

A STUDY ON EXAMINING THE PRIORITIES TO DETERMINE MANAGEMENT INSTITUTE BY USING STRUCTURAL EQUATION MODELING (SEM) APPROACH

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Abstract

This study explores higher education selection methods and the factors that most affect prospective students. In total data collected from 432 respondents. SEM using Partial Least Squares is used in this investigation. This sentence clarifies variable connections. Service and governance qualities affect educational institution choosing. Statistics show that the above factors influence decision-making the most. The school provides facilities, academic support, extracurricular, and career advice. An organization's foundation, regulations, and monitoring are called "governance". The report recommends excellent services and good administration to attract and retain students. This study uses Structural Equation Modeling-Partial Least Squares (SEM-PLS) to examine higher education institution selection variables. The findings of this study help educational policymakers, administrators, and stakeholders make educated decisions about resource allocation, strategy, and institution improvement. Research is needed to understand how services and governance affect student decision-making. SEM and PLS are used to identify and assess institutions in this study. Services and governance impact college selection. This research might improve higher education governance and selection.

Keywords: Governance; IT infrastructure; Higher Education; Service quality; Placement and Support

INTRODUCTION

Education is crucial in today's competitive environment. Continuously changing management education. It was created to meet end-user expectations for management education, student knowledge, skills, and competencies, and management degree-granting companies. (2018) Andrea Urbinati Many abbreviate MBA. MBA is popular with Indian youth. From 1900, management education has improved organizational operations (Agarwal, 2013). Globalization, culture, and demography have changed universities and management education (Fairweather & Beach, 2002). Because of course advantages. MBA and business schools in India are growing. Thousands of universities provide full-time residential MBAs. Online, part-time, and distance executive MBA programs are growing. To fulfill industry need for top managers, more schools are providing MBAs. Dr. R. Subramaniya Bharathy (2018). Management education gives students leadership and decision-making skills as well as industrial necessities. A complete management education curriculum covers finance, marketing, operations, strategy, and HR. This method gives pupils a broad grasp of corporate functions.

The globalization of trade and economic interdependence have increased the need for global managers. Management education programs sometimes include study abroad or cooperation with foreign schools to help students understand global business practices and cultural diversity.

India's growing economy and entrepreneurial activity have led to the growth of MBA programs. With India's business ecosystem evolving and expanding, there is a rising demand for skilled people who can navigate the market and contribute to economic growth. MBA programs teach future entrepreneurs how to start and run their own businesses. Distance learning, online, and

part-time executive MBA programs have made management education more accessible to working professionals who cannot attend a full-time residential program. The flexible forms allow people to improve their skills while juggling work and life. Selecting an MBA program requires considering the institution's quality and reputation. Accreditation, faculty competence, alumni networks, and industry collaborations indicate a good business school. To conclude, management education in India has evolved to meet the needs of a competitive corporate environment. The growth of MBA programs in various formats shows the demand for skilled managers and entrepreneurs who can progress many sectors. Management education helps shape India's corporate leaders by teaching students broad information, practical skills, and a global perspective. There are many major questions which are focused on the study.

- What main variables affect pupils' Willingness to learn?
- What impact do demographic characteristics have on pupils' Willingness to learn?
- What connections exist among the many aspects affecting students' Willingness?
- What effects do variables have on students' Willingness to accept admission to an M.B.A. Program?

DEVELOPMENT HYPOTHESIS BASED ON LITERATURE REVIEW

The literature on career selection provides valuable insights for anyone considering professional choices, especially those obtaining an M.B.A. Mehta and Bhatt (2020) examined how extrinsic and intrinsic variables affect profession choices. The writers also stress the importance of varied contexts and cultural norms. Extrinsic considerations include income, bonuses, job security, and company reputation, which affect career choices. External circumstances and social norms affect these aspects. In contrast, intrinsic variables are driven by internal motives and include personal interests, values, work-related enthusiasm, and personal growth and pleasure.

The research shows that professional decisions are influenced by more than logical decision-making. The environment—both internal and external—affects these elements. External considerations include social, Personal preferences and family orientation affect professional choices. Family history, parental expectations, and cultural standards might impact professional choices. Personal preferences like work-life balance, professional progression, and alignment with strengths and talents are vital. Understanding that job selections are complicated and personal evaluations are not rational or linear is crucial. Many factors impact profession choices, making them very subjective. Individuals' values and preferences may influence their priorities.

The research emphasizes the necessity of considering extrinsic and intrinsic aspects while choosing a vocation, especially for M.B.A. candidates. Decision-making considerations include salary, perks, personal interests, values, and career chances. The influence of external factors, cultural context, parental beliefs, and personal preferences makes job decision-making complex and diverse. Understanding the association between these characteristics might help people choose careers that fit their aspirations and circumstances. This chapter summarizes recent research on profession choice and compares extrinsic and intrinsic influences. The reading will discuss how M.B.A. students should choose a job and how diverse conditions and cultural norms might be impacted. Mehta & Bhatt (2020). These characteristics show that professional judgment is nonlinear and affects planning. economic, cultural, and business developments. National circumstances including the economy, employment market, and government legislation might affect career choices.

Environment, external environment, national conditions, family orientation, and personal preferences affect these elements. Infrastructure

The research emphasizes that college decisions involve several aspects. Shriberg (2002) found that parental guidance, the university's academic standing, the accessibility of preferred programs, financial assistance opportunities, attendance costs, and location all influence college decisions. These variables strongly influence student choices. Computer lab accessibility is important for prospective students while planning infrastructure. Academic success and diversified learning require computer facilities and access to technology in the modern day. Computer labs can affect a student's ability to complete their program. Verbal recommendations are very important in college selection. Positive student reviews and the university's community status can influence a student's opinion of a higher education institution. Positive word-of-mouth can validate academic education and the college environment. Additionally, the educational context and infrastructure may greatly impact educator efficacy and student achievement. Keralapura (2009) states that well-maintained facilities and infrastructure can boost student engagement and learning. An suitable and comfortable learning environment promotes effective teaching and learning.

H1 = Infrastructure of an Institute/University significantly impacts students' Willingness to be admitted to an M.B.A. program.

DIGITAL INFRASTRUCTURE

In 2011, Alvin Hwang noted that digital technology has transformed learning, allowing anyone to acquire information from

anywhere, improving accessibility. Technology helps multi-campus universities organize staff meetings and partnerships. Colby, Ehrlich, Sullivan, and J.R. noted in 2011 that certain institutions focus on technology-based education. Crawford and Wang's 2014 research found that enhancing learning outcomes requires conceptual frameworks for successful teaching and practices that promote active, engaged, and meaningful student learning. These concepts help create effective educational tactics.

The digital infrastructure of an institute or university influences students' MBA program enrollment due to the relevance of digital technology in education. A solid and robust digital infrastructure shows the institution's commitment to modern and efficient learning environments, which can positively impact students' educational choices. Using digital technology has expanded educational options and changed the academic atmosphere. Technology has increased information availability, cooperation between staff and organizations, and resources for effective teaching and student participation. Interactive whiteboards, web-based materials, and digital recorders are important in digital education. A university's digital infrastructure can influence students' MBA program choices. Digital technology enhances learning. Technology makes information accessible worldwide (Alvin Hwang, 2011). Universities with several campuses use this technology for staff meetings. Colleges use this technology to teach (Colby, Ehrlich, Sullivan, & J.R., 2011). To enhance learning outcomes, conceptual frameworks for effective pedagogy and methods to promote active, engaged, and meaningful student learning were needed (Crawford & Wang, 2014). These frameworks needed building. 5 Interactive whiteboards, Web 2.0 technologies, online resources, and commercial educational software are instructional technologies (Curaj, Matei, Pricopie, Salmi, & Scott, 2015). According to 1 Evolution and continuity in digital education. Digital cameras, audio recorders, and video recorders fall within this category.

H2 = Digital Infrastructure of an Institute/University significantly impacts students' Willingness for admission to the M.B.A. program.

GOVERNANCE

Dimitrios M. Mihail's 2014 claim that institutional and governmental funding for post-secondary education is inadequate is a critical stance. Fairweather and Beach (2002) examined the phenomenon's quick expansion, reasons, and classroom efficacy, adding to the discussion. Finally, these sources illuminate post-secondary education. Mihail claims that government and educational institutions have failed to support this type of education. Fairweather and Beach examine this endorsement's growth and

effectiveness. The Bologna Process and supra-national reports show a trend toward teaching and learning in higher education, which Latwal studies. The above sites offer varied perspectives on the issue, enhancing the conversation on post-secondary education assistance. Institutions and the government have failed to support post-high school education (Dimitrios M. Mihail, 2014). This chapter examines the phenomenon's precipitous rise, justifications, and instructional applications (Fairweather & Beach, 2002). According to the most important Bologna Process policy documents and reports from other influential supra-national actors, the focus on teaching and learning became central when it became seen as critical to ensuring that higher education served its utilitarian and economic mission (Latwal, 2015). This idea is based on Bologna Process research and key supranational actor reports.

H3 = Policies of an Institute/University significantly impact students' Willingness to be admitted to an M.B.A. program.

TEACHING FACULTY

Ahlam Hassan explained in 2018 that faculty management in educational institutions is multifaceted. This involves developing and accepting job skills and responsibilities to further schooling. Effective faculty management requires help, direction, and provisions to maximize faculty effectiveness. According to Fairweather and Beach (2002), students often substitute other activities for teacher academic expectations. This means students can explore different methods to meet teachers' instructional aims. The literary legacy of the field, the faculty's

understanding of practical needs, and successful teaching methods that transmit material may influence these possibilities.

Faculty management at educational institutions involves developing and acknowledging the skills and duties needed to progress education. The literary tradition of a field and successful teaching methods can encourage students to find alternate ways to achieve teacher expectations. Business school instructors often have highly specialized doctorates but little work experience before starting their Ph.D. Educational institutions must assist and equip academics to help them connect theoretical concepts and practical applications, improving their teaching and research skills. Faculty management entails developing and rewarding reform-related skills and professional duties (Ahlam Hassan, 2018). Based on instructor expectations, students generally practice replacements (Fairweather & Beach, 2002). They are chosen based on literary legacy, faculty grasp of practice demands and how to teach them, and delivery simplicity (Guha, Mondal, & Chattopadhyay, 2013). Academically qualified core faculty begin Ph.D. programs with little employment experience and a functional expertise (Dyllick, Responsible management education for a sustainable world: The difficulties for business schools, 2015). Doctoral programs train business school teachers.

H4 = Teaching Faculty of an Institute/University significantly impacts students' Willingness for admission to the M.B.A. program.

PLACEMENT

Crawford and Wang (2014) noted that higher education internships and work placements benefit students. It also requires changes and challenges for higher education institutions worldwide. The changes may include managing internship risks and ensuring their educational success. Higher education must strike a balance between providing students with practical, experience learning through internships and aligning them with the program's educational aims. Institutions should consider logistical, risk management, and support strategies for successful internships and placements. Students gain from internships and work placements in higher education. Risk management and internship program creation are major challenges for higher education institutions during this transformation. Structure, design, and qualities, as well as whether internships are necessary or voluntary, are important. In some countries, on-campus training and workplace tasks are combined. Academic institutions must carefully plan and support such experiences to maximize their educational value for students. Increasing student internships and other work placement possibilities in higher education programs benefits students but affects the dangers H.E. Is face worldwide (Crawford & Wang, 2014). Internship structure, nature, design, and whether they are mandatory, facultative, or voluntary were highlighted in prior studies on internships and placements (Michalak & Rysavy, 2018). Most UK undergraduate programmes combine on-campus and job learning. (2013) Jason Ryan.

H5 = Placement to an Institute/University significantly impacts students' Willingness for admission to the M.B.A. program.

SERVICES

The significance of globalization in higher learning is especially evident in the context of admitting and integrating foreign students. Grey (2002) emphasized the pivotal role that the contentment of these learners with the support that they receive plays. Entry as well as successful integration of foreign learners is contingent upon their favorable experiences and contentment with the support and services rendered by the academic institution.

The contentment of postgraduate students from overseas holds significant importance, not solely for their personal welfare and accomplishments, but also for the establishment's standing and forthcoming registration. According to Dyllick (2015), it is possible that foreign postgraduate students from previous and current cohorts may have experienced dissatisfaction with the quality of services offered by their institution. This could potentially impact their inclination to positively endorse the institution through word-of-mouth recommendations.

Selim Ahmed (2014) has noted that the quality of service offered by tertiary institutions is impacted by a range of factors, such as the presence of international students and the institution's worldwide standing. A favorable reputation has the potential to draw a greater number of international students, thereby enhancing the diversity and quality of the academic milieu.

To summarize, the process of internationalization holds significant importance in the realm of higher education, specifically with regards to the admission and assimilation of international students. The

level of contentment that individuals experience with the services they receive plays a crucial role in facilitating their successful integration and fostering positive experiences. It is imperative to cater to the varied needs and expectations of international students in order to ensure their contentment. In addition, the quality of support extended to global students has a bearing on the standing of the academic institution and its capacity to draw in a greater number of enrollees from various parts of the globe. The optimization of international students' experience is a crucial factor in bolstering an institution's global reputation and fostering its overall prosperity. The significance of internationalization in light of the fact that admission and

integration of foreign students relies on their satisfaction with the services they get (Grey, 2002). The expectations and perceptions of international postgraduate students about the institution's fundamental services differ (Lovelock & Wirtz, 2011). They claimed that foreign postgraduate students in the past and current cohorts had not been sufficiently happy with the level of service to encourage more enrollments via good word of mouth (Dyllick, 2015). One factor that determines the level of service at a tertiary school is the foreign student enrollment at a university and its reputation on a worldwide scale (Selim Ahmed, 2014). **H6** = Services of an Institute/University significantly impact students' Willingness for admission to the

M.B.A. program.

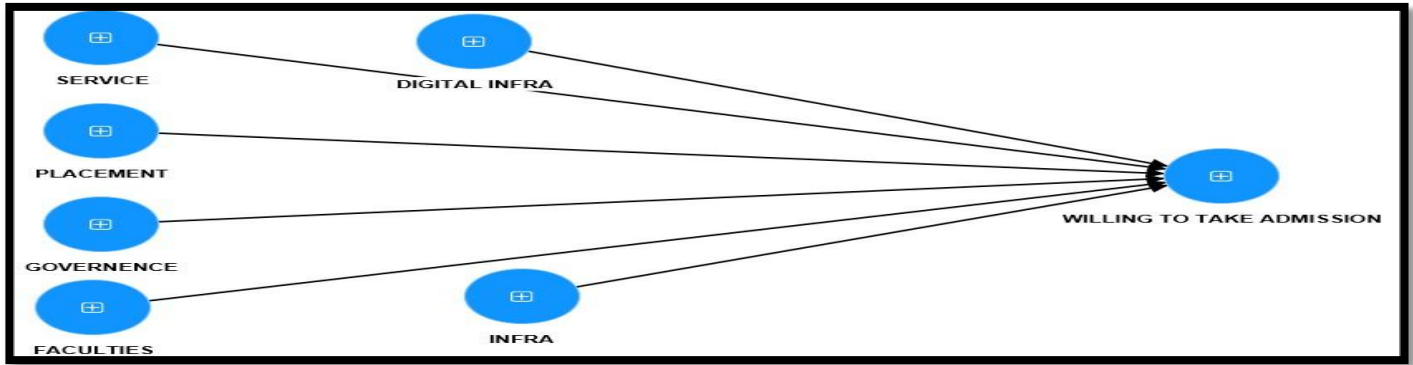


Figure 1 Conceptual framework

METHODOLOGY

The primary approach employed for data collection in this quantitative study conducted among MBA students was the utilization of the questionnaire methodology. Each inquiry is associated with a pre-established answer. By employing this approach, the investigator can thoroughly examine the issue at hand. The research is intended for individuals who are pursuing a Master of Business Administration degree. The respondents of the questionnaire were comprised of students who were pursuing business studies at different business schools in India. The study was conducted on a total of 415 questionnaires, out of which only 432, accounting for 93.97%, were deemed suitable for analysis due to the availability of complete data. The inquiry was partitioned into seven distinct categories, namely policies, teaching personnel, placement, infrastructure, library, and digital infrastructure. Each segment measured one A4-sized sheet in length. The survey results indicate that 35.4% of the participants fall within the age range of 19 to 21 years, while 41.2% are aged between 21 and 23 years. Additionally, 23.4% of the respondents are within the age bracket of 23 to 25 years. Females constituted 42.4% of the populace, whereas males accounted for 57.6%. The survey results indicate that a minority of respondents, specifically 2.8%, reported a family income below 25,000. The majority of respondents, comprising 39.8%, reported a family income ranging from 25,000 to 50,000. A significant proportion of respondents, accounting for 52.5%, reported a family income between 50,000 and 100,000. A small proportion of respondents, specifically 4.9%, reported a family income of 100,000 or more. The major data gathering method for this quantitative research among MBA students was the questionnaire methodology. Each question has a predetermined response. With this method, the researcher may investigate the problem in great detail. Students pursuing an MBA are the target audience for this research. Students studying business at various Indian business schools made up the questionnaire's respondents. Only 432 out of the 415 questionnaires—or 93.97% of the total—had complete data that could be analyzed for the study. The questions were broken down into the following seven sections: policies, teaching staff, placement, infrastructure, library, and digital infrastructure. Each section was one A4-sized sheet long. 35.4% of respondents are between the ages of 19 and 21, 41.2% are between the ages of 21 and 23, and 23.4% are between the ages of 23 and 25. Women made up 42.4% of the population, while men made up 57.6%. 2.8% of respondents have a family income of under 25,000, 39.8% have a family income of between 25,000 and 50,000, 52.5% have a family income between 50,000 and 100,000, and 4.9% have a family income of 100,000 or more.

DATA ANALYSIS

Reliability & convergent validity (Table-1)						
Indicator	FL	VIF	AVE	Alpha	rho	CR
DIN	0.871	2.716	0.734	0.910	0.911	0.933
FAC	0.897	3.628	0.817	0.944	0.945	0.957
GOV	0.901	2.956	0.799	0.916	0.920	0.941
INF	0.672	2.285	0.617	0.839	0.845	0.888
PLC	0.882	2.664	0.789	0.911	0.911	0.937
SER	0.902	2.446	0.805	0.879	0.881	0.925
WAD	0.860	2.313	0.758	0.894	0.894	0.926

The inner model

The variance-based Partial Least Squares Structural Equation Modeling (PLS-SEM) model, done using smart PLS software, is the best way to evaluate a measurement model. The inner and outer models are compared in this study. According to Jr, J. F. Sarstedt, Matthews, and Ringle (2016), the citation is academically significant. Internal consistency is measured using alpha and rho functions to verify data dependability. A large percentage of goods had loadings over 0.70, proving their dependability. Convergent validity is usually confirmed by factor loading values over 0.70, average variance extracted (AVE) values above 0.50, and composite reliability (CR) values above

0.70. The article references Harrison and Hair(2017) and Joshi and Bhatt (2021). CR exceeding AVE for all constructs would prove the inner model's convergent validity. Per Hair Jr. (2016). Fornell, Larcker, and HTMT's work supported the dataset's discriminant validity. For every combination, the square root of the Average Variance Extracted (AVE) is larger than the construct correlations. Per Stein et al. (2014). The HTMT values in Hamid, Sami, and Sidek (2017) and Nagvadiya and Bhatt (2021) were below 0.85. Thus, the research findings meet discriminant validity standards. Variance-based PLS-SEM using smart PLS software is the best measurement model evaluation method. This research examines the inner and exterior models. Jr, J. F. Sarstedt, Matthews, Ringle (2016). Alpha and rho functions verify data internal consistency. Most goods had loadings exceeding 0.70, indicating reliability. Factor loading > 0.70, AVE > 0.50, and CR > 0.70 indicate convergence. Harris & Hair (2017); Joshi & Bhatt (2021). Convergent validity held for the inner model if CR exceeded AVE for all constructs. 2016(Hair Jr). The dataset's discriminant validity is supported by Fornell, Larcker, and HTMT's successes. Each combination has AVE's square root bigger than inner-construct correlations. Stein et al. (2014). All HTMT values are below 0.85 (Hamid, M. R., Sami, W., & Sidek, M. M., 2017, Nagvadiya & Bhatt, 2021). Thus, existing study data passes discriminant validity standards.

The structural model:

The structural model underwent evaluation and analysis through the utilization of SMART PLS --3, with 5000 samples subjected to bootstrapping. The aforementioned methodology is a commonly employed approach that entails the application of rigorous analytical techniques to a representative subset of data, with the aim of ensuring replicability. According to the findings of the structural path analysis, the results of the bootstrapping technique indicate that six distinct factors exert a significant influence on the propensity to admit. The primary determinant of admission willingness is the faculty ($\beta=0.206, t=6.008, p=0.000$), with governance ($\beta=0.260, t=7.891, p=0.000$) being the second most influential factor. The variables of placement ($\beta=0.201, t= 6.834, p= 0.000$) and services ($\beta=0.280, t=6.540, p=0.000$) were identified as significant factors that influenced the level of willingness to pursue admission. The results indicate that both digital infrastructure ($\beta=0.074, t=2.486, p=0.013$) and infrastructure ($\beta=0.071, t=2.179, p=0.029$) have a significant impact on the dependent variable. The headings H1, H2, H3, H4, H5, and H6 make significant contributions to the structural model in the present scenario. This study confirmed the soundness of six hypotheses, which were formulated on the basis of prior research. The structural model was evaluated or analyzed using SMART PLS V3 and 5000 samples (bootstrapping). This is a widely used procedure that involves real analysis using a reproducible sample. In the structural path, analysis bootstrapping results show that six independent factors strongly impact admission willingness. The most influence factor with the respect to willingness to take admission is faculties ($\beta=0.206, t=6.008, p=0.000$) followed by governance ($\beta=0.260, t=7.891, p=0.000$). The placement ($\beta=0.201, t= 6.834, p= 0.000$) and services ($\beta=0.280, t=6.540, p=0.000$) were the next two influence factors for the willingness to take admission. However, digital infrastructure ($\beta=0.074, t=2.486, p=0.013$) and infrastructure ($\beta=0.071, t=2.179, p=0.029$) did contribute significantly relationship on dependent variable. H1, H2, H3, H4, H5, H6 provide important contributions to the structural model in this case. This investigation validated the validity of six hypotheses, whereas all assumptions were created based on previous contributions.

Path analysis (Table-4)

EFFECT	H	β	T	P	DESICION	F ²	EFFECT SIZE
DIGITAL INFRA -> WILLING TO TAKE ADMISSION	H1	0.074	2.486	0.013	SUPPORT	0.015	NEGLIGIBLE
FACULTIES -> WILLING TO TAKE ADMISSION	H2	0.206	6.008	0.000	SUPPORT	0.100	STRONG
GOVERNENCE -> WILLING TO TAKE ADMISSION	H3	0.260	7.891	0.000	SUPPORT	0.121	STRONG
INFRA -> WILLING TO TAKE ADMISSION	H4	0.071	2.179	0.029	SUPPORT	0.010	NEGLIGIBLE
PLACEMENT -> WILLING TO TAKE	H5	0.201	6.834	0.000	SUPPORT	0.125	STRONG

ADMISSION							
SERVICE -> WILLING TO TAKE ADMISSION		0.280	6.540	0.000		0.120	
	H6				SUPPORT		STRONG

Furthermore, it is recommended to assess the effect size of all predictor variables in conjunction with the study location. The Cohen's f² statistic is employed to assess the prognostic efficacy of each discrete variable. The findings, as presented in the Table, indicate that the values for digital infrastructure (0.015) and infrastructure (0.010) were not statistically significant. According to Cohen's (1992) findings, the constructs of faculties (0.100), governance (0.121), placement (0.125), and services (0.120) exhibited high values. Additionally, The study's model was computed, revealing an SRMR value of 0.048, a dULS value of 1.076, and a dG value of 0.569. The aforementioned values fall below the quartiles of 0.95 and 0.99. The aforementioned data analyses indicate that the variables and construct models exhibit statistical significance and reliability across all ranking measures. In addition to the study address, the effect size for all predictive variables should be measured. The Cohen f² is used to determine the predictive ability of each individual variable. The results (see Table) show that the digital infrastructure (0.015) and infrastructure (0.010) values were insignificant. The following four constructs had high values: faculties (0.100), governance (0.121), placement (0.125), and services (0.120) (Cohen, 1992). Additionally, the calculated model of studies indicates the SRMR value of 0.048, dULS value of 1.076, and dG value of 0.569. These values are less than the 0.95 and 0.99 quartiles. The data analyses presented above show that all variables and construct models are significant and reliable for all index measures.

DISCUSSION OF RESULTS

The study examined five key constructs, namely services, digital infrastructure, infrastructure, faculties, placement, and governance, in relation to the intention to enroll in M.B.A. programs, in line with the study's objectives and conceptual framework. The findings of this study indicate that various factors related to desire and intention have a significant impact on the admission process for M.B.A. programs. This study confirms the existence of a positive and significant correlation between faculties, services, digital infrastructure, infrastructure, governance, and placement. The findings indicate that individuals within the age range of 21-23 possess an understanding of the significance of various factors such as services, facilities, infrastructure, placements, digital infrastructure, and governance when considering enrollment in an M.B.A. program. Additionally, it was observed that individuals within a certain income bracket are amenable to paying fees associated with pursuing an M.B.A. degree. This study builds upon the established positive and statistically significant correlation between services, digital infrastructure, infrastructure, challenges, geographical location, and governance. However, one factor stands out as a significant contributor, which aligns with the results of previous studies of a similar nature. According to Bhatt and Nagar (2021). In accordance with the aims and conceptual framework, five major constructs (services, digital infrastructure, infrastructure, faculties, placement, governance) were investigated for the desire to accept admission in M.B.A. programs. This research demonstrated that all elements of desire and intention influence admission to M.B.A. programs. The positive significant association between faculties, services, digital infrastructure, infrastructure, governance, and placement is continued in this research. The results reveal that the age group of 21-23 is aware of the value of services, faculties, infrastructure, placements, digital infrastructure, and governance for accepting admission in M.B.A., and that income group is willing to pay fees for M.B.A. This research expands on the positive significant association between services, digital infrastructure, infrastructure, difficulties, location, and governance. However, among all factors, one contributes considerably, which is consistent with the findings of previous comparable research. (Bhatt & Nagar, 2021).

MANAGERIAL IMPLICATION:

Undoubtedly, the aforementioned research holds the potential to yield numerous advantages for institutions of higher management and academia. Let us analyze the potential advantages for various stakeholders: Research findings can improve the organization's reputation in academia and among potential students. This study helps us understand important factors for higher education institutions and universities. This understanding may help organizations identify areas for improvement and make informed decisions to improve their overall quality. Since academics may improve their teaching methods using research findings, M.B.A. programs can attract more students. Adapting curriculum to major components may increase course enrollment. Research on students' admission and career choices might help institutions improve their recruiting and placement tactics. This insight may be used to improve recruiting and placement, increasing student success. The research helps students choose a renowned college or university by revealing essential factors. This knowledge can help people choose educational and career paths. An educational institution that focuses on the above elements can improve students' job chances by providing a high-quality education, helpful professors, and excellent placement options. This may improve their post-graduation professional prospects.

CONCLUSION:

The study examines what motivates students to apply to MBA schools. According to D.T. Rysavy (2017), higher management institutions must effectively promote relevant information and their USPs and curricular alternatives to attract students. Government-affiliated academic institutions must promote student-centric services and offer access to vital facilities. This matters because kids may choose private schools over government-run ones (Earthman, 2002). According to studies, an institution's teaching staff, services, and placement prospects are the main factors that attract students to M.B.A. programs. The above characteristics strongly impact how students view the school and their career options. By recognizing these factors, higher education institutions may focus on improving their teaching personnel, facilities, and employment prospects for students. Emphasizing and effectively advertising these aspects may attract more students to M.B.A. programs.

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