Student's Perception on Quality of Management Education in Nepal

Lokesh Saud*

Abstract

This study examines the student's perception on quality of management education in Nepal. Student perception is the dependent variable. The selected independent variables are curriculum relevance, teaching methodologies, faculty competence, infrastructure and resources and industry linkage. The primary source of data is used to assess the opinion of respondents regarding curriculum relevance, teaching methodologies, faculty competence, infrastructure and resources, industry linkage and student perception. The study is based on primary data of 125 respondents. To achieve the purpose of the study, structured questionnaire is prepared. The correlation and multiple regression models are estimated to test the significance and importance of quality of management education in Nepal.

The study showed a positive impact of curriculum relevance on students' perception. It indicates that curriculum that meets the needs of students lead to create positive perception of students. Similarly, the study showed a positive impact of teaching methodologies on students' perception. It indicates that scientific teaching methodologies lead to create positive perception of students'. Likewise, the study showed a positive impact of faculty competence on students' perception. It indicates that efficient faculties lead to change in the perception of students'. Further, the study showed a positive impact of infrastructure and resources on students' perception. It indicates that availability of infrastructure and resources lead to create positive perception of students'. In addition, the study showed a positive impact of industry linkage on students' perception. It indicates that good relation of educational institutions with industry lead to create positive perception of students'.

Keywords: curriculum relevance, teaching methodologies, faculty competence, infrastructure and resources, industry linkage, student perception

1. Introduction

Quality of management education refers to the overall excellence and effectiveness of educational programs in business and management disciplines. It encompasses various aspects that contribute to the development of students' knowledge, skills, and competencies to prepare them for leadership and managerial roles in the business world (Faris and Alhammadi, 2020). Al-Saidi and Al-Atwi (2023) stated that students' perceptions of the quality of management education are heavily influenced by their experiences with teaching quality, including the competence of instructors, the relevance of course content, and the use of innovative teaching methods. The study found that these factors significantly impact students' overall satisfaction and engagement, emphasizing the need for institutions to focus on enhancing teaching quality to improve students' perceptions of management education. Bashir *et al.* (2022) argued that students' perceptions of management education are strongly correlated with the availability and quality of technological resources such as digital learning platforms and online materials. Similarly, Singh and Sharma (2023) asserted that students increasingly perceive the quality of management education based on how well the curriculum prepares them for their future careers.

Gamage *et al.* (2016) highlighted that students perceive the quality of management education based on how relevant the curriculum is to the modern business environment. Similarly, Singh *et al.* (2017) found that students who have access to resources such as career

* Mr. Saud is a Freelance Researcher, Kathmandu, Nepal.

counseling, mentorship programs, and academic advising were more likely to perceive their educational experience positively, as these supports contributed to their academic success and career readiness. Likewise, Zhu and Liu (2018) suggested that students in programs with integrated online learning platforms, digital libraries, and virtual simulations felt that their programs offered better learning experiences, as these technological tools enhanced accessibility, engagement, and practical learning opportunities. Further, Gamage *et al.* (2016) revealed that students perceived these programs as more valuable, as they provided the skills and knowledge necessary for success in real-world business environments. Moreover, Singh (2017) emphasized that students' perceptions of management education are positively influenced when universities provide adequate support systems that help students navigate both academic challenges and career aspirations. The study also found that access to resources like career counseling, internships, and academic advising significantly enhanced students' satisfaction and overall perception of the quality of their education.

Patel and Shah (2020) examined the broader learning environment and its influence on student perceptions of management education. The study found that factors such as campus culture, peer interactions and the availability of extracurricular activities significantly shaped students' overall perceptions of the quality of their education contributing to a more holistic learning experience. Similarly, Ferguson *et al.* (2022) investigated the perceptions of academic dishonesty in business education. The study emphasized that students' views on ethical practices significantly impact their engagement and learning outcomes. Likewise, Little-Wiles and Naimi (2011) analyzed the students' experiences with the Blackboard Learning Management System. The study highlighted the importance of user-friendly platforms in enhancing perceived educational quality. Further, Picciano (2002) concluded that meaningful interactions foster a sense of community and improve learning experiences. In addition, Cavanaugh *et al.* (2023) investigated the variations in student perceptions of course quality during the COVID-19 pandemic. The study revealed that rapid shifts to online education affected perceived course quality and difficulty. Moreover, Buchanan (2019) analyzed the international students' experiences in Western institutions. The study revealed that cultural and academic support play a crucial role in shaping perceptions of education quality. Likewise, Zhu and Liu (2018) found that students' perceptions of management education quality are significantly influenced by the level of technology used in their programs, including the availability of online learning platforms, virtual simulations, and multimedia learning resources. The study also revealed that students who had access to these technological tools felt their learning experiences were more engaging and effective, leading to a more positive perception of the overall quality of their education

Karns (2005) demonstrated that structured and engaging activities enhance perceived effectiveness. Similarly, DeLuca *et al.* (2022) examined the student perceptions of diversity and inclusion. The study emphasized that inclusive practices foster positive educational experiences and perceptions of institutional quality. Likewise, Fish and Snodgrass (2020) examined the student perceptions of online and face-to-face education. The study revealed that delivery mode influences how students evaluate program quality. Further, Tan *et al.* (2021) explored the role of perceived service quality in shaping student satisfaction. The study concluded that institutions must prioritize service quality to enhance overall educational experiences. In addition, Lei and So (2021) assessed the teacher and student perceptions of online education during the COVID-19 pandemic. The study revealed gaps in understanding that affect the teaching-learning process. Moroever, Toropova *et al.* (2019) analyzed the

influence of teacher characteristics on student perceptions of instructional quality. The study found that effective teaching methods significantly improve student outcomes. Likewise, Cobb-Walgren *et al.* (2017) analyzed the marketing students' perceptions. The study highlighted the need for innovative approaches in curriculum design to improve academic program evaluations.

In the context of Nepal, Bista *et al.* (2020) examined the students' perceptions of the educational environment in postgraduate nursing programs in Nepal. The study emphasized the importance of supportive learning environments in enhancing educational outcomes. Similarly, Singh *et al.* (2021) assessed the perceptions of online learning among Nepali medical students. The study identified that technological barriers and ineffective teaching approaches as critical challenges. Likewise, Acharya *et al.* (2019) observed that academic support, teaching methods and the overall institutional environment played significant roles in shaping students' perceptions. In addition, Sharma and Sharma (2020) explored the role of practical learning experiences in shaping students' perceptions of management education in Nepal. The study emphasized that the integration of practical learning experiences such as internships and industry exposure, significantly enhanced students' perceptions of the quality of management education.

The above discussion shows that empirical evidence vary greatly across the studies on the student's perception on quality of management education. Though there are above-mentioned empirical evidence in the context of other countries and in Nepal, no such findings using more recent data exist in the context of Nepal. Therefore, in order to support one view or the other, this study has been conducted.

The major objective of the study is to examine the student's perception on quality of management education in Nepal. Specifically, it examines the relationship of curriculum relevance, teaching methodologies, faculty competence, industrial linkage and infrastructure and resources with student's perception on quality of management education in Nepal.

The remainder of this study is organized as follows: section two describes the sample, data, and methodology. Section three presents the empirical results and the final section draws the conclusion.

2. Methodological aspects

The study is based on the primary data which were collected from 125 respondents through questionnaire. The study employed a convenience sampling method. The respondents' views were collected on curriculum relevance, teaching methodologies, faculty competence, industrial linkage, infrastructure and resources and student's perception. This study is based on descriptive as well as causal comparative research designs.

The model

The model used in this study assumes that student's perception depends upon quality of management education. The dependent variable selected for the study is student's perception. Similarly, the selected independent variables are curriculum relevance, teaching methodologies, faculty competence, industrial linkage and infrastructure and resources Therefore, the model takes the following form:

Student perception = f (curriculum relevance, teaching methodologies, faculty competence, industrial linkage, infrastructure and resources)

$SP = \beta_0 + \beta_1 CR + \beta_2 TM + \beta_3 FC + \beta_4 IR + \beta_5 IL + e$

Where,

SP = Student perception

CR = Curriculum relevance

TM =Teaching methodologies

FC = Faculty competence

IL = Industry linkages

IR = Infrastructure and resources

Student's perception was measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include "I am satisfied with the overall quality of education in Nepal", "My education has adequately prepared me for professional challenges" and so on. The reliability of the items was measured by computing Cronbach's alpha ($\alpha = 0.823$).

Curriculum relevance was measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include "The curriculum is aligned with global educational standards", "The curriculum is aligned with global educational standards" and so on. The reliability of the items was measured by computing Cronbach's alpha ($\alpha = 0.781$).

Teaching methodologies were measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include "Teachers use interactive and student-centric teaching approaches", "Classes involve practical activities like group projects and discussions" and so on. The reliability of the items was measured by computing the Cronbach's alpha ($\alpha = 0.765$).

Faculty competence was measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include "Faculty members are knowledgeable and experienced in their respective fields", "Teachers are approachable and encourage open discussions" and so on. The reliability of the items was measured by computing the Cronbach's alpha ($\alpha = 0.785$).

Infrastructure and resources were measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include "The classrooms are well-equipped with modern facilities.", "Library resources are sufficient for research and self-study" and so on. The reliability of the items was measured by computing the Cronbach's alpha ($\alpha = 0.783$).

Industry linkage was measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include "The institution collaborates with industries

for internships and training", "Guest lectures and seminars are frequently conducted by industry professionals" and so on. The reliability of the items was measured by computing the Cronbach's alpha ($\alpha = 0.812$).

The following section describes the independent variables used in this study along with the hypothesis formulation.

Curriculum relevance

Curriculum relevance refers to the extent to which educational content aligns with the cultural, societal, and professional needs of students and communities. Roofe (2021) found that aligning the curriculum with local contexts significantly enhances educational outcomes. Similarly, Ramrathan (2021) identified opportunities to adapt education for greater societal relevance. Likewise, Heriyadi *et al.* (2023) found that alignment with industry needs is essential for preparing students for the workforce. Further, Nugroho *et al.* (2021) revealed a positive correlation between curriculum relevance and perceived quality of education. Based on it, this study develops the following hypothesis:

H_1: There is a positive relationship between curriculum relevance and students' perception.

Teaching methodologies

Teaching methodologies refer to the strategies, approaches, and techniques employed by educators to facilitate learning and achieve educational objectives. Roofe (2021) examined the alignment of the secondary school curriculum in Jamaica with social needs. The study emphasized the importance of contextualizing teaching methods to enhance educational relevance. Similarly, Heriyadi *et al.* (2023) investigated the relevance of teaching methods in the mining vocational education curriculum in Indonesia. The study emphasized the need for alignment with the MBKM framework to meet industry demands. Likewise, Nugroho *et al.* (2021) examined an alumni perceptions of the teaching methodologies in the sports science program at FIK UNY. The study found a need for better alignment with professional requirements. Based on it, this study develops the following hypothesis:

H_2: There is a positive relationship between teaching methodologies and students' perception.

Faculty competence

Faculty competence refers to the skills, knowledge, and teaching methodologies that educators utilize to enhance the learning experience and academic outcomes of students. Turgunova and Abdurahimovna (2023) explored the use of interactive teaching methods in English classes. The study found out that these methods effectively engage students and improve language acquisition. Similarly, Eli (2021) examined the students' perspectives on innovative teaching methods at the University of Nouakchott Al Aasriya, Mauritania. The study found that such approaches positively impact student motivation and learning outcomes. Likewise, Ataboyev and Tursunovich (2023) emphasized the importance of adopting modern teaching techniques to address these challenges effectively. Further, Zhao *et al.* (2020) examined the effectiveness of combining problem-based learning (PBL) and case-based learning (CBL) in clinical education. The study indicated that this approach significantly enhances practical skills and knowledge retention. Based on it, this study develops the following hypothesis:

H_3: There is a positive relationship between faculty competence and students' perception

Infrastructure and resources

Infrastructure and resources refer to the physical, technological, and organizational assets that support effective teaching, learning, and research in educational institutions. Martin *et al.* (2020) found that faculty competence and motivation significantly impact technology integration in teaching. Similarly, Turan *et al.* (2022) examined sports sciences students' competence and self-efficacy in sports. The study revealed that access to adequate resources significantly enhances performance. Based on it, this study develops the following hypothesis:

H_4: There is a positive relationship between infrastructure and resources and students' perception.

Industrial linkage

Industrial linkages refer to the collaborative relationships and partnerships between industries and other sectors, such as education, healthcare, and technology, to enhance mutual growth and development. Pan and Yang (2024) analyzed the impact of digital infrastructure on green resource allocation in the service industry. The study emphasized the importance of industry collaboration for sustainability. Similarly, Al Saffer *et al.* (2021) assessed the primary healthcare facilities in Saudi Arabia. The study highlighted the role of industrial linkages in addressing disparities in infrastructure and resources. Likewise, Khatri (2022) examined the resilient water resource systems. The study advocated for innovative industry partnerships to tackle future challenges effectively. Based on it, this study develops the following hypothesis:

H_5: There is a positive relationship between industrial linkage and students' perception.

3. Results and discussion

Correlation analysis

On analysis of data, correlation analysis has been undertaken first and for this purpose, Kendall's Tau correlation coefficients along with mean and standard deviation has been computed and the results are presented in Table 1.

Table 1

Kendall's Tau correlation coefficients matrix

This table presents Kendall's Tau coefficients between dependent variable and independent variables. The correlation coefficients are based on 125 observations. The dependent variable is SP (Students' perception). The independent variables are CR (Curriculum relevance), TM (Teaching methodologies), IL (Industry linkage), FC (Faculty competence) and IR (Infrastructure and resources).

Variables	Mean	S.D.	SP	CR	TM	IL	FC	IR
SP	2.501	0.713	1					
CR	2.658	0.669	0.224**	1				
TM	2.659	0.693	0.267**	0.307**	1			
IL	2.592	0.671	0.188**	0.248**	0.322**	1		
FC	2.629	0.702	0.278**	0.339**	0.329**	0.338**	1	
IR	2.768	0.716	0.223**	0.343**	0.255**	0.157*	0.183**	1

Notes: The asterisk signs (**) and (*) indicate that the result are significant at one percent and five percent levels respectively.

Table 1 shows the Kendall's Tau correlation coefficients of dependent and

independent variables. The study shows that curriculum relevance on students' perception. It indicates that curriculum that meets the needs of students lead to create positive perception of students. Similarly, the study showed a positive impact of teaching methodologies on students' perception. It indicates that scientific teaching methodologies lead to create positive perception of students'. Likewise, the study showed a positive impact of faculty competence on students' perception. It indicates that efficient faculties lead to change in the perception of students'. Further, the study showed a positive impact of infrastructure and resources on students' perception. It indicates that availability of infrastructure and resources lead to create positive perception of students'. In addition, the study showed a positive impact of industry linkage on students' perception. It indicates that good relation of educational institutions with industry lead to create positive perception of students'.

Regression analysis

Having indicated the Kendall's Tau correlation coefficients, the regression analysis has been carried out and the results are presented in Table 2. More specifically, it shows the regression results of curriculum relevance, teaching methodologies, faculty competence, industrial linkage and infrastructure and resources on students' perception.

Table 2

Estimated regression results of curriculum relevance, teaching methodologies, faculty competence, industrial linkage and infrastructure and resources on students' perception

The results are based on 125 observations using a linear regression model. The model is $SP = \beta_0 + \beta_1 CR + \beta_2 TM + \beta_3 FC + \beta_4 IR + \beta_5 IL + e$ where the dependent variable is SP (Students' perception). The independent variables are CR (Curriculum relevance), TM (Teaching methodologies), IL (Industry linkage), FC (Faculty competence) and IR (Infrastructure and resources).

Models	Intercepts	Regression coefficients of					Adj. R_bar^2	SEE	F-Value
		CR	TM	FC	IR	LR			
1	1.645 (7.818)**	0.449 (5.558)**					0.194	0.643	30.776
2	1.367 (5.942)**		0.527 (6.282)**				0.237	0.625	39.460
3	1.453 (6.470)**			0.495 (6.051)**			0.223	0.631	36.169
4	1.574 (6.776)**				0.460 (5.305)**		0.180	0.648	28.140
5	1.639 (7.228)**					0.430 (5.115)**	0.171	0.652	26.573
6	0.994 (4.056)**	0.290 (3.475)**	0.395 (4.432)**				0.300	0.599	27.542
7	0.795 (3.146)**	0.212 (2.421)*	0.306 (3.255)**	0.237 (2.517)**			0.329	0.586	21.277
8	0.725 (2.786)**	0.204 (2.325)*	0.280 (2.894)**	0.184 (1.173)	0.116 (1.110)		0.330	0.586	16.296
9	0.693 (2.2632)*	0.202 (2.297)*	0.258 (2.574)**	0.175 (1.647)	0.072 (0.613)	0.088 (0.831)	0.329	0.586	13.142

Notes:

i. Figures in parenthesis are t-values.
ii. The asterisk signs (**) and (*) indicate that the results are significant at one percent and five percent level respectively.
iii. Students' perception is the dependent variable.

Table 2 shows that the beta coefficients for curriculum relevance are positive with

students' perception. It indicates that curriculum relevance has a positive impact on students' perception. This finding is consistent with the findings of Roofe (2021). Similarly, the beta coefficients for teaching methodologies are positive with students' perception. It indicates that teaching methodologies have positive impact on students' perception. This finding is consistent with the findings of Heriyadi *et al.* (2023). Likewise, the beta coefficients for faculty competence are positive with students' perception. It indicates that faculty competence has a positive impact on students' perception. This finding is consistent with the findings of Turgunova and Abdurahimovna (2023). Further, the beta coefficients for infrastructure and resources are positive with students' perception. It indicates that infrastructure and resources have positive impact on students' perception. This finding is consistent with the findings of Turan *et al.* (2022). In addition, the beta coefficients for industry linkage are positive with students' perception. It indicates that industry linkage has a positive impact on students' perception. This finding is consistent with the findings of Pan and Yang (2024).

4. Summary and conclusion

Student perception is a critical factor in assessing the quality of management education. Similar to customer satisfaction in business, various elements contribute to shaping student perception, including the relevance of the curriculum, teaching quality, infrastructure, faculty support, and overall learning environment. A positive academic experience significantly enhances students' perception of quality. When students feel engaged, valued, and supported by their institution, they are more likely to regard the education as meaningful and impactful. Offering interactive teaching methods, industry-oriented curriculum, and personalized academic support fosters trust and strengthens students' confidence in the program. Furthermore, accessible resources, modern facilities, and opportunities for practical exposure contribute to a favorable perception of the education system. Institutions that actively seek student feedback and continuously work to improve their offerings build a sense of reliability, credibility, and excellence, which are essential for long-term success in education.

This study attempts to examine the student's perception on quality of management education in Nepal. The study is based on primary data of 125 respondents.

The major conclusion of the study is that curriculum relevance, teaching methodologies, faculty competence, industrial linkage and infrastructure and resources have positive impact on students' perception. The study also concludes that teaching methodologies followed by faculty competence is the most influencing factor that influence the students' perception in Nepal.

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