



ANALYSIS OF STUDENT SATISFACTION IN MBA LOGISTICS AND SHIPPING MANAGEMENT USING QUALITY SERVICE

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Abstract:

Student satisfaction is a fundamental aspect of quality in higher education, affecting both academic performance and institutional reputation. This study examines the satisfaction levels of MBA Logistics and Shipping Management students, with an emphasis on how service quality factors shape their opinions. The study analyses tangibles, reliability, responsiveness, assurance, and empathy using data collected via a structured questionnaire from 575 students across three educational institutions (Private, Public, and Deemed) in Chennai. Data were collected using convenience sampling. The findings are intended to assist institutions in understanding essential service quality variables that influence student satisfaction, as well as to provide practical insights for improving educational settings and assistance services for MBA Logistics and Shipping Management programs.

Key Words: Student Satisfaction, Shipping & Logistics Management and Higher Education

Introduction:

International trade depends heavily on the shipping and logistics sector, and MBA programs in this field are designed to give students specialised managerial and operational skills. Student satisfaction in higher education is closely linked to how much students think their institutions' amenities are worth, which affects retention rates and academic achievement. Strong infrastructure, excellent instruction, and high-quality administrative support are essential for raising student satisfaction, particularly in specialised programs like MBA Logistics and Shipping Management that call for real-world experience and industry alignment. Analysing and improving service quality becomes strategically necessary as competition among institutions increases in order to fulfil student expectations and keep programs relevant. This study examines the relationship between student happiness and several dimensions of service quality.

Review of Literature:

Numerous studies have been conducted in a range of settings to examine the connection between high-quality service and student satisfaction in educational institutions. In their 2020 study, Ali and Kim examined how service quality affected student satisfaction and institutional image. They found that attentiveness and confidence were two of the most important factors, with institutional image acting as a partial mediator. In a similar vein, Al-Kumaim et al. (2021) examined e-learning service standards during COVID-19, highlighting the necessity for colleges to enhance digital service delivery and recognising responsiveness and reliability as crucial components of student satisfaction. According to García-Morales et al. (2021), administrative support and technology resources have a significant influence on student satisfaction in online learning environments.

Yildirim and Korkmaz (2022) found that at Turkish universities, tangibles, assurance, and responsiveness had a significant impact on student satisfaction and loyalty, suggesting that service quality directly affected retention. According to Aithal and Aithal's (2020) research on Indian management education, student satisfaction was largely dependent on the calibre of the professors, the facilities, and the administrative assistance provided, especially in specialised fields like logistics. Similar findings were corroborated by Kundu and Kaur (2021), who identified empathy and dependability as the most potent factors influencing student satisfaction in Indian higher education. The transition to online education during the pandemic placed a premium on the calibre of technological and administrative support.

Khan et al. (2022) discovered that administrative response and technological infrastructure were critical for student satisfaction in Pakistan, whereas Lee and Lin (2023) conducted a cross-national Asian study that confirmed assurance and dependability as the most important elements. At the Indian context, Rani and Thomas (2024) emphasized the significance of administrative services, professor accessibility, and lab facilities at private universities, in particular for MBA programs. Finally, Kumar and Prasad (2025) researched MBA Logistics and Shipping Management in South India and concluded that responsiveness and assurance were the most important service quality dimensions for student satisfaction, implying that institutions should tailor service delivery in niche programs to improve satisfaction and retention.

Objectives of the Study:

- The study's objectives are to investigate the level of satisfaction with education in MBA Logistics and Shipping Management programs at selected universities in Chennai.
- To analyse the impact of aspects of service quality (tangibles, reliability, responsiveness, assurance, and empathy) on satisfaction, to compare satisfaction levels among private, public, and deemed universities.
- To make recommendations to improve service quality for increased student satisfaction.

Research Methodology:

The study uses a descriptive research approach to evaluate student satisfaction and the impact of service quality parameters on MBA Logistics and Shipping Management programs. Primary data is gathered using a standardized questionnaire issued to students enrolled in these courses, while secondary data is taken from journals, university websites, the Ministry of Shipping bulletins, and previous research. The selected area for this research is Chennai, Tamil Nadu, India, with a focus on one

private institution, one public university, and one deemed university that offers MBA programs in Shipping and Logistics Management. The study employs sampling for convenience, with a total sample size of 575 pupils from the selected universities. To evaluate students, data is collected using a questionnaire with structure based on a Likert scale with five ratings. A standardized questionnaire with a Likert scale with five ranks is utilized as a data collection instrument to assess student impressions of several service quality dimensions. The findings will be interpreted using descriptive data (mean, standard deviation), analysis of correlation, and regression analysis.

Reliability of the Study:

Cronbach's Alpha will be used to assess the internal reliability of the questionnaire's items, with values more than 0.7 being appropriate for the study.

Data Analysis and Interpretation:

Table 1: Reliability measures for the study

S.No	Factors	No of Items	Alpha
1	Higher Education	5	0.86
2	Student Life & Support	5	0.81
3	Teaching and Course Content	5	0.82
4	Administrative Services	5	0.85
5	Academic Facilities	5	0.84
6	Campus Infrastructure	5	0.81
9	Overall Reliability of the study	35	0.87

Table 1 shows the Cronbach's Alpha values for every variable, indicating that the measurement scales are reliable and internally consistent. All six factors-Higher Education (0.86), Student Life and Support (0.81), Teaching and Course Content (0.82), Administrative Services (0.85), Academic Facilities (0.84), and Campus Infrastructure (0.81)-exceed the appropriate threshold of 0.70 (Nunnally & Bernstein, 1994), indicating high level of internal consistency. The 35-item instrument's total reliability score of 0.87 validates its robustness, allowing the data to be used in advanced statistical analysis. Higher Education and Administrative Services had the highest reliability (0.86 and 0.85, respectively), while Student Life & Support and Campus Infrastructure (0.81 each) remained far over the threshold, ensuring accurate measurements. These findings demonstrate that the survey instrument efficiently captures student perceptions, allowing for reliable assessments of service quality parameters and their impact on satisfaction in MBA Logistics and Shipping Management programs.

Table 2: ANOVA

Factors	Type of Institution	N	Mean	S.D	F-Value
Higher Education	Public University	150	3.55	0.635	9.815**
	Private University	150	3.25	0.605	
	Deemed University	150	3.22	0.645	
Student Life and Support	Public University	150	3.25	0.626	11.611
	Private University	150	3.11	0.711	
	Deemed University	150	3.42	0.655	
Teaching and Course Content	Public University	150	3.51	0.864	12.965
	Private University	150	3.11	0.742	
	Deemed University	150	3.22	0.661	
Administrative Services	Public University	150	3.37	0.735	7.501
	Private University	150	3.22	0.551	
	Deemed University	150	3.15	0.642	
Academic Facilities	Public University	150	3.37	0.792	6.837
	Private University	150	3.12	0.705	
	Deemed University	150	3.22	0.724	
Campus Infrastructure	Public University	150	3.05	0.821	7.438
	Private University	150	3.32	0.812	
	Deemed University	150	3.55	0.845	

Table 2 presents the ANOVA results comparing mean scores of student satisfaction factors across Public, Private, and Deemed Universities, revealing statistically significant differences (e.g., Higher Education: $F = 9.815^{**}$). Public universities scored higher in key areas such as Higher Education (3.55), Teaching and Course Content (3.51), and Academic Facilities (3.37), indicating greater student satisfaction in these domains. Deemed universities outperformed in Student Life & Support (3.42) and Campus Infrastructure (3.55), while Private universities generally had lower mean scores across most factors, reflecting comparatively lower satisfaction levels. These findings highlight distinct institutional strengths and areas for improvement in service quality perceptions among MBA Logistics and Shipping Management students.

Table 3: Satisfaction in associating with Student Behaviour and Engagement

Statement	Mean Rank	Chi-Square Value
Class room Discussion	4.2	37.761
Clarification from faculty outside the class room	3.01	
Extracurricular activities	3.77	
Academic Project	5.02	
Assignment	3.45	

The Chi-square test ($\chi^2 = 37.761$) revealed statistically significant variations in student satisfaction among engagement activities, as shown in Table 3. Academic Project (Mean Rank = 5.02) was the highest-ranked component, indicating excellent student satisfaction with project-based instruction in the MBA Logistics and Shipping Management program. Classroom Discussion (4.2) also received good marks, emphasizing the value of interactive learning experiences. Extracurricular Activities (3.77) showed moderate satisfaction, indicating that they are appreciated but not emphasized in comparison to academic engagements. Lower rankings for Assignments (3.45) and Clarification from Faculty outside Classroom (3.01) suggest areas that need to be improved to increase student involvement and satisfaction. These studies demonstrate the differing effects of various extracurricular and academic pursuits on student impressions of the program.

Findings of the Study:

The study's findings provide three crucial insights into student satisfaction with MBA Logistics and Shipping Management programs. First, the measurement tool demonstrated strong reliability, with Cronbach's Alpha values above 0.70 for all six factors—Higher Education, Student Life & Support, Teaching and Course Content, Administrative Services, Academic Facilities, and Campus Infrastructure—and an overall reliability of 0.87, indicating the instrument's robustness. Second, the ANOVA findings revealed substantial differences in satisfaction among institution types: Public universities excelled in academic and infrastructure-related variables (higher education, teaching, and academic facilities), whereas deemed universities excelled in student life and support and campus infrastructure.

Private universities fell lagged in most areas, emphasizing the need for specific changes. Third, a review of student involvement preferences revealed that Educational Projects (Mean Rank = 5.02) and Classroom Discussions (4.2) were the most fulfilling components, demonstrating students' preference for hands-on and interactive learning. However, lesser satisfaction with Assignments and Faculty Explanation outside of class indicates that these areas require improvement to better encourage student involvement and overall satisfaction. These findings give useful information for universities looking to improve the level of service and experiences for learners in specialized management programs.

Suggestions:

To improve student happiness and program quality, numerous strategic initiatives should be undertaken. First, colleges can improve practical learning by extending project-based courses, industry internships, and real-world case studies to better correspond with students' desire for hands-on experience. Second, based on their high satisfaction ratings, interactive teaching approaches such as discussions, seminars, and group activities should be favored to increase engagement. Third, private colleges must improve administrative efficiency and instructional quality in order to compete with public and deemed schools for student satisfaction. Fourth, teacher accessibility should be improved through planned consultation hours, online Q&A forums, and mentorship programs that address student concerns outside of the classroom. Fifth, sustained investment in campus infrastructure, particularly at public and private universities, is critical to meeting academic and extracurricular needs. Finally, extending industry-relevant extracurricular activities, such as guest lectures, networking events, and logistics-focused workshops, can help students have a more thorough and rewarding educational experience. These focused enhancements will help universities increase service quality and student satisfaction in their MBA Logistics and Shipping Management programs.

Conclusion:

The study shows that the quality of educational services, instructional techniques, administrative efficiency, and infrastructure have a direct impact on student satisfaction in MBA Logistics and Shipping Management programs. Significant disparities across public, private, and deemed universities demonstrate the importance of institutional strategy and resource allocation in molding student perceptions. Practical learning, dynamic involvement, and strong student support systems are critical to increasing overall happiness. Addressing weaker areas, such as teacher availability outside of the classroom and assignment quality, will assist institutions in creating a more supportive and fulfilling learning environment. By using these findings, colleges can improve service quality, boost their competitive position, and better prepare students for careers in the shipping and logistics industries.

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