"AN EMPIRICAL STUDY ON EVALUATING AND VALIDATE THE FACTORS AFFECTING TO SATISFACTION OF HIGHER EDUCATION"

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Abstract:

The main objective Of this study is to identify the satisfaction level of the student saspiring management courses. And the also to explore the factors affecting the student ssatisfaction level. Now a days the education system is adopting alotmany changes. The study assess the management education students satisfaction experienced in different institutions of Ahmedabad city. The factors identified are all contributing significantly and which are highly affecting to the satisfaction level of the students.**The core purpose of this study is to identify and validate the factors which are responsible for satisfaction level of students, who are pursuing higher level management education.** In this research EFA&CFA is being used with the help of SPSS analysis, AMOS. With the EFA we explore the factors affecting the satisfaction level of the students and with CFA we confirming the same factors affecting the students'satisfaction level.

1. Introduction:

Customer satisfaction has been considered asavital issue with in the marketing literature (Churchill Jr & Superenant, 1982)**.** (Crosby, 1991) Maintains that providing a high level of quality lowers costsand retains satisfied customers, andultimately generateshigher profitmargins for an organization. Past research studies (Zeithaml, Parasuraman, & Berry, 1990)(Cronin Jr & Taylor, 1992) had discussed about the significance of customer perception regarding the customer's expectanciesthat will be a help to the organization to achieve the preliminary step in rendering the service qualityand satisfaction. Now, the institutions engaged in the Academic Sector have also enfolds the marketing concept and the idea of the students as consumer, the customer who are engaged with the purchase ofhigher educationschemes and services(Kotler & Levy, 1969). Today's students seekfor institutions whichwill providethemwithunique,memorable, andprivate educationalexperiences. Also, he/she could be a customer, seeking an academic program which will preparehim/her for a successful career and gainful employment. **Higher level Management Educationneeds – Modern Infrastructure, highly sophisticated IT support, advanced e-library and**

highly qualified & knowledgeable faculties. Students are always in need to supported services and other facilities like recreation alcenters, hygienic food canteen and place to chill out to burst out the stress.

In an Academic Institutions, students are being considered as the real customer (El Abbadi , Bouayad , & Lamrini, 2013)(Sakthivel , Rajendran, & Raju, 2005). The satisfaction level of students must be given the utmost importance by the academic institutions due to exhaustive competitions amid the educational institutions. There are various reasons in support of high expectations of the students from the academic institutions like: They are paying high fees, student's perception regarding their better future opportunities for which they are opting for higher management courses. So as a result, the students, the actual customers of academic institutions are expecting higher services, as these all services will ultimately help them to classify the education as marketable services(Kwek, Lau, & Tan, 2010)

It is very much necessary that student must be retained with the academic institution which they are preferring for perusal of their higher education, and this same will be having a greater impact on their academic performance throughout their whole tenure with institutions only by the qualitative services which will be provided by the institutions of higher educations. (Sander , Stevenson, King, & Coates, 2000)(Letcher & Neves, 2010)reportedthat"studentsatisfactionhelpstobuild self-Confidence, which self-confidence helps students develop useful skills, and acquire knowledge". Based on the previousexplanation, it's important to debate about factors which determine students' satisfaction. This study concentrate son understanding the students' expectation, perception and satisfaction towards the services offered by management education institutions. Satisfaction level of thestudents play vital role. It's directly link with Word of Mouth, Brand Image and ultimatelyconverted into loyalty of students towards the instructions. Therefore, factors identification and validation of factors are playing crucial role in such studies.

2. Theoretical Frame work and Literature Review:

There has been a lot of study going around the similar area where student's satisfaction ismeasured. The current study takes into account the previous work and builds upon the theory ofstudent satisfaction by introducing various dimensions to it.

One of the study by (Ravindran & Kalpana, 2012) analyze the management education student's expectation,perception and satisfaction of services experienced across four categories of institutions inCoimbatore. Institution quality factors were captured using structured questionnaire across sixdimensions namely, location, academics, infrastructure, image, cost and personnel and overallsatisfaction. A momentous difference was noticed amid the perceptions of students across four categories of institutions inall six dimensions of institution quality factors. All five factors except cost significantly influence the over all satisfaction of students towards the institution.

Anotherr study by (Yusoff, McLeay, & Woodruffe-Burton, 2015) categorized 12 factors or the lie ben eath dimensions that drive business of student satisfaction with in the Malaysian PHE. The Twelve factorsare: professional comfortable environment; student assessments and learning experiences; classroom environment; lecture and tutorial facilitating goods; textbook and tuition fees; student supportfacilities; business procedures; relationship with teaching staff; knowledgeable and responsivefaculty; staff helpfulness; feedback; and sophistication sizes. Understanding these factors could help educational institutions to higher plant heir strategies and inform academics fascinated by studying student satisfaction. Factor analysis resulted with in the adoption of a 12- factor solution from a clever set of 53 satisfaction items. The results also indicated the influence of demographic factors on the extent of business student satisfaction. (Gray & DiLoreto , 2016)in their have shown that course organization and structure, student engagement, learner interaction, and instructor presencehave been responsible for substantial variance in student satisfaction and perceived learning in online learning environments through a range of pathways, although no research to date has tested the mediationa lrelationship identified. This study expanded upon the

existing literature about online learning and the variables that influence student satisfaction and perceived learning. The researchers investigated the relationships among course structure/organization,learner interaction, student engagement, and instructor presence on student satisfaction and perceived learning.There sults of this study were intended to inform practicerelated to increasingretention and improving the quality of online teaching and learning.

2.1. Research Gap:

This research is completely on the satisfaction level of the management students. This is the unique attempt to identify and validate the factors leading to student satisfaction with basic measurement model. Majority of the researcher give importance to cost-infrastructure and other tangible variables. Here researcher develop a scale and try to understand the effectiveness of tangible andintangibleboth factors.Those students who are pursuing management courses within the Gujarat State. Thescholars feel that the Career safety through this course or not. The research is finished within the Ahmedabad city and also the other research is finished innumerous countries by different researchers. The study shows that the scholars are positive side of the course and also the negative side of the course. The scholars who complete their raduation after that their first choice is to try to any management course. It gives them the career safety also.

3.   Research Methodology:

3.1. Objective::

- Toexplorethefactors that areaffectingthelevel of student's satisfaction, studyinginMBA–PostGraduate program.
- TovalidatethefactorsareinfluencingthesatisfactionofstudentsarestudyinginMBAprogram.

3.2. Hypothesis:

- **H1:** Faculties capabilities and support significantly leads to over all satisfaction of the student sin the higher management education program.
- **H2:** Institutional Educational environment have significant positive effects on the students' satisfaction in higher management education program.
- **H3:** Perceived Individual growth significantly affecting the students' satisfaction level in the higher management education program.
- **H4:** Internal Infrastructure and supplement support services are having a significant positive effectson the students'satisfaction in the higher management education program
- **H5:** College Brand Image leads to satisfaction of the student sin higher management education program.

3.3. Measurement Development:

A pragmatic research survey was conducted to test the relationship between the constructs and aquestionnaireis developedforthe same tenacity.A survey was conducted for accumulating the data,which is delineated below.
We have used a questionnaire to collect data. The Measurement scales of the questionnaire for the researchmodel concepts were approved scales from previous studies. A group of 4 to 5 experts has revisedthe methodology and measurement scales to make sure about the content validity and appropriateness of the phrasing of the questions. The researcher has used 5-point Likert scales, moving from"strongly disagree" to"strongly agree", to measure the construct items, where the one denoted to strongly disagree and five denoted to strongly agree scale. The structured questionnaire contained 30statements,which also includes the various demographic characteristics like Age, Gender, andstudent'scurrent semester.

3.4. Data Collection:

Data was collected through an online and offline survey. The overall data was collected through four major cities of Gujarat State i.e.Ahmedabad, Surat, Vadodara and Rajkot. Here the students who are pursuing their

management degree from Government College, Government Aid College, Private University, and College affiliated to Government University and Autonomous Institutions are considered. Respondents wereasked to give their opinion regarding the statements related to satisfaction level. We have receivedtotal 313 respondents. Out of which 100 respondents have submitted offline survey and remaininghave submitted their responds through online survey. [Table 1] represents the basic demographic details of the respondents.

3.4.1. Determination of Sample Size:

According to Professor (Hair J. F., 2009)while developing measurement model with a structured questionnaire determination of sample sizemust be (No. Of Statements * 5). So as per the formula here there are 30 statements in the structure d questionnaire i.e. [30 * 5 = 150 respondents], we have collected data from 313 respondents. Hence, the researcher has maintained the thres hold limit while determination of sample size.

Table 1			
Descriptive Statistics of respondents			
		Frequency	Percentage
Sexual Category	Boys	133	42.5
	Girls	180	57.5
Age	20-22	220	70.3
	23-24	81	25.9
	25 & Above	12	3.8
Semester	2	192	61.3
	4	121	38.7
Institute Category	SF	234	74.8
	D/GU	36	11.5
	D/PU	43	13.7

SF=Self – FinancecollegeAffiliatedtoGovernmentUniversity.
D/GU = Department of Government UniversityD/PU=Department/SchoolofPrivateUniversity

3.4.2. PrimaryData:

According to (Malhotra & Das., 2009) primary data are devised by the research scholar forspecifically for their research. Basically primary data is collected through marketing research. In this research the data is collected through structured question naire method.

3.4.3. Secondary Data:

Secondary data was assembled from relevant literature i.e. Research papers, articles, reports, websitesetc.

4. Analysis:

4.1. Measurement model: reliability and validity

Table 2		
KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.797
Bartlett's Test of Sphericity	Approx. Chi-Square	6331.65
	Df	300
	Sig.	0

Statistical procedures like composite reliability, convergent and discriminant validity check, are performed with the help of AMOSand SPSS. In the initial level, we conducted Exploratory Factor Analysis (EFA) on 33 statements andthen converted them into smaller number of factors on the basis of factor loadings. All the statements with loadings having values morethan 0.55 only those values is considered for the study and the remaining values were removed due to low factor loading(lessand equal to 0.55).

To assess the soundness and appropriateness of the data collected the researcher has applied Kaiser-Meyer-Olkin (KMO) and to test the adequacy the Bartlett's Test of Sphericity measure is applied. The KMO measure ofsampling adequacy may be a data point that indicates the proportion of variance within the

variablesthatmightbecausedbythereducedfactors.(Kaiser & Rice, 1974)endorsedthata minimum thre shold of 0.5 and the values less than 0.5 are not acceptable, and values between 0.5 and 0.7are adequate to takings any with the analysis (Hutcheson & Sofroniou, 1999).The high worth of KMO (0.930) indicates that anelemen analysis is very useful for the information being employ edin this study. The KMO figures offer robust evidence for sampling adequacy for this information.Similarly, the importance worth for Bartlett' stakea look at of Spheri city

> **Correlation Matrix**
> **Determinant=E=0.002**

The determinant of the Correlation Matrixis 0.001 that is higher than the threshold value 0.00001 and therefore, there is nomulti colline arityin the data.(Alin, 2010)

4.2. Exploratory Factor Analysis (EFA):

According to (Kinnea & Gray, 2015) the rudimentary intent of exploratory analysis is to evaluate theindependent factors that elucidate the correlations. In this case, items are by and large reduced to commonly correlated and with some meaningful dimensions with a very small amount of information loss explaining asmuch as possible variance of original items.According to (Cooper & Schindler , 2008)is a methodof working used for specific computational modus operandi. These factors, also called latent variables areused when things are generally hard to measure straight like support, attitudes and feelings. This isone of the way to explain the relationships between variables by merging them into smaller number factor.(Zikmund, Carr , & Griffin, 2013)

1.1. Factors Naming with related statements:

Table 3							
Total Variance Explained							
Statement No.	Factor loading	Eigen value	EV	Anti-Image	AVE	Cronbach's Alpha	CR
S7	0.865	6.629	26.516	0.808	0.65	0.79	0.74
S8	0.856			0.85			
S9	0.848			0.835			
S4	0.814			0.841			
S2	0.783			0.809			
S1	0.64			0.788			
S29	0.865	3.668	14.674	0.805	0.61	0.74	0.76
S26	0.823			0.822			
S30	0.797			0.76			
S28	0.776			0.841			
S21	0.731			0.835			
S14	0.695			0.746			
S3	0.854	2.689	10.756	0.736	0.64	0.82	0.78
S5	0.823			0.791			
S11	0.812			0.801			
S22	0.727			0.733			
S18	0.895	2.056	8.223	0.773	0.7	0.78	0.73
S15	0.879			0.694			
S12	0.818			0.747			
S13	0.741			0.759			
S20	0.798	1.89	7.559	0.74	0.54	0.73	0.76
S24	0.752			0.748			
S23	0.715			0.873			
S19	0.673			0.874			

Factor1: Faculties capabilities and Support [FS]– Statements Related:-S1,S2,S4,S7,S8,S9

Factor 2: Institutional Educational Environment [IEE]– Statements Related:-S14,S21,S26, S28,S29, S30

Factor3: Individual Growth [IG]– Statements Related:-S3, S5,S11,S22

Factor4: Internal Infrastructure & Support Staff [ISS]– Statements Related: -S12,S13,S15,S18

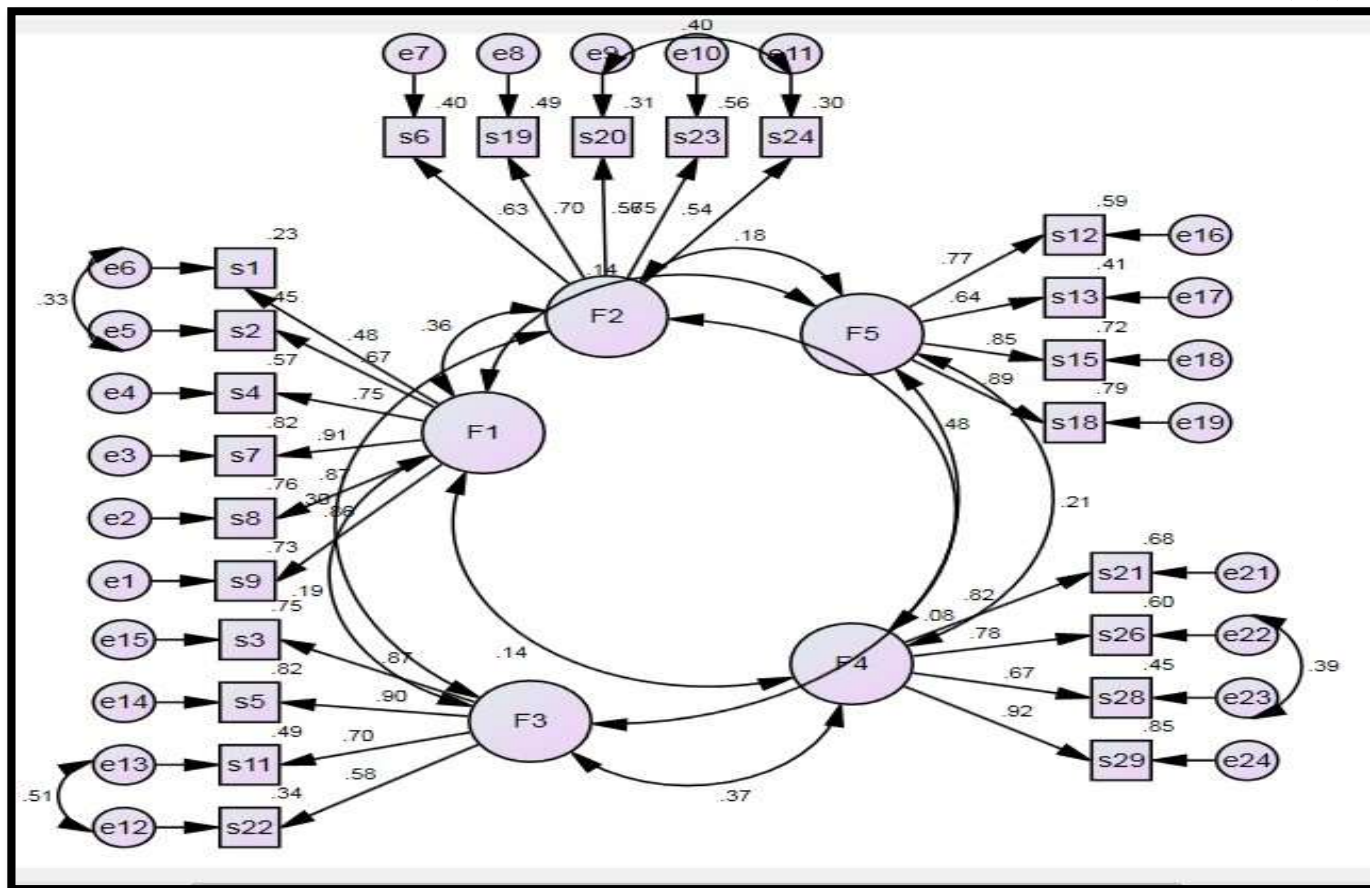**Factor5**: College Brand Image [CBI] –Statements Related:- S19,S20,S23,S24.

Image1: CFA Model

1.2. Factor Loading & Eigen Value:

For elucidation of the factor interpretation, (Kinnear, Gray, & Kinnear, 2010) recommend sto mention about the factor loadings. Factor Loadings indicate the relationship between each variable and the factor. Loading sindicate the degree of resemblance between the variable and the factor, with higher loadings making the variable representative of the factor. Factor loading of $\pm$ 0.30 to $\pm$ 0.40 are minimally acceptable, values greater than $\pm$ 0.50 are generally considered necessary for practical significance. Some of the variable is found to have more than one significant loading is termedas Cross-Loading. Such type of the variables should bee liminated from the analysis soasto simplify the factor structure (Hair J. , Black, Babin, & Anderson, 2010)Accordingtothe(Hair J. F., 2009), there is no specific ruleinselecting the rotation method, therefore, the VARIMAX rotation method selected while performing the exploratory factor analysis. Principal Component Factor Analysis method is adopted for while performing the factoranalysis.The objective for the selectionof thismethodisto summarize mostof the original information (variance) in a minimum number of factors for prediction purposes. With component analysie achvariable contribute savalue of 1 to the total Eigen value. Thus, the factors having Eigen values greater than 1are considered significant.

1.3. AVE (Average Variance Extracted):

Average variance extracted (AVE) is a measure of the amount of variance that is captured by aconstruct in relation to the amount of variance due to measurement error. AVE is well below theconventional threshold of 0.5. Work out the Mean (the simple average of the numbers) then for eachnumber:subtract theMeanandsquaretheresult(thesquareddifference).Thenworkoutthe averageof those squared differences. (Fornell & Larcker, 1981). In Table no. 02, AVE for Faculty Support[FS] is(0.65), Institutional Educational Environment [IEE] is(0.61), Individual Growth [IG] is(0.64), Internal Infrastructure & Support Staff [ISS] is (0.691), and College Brand Image [CBI](0.541).

1.4. Anti - Image:

Table2 represents correlation values of factors of employe ereadiness for change. As all the variable sare having partial correlation values higher than the 0.5 and hence it can be interpreting that all thefactors affecting student satisfaction level have practical and statistical significance and data issuitablefor performingfactor analysis.

1.5. Relationship among variable:

To test the proposed relationship among the variables, regression weights should beanalyzed. Table 4 shows the Amos output and on the relationship.

Table 4				
Relationship among variables				
Hypothesized Relationship	**Estimate**	**S.E.**	**C.R**	**P**
Faculties Identifies Strength and Weakness <--- FS	1			
Faculties Illustration concepts through Examples <--- FS	0.88	0.039		***
Expectations From Students Explained by Faculties <--- FS	1.073	0.045		***
Teaching and Mentoring Process <--- FS	0.687	0.039		***
Teaching Course Effectively <--- FS	0.662	0.044		***
Lectures are proficient <--- FS	0.525	0.053		***
Assignment Feedback Discussion <--- IEE	1			
Value of Education <--- IEE	0.9	0.087		***
Scheduled Time Table <--- IEE	0.93	0.106		***
Formulation of Uniform Policy <--- IEE	1.141	0.106		***
Implementation of Uniform Policy in College <--- IEE	0.815	0.095		***
Career Safety through Effective Course <--- IG	1			
Inculcate Soft Skills and Employability Skills <--- IG	1.364	0.092	14.85	***
Internship and Student Exchange programme <--- IG	1.761	0.147	12.012	***
Multiple Opportunities to Grow <--- IG	1.788	0.149	11.961	***
Helpful Academic Committee <--- CBI	1			
Helpful Campus staff <--- CBI	0.714	0.056	12.682	***
Well Maintained Facilities <--- CBI	0.999	0.058	17.242	***
My College classroom <--- CBI	1.078	0.061	17.812	***
Responsibility with freedom <--- ISS	1			
Online Teaching Aids <--- ISS	0.91	0.053	17.243	***
Medication Facilities at college <--- ISS	0.757	0.053	14.175	***
Reputation of college <--- ISS	0.822	0.041	20.273	***
*** - p<.OI , ** - p < .05, * - P <.1				

Source: AMOS Output

From the above table it can be said that all the variablesare having significant impact in factors.

- The First factor Faculty Support [FS] is significantly supported with the statements like proficiency of lectures, explanation method ology off aculties, conceptualization. Off a culties, the faculties identifying the strengths,teaching and mentoring process.

- The Second factor Internal Educational Environment [IEE] is significantly supported with state ments

like feeling safe at campus, and to fulfil the responsibilities in required freedom, using online resourcesto learn quickly.

- The Third factorIndividual Growth [IG] is also significantly justified with the combination of statement stating Institute helping the studen t for internship, student exchange programmes, institutes providing multiple opportunities to learnand grow, efforts for enhancing soft skills and employ ability skills.

- The Fourth factor Internal Infrastructure & Support Staff [ISS] is significantly supported with statements like academic committee is helpful to them, classroom are well equipped, and the administrative staff is also helpful to them.

- The Fifth Factor College Brand Image [CBI] is also significantly justified with the combination of statement stating the college reputation is effecting to the students alot, the course they are learning is giving them value for the money spend by them in colleges, the policy implementation at college are also building a clear image in the mind of students and their parents.

1.6. Model of Fit Indices:

For test of offered model, a structural equation of the models (SEM) is applied. SEM - it statistical method of simulation they are applied widely in behavioral sciences which represents combination the principles of confirmatory factorials analysis, in order to explain in terrelation amongs ta different variables it is considered in research. The model fit is evaluated with the aid of criterion statistics,such, as CMINIDF (attitude chi-square value to his degrees of freedom), RMSEA (Root-mean-square approximation errors), GFI, NFI, RFI, CFI (comparative you will establish index), NFI (Rationed you will establish index). Offered model was tested with the aid of Amos.

Table 5			
Model of Fit Indices			
Index	Value	Interpretation	References
CMINIDF	2.87	Good fit (should be less than 3)	(Bentler & Paul, 1996)
GFI (Goodness of Fit Index)	0.9	Good fit (should be more than 0.90)	(Hair J. F., Black, Babin, & Anderso, 2011)
NFI (Nonned Fit Index)	0.91	Good fit (should be more than 0.90)	(Bentler & Paul, 1996)
RFI	0.92	Good fit (should be more than 0.90)	(Bentler & Paul, 1996)
CFI	0.91	Good fit (should be more than 0.90)	(Bentler & Paul, 1996)
RMR	0.08	Good fit (should be less than 0.08)	(Hu & Bentler, 1999)
RMSEA (Room Mean Square Error Approximation)	0.08	Good fit (should be less than 0.08)	(Hu & Bentler, 1999)

Source: AMOS Output

NFI should be as less as .80 (Hooper, Coughlan , & Mullen, June 2008).. Note: CMINIDF is the ratiobetween chi-square and degrees of freedom; GFI: Goodness of Fit Index; AGFI: Adjusted Goodness of

Fit Index; CFI:Comparative Fit Index; NFI: Normed Fit Index; RMSEA: Root Mean Square Error of Approximation. (Singh, Sinha, & Francisco , 2020)

The construct and their items loading are shown in Table 3 and Indices fit criteria of the structuralmodel are shown in Table 5. All the values are above the accepted levels and support past findings.Composite reliability (CR) is greater than0.7; average variance extracted (AVE) is greater than0.5.(Singh, Sinha, & Francisco , 2020)

Table 6						
Fornell-Larcker criterion: Correlation matrix of constructs and square root of AVE (in bold).						
	FS	**IEE**	**IG**	**ISS**	**CBI**	**OFS**
FS	0.806					***
IEE	0.359	0.78				***
IG	0.188	0.304	0.8			***
ISS	0.14	0.479	0.367	0.834		***
CBI	0.14	0.179	0.082	0.215	0.735	***

Authors'survey, ***p<0.01,p<0.05,*p<0.10;diagonalboldvaluesaresquarerootofaveragevarianceextracted.**

In conclusion, measurement and structural model demons trated good model fit, reliability, convergent validity and discriminant validity. Table 6 explains the correlation between various factors and squareroot of average variance extracted (AVE) for each construct. The square root of each factor's AVE is greater than its corresponding correlation coefficients with other factors. Hence, it shows good discriminant validity.(Singh, Sinha, & Francisco , 2020)

2. Results:

2.1. Hypothesis Testing:

After evaluating reliability and validity of the measurement scales, the research hypotheses weretested, based on review of literature. To determine the significance of each hypothesis path, standardized estimates andt- statistics of every path was considered using structural equation modeling (SEM).

Table 7: Outcomes of Hypothesis				
Number	**Hypothesis**	**Path**	**Sig.**	**Supported**
H1	FS□ SS	0.291	0	Yes
H2	IEE □ SS	0.124	0	Yes
H3	IG □ SS	0.155	0	Yes
H4	ISS □ SS	0.156	0	Yes
H5	CBI □ SS	0.365	0	Yes

In this case H1 – faculties' capabilities and support had direct and positive relationship over studentsatisfaction. [$\beta = 0.291$ p < 0.0001], this is the result which is also in alignment of the previousresults.

H2 – was also confirmed that institutional educational environment have positive and significantimpact on student satisfaction[$\beta = 0.124$, p <0.0001]. (Sumaedi, Bakti, & Metasari, 2012)(Yusoff , Fraser, & Helen , 2015)

H3– the third hypothesis consist of individual growth is also contributing significantly and positively on the overall students satisfaction of the management program.[$\beta =0.155$, p<0.0001]

H4 – Internal Infrastructure and support staffhaving direct and positive relationship over student engagement.[β =0.156,p <0.001]

H5 – College Brand Image is the most significant factor having direct and positive relationship over the student satisfaction [β =0.365 , p <0.0001]

3. Discussions, Theoretical, Practical Contributions and Policy implications.:

Firstly, this is unique attempt to identify and validate the factors, which are having significant impact on the student satisfaction. This study demonstrates the importance of the for the factorslike Faculties capabilities and Support, Institutional Educational Environment, Individual Growth, Internal Infrastructure and Staff supportand College Brand Image. All the factors are having significant relationship with student learning which ultimately leading to student satisfaction.

3.1. Theoretical Contribution:

From the above study,it can be said that students will be attracted towards the organization more where they will be finding Career Safety and it can be related to Individual Growth. Along withthe Career Safety, the faculty support will be significantly important for the student satisfaction.The faculties are the persons who will clearly communicate with them regarding the things arebeing expected from the students and they will help them with the necessary teaching aids. Notonly the faculties support but the capabilities of faculties are also equally important for thestudent'ssatisfaction.

College Brand Image is always playing an important role while students are selecting the institute prior to admissions. In addition, Brand Image of the college is totally depending on the facultiesand the placement opportunities that will be provided by the college to students. So, to maintainthe College Brand Image and attracting more and more students towards the institute it is verymuch necessary for the college to maintain all the above factors in synchronization. As above all factors are significantly having impact on the overall student satisfaction.

So, from the above study we can easily conclude that these all factors are inter related with eachother and all factors are having significant contribution in measuring the student engagement towards amanagement institute.

3.2. Practical Implication:

From the above theoretical implication, the college can implement all the factors or can changethe pattern of implicating all the factors in their intuitions. If we talk about Faculties Capabilities and support then they can ask the faculties to adopt the latest pedagogy, which might include case studies, group discussions and augmented learning. Faculties can include the students into the irresearch work and help students to contribute more to practical work rather than just working with the min classes and giving presentations.

The internal staff support is also very important as internal staff, which is generally related toAdmin Staff. The internal policy and college policy will be easily explained by the admin staff only. If they are cooperative and making the policy understanding easy for the students, it will be a great help to the student.Them ore complexreplies from the admin staff and the more different replies from them make student more and more uncomfortable with the college environment.

Most importantly, College Brand Image is ultimately going to play a significant role in student satisfaction.College brand image can be easily maintained with positive word of mouth form the alumni students of the college. The Students will remain loyal to college only if they are highlysatisfied with the above factors which include above all factors like faculty's capabilities and support, individual growth, internal educational environment. And when the students remain loyal to institution definitely they will spread a positive word of mouth.

3.3. Policy Implications:

Thestudymakestounderstandthesatisfactionlevelofmanagementcourseaspirants.Thestudentsaremoreconcernab outtheircareersotheychoosethecourse,whichgivethemthecareersafety.Inthemasterdegreeandtheycanstandinthi scompetitiveworld. Therefore,throughthisstudy, some of the students are satisfied and some of the students are dissatisfied by this coursedue to certain factors. Different factors affect the satisfaction level of the students. The highermanagement institutes could use this paper as a base to identify the factors that lead to studentsatisfaction. Considering the competitive environment amongst the educationalinstitutes, itbecomes very   necessary   for   the   institutes   to   attract   quality   students   for   their   courses. However,whatmotivatesstudentstowardsselectionof goodinstitutecanbeinferredfromthisstudy.

ThemanagementinstitutionbeitanyGovernmentuniversity,anyprivateuniversityor   anautonomous   institution, they have to think about the betterment of the student. Students arekeeping their all faith at institution at the time of choosing any management course, and then itbecomes the responsibility of the institutes to fulfil the dream and desire of student in terms

ofindividualgrowth.Theultimateexpectationofthestudentformtheinstitutewhereheisfinalizingtotakeadmissioni storeceivethegoodplacementsothattheycanhavegoodcareeropportunities.Thefacultiesshouldalsohavetobethat muchflexibleandwellequippedbyknowledgewisethatthey   can   make   the   students   accustomed   to   the   latest trend in their respective subject area. Thestudies is also signifies that not only college brand image but faculties support and capabilities,knowledge is also equally important for the student while making a choice for their institute foranymanagement program.

Conflict of Interest:

The authors confirm that there is no conflict of interest to declare for this publication

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