TRACER STUDY OF GRADUATES FROM
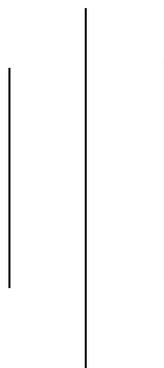# SCHOOL OF BUSINESS, POKHARA UNIVERSITY - 2018

A Tracer Study Report

Submitted to:

University Grants Commission, Nepal

Sanothimi, Bhaktapur

Submitted by:

Tracer Study Team

School of Business, Pokhara University, Nepal

15th December, 2018

Pokhara, Nepal

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EXECUTIVE SUMMARY

Quality in higher education is an important pre-requisite and indicator of national development. In this regard, the government of Nepal has implemented and institutionalized policies and reforms in higher education institutions with the University Grants Commission, Nepal playing a pivotal role. Since its inception, the UGC Nepal has prioritized quality enhancement in higher education. A major indicator of quality in higher education is personal and professional development of the graduates. In this regard, the UGC has been promoting tracer study of higher education institution's graduates.

School of Business is one of the major constituent college of Pokhara University that was established in the year 1999 under the Faculty of Management Studies with the vision to develop itself as a premier business college focussing to prepare today's youth as a creative and productive individual. The School is engaged in enhancing knowledge, managerial skills and expertise by broadening its outlook through the cultivation of right knowledge and attitude aided by its academic vigour and rationalized curriculum. This concentration thus demand better understanding of the academic and professional progresses of the students and basically such tracing studies in this aspect is highly contributory. Besides, the experience, review and appraisals of students crucial in designing relevant courses and pedagogies useful in promoting desired competencies among the students is where the School was lacking and this kind of tracing study contributes by large for that purpose.

The primary purpose of this tracing study is to find the current status of graduates who have graduated from MBA, BBA and BBA-BI programs in the academic year 2018 and explore on their employment status, issues related to personal and professional development of the graduates, issues related to academic environment and student support facilities. It is also aimed at assessing the factors affecting the educational quality and attempts to analyze academic achievement differences by gender, ethnicity, caste and program of the graduates.

The tracing study is based on data collected from the MBA, BBA and BBA-BI graduates of School of Business in academic year 2018. The survey instrument used for data collection is the semi-structured questionnaire developed by the University Grant's Commission, Nepal. The final sample size for the tracing study comprises of a total 147 graduates. The data collection incorporated both online and field survey. During field survey most of the questionnaires were self-administered. The use of online and telephone survey was made for graduates employed or residing in distant locations. The data collected was analysed using descriptive and inferential statistical tools. Additionally, exploratory factor analysis has been used to reduce dimensions of educational quality to be further used in multivariate analysis applying principal component analysis with varimax rotation. The KMO test is used to validate the data for assessing suitability of factor analysis. The reliability of the data has been examined using internal consistency measures. Furthermore, for the analysis of open-ended questions content analysis has been employed.

The results of the study reveal that the employment status of the traced graduates is satisfactory. Most of the graduates are employed in public sector especially in financial services industry. High number of graduates from bachelors level are found to be pursuing further study. The unemployment rate for masters level graduate is lower relative to bachelor level program. A significant proportion of the graduates are employed in officer and managerial level. However, few of the graduates are found to be engaged in entrepreneurial activities through self-employment. The promotion and development of entrepreneurial skills and capabilities is found to be low. Hence, the school should focus on promotion of self-employment in its graduates.

The programs of the school are found to be successful in promoting personal and professional development of the graduates. Furthermore, the academic environment in the school is found to be satisfactory. The primary strengths of the school in maintaining educational quality are promotion of teacher student relation, maintenance of sound teaching learning environment and enhancement of academic quality. The master level program at the school is found to be relatively stronger in academic quality than bachelor level programs. The tracing study results reveal that the major weakness of the educational quality of the school is lack of appropriate level of student support facilities and amenities. The result of factor analysis has

depicted that two important dimensions of educational quality are academic environment and student support and amenities. Academic environment is found to be major determinant of educational quality.

Hence, the school should focus on student support activities, promotion of extra-curricular activities, and providing facilities like sports, lab, canteen, parking, transportation etc. For institutional reform and academic quality enhancement, the school should also focus on designing new pedagogical approaches such as case studies, simulation, project work, seminars and workshops to enhance the academic quality and competency of higher education institutions. Library resources and the infrastructural facilities are also the major elements in improving the academic quality; therefore it is advised to the institutions to design programs that support its development.

Primarily, the study recommends for the school to have updated curriculum revisions, and design more inclusive and market-oriented specialization courses in order to increase the employability of bachelor level programs. In order to further improve and design the qualitative education the school is advised to include practical approaches in the pedagogy. The continuous improvement on the quality of faculties by inculcating research skills and activities among the faculties is found essential to improve the educational quality. The School also needs to further develop the library resources and other infrastructural facilities and suggested to have major changes in the teaching pedagogies by involving new pedagogical approaches such as case studies, simulation, project work, seminars and workshops to enhance the academic quality of MBA and BBA. The need and challenge for making the academic environment of the school free from political interference is also found to be crucial. The school has the opportunity to mobilize its alumni network for betterment of educational quality and support services to the students as well as to strengthen its outreach activities.

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ABBREVIATIONS

BBA	:	Bachelors in Business Administration
BBA-BI	:	Bachelors in Business Administration (Banking and Insurance)
MBA	:	Masters in Business Administration
PU	:	Pokhara University
SEM	:	Structural Equation Modeling
SHEP	:	Second Higher Education Project
SOB	:	School of Business
TU	:	Tribhuvan University
UGC	:	University Grants Commission
WTO	:	World Trade University

CHAPTER I

INTRODUCTION

1.1 Background of the Study

At this recent modern era none can refrain from the blaze/light of education and it is widely accepted that the education has primarily been the major concern in all spheres of the world, may it be the developed, developing and under-developing countries. The intellectual capability development in the human civilization and the necessity of formal knowledge needed to address the transformation in human civilization increased the prominence of education. The contribution of education in personal, professional, organizational and national progress and advancements cannot be ignored. The global changes that we are exposed to have led towards increasing prominence in educationand nations continuously contend for making their knowledge economy more competitive and strengthened to remain forever competitive. This action further has directed them to incorporate and envision educational developments that addresses not only the personal and conscious/cognitive development of an individual but also has shifted attention towards the development of qualitative education needed to create strong foundation of knowledge needed for nations development too (Gines, 2014).

The growing global concerns towards the development of education and the changing developmental dynamisms have led to educational advancement in our country too. Our country now not only considers the educational improvement and development as a major indicator for national development but also has engulfed the notion of multi-university system to produce qualified and competent intellectual capital and academic scholars which contributes for the establishments of efficient and effective development bases needed for the country. Nepal, though considered as a country having fair literacy, has a history of around hundred years in higher education. The establishment of Trichandra College in 1918 A. D. is marked as the beginning of the era of higher education in Nepal. Tribhuvan University (TU) is the first national institution of higher education in Nepal. It was established in 1959

A.D. Thereafter, the establishment of Mahendra Sanskrit University in 1985 and the conception of multi-university system in the country after the restoration of democracy in 1990 flourished several other universities, namely, Kathmandu University, Pokhara University and Purbanchal University. Recently, government has established other universities such as Nepal Sanskrit, Mid-Western, LumbiniBouddha, Agriculture and Forestry, Far-Western,and Nepal Open University.

In the past six decades the country has witnessed many significant developmental phases in education sector. As on 2015, there are 60 constituent campuses and 1268 affiliated colleges of different universities in Nepal (Upadhya, 2018). This discloses the governments' intent of higher education expansion. Though there exists the growth of higher education sector in the country, the increasing concern on whether these universities have been capable of generating necessary national and global competencies required to address the increasing local and global competencies and economic growth/development has been one of the major concerns.

The increasing presence of global academic fraternities and educational investors interests in the academic sector of Nepal have escalated the growth of several academic institutions primarily emphasizing to develop sound intellectual foundation essential to develop global competencies and skills. This has also led to the explosion of management colleges and have fostered the charm of management education in Nepal. Management education in Nepal is of relatively recent origin and at recent times, management education is one of the popular education streams and has gained increasing interest of young generations (Rosenbloom& K.C., 2003). The management education commencedfrom 1954 when Tri-Chandra Collegelaunched Intermediate of Commerce and Bachelor of Commerce. However, the master level education in managementwas offered only after the establishment of Tribhvuan University (TU), which brought many hopes in development of higher education of Nepal (Pokharel, 2013). As of 2008/2009 University Grants Commission Nepal, there were 411 functional management education institutions affiliated to national universities of Nepal (University Grants Commission [UGC], Nepal, 2011) which constituted around 32 percent of total higher education institutions (Pokharel, 2013). The number of management institutions increased by 2009/10 comprised of 37.2 percent of the total higher education institutions in the country (UGC, 2012). This

situation discloses the fact that the demand of management education in the country is increasing and its significance has been pervasively felt by all the communities and government too.

In configuration to the governments' purpose of imparting qualitative higher education required to generate competent and skilful capabilities needed for the nation's development,Pokhara University was established under the PokharaUniveristy Act 1997 by the then government as an autonomous university. To meet the requirements of the expansion of higher education and committed to develop globally competent human resources through quality education, the University is situated in the serene and scenic location of Pokhara-Lekhnath Municipality, Dhungepatan, Kaski and offers various undergraduate and graduate and post-graduate programs of Science, Engineering, Management, Nursing and Humanities through its various constituent schools.

The university is and has been striving to place itself as one of the leading educational institution in the country through the application of progressive and contemporary teaching-learning methodologies, research and innovation and is oriented in producing market-oriented, responsible, productive and committed human resources. More than 30,500 students are pursuing higher education in four different faculties of the university that comprises of four different constituent schools and 66 affiliated colleges under 61 different programs throughout the country. It has been collaborating with more than 40 universities and institutions of international repute for faculty and student exchanges and also for the joint research programs. Being a young university it is prominently contributing to produce students with broad knowledge and is introducing innovative courses to address the requirement of skilled human resources needed for the nations' development.

Similarly, the School of Business one of the major constituent college of Pokhara University was established in the year 1999 under the Faculty of Management Studies. The college visualizes to develop itself as a premier business college motivated to prepare today's youth as a creative and productive individual ready to deal with the growing challenges of the competitive business world both locally and internationally. Located at Lekhnath, the school has been engaged in the academics of

modern education system by incorporating new teaching pedagogies and strategies in order to concentrate and cope up with the dynamisms inside the business and meet the global challenges and needs. The School offers Bachelor of Business Administration (BBA), Bachelor of Business Administration in Banking and Insurance (BBA-BI) in the undergraduate and Master of Business Administration (MBA - Full time and Part Time) programs in management studies.

The objective of the School of business is to produce competent executives and managers for various areas requiring high levels of competence. Furthermore, it aims to provide management professionals with a global vision and success-oriented perspectives. Thus, the school has a strong emphasis towards the 'real' world of employment, underpinned by innovative teaching methods and international research capabilities based on academic excellence and practical business relevance (Prospectus, School of Business, 2018). The exposure of highly-regarded business and management related courses in several management disciplines in combination with practical business realities imparts thorough understanding of business practices and realms. Moreover, the School provides functional academic environment to motivate and sharpen creativity and interactive ability. The School is engaged in enhancing knowledge, managerial skills and expertise among the students by broadening their outlook through the cultivation of right knowledge and attitude aided by its academic vigor and rationalized curriculum concentrated at preparing individuals that are fit to address the global business dynamisms.

Thus, the School of Business with the aim to fulfill these objectives and align it with the national goal of producing competent individuals supporting the economic growth, the School still needs further academic refinement and sharpening. The concentration of the School in creating globally competent individual commences from better understanding of the academic and professional progresses of the students and basically such tracing studies in this aspect is highly contributory. Considering our students as major customers and as an ambassador of the Schools' progress the experience, review and appraisals of students become crucial in designing relevant courses and pedagogies as per the requirement of the pupils. It is highly imperative because it not only progresses the academic developments but also assist in promoting

desired competencies among the students and that is where the School was lacking and this kind of tracing studies contributes to a large extent for that purpose.

1.2 Objectives of the Study

The primary objective of this tracing study is to find the current status of the students who have graduated from Masters and Bachelors level at the academic year 2018 from the School of Business, Pokhara University. The study also comprises of the following specific objectives:

i. To explore the current employment and further study status of MBA, BBA and BBA-BI graduates.
ii. To explore the issues related quality and relevance of higher education.
iii. To assess the educational quality status and its contribution to graduates personal and professional development.
iv. To evaluate the differences in personal development and employment status of the graduates by gender, ethnicity, program type, and other socio-demographic characteristics.
v. To examine the factors affecting educational quality.
vi. To identify key factors necessary for improvement of academic quality of School of Business.

1.3 Institutional Arrangements to Conduct the Study

In order to proceed further with the task of tracing study a study team of six faculty members of School of Business of Management was formed by the director of the school. Similarly, for the technological support and data processing the administration of School of Business made a laptop available to the team. Besides, that stationery supports for printing the questionnaire and other related tasks were also supported by the institution.

The administration also supported the team by providing the necessary preliminary informational details regarding the graduates taken for the study. They also provided

the initial communication facilities. Funding assistance of the UGC has been supportive in managing and organizing the resources needed to conduct the study efficiently. Despite this a separate room was also provided by the School of Business to the team for the efficient operation of tracing study.

1.4 Graduate Batch Taken for the Study

Among all the graduates of the School of Business, PokharaUniverisity, the study has considered and taken the MBA, BBA and BBA-BI graduates of academic year 2018 batch only as per the requirement of University Grant's Commission. The study has incorporated the employment and educational details of the above mentioned batch only.

1.5 Tracer Study Methodology

The study adopts descriptive and analytical research design. It describes current employment status of the graduates and other factors measuring academic quality and job relevancy of the academic programs conducted by School of Business. Furthermore, it aims to identify the factors influencing educational quality. This is a tracer study of the students who have graduated in MBA and BBA, and BBA-BI at the year 2018 from the School of Business, Pokhara University. The final number of the traced graduate is 147 respondents.

1.5.1 Data Collection Instrument

The survey instrument used for the study was adapted from a semi-structured questionnaire developed and made available by the University Grant's Commission, Nepal. The questionnaire included both close-ended and open-ended question. It also comprised of 6-point Likert Scales on relevancy of the program and also in the major strengths and weaknesses of the institutional program. The questionnaire comprised of six sections namely; the personal information which included personal details, employment information comprising of employment status, further study details,

suggestions and recommendations for the betterment of institution, contribution for betterment and finally contact address/s of graduates studying in the same year.

1.5.2 Data Collection Procedure

The data of the study has been collected through the self-administered structured questionnaire provided by the University Grant's Commission. The questionnaire was emailed to the students' official as well as personal email account right after the correspondence details of the graduates were made available to the team. The students were requested to fill-up the questionnaire and respond to the email. Then some of the BBA graduates who were pursuing further study in PU were administered with the questionnaire face-to-face. Furthermore, referral of the students and guardian's, social media such as Facebook, Skype, Viber, Twitter has also been considered as a reliable medium to get the data in case of difficulty in having direct contact with students. Hence, combination of online survey, field survey and telephone interview was employed for data collection.

In the same manner, to cope with late responses or delayed responses from the graduates, initially a detail list of students' response was prepared and telephone interview was conducted among the students who had delayed responses or also with them who were generally out of the place and nation. To our utmost effort, we requested the employed graduates to submit the copy of appointment letters, but some refused to comply with it because of the organizational confidentiality. Despite different measures undertaken to trace out the graduates and increase response rate, the final sample comprised of 147 graduates.

1.5.3 Data Processing and Analysis

After the collection of all the filled-up questionnaires further data entry and processing was conducted. The data processing consisted of editing, coding, data entry and machine editing. Data entry has been carried out mainly using IBM SPSS 25 version software. The study have incorporated and utilized descriptive tools such as frequency, percentages, proportions, mean etc. for general descriptions of study variables. It also employs inferential tool independent samples t-test and one-way

ANOVA to examine differences among mean scores of key study variables by different respondent categories. Furthermore, chi-squared test is also used to determine association between major categorical variables used in the study. Additionally, the study uses correlation and multiple regression analysis to examine the factors influencing educational quality. Finally, the study uses Exploratory Factor Analysis (EFA) for reducing dimensions of educational quality and extract factor scores for subsequent multivariate analysis. The KMO test is used to examine the suitability of data for factor analysis. The factor analysis is undertaken using principal component method and varimax rotation.

1.6 Scope and Limitations

The study is primarily based on quantitative research approach. This study has incorporated only the graduate batch of MBA and BBA of the academic year 2018 as per the requirement of University Grants' Commission. The study has mainly explored the dimensions of higher education as available through the questionnaire forwarded by the University Grant's Commission and thus the findings may not be reflective to the holistic or wide-array of the higher education in Nepal. Some of the graduates of the same intake batch and thesis submitted in 2018 but transcript issued in 2019 have been incorporated in the study. The area of educational quality examined are delimited to academic environment, personal development, employability and student support facilities.

CHPATER II

DATA PRESENTATION AND ANALYSIS

The chapter presents the data obtained from the tracer study questionnaire. Data presentation and analysis is done for employment status of the graduates, issues related to program quality and program's contribution to graduates professional and personal development. The chapter also presents status of educational quality, relevance of higher education and issues related to teaching learning and other facilities.

2.1 Graduates' Characteristics

The table 2.1 illustrates the program-wise composition of students and the gender distribution of the students. It reveals that among the graduates taken for the study 29.9% were BBA students, followed by 52.4% of MBA graduates and finally 17.7% were the graduates of BBA-BI. It depicts that relatively more number of students still have charm on studying BBA in higher education and the results also seem to indicate relatively less demand of BBA-BI program.

Table 2.1: Traced Graduates' Profile

Academic Program			Gender		
Program	**Frequency**	**%**	**Gender**	**Frequency**	**%**
BBA	44	29.9	Male	66	44.9
BBA-BI	26	17.7	Female	81	55.1
MBA	77	52.4			
Total	**147**	**100**	**Total**	**147**	**100**

In the same manner, the number of female students pursuing higher education is more by having representation of 55.1% followed by 44.9% with that of male students. This reveals that the composition of female student is a bit more in comparison to male students with respect to higher education in management.

Table 2.2: Ethnicity and Age-wise Distribution of the Graduates

Ethnic Distribution			Age-wise Distribution		
Program	Frequency	%	Age Group	Frequency	%
Brahmin	87	59.2	20 to 25	58	44.6
Chhetri	24	16.3	26 to 30	67	51.5
Indigenous	30	20.4	31 to 35	4	3.1
Scheduled Caste	6	4.1	36 and Above	1	0.8
Total	**147**	**100**	**Total**	**130**	**100**

The Table 2.2 is the combined presentation of the ethnicity distribution and age-wise distribution of the students taken during the study. The distribution in ethnicity seems similar to great extent with results of the tracer study of 2016. The table depicts that among the students the ethnic community relating to Brahmin has higher composition of 59.2%, followed by 20.4% belonging to the indigenous community and lastly 16.3% belonged to Chhetri community. The scheduled caste and others have nominal representation of 4.1% only. This portrays the scenario that still the upper castes/ethnicities have prioritized higher education rather than the scheduled castes and other. This contradicts with the higher education policy of government which is focused in increasing the representation of minorities present.

 Similarly, the age-wise distribution of the traced students shows that the age group of 26-30 years has the highest proportion of 59.7% and holds the majority representation. Secondly, the age group of 20-25 years has the representation of 44.6% and finally the age group of 31-35 years accounts for 3.1% of students. This depicts that majority of the students pursuing higher education are of the youth age. The non-response in the age might lead to the alterations in the figure though.

2.2 Employment and Further Study Status of the Graduates

The Figure 2.1 depicted below shows the current employment status of the MBA and BBA/BI graduates of the School. The figures in the parentheses indicate the percentage composition of the students. The result reveals that 64.6 percent of the graduates are employed, 15.6 percent are pursuing further study and 4.8 percent are

self-employed. Only, 15 percent of the graduates are found to be unemployed. This status reveals that most of the graduates are job seekers rather than the job providers.

Figure 2.1: Current Employment Status of the Graduates
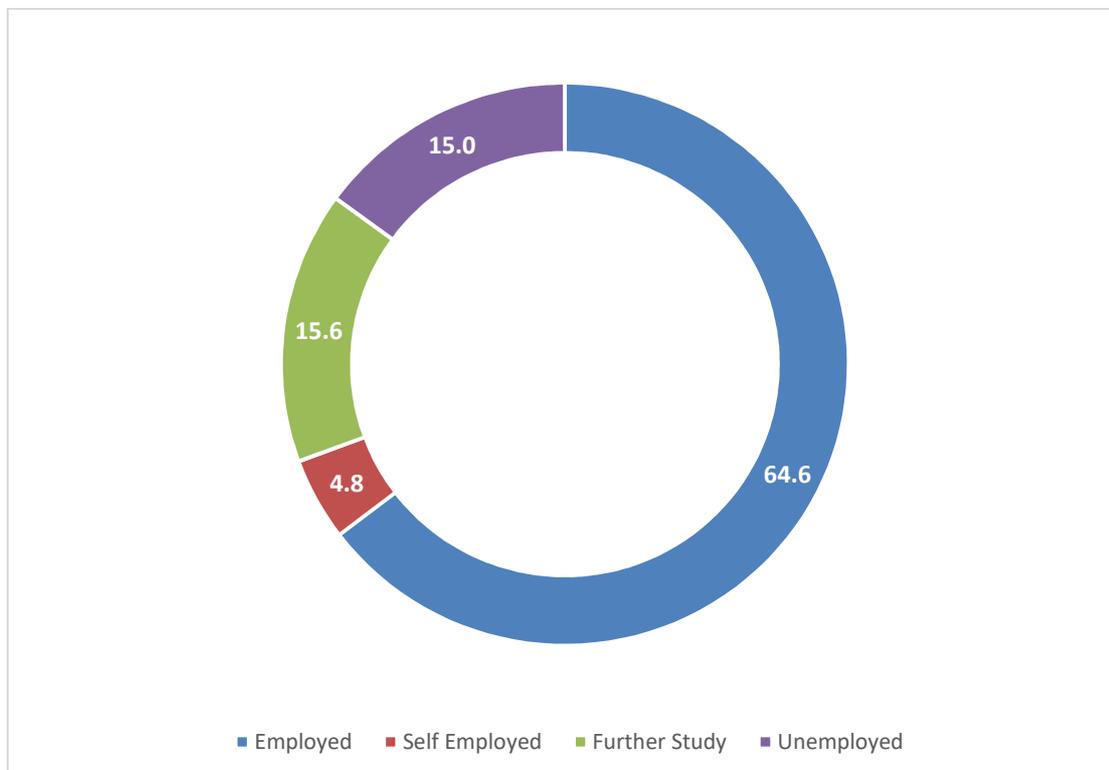
This result shows that the school is successful in imparting employability skills in its graduates. However, as the priority of the school is to develop future managers and entrepreneurs who will act as change agents for prosperity of the nation, the school should focus on imparting entrepreneurial skills both through the teaching pedagogy or curriculum upgradation. As the data taken for the study is within six months of graduation, the gestation period required for achieving job should be also considered while interpretation of the unemployment rate.

Figure 2.2: Current Employment Status by Program
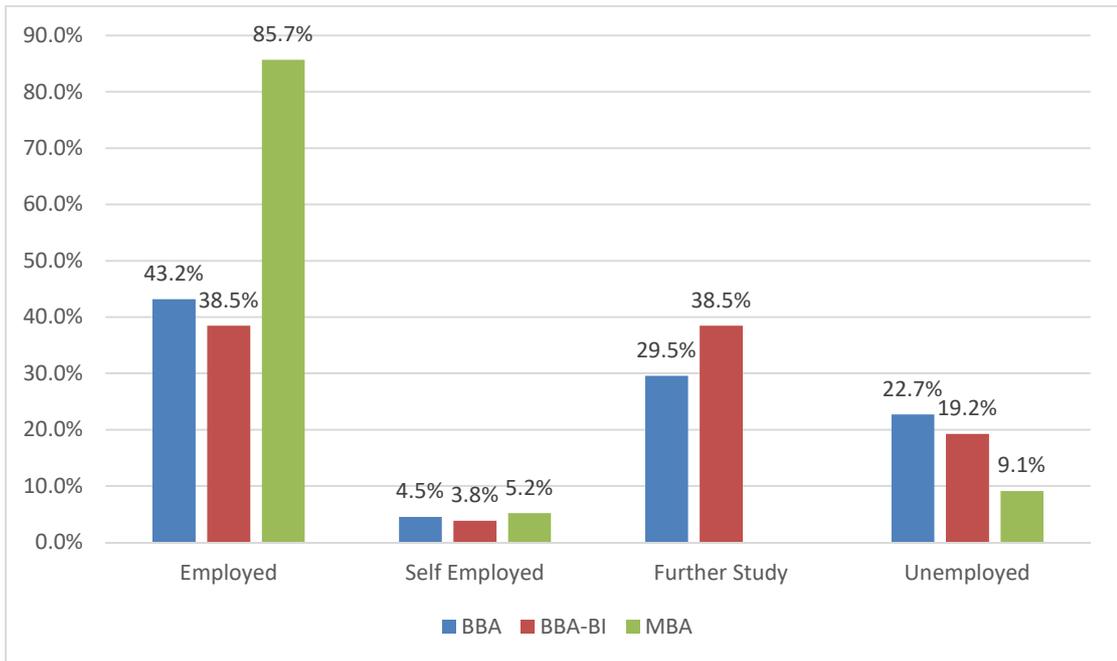
The figure 2.2 exhibits the employment status of the graduates as per the programs they have attended. The result shows that 43.2 percent of the BBA graduates are employed, 29.5 percent are pursuing further study, 4.5 percent are self-employed and 22.7 percent are unemployed. In case of BBA-BI graduates. In case of BBA-BI, 38.5 percent are found to be employed, 38.5 percent are pursuing further study, 3.8 percent are self-employed and 19.2 percent are unemployed. The employment status of BBA is found to be higher as compared to BBA-BI graduates. However, the further study status of BBA-BI graduates is higher than that of BBA graduates. Regarding employment status of MBA graduates, a significant proportion 85.7 percent are employed, 5.2 percent are self-employed and only 9.1 percent are unemployed. The employment status of MBA graduates is found to be better than that of bachelor level graduates.

This status reveals that as the students pursue further higher level of education the rate of unemployment decreases. Thus it can be inferred by the fact that as the students move from undergraduate studies to graduate studies the percentage composition of unemployment is declines.

This reveals that high percentage of MBA graduates are found to be employed and were not increased interest towards further studies because of their engagement in jobs. But the undergraduate students of BBA and BBA-BI both were found having positive inclination towards higher studies. That means the prominence of higher study is stronger among the undergraduates than the graduates.

Figure 2.3: Employment Type of Graduates (%)
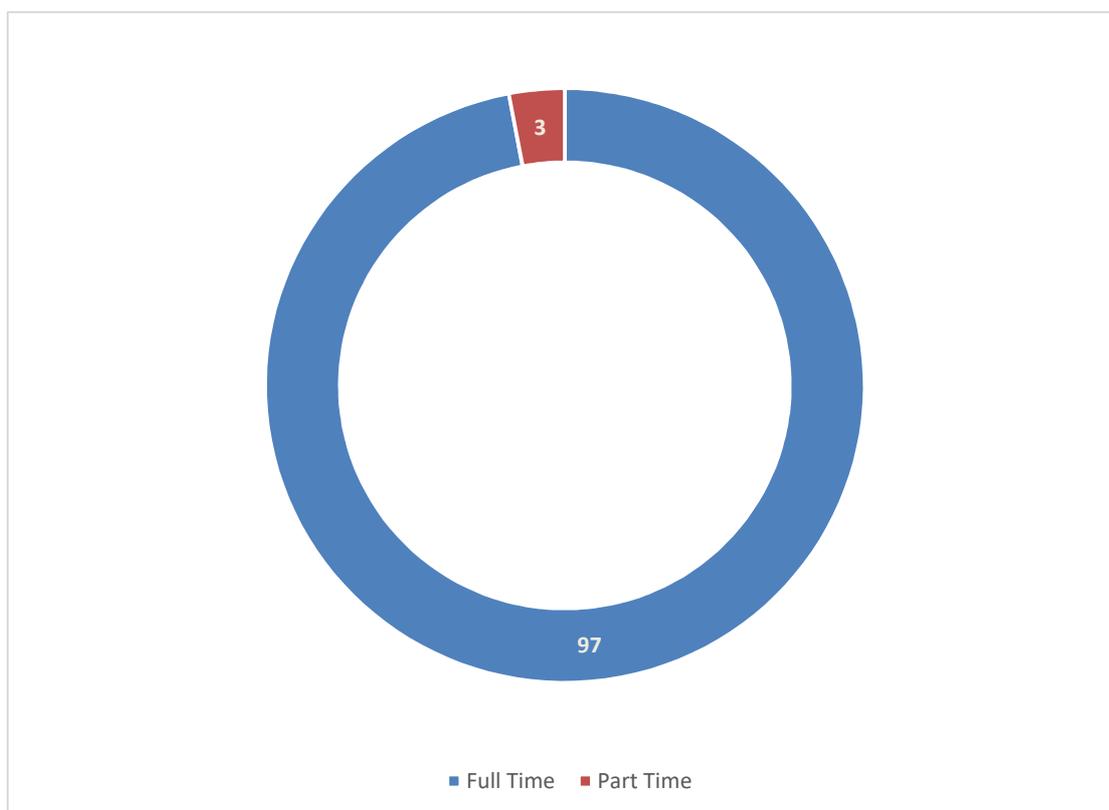
The above Figure 2.3 depicts the type of employment the graduates are involved in various employed organizations. It indicates that most of the employed graduates, i.e. 97 percent of the employed graduates are working on a full time basis and only 3 percent work on a part time basis. This reveals that most of our employed graduates occupy better employment type after they graduate.

Figure 2.4: Type of Employer Organization (%)
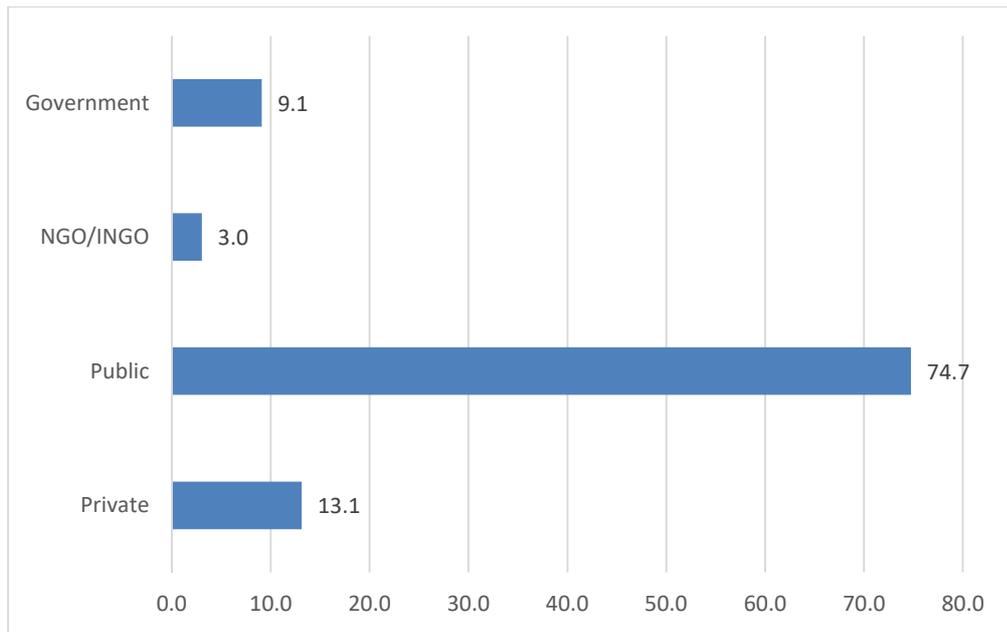
The Figure 2.4 included reveals the type of the organizations the employed graduates are working at. It portrays that majority are employed at the public organizations by having percentage composition of 74.7 percent, followed by 13.1 percent of the graduates employed at private sector, 9.1 percent of graduates being employed at government organizations and lastly NGO/INGOs account for remaining 3.0 percent. This implies that most of our graduates are absorbed and have preferences towards public and private organizations rather than government organizations and NGO/INGOs.

Figure 2.5: Designation of Employed Graduates (%)

- Assistant Level
- Senior Assistant
- Officer Level
- Managerial Level
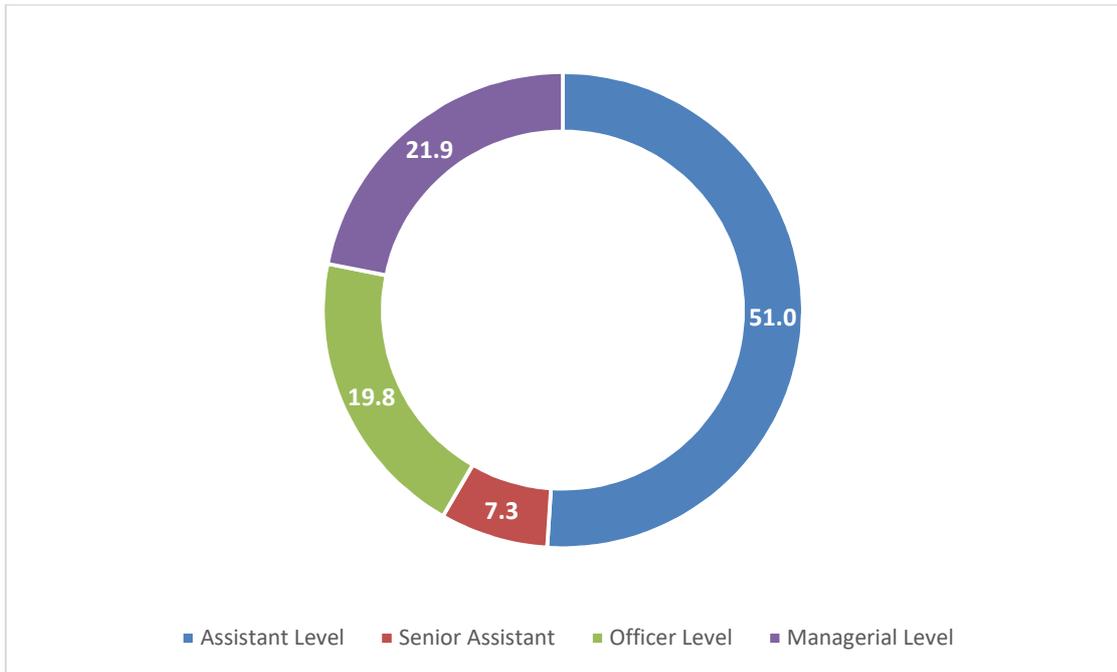
Figure 2.5 included reveals the level of employment of the graduates working in the organizations. It shows that majority of the employed graduates, i.e. 51 percent of them are working in the assistant level of the organization followed by 21.9 percent at the managerial level, 19.8 percent at senior assistant level and 7.3 percent at the senior assistant level. The figure reveals that there exists less number of graduates working in the mid-level positions of the organizations. It means that the graduates getting employed are occupied and have placed themselves in the assistant and managerial level inside the organizations.

Figure 2.6: Designation by Program Type
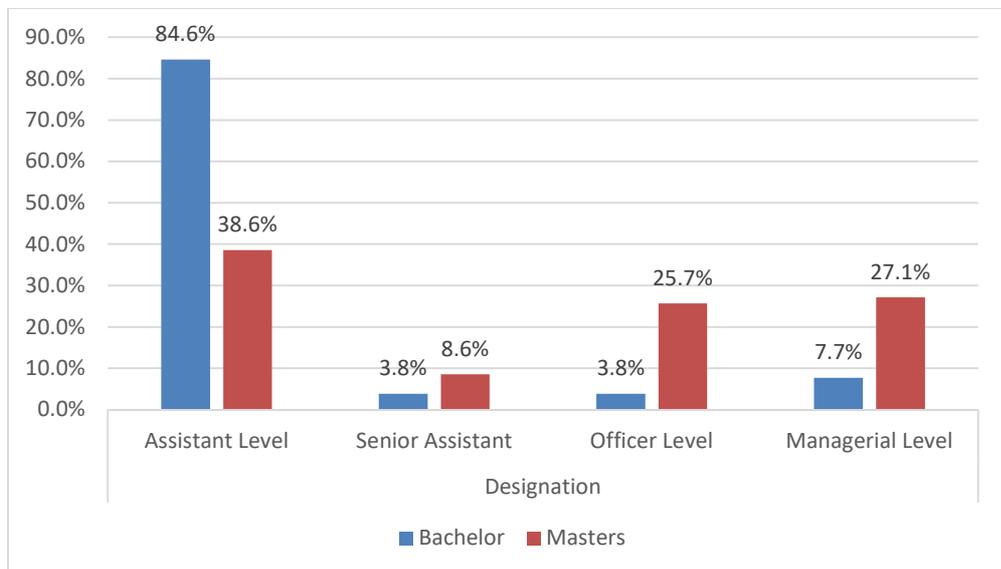
- Bachelor
- Masters

The figure 2.6 included above displays the level of employment of students as per the program they have attended in the institution. It is apparent by the figure that larger portion of bachelor level graduates with the representation of 84.6 percent have majorly been employed in the assistant level. The 7.7 percent of the graduates are working in the managerial level position. The percentage of the graduates working in mid-level position is low. Whereas, more master level graduates, with the percentage representation of 27.1 percent, are found to be working at the managerial level inside the organizations, followed by 38.6 percent working in the assistant level, 8.6 percent getting employed in the senior assistant level and lastly the remaining 25.7 percent are working in the assistant level. This implies that as the educational qualification upgrades among the graduates the level of employment they get in the organization also upgrades.

The Figure 2.7 presented below depicts the employment type of the graduates involved in working at several organizations. It is apparently clear through the figure that with the highest percentage representation of 77.8 percent most of our graduates are found to be absorbed by financial services and are working in the financial institutions like banks, finance companies and insurance. Secondly, business organizations with the representation of 7.1 percent employ most of our graduates and thirdly the 5.1 percent of our graduates are employed by the government sector. This means that the concentration of most of the graduates to work primarily is the financial services organizations, followed by business organizations and government owned organization. Relatively, other sectors have less absorption of our graduates.

Figure 2.7: Current Employment Sector of Graduates

Sector	Value
Teaching	4.0
Government Service	5.1
Industry	7.1
Financial Services	77.8
NGO/INGO	3.0
Tourism	2.0
Others	1.0
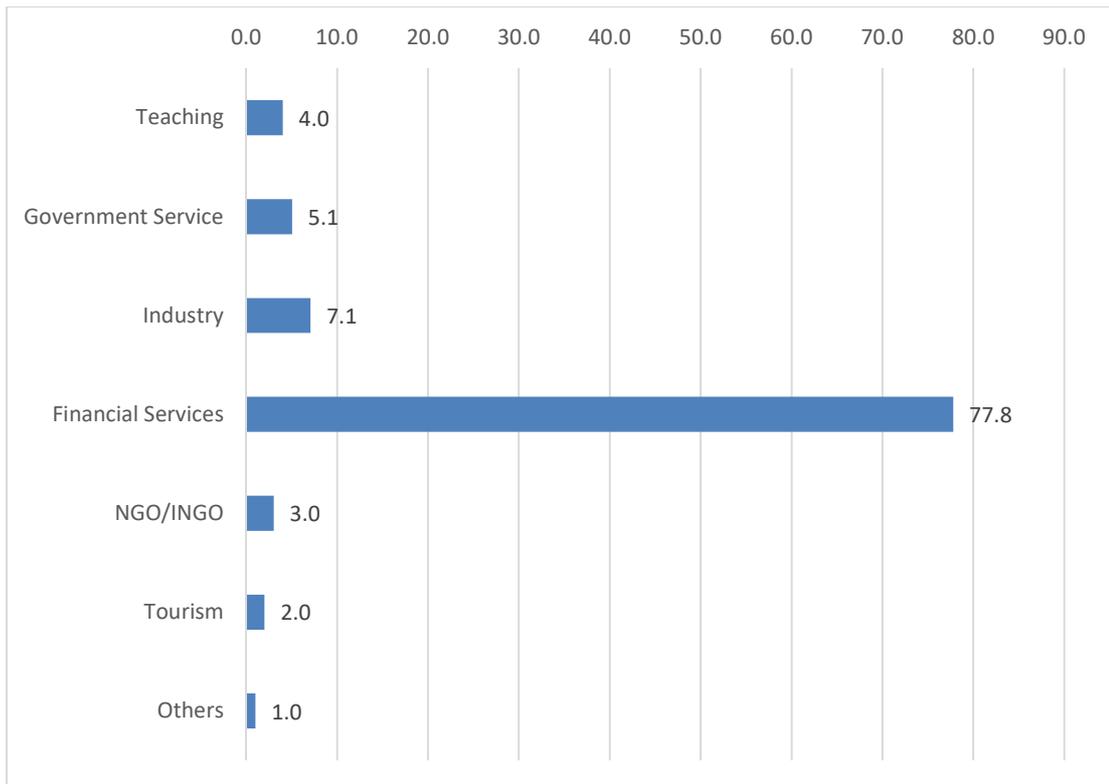
2.3 Quality and Relevance of Programs

The Table 2.3 and Figure 2.8 is the presentation of the mean score evaluation of the scales used in assessing the job relevancy of the program the students have studied. It exhibits the major strengths and weakness of the programs. The aggregate mean score of 3.08 indicates that the programs offered by School of Business are of average quality. The highest score mean score of 3.94 for teacher student relationship reveals that it is the major strength of the school. Similarly, the school is also strong in relevancy of programs to graduates professional requirement, quality of education delivered and teaching learning environment. Other strong aspects of the school are work placement, problem solving ability, and library facility.

Table 2.3: Mean Score Evaluation of Major Strengths and Weakness

	Minimum	Maximum	Mean	Std. Deviation
Relevance of the Program to your Professional Requirements	0.00	5.00	3.68	0.99
Extracurricular Activities	0.00	5.00	2.84	1.18
Problem Solving Ability	1.00	5.00	3.43	1.01
Work Placement/Internship	0.00	5.00	3.48	1.24
Teaching Learning Environment	0.00	5.00	3.63	0.84
Quality of Education Delivered	1.00	5.00	3.67	0.82
Teacher Student Relationship	1.00	5.00	3.94	0.99
Library Facility	0.00	5.00	3.14	1.17
Lab Facility	0.00	5.00	2.33	1.31
Sports Facility	0.00	5.00	2.10	1.11
Canteen/Urinals etc.	0.00	5.00	2.26	1.19
Other Strengths or Weaknesses	0.00	5.00	2.47	1.50
Mean Score (Aggregate)			**3.08**	

The weakest aspect of educational quality at the School of Business is found to be sports facility as revealed by the mean score of 2.10. The other weakness perceived by the pass out graduates are canteen, lab facility, and extracurricular activities. Although, the school is perceived strong in academic part, it is weak in student support activities.

In general, the analysis depicts that majority of the items used to assess the strengths and weakness of the program is positively perceived, which implies that the programs offered and graduate and undergraduate level in the School of Business is relatively promoting the sound academic environment and excellences among the students.

Figure 2.8: Mean Scores of Major Strengths and Weakness
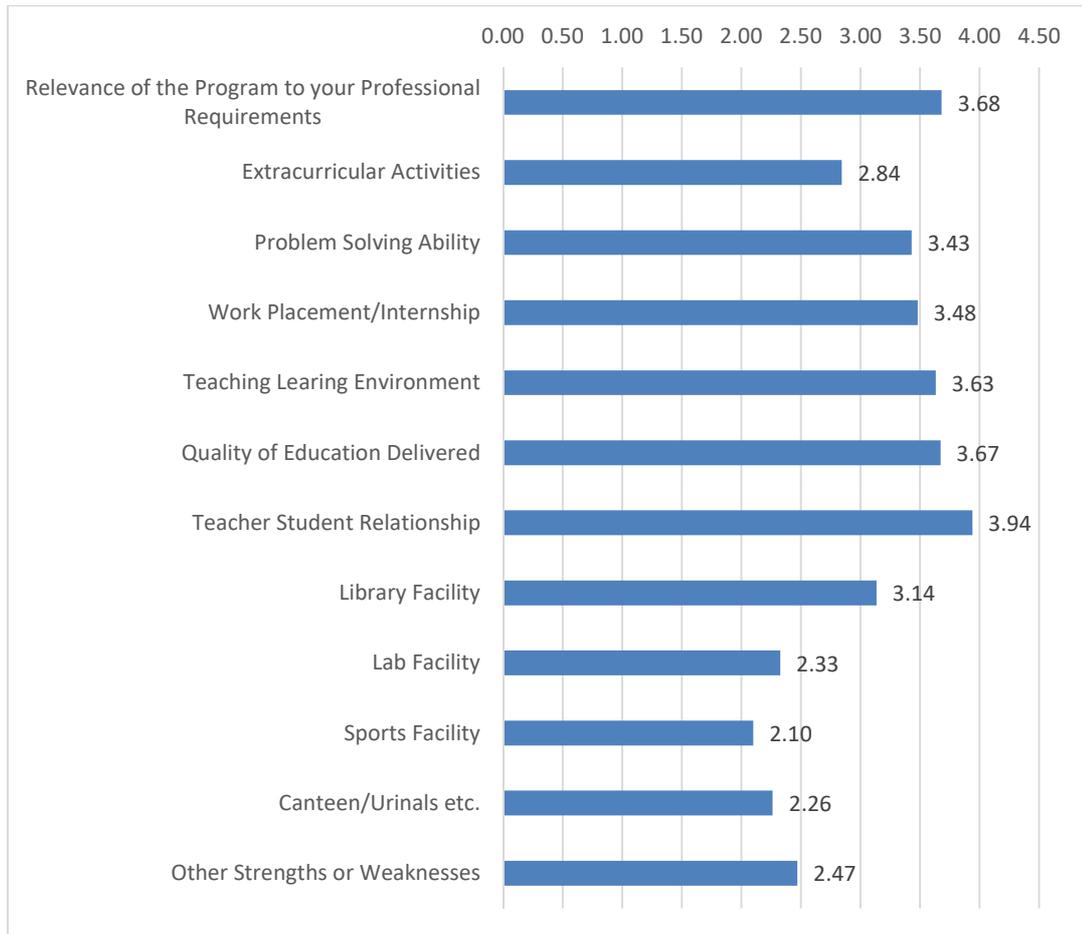
Figure 2.9 displays the frequency distribution of responses provided by the graduates of SOB on their perceived strength or weakness of various dimensions of academic quality measured using 6 point Likert scale. The highest number of responses are offered on the anchor points strong or very strong. It indicates that the academic quality of SOB is perceived to be strong on most of the dimensions. The quality of education is perceived to be strong by 55.7 percent. The teacher student relationship is perceived to be either very strong or excellent by 74.3 percent of the respondents. Work placement is perceived to be excellent by 24.1 percent and very strong by 38.1 percent of the graduates. The frequency of weak appears relatively larger for dimensions; sports facility, canteen and lab facility.

Figure 2.9 : Frequency Distribution of Responses on Different Dimensions of Academic Quality
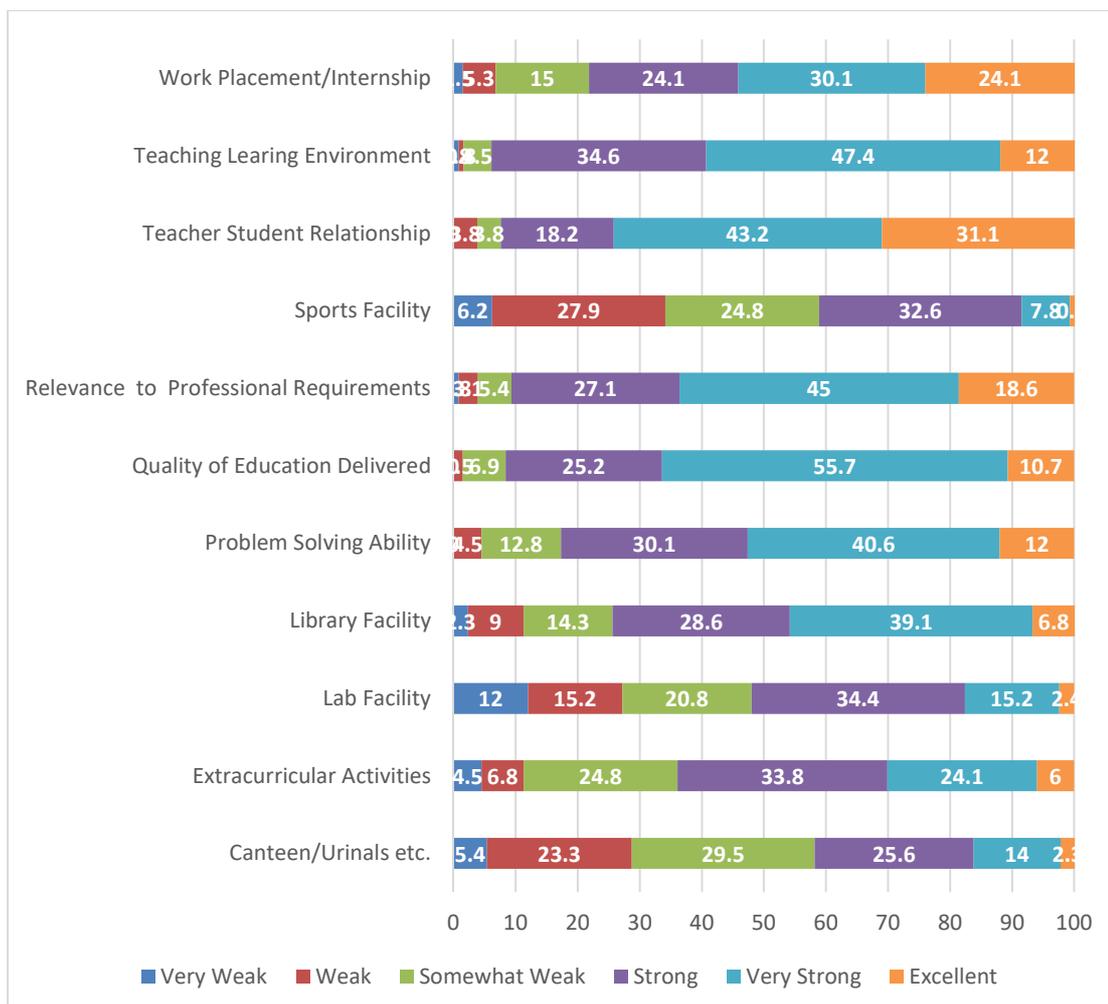
2.4 Programs' Contribution to Graduates' Professional and Personal Development

Table 2.4 presents the differences in the mean scores of various dimensions of academic quality by program level. It shows the program level-wise mean scores and results of independent samples t-test used to test for equality of mean scores by program level. The null hypothesis is that there is no significant difference in mean scores of academic quality dimension by program level of the graduates. In case of the t-stat values flagged with asterisk, the null hypotheses are rejected at 5 percent significance level. Significance differences in perceived academic quality factors have been found for program relevance, problem solving abilities, teaching learning

environment, teacher student relationship, library facility, lab facility and student amenities like canteen. The null hypotheses have been accepted in case of extracurricular activities, work placement, quality of education delivered, and sports facility. It means both bachelors and masters level graduates' perception are similar in these dimensions. The results show that the perception of masters' level students is favorable as compared to bachelors level students on most dimensions as revealed by average aggregate score of 3.20 and 2.91 for masters and bachelors level respectively. It is found that in academic quality dimensions MBA program is better while in student services and amenities bachelor program is better.

Table 2.4: Differences in Mean Scores of Items on Strengths and Weakness of the Institution by Program Level

	Mean Score			t-stat	Sig.
Particulars	**Aggregate**	**Bachelors**	**Masters**		
Relevance of the program to professional requirement	3.68	3.45	3.85	-2.283*	0.024
Extracurricular Activities	2.84	2.91	2.78	0.615	0.540
Problem Solving Activities	3.42	3.13	3.65	-3.007*	0.003
Workshop Placement, attachment and internship	3.48	3.44	3.50	-0.268	0.789
Teaching/Learning Environment	3.63	3.44	3.77	-2.249	0.026
Quality of Education Delivered	3.67	3.55	3.76	-1.436	0.154
Teacher Student Relationship	3.93	3.68	4.13	-2.611*	0.010
Library Facility	3.13	2.68	3.48	-4.101*	0.000
Lab Facility	2.32	1.81	2.71	-4.063*	0.000
Sports Facility	2.10	2.22	2.00	1.161	0.248
Canteen/Urinals etc.	2.26	2.61	1.98	3.075*	0.003
Other Strength/Weakness	2.47	2.00	2.80	-1.085	0.295
Average Score	**3.07**	**2.91**	**3.20**		
Standard Deviation	**0.65**	**0.64**	**0.72**		
Correlation		**0.78**			
Cronbach's Alpha	**0.853**				

* means the statistics is significant at 5 percent level of significance.

Relatively, the graduates of MBA have positively regarded teacher student relationship, quality of education, and teaching learning environment as the major strengths of the institutional program. Both MBA and BBA graduates have perceived the teacher student relationship as the major strength of the institutional program as revealed by the highest mean scores of 3.68and 4.13 respectively. Although significant differences have been found in perception of bachelors and masters level graduates, the correlation of their scores is 0.78.

Table 2.5: Differences in Mean Scores of Items on Strengths and Weakness of the Institution by Gender

Particulars	Mean Score			t-stat	Sig.
	Aggregate	Male	Female		
Relevance of the program to professional requirement	3.68	3.61	3.74	-0.762	0.448
Extracurricular Activities	2.84	2.96	2.72	1.172	0.243
Problem Solving Activities	3.42	3.50	3.35	0.859	0.392
Workshop Placement, attachment and internship	3.48	3.39	3.55	-0.743	0.459
Teaching/Learning Environment	3.63	3.58	3.67	-0.576	0.566
Quality of Education Delivered	3.67	3.67	3.67	0.005	0.996
Teacher Student Relationship	3.93	3.96	3.91	0.318	0.751
Library Facility	3.13	3.01	3.24	-1.122	0.264
Lab Facility	2.32	2.11	2.53	-1.179	0.075
Sports Facility	2.10	1.98	2.20	-1.122	0.264
Canteen/Urinals etc.	2.26	2.16	2.34	-0.862	0.390
Other Strength/Weakness	2.47	2.25	2.66	-0.557	0.585
Average Score	**3.07**	**3.01**	**3.11**		
Correlation		**0.96**			
Cronbach's Alpha	**0.853**				

* means the statistics is significant at 5 percent level of significance.

Table 2.5 presents the output of inferential test undertaken to examine the differences in academic factors by gender. The aggregate mean score of 3.01 and 3.11 indicate that females have slightly larger favorable perception of academic environment. Male

have higher scores for extracurricular activities and teacher student relationship only. The correlation between scores of male and female is 0.96 which is a high positive correlation. Additionally, no statistically significant differences have been found between mean scores of all academic quality factor by gender.

The Table 2.6 exhibits the differences in academic quality factors by ethnicity of the graduates. The results reveal that no significant differences exit in the average scores by ethnicity as revealed by insignificant associated F-stats. The aggregate average score reveals that scheduled caste graduates have relatively unfavorable perceptions towards academic quality of SOB. They are relatively less satisfied towards student service and amenities offered by SOB.

Table 2.6: Differences in Mean Scores of Items on Strengths and Weakness of the Institution by Ethnicity

Particulars	Mean Score				F-stat	Sig.
	Bhramin	Chhetri	Indigenous	Scheduled		
Relevance of the program to professional requirement	3.54	4.00	3.77	3.83	1.32	0.269
Extracurricular Activities	2.94	2.54	2.96	2.00	1.82	0.146
Problem Solving Activities	3.48	3.40	3.42	2.84	0.762	0.518
Workshop Placement, attachment and internship	3.57	3.27	3.64	2.33	2.27	0.083
Teaching/Learning Environment	3.76	3.45	3.42	3.50	1.60	0.192
Quality of Education Delivered	3.72	3.68	3.60	3.33	0.483	0.694
Teacher Student Relationship	4.12	3.54	3.70	4.00	2.70*	0.048
Library Facility	3.15	3.00	3.14	3.33	0.162	0.922
Lab Facility	2.28	2.00	2.62	2.66	1.088	0.357
Sports Facility	2.17	2.19	2.00	1.33	1.18	0.317
Canteen/Urinals etc.	2.36	2.23	2.14	1.66	0.778	0.508
Other Strength/Weakness	2.30	3.00	3.00	2.47	0.295	0.749
Average Score	**3.12**	**3.08**	**3.12**	**2.77**		

means the statistics is significant at 5 percent level of significance.

Table 2.7 displays the graduates personal and professional development aspects by program type. The values of mean scores reveal that the academic quality of SOB has been perceived more favorably by MBA graduates followed by BBA-BI graduates. The BBA graduates have given the lowest scores. Similar perceptions have been detected for extracurricular activities, work placement, quality of education, and sports facility. In other factors, significant differences are present as revealed by associated significant F-statistics.

Table 2.7: Differences in Mean Scores of Items on Strengths and Weakness of the Institution by Program Type (BBA, BBA-BI, MBA)

Particulars	Mean Score			F-stat	Sig.
	BBA	BBA-BI	MBA		
Relevance of the program to professional requirement	3.54	3.27	3.85	3.03*	0.05
Extracurricular Activities	2.97	2.80	2.78	0.32	0.72
Problem Solving Activities	3.23	2.95	3.65	5.08*	0.01
Workshop Placement, attachment and internship	3.44	3.45	3.50	0.03	0.96
Teaching/Learning Environment	3.36	3.60	3.77	3.04*	0.05
Quality of Education Delivered	3.51	3.63	3.76	1.15	0.31
Teacher Student Relationship	3.52	4.00	4.13	5.04*	0.01
Library Facility	2.52	3.00	3.48	9.72*	0.00
Lab Facility	2.05	1.29	2.71	10.77*	0.00
Sports Facility	2.18	2.30	2.00	0.73	0.48
Canteen/Urinals etc.	2.37	3.05	1.98	7.12*	0.00
Other Strength/Weakness	1.66	2.25	2.80	0.68	0.52
Average Score	**2.86**	**2.97**	**3.2**		

means the statistics is significant at 5 percent level of significance.

2.5 Factors Influencing Educational Quality

Figure 2.10 illustrates the correlations of various items representing job market relevancy and strengths and weakness of the academic programs with overall program quality. The variables program relevance, extracurricular activities, problem solving ability, work placement, teaching learning environment, teacher student relationship, library facility, lab facility, sports facility and canteen facility are correlated and regressed with the variable quality of education delivered. All the correlations are found to be positive which reveals that all the measures are required for promoting educational quality. The variable teacher student relationship is found to have the highest correlation with educational program quality followed by teaching learning environment. Hence, the institution should focus on improving on these aspects in order to improve its program quality. The variables having relatively lower correlations with educational quality are presence of amenities like sports, canteens, and extracurricular activities.

Figure 2.10: Correlation of Academic Factors with Educational Program Quality
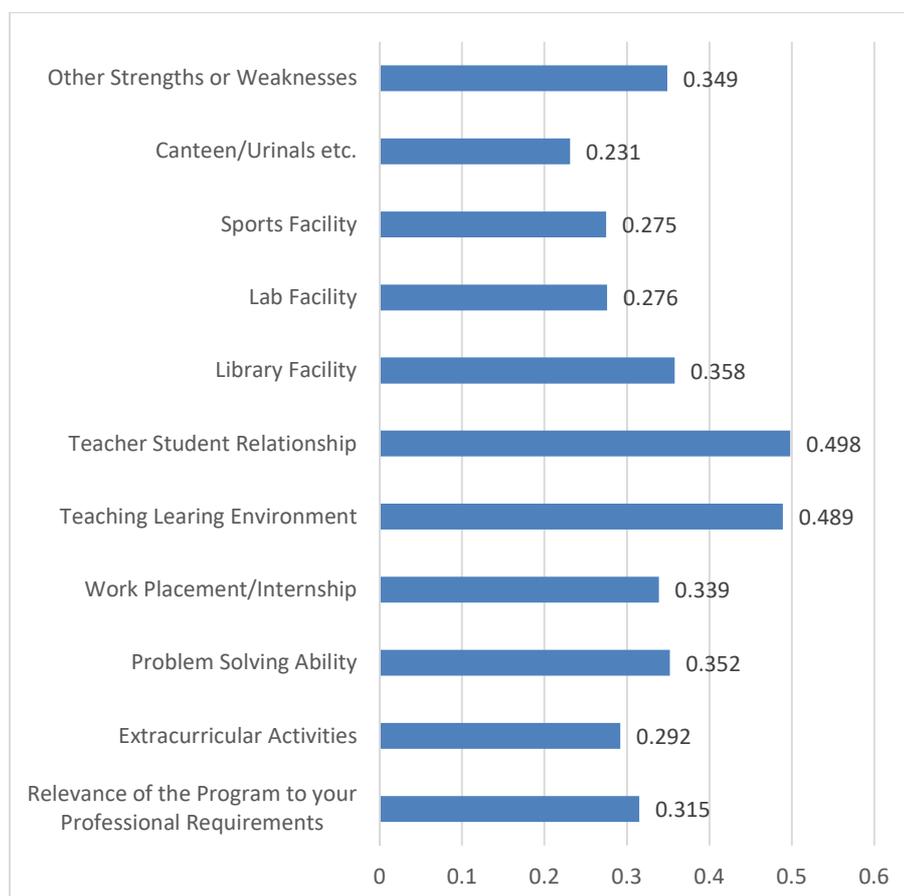
Table 2.8 presents the output of the multiple regression model used to identify the factors affecting educational quality of the academic programs offered by the institution. The data comprises of opinion of the graduates regarding various aspects of program relevancy to job market and strengths of the program. Total of 12 items measured in rating scale of 0 to 5 (0 representing very weak and 5 representing excellent presence of the quality dimension). The items were grouped into six factor scores as per inter-item correlations and common themes employing equal weighting. The factors used in the regression model as explanatory variables are program relevance, extracurricular activities, problem solving ability, work placement, teaching learning environment and teacher student relationship while the factor educational quality is used as dependent variable. The explanatory variables are selected with respect to their importance in academic quality of the school. Model I presents the output of the regression model which uses data of all graduates. Model II and III presents regression estimation results for bachelors and masters level graduates respectively.

Table 2.8: Determinants of Educational Quality: Output of Multiple Regression Models

Variables	Model I (Aggregate)	Model II (Bachelors)	Model III (Masters)
Constant	1.051***	1.387***	0.580
	(0.324)	(0.509)	(0.230)
Program Relevance	0.034	-0.050	0.147
	(0.070)	(0.108)	(0.098)
Extracurricular Activities	0.112	0.063	0.124**
	(0.057)*	(0.133)	(0.61)
Problem Solving Ability	0.034	0.025	0.028
		(0.154)	(0.094)
	(0.078		
Work Placement	0.050	0.126	0.009
	(0.056)	(0.125)	(0.060)
Teaching Learning Environment	0.263***	0.229	0.304***
	(0.090)	(0.157)	(0.112)

Teacher Student Relationship	0.233*** (0.70)	0.229* (0.117)	0.236* (0.089)
R-Squared	**0.37**	**0.33**	**0.42**
Adjusted R^2	**0.34**	**0.25**	**0.37**
F-statistics	**11.84*****	**3.87*****	**8.22*****
No of Observations	**147**	**70**	**77**

*, **, & *** *means the coefficient is significant at 10%, 5% and 1% level of significance of significance respectively.*

The results for Model I reveal that extracurricular activities, teaching learning environment and teacher student relationship are significant variables affecting educational quality. On the contrary, program relevance, problem solving ability and work placement are found to be insignificant. The variables teaching learning environment and teacher student relationship are found to be significant at 1 percent level of significance and positively related with educational quality. The result depicts that teacher student relationship, teaching learning environment and extracurricular activities at the institution are crucial determinants of educational quality. Hence, the result indicate that in order to enhance educational quality of its programs the institution should focus on promotion of sound teaching learning environment, building teacher student relationship and involvement in extracurricular activities.

The value of R-squared reveal that the explanatory variables explain around 37 percent of the variation in the dependent variable educational quality. The F-statistics is significant at 1 percent level of significance indicating overall model fit. Overall, the model shows that academic environment is the most important factor for enhancing educational quality followed by teacher student relationship.

The results of Model II which is estimated from observations of bachelors level graduates only reveals that teacher student relationship is a significant variable that impact educational quality. The result of Model III is different from Model II which shows that perceptions of Masters level graduates regarding factors impacting educational quality is different as compared to Bachelors level graduates. The MBA level graduates value teaching learning environment more. The variables teacher

student relationship and extracurricular activities are also significant variables in explaining educational quality. The results reveal that the MBA program is found to be successful at imparting sound learning environment to the graduates while bachelors program is found to lack on the aspect. The values of R-squared reveal that the model fits relatively well for masters level graduates. Overall, the result depicts that sound academic environment and focused on teacher student relationship and extracurricular activities are key determinants of educational quality.

2.6 Issues Related to Educational Quality: Factor Analysis

The reliability of the measurement instrument is established by calculation of Cronbach's alpha. The value of the internal consistency measure is 0.85. The survey questionnaire comprised of 12 factors revealed many factors that affected the educational quality. Reduction of the large number of factors into few for facilitating interpretation and further analysis was necessary. Hence, factor analysis is used for data reduction and summarization in the study. Relationships among sets of many interrelated variables collected from the questionnaire survey are examined and have been represented in terms of few underlying factors. Factor analysis is used in the study to reduce large number of variables perceived to influence educational quality into few factors and calculation of the factor scores. The factors scores are then used as independent variables in a multivariate model that determines the relationship of the factors with the perceived quality of education delivered.

The applicability of the factor analysis on the survey data is determined using KMO and Bartlett's test. The Bartlett's test of sphericity is a test statistic used to examine the null hypothesis that the variables are uncorrelated in the population. In the tracer study survey data, the null hypothesis is not accepted at 1% level of significance which indicates the presence of significant correlations making the dataset useful for factor analysis. The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy is an index used to examine the appropriateness of factor analysis. High values (0.5 to 1) indicate factor analysis is appropriate. The KMO index for the dataset is 0.806, thus, factor analysis is considered an appropriate technique for analyzing the interdependence among variables in the dataset.

Table 2.9 : Total Variance Explained by Factors

Component	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.891	38.910	38.910	2.889	28.892	28.892
2	1.361	13.607	52.517	2.362	23.625	52.517
3	.964	9.640	62.156			
4	.792	7.918	70.074			
5	.718	7.185	77.259			
6	.548	5.479	82.737			
7	.496	4.955	87.692			
8	.486	4.857	92.549			
9	.441	4.409	96.958			
10	.304	3.042	100.000			

Once, it has been determined that factor analysis is suitable for analyzing the data, the appropriate method must be selected. In the study, Factor analysis is done using Principal Components extraction method and Varimax rotation method. The principal components method of extraction begins by finding a linear combination of variables (a component) that accounts for as much variation in the original variables as possible. It then finds another component that accounts for as much of the remaining variation as possible and is uncorrelated with the previous component, continuing in this way until there are as many components as original variables. Usually, a few components or factors will account for most of the variation, and these components can be used to replace the original variables. This method is most often used to reduce the number of variables in the data file.

The total column of Table 2.9 gives the eigenvalue, or amount of variance in the original variables accounted for by each component. The % of Variance column gives the ratio, expressed as a percentage, of the variance accounted for by each component

to the total variance in all of the variables. The Cumulative % column gives the percentage of variance accounted for by the first n components. For example, the cumulative percentage for the second component is the sum of the percentage of variance for the first and second components.

The number of principal components or factors is determined using eigenvalues and scree plot. An eigenvalue represents the amount of variance associated with the factor. Only factors with eigenvalues greater than 1 are extracted. For the initial solution, there are as many components as variables, and in a correlations analysis, the sum of the eigenvalues equals the number of components. In Table 2.8, only the first three components have eigenvalues greater than 1. Hence, factor analysis has extracted three principal components from the extracted solution.

The second section of the table shows the extracted components. They explain 52.51% of the variability in the original ten variables, so we can considerably reduce the complexity of the data set by using these components, with less loss of information. The rotation maintains the cumulative percentage of variation explained by the extracted components, but that variation is now spread more evenly over the components. The large changes in the individual totals suggest that the rotated component matrix will be easier to interpret than the unrotated matrix. Hence, factor analysis has reduced the ten initial variables into two factors.

The first component is most highly correlated with variables V1 with factor loading of 0.767. The second component is most highly correlated with variable V6 with factor loading of 0.804. The first component or factor can be named academic environment factor while the second factor can be named student service and amenities factor. This suggests that we can focus on the two factors in further analyses, but we can do even better by saving component scores. Interpretation is facilitated by identifying the variables that have large loadings on the same factor. That factor can be interpreted in terms of the variables that load high on it. In rotated factor matrix, factor 1 has high coefficients or factor loadings for variables V1, V2, V3, V4, V5, and V6. The variables relate to academic environment. Therefore, the factor is labeled as academic environment factor. . Factor 2 is highly related with variables V7, V8, V9 and V10

which relate to student service and amenities. Thus, factor 2 is labeled as Student Service and Amenities Factor.

Table 2.10: Rotated Component Matrix

	Component	
	1	2
Teaching Learning Environment (V1)	.767	
Relevance of the Program to your Professional Requirements (V2)	.738	
Teacher Student Relationship (V3)	.675	
Problem Solving Ability (V4)	.634	
Lab Facility (V5)	.601	
Library Facility (V6)	.538	
Sports Facility (V7)		.804
Canteen/Urinals etc (V8).		.773
Extracurricular Activities (V9)		.687
Work Placement/Internship (10)		.546
Extraction Method: Principal Component Analysis. *Rotation Method: Varimax with Kaiser Normalization.*		
Rotation converged in 3 iterations.		

An important output from factor analysis is the factor matrix, also called as component matrix shown in Table 2.10. The factor matrix contains the coefficients used to express the standardized variables in terms of factors. These coefficients, the factor loadings, represent the correlations between the factors and the variables. A coefficient with a large absolute value indicates that the factor and the variable are closely related. The coefficients of the factor matrix is used to interpret the factors. Although the initial or unrotated factor matrix indicates the relationship between the factors and individual variables, it seldom results in factors that can be interpreted, because the factors are correlated with many variables. Therefore, thorough rotation, the factor matrix is transformed into a simpler one that is easier to interpret. The rotated component matrix helps you to determine what the components represent.

For each case and each component or factor, the component score is computed by multiplying the case's standardized variable values (computed using listwise deletion) by the component's score coefficients given in Table 2.11. The resulting three component score variables are representative of, and can be used in place of, the ten original variables with only a 36.5% loss of information. Using the saved components is also preferable to using V1, V6 and V9 because the components are representative of all ten original variables, and the components are not linearly correlated with each other.

The factor analysis reduced the original set of ten variables to a smaller set of two composite variables (factors) which is used in subsequent multivariate analysis to determine the factors that influence the perceived educational quality of SOB. The multiple regression model uses quality of education as dependent variable and the factor scores of the two factors as independent variables. The output of the regression model is given below: The first model includes data of all graduates while the II and III model incorporate data of bachelors and masters level graduates respectively.

Table 2.11: Dimensions of Educational Quality

Variables	Model I (Aggregate)	Model II (Bachelors)	Model III (Masters)
Constant	3.64***	3.65***	3.53***
	(55.62)	(26.10)	(43.99)
Academic Environment	0.442***	0.36***	0.62***
	(6.78)	(3.10)	(6.50)
Student Support and Amenities	0.220***	0.23*	0.21***
	(3.34)	(1.84)	(3.06)
R-Squared	**0.34**	**0.26**	**0.43**
Adjusted R²	**0.32**	**0.23**	**0.41**
F-statistics	**28.57*****	**7.98*****	**24.65*****
N	**147**	**70**	**77**

*, **, & *** means the coefficient is significant at 10%, 5% and 1% level of significance of significance respectively.*

Both the two factor scores have significant statistical relationship with the dependent variables at 1% level of significance in most cases. Hence, the two composite variables (i.e. academic environment and student service and amenities) influence the dependent variable (i.e. quality of education). Academic environment is found to have the highest influence in educational quality followed by the student support and amenities. Company factors have been found to have the least effect on perceived riskiness of the stock market.

Table 2.12 shows the output of cross-tabulation and chi-square test undertaken to analyze association between graduates personal career development and socio-demographic characteristics of graduates. The variables program relevance to professional requirement, problem solving ability, and work placement have been transformed to dichotomous variable representing high and low.

Table 2.12 : Association between Personal Development and Graduates' Characteristics

Graduates Characteristics	HIGH	LOW	χ^2	Sig	Cramer's V
Panel I: Relevance to Professional Requirement					
Male	87.1	12.9	1.83	0.176	0.119
Female	94.0	6.0			
Bachelors	83.6	16.4	5.66*	0.017	0.210
Masters	95.9	4.1			
Employed	92.3	7.7	2.13	0.54	0.129
Self-Employed	100	0			
Further Study	84.6	15.4			
Unemployed	85.0	15.4			
Panel II: Problem Solving Ability					
Male	90.5	9.5	5.05*	0.025	0.195
Female	75.7	24.3			
Bachelors	75.9	24.1	3.36	0.066	0.159
Masters	88.0	12.0			
Employed	89.1	10.9	12.35*	0.006	0.30
Self-Employed	57.1	42.9			
Further Study	57.1	42.9			
Unemployed	80.0	20.0			

Panel III: Work Placement					
Male	79.4	20.6	0.09	0.75	0.027
Female	77.1	22.9			
Bachelors	75.9	24.1	0.328	0.567	0.050
Masters	80.0	20.0			
Employed	83.7	16.3	7.92*	0.048	0.244
Self-Employed	42.9	57.1			
Further Study	71.4	28.6			
Unemployed	70.0	30.0			

means the statistics is significant at 5% level of significance.

The association of these variables is examined employing chi-square test with gender, program type and employment status. The result reveals that there is association between program type and current program relevance to professional development of the graduates. Master level graduates are found to acquire skills relevant to professional development as compared to bachelor level graduates.

In case of association between graduates characteristics and problem solving ability, employment status is found to be associated as the chi-square value is significant. Finally, association has been seen between internship and work placement. The value of Cramer's V reveals that highest association exists between problem solving ability and employment status.

2.7 Issues Related to Academic Environment and Suggestions for Betterment

Figure 2.11 exhibits the suggestions made by the passed out graduates for improvement of the academic environment of the institution. The responses of open-ended questions were coded to extract major themes and frequency distribution formed. The results revealed that most of the graduates (18.1 %) have suggested adoption of practical education to enhance educational quality. The second important factor is to make the library resourceful including e-resources (13.3%) and third suggestion is for reducing political interference (12.2%) that hampers academic environment in the institution. Other significant suggestion made by the graduates were to increase student amenities like canteen, sport facilities, transportation, hostel
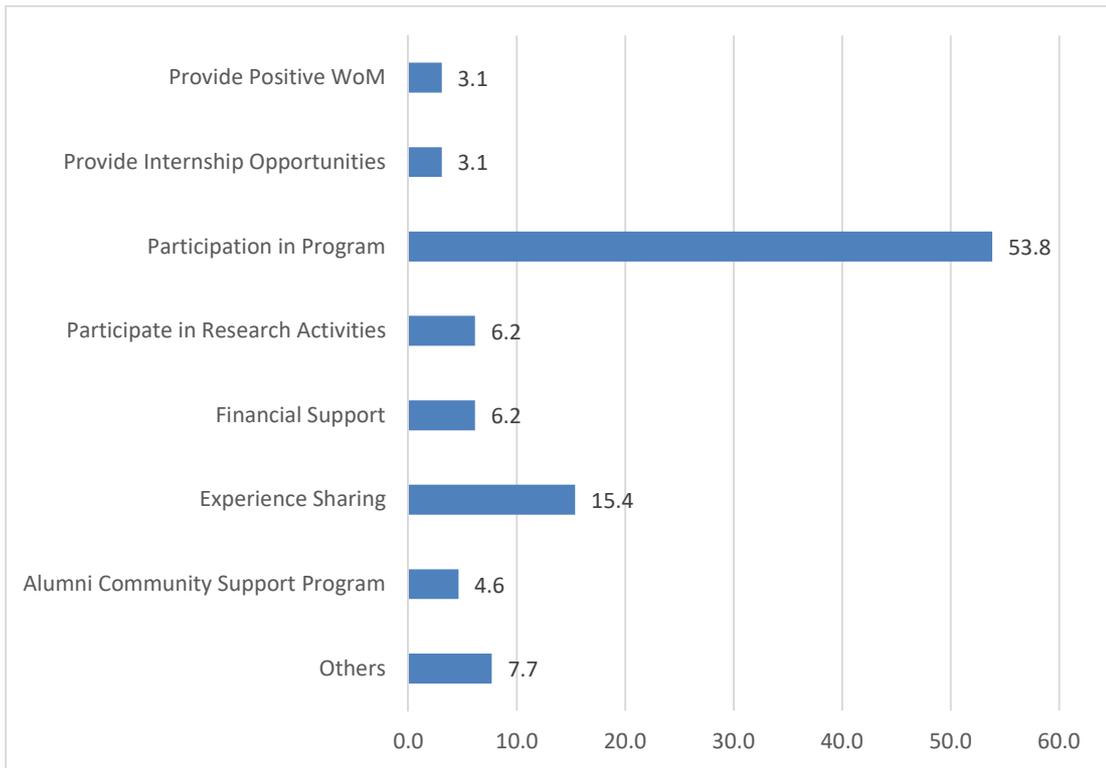
etc. Additional suggestions for betterment of quality of education at SOB recommended by the graduates were to increase student service and facilities, focus on personal development, extra-curricular activities, infrastructure improvement, improvement of teaching methods, maintain academic calendar, creation of friendly learning environment, improve school governance and management and maintaining regularity of classes.

Figure 2.11: Recommendation for Betterment of Institution by Graduates
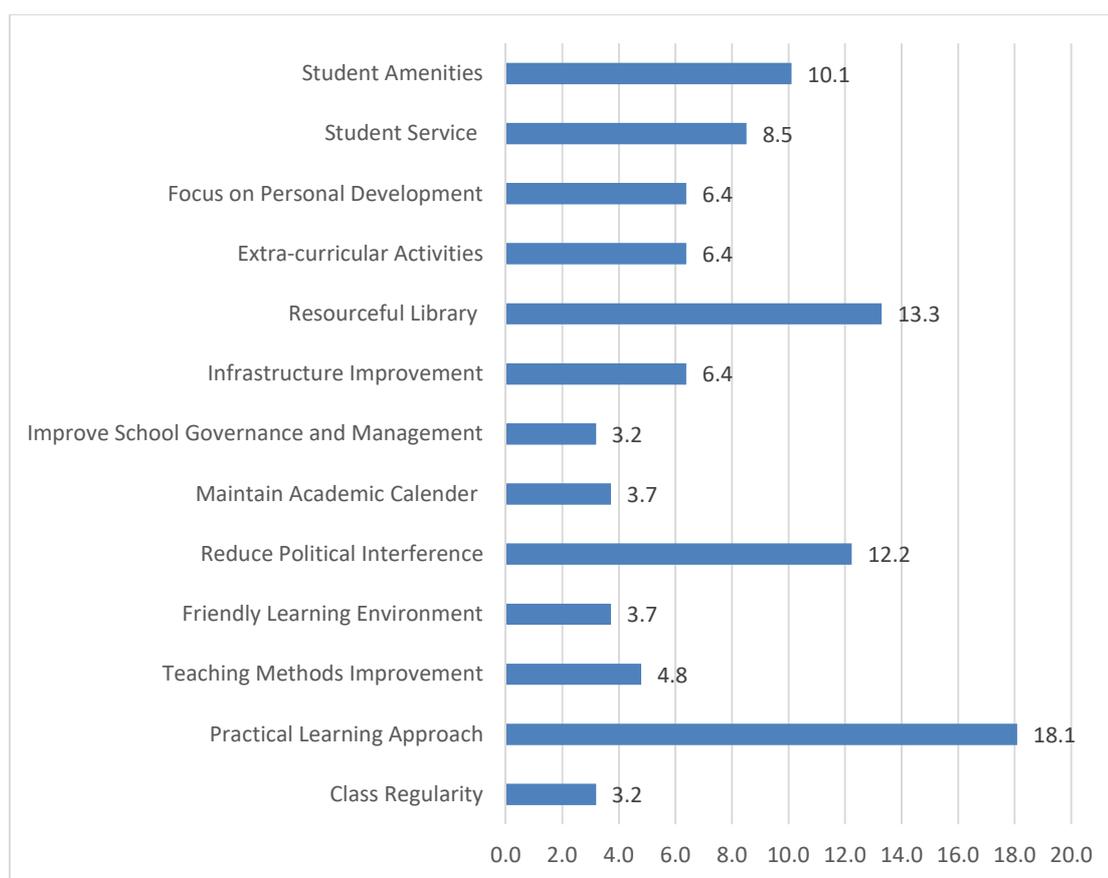
The graduates were found to be willing to support and contribute from their side for betterment of the institution. Most of the graduates (53.8%) opined that they will support the school by taking part in different programs held by the institution. They showed their interest in experience sharing so that they can guide and inspire the current students of the school. Some of the graduates (6.2%) wanted to support the institution by taking part in its research activities. Other contributions the graduates wanted to make for betterment of the school were participation in alumni community support programs, provide internship opportunities, and to provide positive word of mouth.

Figure 2. 12: Contributions Graduates Can Make

Category	Value
Provide Positive WoM	3.1
Provide Internship Opportunities	3.1
Participation in Program	53.8
Participate in Research Activities	6.2
Financial Support	6.2
Experience Sharing	15.4
Alumni Community Support Program	4.6
Others	7.7

The qualitative information analysis supported the findings of the quantitative analysis. The graduates shared that although the academic quality of the school are acceptable but the student support facilities should be increased. The graduates were found to express their willingness in supporting and working with the institution for betterment of its educational quality and outreach activities.

CHAPTER III

MAJOR FINDINGS

This section discusses the major findings of the study derived from analysis of the data. The key findings related to employment status of the graduates, their characteristics, employment and self-study status of the graduates, issues related to quality and relevance of higher education, and contribution of education to graduate's personal development are presented in the following sections.

3.1. Employment and Further Study Status of Graduates

- It is found that among the graduates completing bachelors and masters degree from School of Business, Pokhara University on academic year 2018, 64.6 percent are employed in organization, 4.8 percent are self-employed, 15.6 percent are pursuing further study and remaining 15 percent are unemployed till the study date.

- Employment rate is highest (85.7%) for MBA graduates. Only 9.1 percent of the MBA graduates are unemployed. Most of the bachelor level graduates (68%) are pursuing further study.

- Most of the graduates of the school are found to get employment. Of the employed, 97 percent are full time employees. Only a small percent have started their own business venture.

- Among the employed, 74.7 percent are working in public organizations, 13.1 percent in private sector, 9.1 percent in government organizations and 3 percent in NGO/INGOs.

- It is found that 51 percent of the graduates are working in assistant level, 7.3 percent in senior assistant level, 19.8 percent in officer level and 21.9 percent in managerial level position.

3.2. Issues Related to Quality and Relevance of Academic Programs

- The mean scores across the item of job relevancy is more than 3, which reflects that the programs offered by School of Business is found to be relevant in imparting job relevant skills and knowledge.

- Sound teacher student relationship, quality of education delivered, teaching learning environment and library facility are major aspects that have supported educational quality of the school. The mean scores for all of these items are more than 3.

- The study results find that 45 percent of the graduates perceive the relevancy of the program for their professional requirements to be very strong and 18.6 percent perceive it to be excellent.

- The relevance of the program for professional development is perceived to be higher by MBA graduates relative to bachelor graduates.

- The mean score of quality of education delivered is found to be 3.67 which reveals the academic quality of the school to be perceived satisfactory by the graduates. The quality is perceived to be better by MBA graduates.

3.3. Program's Contribution to Graduates Personal Development

- It is found that the programs of the School of Business is satisfactorily enhancing the job market saleability and the school has also been found imparting job related skills in better manner.

- The programs are found to be strong in imparting problem solving skills, maintain soundness of teaching learning environment and offer learning resources to the students.

- The programs have contributed more in personal development of female graduates. Additionally, they are also found to have also contributed higher in personal development of indigenous students.

- The MBA program is found to be more effective in contributing for personal development than bachelors programs.

3.4 Issues Related to Academic Environment and Education Delivery Efficiency

- The average scores for teaching learning environment, teacher student relationship and quality of education delivered are found to be more than 3.5 which reveals that the academic environment and education delivery efficiency at the school is sound.

- The teacher student relationship has the highest mean score of 3.93 which makes it the most important factor of educational quality at the school. Additionally, the score for MBA is higher than for bachelor level programs.
- The mean score for teaching learning environment shows that the academic environment at the school is sound with MBA program being better in this aspect.
- The quality of education delivered has mean score of 3.67 depicting soundness of educational quality of the school.
- Overall, it is found that academic environment and educational delivery efficiency is satisfactory at SOB. The educational quality is better in maters program than in bachelors level.

3.4 Issues Related to Student Support Facilities and Amenities

- The average scores for student support and amenities factors library facility, lab facility, sports facility and other amenities like canteen, refreshment rooms etc. are found to be 3.13, 2.32, 2.10 and 2.26 respectively.
- Although the library facility is found to be satisfactory, the school needs to improvise lab, sports and other amenities.
- The mean score for extracurricular activities is 2.84 which depicts weakness of the programs in this aspect. The score for masters level is lower is this aspect.
- The results reveal that the school has weakness in student amenities provided specially to master level students.

Overall, the study results find that of the two important dimensions of educational quality, the school has satisfactorily maintained its academic quality but it needs to improve in student support and amenities provided specially in master level program.

CHAPTER IV
IMPLICATIONS TO INSTITUTIONAL REFORM

On the basis of the study results, this section offers policy and practical implications of the findings for further improvising the educational quality and outcomes of the School of Business. It identifies some key issues and areas to focus on in order to improve its quality of education. It also provides suggestions on improvement of academic environment, teaching pedagogy, curriculum, skill development, better job placement of its graduates, faculty quality, infrastructural improvement, and other major policy formulation and organizational reform dimensions. Specifically, following implications for academic improvement, policy formulation and reform are identified from the study findings:

- It is advised to School of Business, Pokhara University to add academic programs and student support facilities such as scholarships and other related encouragement programs to increase the access of scheduled castes and minorities in higher education. New programs related to management that reinforce national priority sectors should be introduced. To be specific, academic programs like management of tourism and hospitality business, agro-business management, management of herbal processing business, and innovation and entrepreneurship courses should be added.

- Since the percentage of self-employed graduates is relatively lower, the School should promote and formulate policies to impart and promote the entrepreneurial skills and spirit among the graduates.

- The bachelor level graduates' employability is relatively lower in comparison to MBA graduates; therefore it is suggested for the School to enhance the hands-on skills to the graduates in order to increase their marketability. Additionally, it seems better if the institution establishes a distinct Job Placement Cell to look after these affairs.

- It is advised to the School to manage the work placement programs in cooperation and collaboration with organizations by managing in-campus placements to reduce the average placement time.

- The school of business should make significant effort in providing student support and amenities. The extra-curricular activities, library and lab resources, amenities like parking, canteen, sport facilities should be enhanced.

- It is suggested to the School of Business to focus more on enhancing research skills of its graduates. The graduate research project is recommended to be replaced by thesis. It also seems better in promotion of research activity in school if the school establishes a separate research management cell useful in encouraging and supporting students to participate and get involved in research activities.

- The program still needs to have improvements in better managing the skills related to problem solving approaches, work placement related issues and extracurricular activities in order to enhance academic quality.

- The study reveals that the School needs to emphasize on creating effective pedagogical differences that promotes problem solving skills among the students.

- It is suggested to the School to incorporate academic practices that equally fosters conceptual knowledge and skill development in the MBA program whereas for the BBA program only the focus on skill development seems significant.

- Relatively the School is found to have improvements in the work placement of its graduates by emphasizing more on the educational quality.

- Similarly, the School must focus more on skill development and managing resources for sound academic environment to enhance its academic quality.

- The policy focus of the school should be towards updated curriculum revisions, design more inclusive and market-oriented specialization courses in order to increase the employability.

- To improve and design the qualitative education the school is advised to include practical approaches in the pedagogy, similarly, it should also have updated screening of the job market necessity and impart skills and knowledge as per it.

- Similarly, the continuous improvement on the quality of faculties by organizing skilful training, encouraging participation on faculty development programs, motivating faculties to the higher education and inculcating research skills and activities among the faculties is essential to improve the educational quality.

- The School also needs to further develop the library resources and other infrastructural facilities in order to improve academic quality.

- MBA graduates have suggested to design extended class hours for the quality improvement and if possible residential MBA should also be planned for better improvements in academic environment.

- The School should also have major changes in the teaching pedagogies by involving new pedagogical approaches such as case studies, simulation, project work, seminars and workshops to enhance the academic quality of MBA and BBA.

CHAPTER V
CONCLUSION AND RECOMMENDATIONS

The results of the tracing study conducted on School of Business, Pokhara University graduates of academic year reveals that the educational quality and employment status of the graduates is satisfactory. The programs of the school are found to be successful in imparting sound academic foundation and employability skills to the students supporting them in their personal and professional development. The employment status of its graduates is highly satisfactory because it is found that most of the graduates are either employed or pursuing further studies. The employment status of the passed graduates of the school is relatively found to be effective because significant proportion of the graduates are employed. Most of the graduates are found to be working in public sector especially in financial services industry. The programs offered by the school are found contributory in imparting personal and professional requirements of the graduates. A significant proportion of the graduates are working in officer and managerial level position.

Among the two important dimensions of educational quality, School of Business is found to be stronger at academic dimension like teacher student relationship, quality of education, relevance of the program in enhancing professional requirements and the teaching learning environment. However, the school is relatively weaker at another dimension of student support and amenities. Hence, the school should focus on student support activities, promotion of extra-curricular activities, and providing facilities like sports, lab, canteen, parking, transportation etc. For institutional reform and academic quality enhancement, management education institutions should focus on designing new pedagogical approaches such as case studies, simulation, project work, seminars and workshops to enhance the academic quality and competency of higher education institutions. Library resources and the infrastructural facilities are also the major elements in improving the academic quality; therefore it is advised to the institutions to design programs that support its development.

It is recommended for the educational institutions involved in higher studies to emphasize more on designing and developing courses and program offering entrepreneurial skills. Furthermore, it seems more plausible for the government and

its representative organizations to foster and include entrepreneurial practices among the graduates. The representation of scheduled castes and other minorities are found to be less in higher education. Hence, encouraging and supportive environment is much needed for attracting the graduates towards higher education. The government and educational authorities of the country should design more inclusive programs to attract female, scheduled castes and minorities towards higher education.

Skill development, conceptual foundation and academic environment are found to be highly associated with educational quality which finally promotes better work placement opportunities. Therefore, it is suggested to the higher education institutions to invest more of their resources and expertise in improving skill development, conceptual foundation and academic environment in order to prepare workplace or market-oriented graduates possessing sound conceptual foundation as well as job related skills. The higher educational institutions and government authorities of the country is suggested to focus in the continuous quality improvement of the faculties by organizing skillful training, motivating and encouraging faculties involved to the further higher education and inculcating research skills and activities among them to improve the educational quality.

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