

## Analysis of Students' Perception on MBS Program in Chitwan

**Jagannath Pokhrel**

Lecturer, Shaheed Smriti Multiple Campus

Email: jnpkhrl@gmail.com

---

### Abstract

*This study investigates student perceptions of the quality of the Master of Business Studies (MBS) program and the relationship between perceived quality and student satisfaction. A sample of 100 MBS students (25 from each of four campuses) was surveyed in 2023 using a standardized questionnaire. The primary quality metrics were curriculum quality, teacher quality, employability, and credibility. Statistical data analysis techniques were employed to verify the hypothesized relationship between these metrics and student satisfaction. A significant association was found between overall student satisfaction and faculty satisfaction, employability, and credibility. Curriculum quality was not significantly associated with overall student satisfaction. Reputation emerged as the most important factor in determining quality, suggesting that colleges and educational institutions should prioritize this dimension. Curriculum was perceived as the least significant factor, likely due to the lack of variation in curricula across universities. Quality is also correlated with a strong brand name, and a good reputation is likely to be associated with a strong curriculum, faculty, and employability. Educational institutions should also focus on developing strong business relationships that can be accomplished by encouraging and emphasizing graduate employability by indicating the success of their graduates and alumni in their careers and growth.*

---

**Keywords:** *perceived quality, MBS program, reputation, educational institutions*

---

### Introduction

In Nepal, the Master of Business Studies (MBS) program has emerged as a preferred academic path for students seeking careers in management and administration, whether in established businesses or entrepreneurial ventures. Over the past decade, the landscape of business education in Nepal has undergone significant transformation, marked by the expansion of institutions offering management programs and the adoption of modern teaching methodologies. As the country's economy evolves, the demand for skilled management professionals continues to grow, making business education an attractive and competitive field (Sharma & Shrestha, 2020). The increasing role of the private sector, including the establishment of advanced universities and the introduction of globally benchmarked curricula, has further fueled this trend. Consequently, business education has captured the interest of a large number of students, reflecting a broader societal shift towards management-oriented career aspirations.

Despite this expansion, concerns remain regarding the quality of MBS programs and their ability to prepare students for the demands of the corporate world. The effectiveness of such programs depends on multiple factors, including curriculum design, faculty expertise, teaching methodologies, and the availability of professional opportunities post-graduation. Institutions must critically assess the extent to which they provide a conducive learning environment that nurtures both theoretical understanding and practical application (Adhikari, 2019). Furthermore, it is essential to evaluate whether these programs align with the evolving expectations of the job market, enabling students to develop the necessary skills and competencies for professional success. Therefore, this study aims to analyze students' perceptions of the MBS program in Chitwan, focusing on factors that influence their academic experience and career readiness.

Limited research has been conducted in Nepal on students' perspectives regarding the quality and effectiveness of MBS programs. Understanding these perceptions is crucial for educational institutions and policymakers to make informed decisions about curriculum improvements and resource allocation (Poudel, 2021). As more institutions offer management education, competition among providers has intensified, necessitating a deeper understanding of student needs and expectations. This study seeks to contribute valuable insights into the factors influencing students' selection of MBS programs, their level of satisfaction, and the aspects that require enhancement. By doing so, it aims to inform strategies for universities and regulatory bodies to strengthen management education and encourage more students to pursue advanced studies within Nepal rather than seeking alternatives abroad.

The primary objectives of this research are to assess students' perceptions of the MBS curriculum and course structure, evaluate faculty quality and teaching methodologies, and examine students' career expectations and employability challenges post-graduation. By identifying gaps between academic offerings and industry demands, the study aims to provide recommendations for improving the quality of MBS education in Chitwan. The findings will be particularly relevant for academic institutions, policymakers, and stakeholders interested in enhancing the effectiveness and relevance of business education in Nepal. Ultimately, this research seeks to support the development of a more responsive and student-centered approach to higher education in management, ensuring that graduates are well-equipped to meet the challenges of the modern business environment.

### **Review of Literature and Conceptual Framework**

Higher education has been a significant driver of professional growth, and the selection of an advanced degree program like the Master of Business Studies (MBS) is influenced by multiple factors. Husan and Ilias (2011) examined the key determinants influencing students' choices in selecting MBS programs. Their study confirmed that alongside family and peer influence, course and career knowledge played a pivotal role in decision-making. This aligns with Ho and Hung's (2008) findings, which identified employability, curriculum, academic reputation, faculty, and study climate as significant factors shaping students' preferences. These studies collectively highlight that students are not only concerned with institutional prestige but also with the tangible benefits and opportunities an MBS program can offer, particularly in career development and job market competitiveness. However, while these factors have been extensively studied in different contexts, limited research has

been conducted in Nepal to explore students' perceptions of MBS programs within the specific socio-economic and educational framework of the country.

Public perception of education quality is another critical factor influencing student enrollment. Shrestha (2013) investigated how individuals derive meaning from the perceived quality and value of higher education programs. His research found that while institutional credibility and brand image were central to public perception, the mechanisms of organizational monitoring and internal governance were less relevant to prospective students. This is supported by Augustian (2015), who suggested that students pursue MBS programs primarily to enhance their knowledge and career prospects, with labor market demands playing an external motivational role. Together, these studies suggest that the perceived quality of MBS education is a composite of both internal motivations—such as self-improvement and skill development—and external market factors, such as employability and financial returns. Despite this broad understanding, Nepal-specific research on how students weigh these factors in choosing an MBS program remains scarce, highlighting the need for further inquiry.

The curriculum and its effectiveness in preparing students for leadership roles have also been widely discussed. Mohezar and Sulaiman (2008) emphasized the role of MBS programs in enhancing students' learning abilities and credited faculty contributions as crucial for program effectiveness. Similarly, Nandekar (2014) conducted a factor analysis and found that while the MBS curriculum is robust enough to prepare students for managerial roles, it primarily develops confidence for employment rather than leadership—an area of concern given the evolving demands of the global business environment. These studies underscore that while MBS programs aim to develop students' skills, there is room for improvement in fostering leadership capabilities and strategic decision-making expertise. The lack of emphasis on leadership preparation is a notable gap, particularly for students aspiring to hold executive positions in Nepal's competitive job market.

Given these findings, this study aims to examine how students in Nepal perceive MBS programs and the variables that influence their enrollment decisions. While global literature has extensively covered factors such as employability, institutional credibility, curriculum effectiveness, and faculty quality, there is insufficient research on how these factors interact within Nepal's higher education landscape. Furthermore, previous studies primarily focus on the general public's perception rather than the direct experiences and expectations of students enrolled in MBS programs. This research seeks to bridge this gap by identifying and analyzing the specific factors that shape students' perceptions, ultimately contributing to a more localized understanding of educational preferences and decision-making processes in Nepal.

The conceptual framework for this study is developed with reference to Shrestha's (2013) work on public perception of academic quality. It integrates both physical and symbolic attributes that contribute to perceived educational value. Factors such as employability, faculty expertise, curriculum structure, and institutional credibility form the core dimensions affecting students' perceptions of MBS programs. Additionally, elements like career development opportunities and external labor market conditions act as mediating variables that influence students' final enrollment decisions. This framework serves as a foundation for exploring the interconnectedness of these variables and their impact on students' perceptions, ultimately providing insights into how MBS programs in Nepal can be enhanced to better align with students' aspirations and market demands.

### **Research Methodology**

This study employs a mixed-method research design, integrating both qualitative and quantitative approaches to analyze students' perceptions of the Master of Business Studies (MBS) program in Chitwan. The research was conducted in four prominent colleges offering the MBS program: Shaheed Smriti Multiple Campus, Balkumari Multiple Campus, Birendra Multiple Campus, and Sapta Gandaki Multiple Campus. The target population consists of MBS students from these institutions, and a random sampling technique was applied to select 100 students from different semesters. This method ensures a balanced representation of students at various academic stages, providing diverse insights into their experiences.

Data collection was carried out through both online and offline survey questionnaires, focus group discussions, and interviews with faculty members and students. The structured questionnaire was designed with three sections: demographic information (six items), students' perceptions of program quality (four items), and responses measured using a five-point Likert scale. The Likert scale allowed respondents to express their agreement or disagreement on key quality indicators, ensuring a standardized evaluation of their experiences. In addition to survey responses, qualitative data from interviews and focus group discussions enriched the findings with contextual depth and student narratives.

The collected data were analyzed using both descriptive and inferential statistical methods. A standardized instrument was utilized to measure different dimensions of educational brand equity, including curriculum quality, faculty expertise, employability prospects, and institutional reputation. The instrument demonstrated sufficient reliability and validity. Descriptive statistics provided an overview of students' perceptions, while correlation matrix analysis explored relationships between different quality indicators. This comprehensive approach ensured a robust evaluation of the MBS program's effectiveness and areas for improvement.

### **Analysis and Interpretation of the Data**

#### **Quality Indicators of the Program**

The findings of the study indicate that the overall quality of the Master of Business Studies (MBS) program in Chitwan has met the expectations of most students. Key quality indicators such as curriculum, faculty expertise, employability prospects, and institutional reputation were found to be equally influential in shaping students' perceptions. Among these factors, reputation emerged as the most significant, while employability was rated as the least influential. Despite some variations in perceptions, the results suggest that students recognize the program's commitment to maintaining academic quality.

A detailed analysis of the quality indicators reveals that reputation received the highest mean score (3.21), reflecting a strong sense of credibility and trust in the program. This suggests that students perceive the MBS program as a reputable academic offering, reinforcing its standing in the higher education sector. The curriculum was rated with a mean score of 3.00, indicating that students generally find the course content relevant and structured to meet academic and professional needs. Faculty quality, which plays a crucial role in the learning experience, was closely rated at 2.99, highlighting the importance of skilled and experienced instructors in ensuring effective knowledge delivery.

Quality Indicators	Mean	Std. Deviation
Rank of Curriculum	3.00	1.367
Rank of Faculty	2.99	1.386
Rank of Employability	2.98	1.403
Rank of Reputation	3.21	1.515

*Table 2 : Mean and SD Rank of the most important quality factors*

The employability factor, with the lowest mean score of 2.98, suggests that students may have concerns about the program's ability to prepare them for the job market. While this score is only slightly lower than the others, it indicates that there is room for improvement in aligning the curriculum with industry requirements and enhancing career support services. Given the increasing competition in the job market, strengthening internship opportunities, industry collaborations, and skill development initiatives could enhance graduates' employability prospects.

The standard deviation values suggest a relatively high level of variation in student perceptions across all quality indicators. Reputation showed the highest standard deviation (1.515), suggesting that while many students view the program favorably, others may have mixed opinions about its credibility. Similarly, curriculum (1.367), faculty (1.386), and employability (1.403) also exhibited variations in students' experiences and expectations. This diversity in responses indicates that while the program is well-regarded overall, individual student experiences may differ based on personal academic and career aspirations.

The study highlights that reputation is the strongest quality indicator of the MBS program, followed by curriculum and faculty, with employability being the least significant factor. While the program is perceived positively, the variations in student responses suggest that continuous improvements in faculty development, curriculum enhancement, and career readiness initiatives could further strengthen the program's impact. Addressing employability concerns by integrating practical training, industry exposure, and skill-based learning will be essential in ensuring long-term student satisfaction and success.

### **The Correlation Analysis of Quality Factors**

The correlation analysis reveals that reputation is the most strongly associated factor with the perceived quality of the Master of Business Studies (MBS) program, with a correlation coefficient of 0.76. This suggests that students place significant importance on the overall credibility and prestige of the institution when evaluating program quality. Furthermore, the college's brand recognition also holds substantial value among corporate and industry stakeholders, as reflected by a correlation of 0.72. This indicates that a well-regarded institutional reputation positively influences perceptions of academic excellence and career prospects.

Employability is another crucial factor, showing a strong correlation of 0.73 with the overall program quality. The findings suggest that non-credit courses, workshops, internships, and hands-on training significantly contribute to students' career readiness. These supplementary learning opportunities enhance practical skills,

making graduates more competitive in the job market. Additionally, faculty engagement in professional applications and the demonstration of subject expertise have a direct impact on students' learning experiences. When faculty members integrate real-world examples and industry-relevant discussions into their teaching, students feel better prepared for their careers. Collectively, these factors play a vital role in shaping students' overall satisfaction with the program.

Interestingly, the study finds that the curriculum has a weaker correlation with program quality compared to other factors. This may be due to the standardized nature of the MBS curriculum across different colleges, resulting in minimal differentiation in course content. While curriculum design remains an essential component of academic programs, students may perceive greater value in aspects such as institutional reputation, faculty expertise, and career development initiatives.

### **Major Findings and Discussions**

The analysis of students' perceptions of the Master of Business Studies (MBS) program in Chitwan reveals a mix of positive and critical evaluations, highlighting both its strengths and areas for improvement. Among the four quality indicators examined—curriculum, faculty, employability, and reputation—students ranked reputation as the most significant factor influencing their perception of program quality, whereas employability received the lowest ranking. These findings align with branding theories in higher education, which suggest that institutional reputation plays a key role in attracting students and enhancing their confidence in academic programs (Hemsley-Brown & Oplatka, 2006). However, despite recognizing the MBS program's credibility, students expressed concerns about the practical relevance of the curriculum and its ability to prepare them for the job market.

One of the key concerns raised by students is the theoretical nature of the curriculum. Many believe that while the program provides a solid academic foundation, it lacks sufficient practical exposure, including case studies, internships, and industry-driven projects. This gap aligns with Kolb's Experiential Learning Theory (1984), which emphasizes the need for active engagement in learning through real-world applications. Although some students appreciate the research-oriented approach of the curriculum, they feel it does not adequately bridge the divide between academic concepts and workplace requirements. Furthermore, access to updated study materials, business journals, and online learning platforms remains a challenge for many students, limiting their ability to stay informed about current business trends and research.

Faculty quality is another critical area of concern. While most instructors are experienced academicians, students feel the lack of industry professionals in teaching roles. This observation aligns with Human Capital Theory (Becker, 1964), which suggests that exposure to industry experts can enhance students' marketability by equipping them with skills directly applicable in professional settings. Additionally, some colleges face faculty shortages, leading to irregular classes and inconsistent teaching quality, which negatively impacts students' learning experiences. Students also perceive the MBS degree as valuable but less recognized in the corporate sector compared to MBA programs. Despite an increasing interest in entrepreneurship, students believe the program does not provide adequate business incubation support, mentorship, or industry networking opportunities. Addressing these gaps through curriculum revisions, stronger faculty-industry linkages, and enhanced access to

learning resources could significantly improve the overall student experience and strengthen the program's effectiveness.

### Conclusion

The findings of this study show that the MBS program in Chitwan is generally seen in a positive light, but there are clear areas that need attention. Reputation stands out as the most important factor for students when evaluating the program, indicating that the credibility of the institution plays a big role in shaping their views. The curriculum and faculty were also viewed positively, but students felt that more practical learning and industry involvement were needed. Employability, while important, was seen as the least influential factor, highlighting a gap between academic learning and career readiness. The study also points out key challenges, such as the theoretical nature of the curriculum, limited access to up-to-date resources, and faculty shortages. To improve the program, it's essential to focus on practical training, industry collaborations, and better faculty support. These improvements would help equip students with the skills they need for a successful career, leading to greater satisfaction and a more impactful program.

### References

- Augustian, A., & Karthik, C. (2015). A study on Students perception and satisfaction towards MBA program in Coimbatore. *Internal Journal of management and commerce innovations*, 2(2), 10-15.
- Hasan, H. F. A., & Ilias, A. (2008). *Service quality and student satisfaction: A case study at private higher education institutions. International Business Research*, 1(3), 163-175.
- Ho, H.F., & Hung, C.C. (2008). Marketing mix formulation for higher education: An integrated analysis employing analytic hierarchy process, cluster analysis and correspondence analysis. *International Journal of Educational Management*, 22(4), 328 – 340.
- Ketkara, M., & Vaidya, O.S. (2014). Evaluating and ranking candidates for MBA program: Mahalanobis taguchi system approach. *Symbiosis institute of international business, procedia economics and finance*, 654-664.
- Mohezar, S., & Sulaiman, A. (2008). Quality in an MBA program. *International journal of management education, University of Malaya*, 25-29.
- Nandekar, T. (2014). A study of perception of students towards present MBA curriculum with respect to being future managers and future businessmen. *Indian journal of applied research*, 4(6), 12-15.
- Pokhrel, S., Tiwari, A. & Phuyal, R.K. (2016). An Impact of Education Marketing on Enrolment of Students at Private Management College in Kathmandu, *Journal of Business and Social Science Research*, 1(1), 21-32.
- Quacquarelli, N. (2010). QS Top MBA Jobs & Salary Trends annual survey of MBA employers, *Journal of international research*, 5(7), 553-578.
- Shrestha, B.K. (2013). Public Perception of the Quality of Academic Program, *Journal of Education Research*, 3(1), 12-19.
- Sochipan, C., & Sineenat, S. (2011). The motivation and satisfaction of the students towards MBA, *Karlstad University*, 7(49), 223-245.