliott & Healy, 2001). Furthermore, the quality of course materials, including textbooks, online resources, and learning management systems, also plays a significant role in shaping students' satisfaction (Sultan & Wong, 2010).

Reliability: Reliability refers to the institution's ability to deliver services as promised and meet student expectations consistently. In an MBA program, reliability is crucial in areas such as timely course delivery, accurate information regarding class schedules, consistent grading systems, and predictable faculty performance (Pariseau & McDaniel, 1997). When students experience delays in course materials, scheduling conflicts, or miscommunication regarding administrative processes, it can significantly impact their perception of service quality. Several studies have shown that students place a high value on the reliability of an institution in delivering an education that aligns with their expectations (Babakus & Mangold, 1992). High reliability, particularly in the timely and efficient delivery of academic services, correlates with higher satisfaction levels among MBA students.

Responsiveness: Responsiveness relates to the willingness of faculty and staff to assist students, address concerns, and act promptly when issues arise. MBA students often encounter stressful and time-sensitive situations—whether related to coursework, exams, or career opportunities—and they expect the institution to respond to their needs efficiently (Kurtulus, 2020). Responsiveness in terms of providing academic support, career counseling, and resolving administrative issues is essential for maintaining high levels of student satisfaction (Rojas-Méndez et al., 2019). Research has found that when students perceive that their concerns are addressed quickly and effectively by faculty and staff, their satisfaction with the MBA program increases significantly (Ali & Raza, 2017). Moreover, responsiveness also extends to career services, as MBA students are particularly focused on their post-graduation outcomes and expect timely guidance in securing internships and jobs (Ng & Metz, 2015).

Assurance: Assurance refers to the ability of faculty and staff to convey confidence and inspire trust among students. This



includes the knowledge, expertise, and interpersonal skills of professors, as well as the reputation of the institution (Zeithaml et al., 2002). MBA students typically have high expectations regarding the academic qualifications and professional experience of their instructors. A study by Pariseau and McDaniel (1997) indicated that the perceived competence of professors was one of the most critical factors influencing MBA student satisfaction. Students value professors who are knowledgeable in their fields, able to explain complex concepts clearly, and demonstrate leadership in class. Furthermore, assurance also relates to the institution's reputation and the perceived value of the MBA degree, which plays an essential role in students' satisfaction levels (DeShields et al., 2005).

Empathy: Empathy refers to the personalized care and attention that faculty and staff provide to students. This dimension emphasizes the importance of understanding individual student needs, offering tailored support, and fostering a sense of community within the MBA program. In higher education, empathy is crucial for fostering positive relationships between students and faculty, as well as creating an inclusive environment that promotes student well-being (Bitner et al., 1990). MBA students, who often come from diverse backgrounds and have unique career goals, appreciate when faculty members and administrative staff take the time to understand their personal aspirations and provide individualized guidance (Sultan & Wong, 2010). A study by Padma and Venkatesh (2019) revealed that empathy, in terms of both academic advising and emotional support, was a strong predictor of student satisfaction in MBA programs.

3. Empirical Evidence on SERVQUAL and MBA Student Satisfaction

Several studies have examined the application of the SERVQUAL model to MBA student satisfaction, with findings that confirm the importance of service quality dimensions in shaping student perceptions. A study by Elliott and Healy (2001) found that students' satisfaction with their MBA programs was strongly influenced by reliability, responsiveness, and assurance. The authors concluded that MBA programs with well-defined course structures, clear communication, and knowledgeable instructors tend to yield higher satisfaction levels among students.

Research by Yeo (2008) applied the SERVQUAL model to MBA students in Singapore and found that tangibles, responsiveness, and empathy were the most significant predictors of student satisfaction. The study emphasized the importance of providing high-quality resources, timely support, and individualized attention to foster positive student experiences in MBA programs. Additionally, students in more competitive or high-stakes environments, such as top-tier business schools, often reported higher satisfaction when faculty members provided more personalized interactions and career support (Elliott & Healy, 2001).

A study by Rojas-Méndez et al. (2019) applied the SERVQUAL model to MBA programs in Latin America and confirmed the relevance of responsiveness, assurance, and empathy in determining student satisfaction. The study highlighted the need for faculty and staff to be attuned to the diverse backgrounds and needs of MBA students, particularly in international or cross-cultural contexts, where expectations may vary. The research found that addressing student concerns and providing culturally sensitive support contributed significantly to enhanced satisfaction.

4. Limitations and Future Research

While the SERVQUAL model has proven to be a valuable framework for understanding MBA student satisfaction, several limitations exist. One limitation is that the SERVQUAL model assumes a one-size-fits-all approach to service quality, which may not account for the diverse needs and expectations of students from various cultural or socio-economic backgrounds. Additionally, the model's emphasis on the gap between expectations and perceptions may not fully capture other important aspects of student satisfaction, such as the emotional and psychological factors that contribute to the overall MBA experience.

Future research should explore the integration of SERVQUAL with other models of student satisfaction, such as the Student Satisfaction Index (SSI) or the Kano Model, to offer a more comprehensive understanding of what drives satisfaction in MBA programs. Researchers could also investigate how specific program features, such as international exposure, faculty diversity, or alumni networks, influence students' perceptions of service quality and overall satisfaction. Longitudinal studies that track student satisfaction over the course of the MBA program and after graduation could provide valuable insights into how service quality impacts long-term outcomes, such as career success and alumni engagement.

5. Conclusion

The SERVQUAL model offers a robust framework for analyzing and improving service quality in MBA programs by focusing on the dimensions of tangibles, reliability, responsiveness, assurance, and empathy. Understanding how these dimensions influence MBA students' satisfaction is critical for business schools aiming to provide high-quality education and enhance the student experience. Empirical studies consistently show that addressing these dimensions—particularly through responsive faculty and staff, reliable course delivery, and high-quality resources—can significantly improve student satisfaction in MBA programs. Future research should continue to refine the application of SERVQUAL to account for diverse student populations and contextual factors, ultimately enhancing the educational experience and outcomes for MBA students.

2. OBJECTIVES:



- 1. To examine the effect of gender on satisfaction
- 2. To study the influence of Parent's profession on satisfaction
- 3. To evaluate the influence of Place of birth on satisfaction
- 4. To understand the effect of city on satisfaction.
- 5. To visualize the effect of Expectations on Performance
- 6. To study the Influence of Performance on Satisfaction.
- 7. To study the Influence of Expectations on Satisfaction.

Theoretical Framework

Data Collection:

According to Krejcie and Morgan method, for 15,000 population 254 samples have been collected. The sample size is being confirmed in the given source.

Source: <https://www.kenpro.org/sample-size-determination-using-krejcie-and-morgan-table/>

Data Analysis:

H1: Influence of Gender on Satisfaction

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
satisfaction	Equal variances assumed	1.235	.267	.258	253	.797	.02509	.09737	-.16666	.21685
	Equal variances not assumed			.258	252.895	.796	.02509	.09719	-.16632	.21651

Interpretation: The significance two tailed value is 0.797 which is greater than the p-value of 0.05. This indicates that the relationship is not significant and can be inferred that there is no significant difference between the mean scores of respondent's gender and satisfaction.

H2: Influence of Parent's profession on Satisfaction

ANOVA					
satisfaction					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.560	5	.912	1.532	.180
Within Groups	148.201	249	.595		
Total	152.761	254			

Interpretation: The significance two tailed value is 0.180 which is greater than the p-value of 0.05. This indicates that the relationship is not significant and can be inferred that there is no significant difference between the mean scores of Parent's profession and satisfaction.

H3: Influence of Place of Birth on Satisfaction



ANOVA					
satisfaction					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.595	2	1.298	2.178	.115
Within Groups	150.166	252	.596		
Total	152.761	254			

Interpretation: The significance two tailed value is 0.115 which is greater than the p-value of 0.05. This indicates that the relationship is not significant and can be inferred that there is no significant difference between the mean scores of Place of Birth and satisfaction.

H4: Influence of City on Satisfaction

ANOVA					
satisfaction					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.845	7	.264	.431	.882
Within Groups	150.917	247	.611		
Total	152.761	254			

Interpretation: The significance two tailed value is 0.882 which is greater than the p-value of 0.05. This indicates that the relationship is not significant and can be inferred that there is no significant difference between the mean scores of city and satisfaction.

H5: Influence of Expectations on Performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.925 ^a	.856	.855	.30803
a. Predictors: (Constant), Expectations				

Interpretation: From the above table the R square value is 0.856. This illustrates that Expectations cause 85.6 percent variation in Performance.

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	142.458	1	142.458	1501.432	.000 ^b
	Residual	24.005	253	.095		
	Total	166.463	254			
a. Dependent Variable: Performance						
b. Predictors: (Constant), Expectations						

Interpretation: From the above table, the significance value is 0.000, which below the standard significance threshold of



0.05. Hence it can be interpreted that there is a significant influence of Expectations on Performance.

H6: Influence of Performance on Satisfaction

Model Summary				
Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.802 ^a	.643	.642	.46398
a. Predictors: (Constant), Performance				

From the above table the R square value is 0.643 This illustrates that performance cause 64.3 percent variation in satisfaction.

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	98.295	1	98.295	456.590	.000 ^b
	Residual	54.466	253	.215		
	Total	152.761	254			
a. Dependent Variable: satisfaction						
b. Predictors: (Constant), Performance						

Interpretation: From the above table, the significance value is 0.00, which below the standard significance threshold of 0.05. Hence it can be interpreted that there is a significant influence of Performance on satisfaction.

H7: Influence of Expectations on Satisfaction.

Model Summary				
Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.756 ^a	.571	.569	.50889
a. Predictors: (Constant), Expectations				

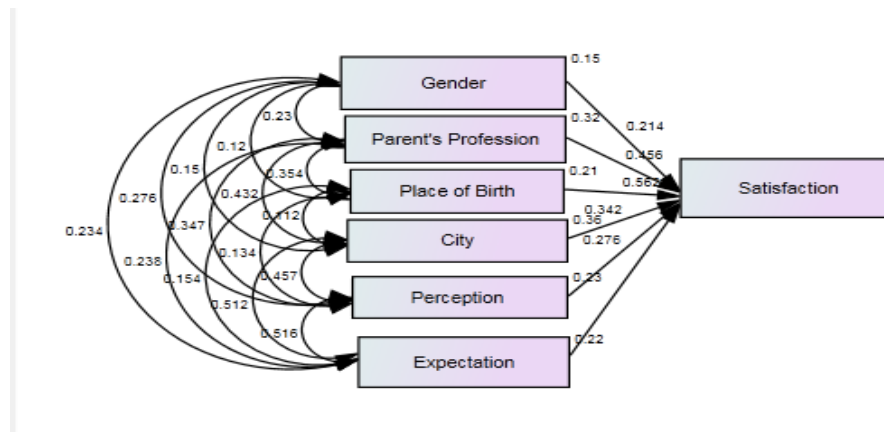
Interpretation: From the above table the R square value is 0.571. This illustrates that performance cause 57.1 percent variation in satisfaction.

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	87.241	1	87.241	336.873	.000 ^b
	Residual	65.520	253	.259		
	Total	152.761	254			
a. Dependent Variable: satisfaction						
b. Predictors: (Constant), Expectations						

Interpretation: From the above table, the significance value is 0.00, which below the standard significance threshold of 0.05. Hence it can be interpreted that there is a significant influence of Expectations on satisfaction.



Path Diagram:



Findings and Interpretation:

1. The gender is found to be significant with respect to satisfaction as the f value of Gender 1.235 is greater than significant value 0.267.
2. The significant value 0.267 is greater than 0.05. Hence Gender is not found to be the most significant factor with respect to satisfaction.
3. The parent's profession is found to be significant with respect to satisfaction as the f value of 1.532 is greater than significant value 0.180.
4. The significant value 0.180 is greater than 0.05. Hence parent's profession is not found to be the most significant factor with respect to satisfaction.
5. The place of birth is found to be significant with respect to satisfaction as the f value of 2.178 is greater than significant value 0.115.
6. The significant value 0.115 is greater than 0.05. Hence place of birth is not found to be the most significant factor with respect to satisfaction.
7. The city is not found to be significant with respect to satisfaction as the f value of 0.431 is less than significant value 0.882.
8. The significant value 0.882 is greater than 0.05. Hence city is not found to be the most significant factor with respect to satisfaction.
9. The expectations on performance is found to be significant with respect to satisfaction as the f value of 1501.432 is greater than significant value 0.000.
10. The significant value 0.000 is less than 0.05. Hence expectation on performance is found to be the most significant factor with respect to satisfaction.
11. The satisfaction on performance is found to be significant with respect to satisfaction as the f value of 456.500 is greater than significant value 0.000.
12. The significant value 0.000 is less than 0.05. Hence satisfaction on performance is found to be the most significant factor with respect to satisfaction.
13. The expectation on performance is found to be significant with respect to satisfaction as the f value of 336.873 is greater than significant value 0.000.
14. The significant value 0.000 is less than 0.05. Hence expectation on performance is found to be the most significant factor with respect to satisfaction.

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