

Quality of Management Education in Western Rajasthan – Need for a Structural Change

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Abstract - Rajasthan has a vast system in terms of education and institutions. The aim is to develop a system that strives for accessibility to every section of society, excellence in quality and produce skilled resources to stand in changing times. There are multi disciplinary institutes in state - offering many courses in different fields. Management Education is in demand from last two-three decades. Management education is one of the essential prerequisites for upcoming leaders and managers. The changing scenario in business and industry is forcing business institutes to recognize the change and modify education system. Large numbers of institutes are there, that are unable to deliver quality management education. While the degree or the diploma obtained from these institutes are equal to the other reputed ones, but their market value is low. Currently, there is mismatch between demand of industry & supply of resources by institutes. The main reason is more priority given to student learning and not practical experience. Experts have different views on the structure and curriculum of management education. Factors like infrastructure, faculty, research culture, industry experience, content, system of accreditation and internationalizing management education – will definitely impact talent and development of student. Therefore, there is extreme need to revise the structure of management education and go beyond lecturing. The main aim of this paper is to investigate the reasons behind the declining quality of management education, and to provide measures for structural change.

Keywords – Management Education, Structure, Quality, Student Talent.

INTRODUCTION

Education plays an important role in growth and prosperity of any country. The growth of economic system is based on the quality of education given to the youth. Rajasthan is the growing hub for education, after being on the top list for tourism. It has all the top national institutes, like – IIT, IIM, NLU, FDDI and AIIMS.

Earlier, the general mindset was stick to either becoming a doctor or an engineer. But now, there is an addition to the pool – MBA (Master of Business Administration). A degree that provides the skills and knowledge for various managerial positions. From engineers to commerce students, from actors to politician – everyone want to pursue a MBA degree. Youth with different backgrounds enrolled in management courses create disconnect with their talents. They face difficulty comprehending the subject and connecting with the core concepts of management. The main reason behind this is that now organizations are in search of people with diverse backgrounds.

Management students entering global market form one of the major segments of the demographic structure. Today, organizations do not want to spend time and money in training the employees before giving them placement. They are in need of professionals who have good set of skills to work in changing dynamic

environment. Due to rapid technological changes, today's employers have expressed dissatisfaction over the talent of fresh management graduates. They have shown a grave concern for quality of management education to be imparted among students for talent growth. Institutes award degrees but they lack in quality assurance structures. Good scores and certificates are not enough to get a good job. Organization needs people with combination of hard and soft skills. An array of management institutes have opened up - to match with the heavy demanding requirements.

There are around 15 colleges running management courses in the region. Among them few are having good structural facilities, faculty and industry exposure. Every year large number of students achieves a management degree with theoretical knowledge. They do not have an idea about the industry exposure and practical experience. As a result, degree holders are facing employment challenges due to lack of industry-ready talent. The reason behind this is that the institutions are still focusing on old management theories & curriculum without practical knowledge & business exposure. Therefore, the universities need to upgrade / make changes to their curriculum to pave way for more practical exposure.

Institutes are required to emphasis more on training, practical exposure and skills. These institutions need to focus on student growth and their overall development, so that their talent and skills match with the requirements of employer. The students are lacking in gaining basic managerial, technical and leadership skills. The learning does not match with the latest trends of business environment.

REVIEW OF LIETERATURE

Bennis, G & O'Toole (2005) explained management education as a multi-dimensional stream. The major challenges that institutes face are –

- Admission process
- Research & Development
- Quality faculty
- Curriculum updating

Duggal, Sanjeev (2014) said that there is a need -

- To infuse quality not quantity,
- There is a reverse relationship between the need of graduates and the supply of talent from institutes.

Kalyani, Pawan (2014) found that after the introduction of CMAT, many institutes have declared zero seats and admissions are more difficult. Those having students enrolled are due to quotas or indirect admissions. Students are moving out of state or opting for private universities having individual entrance test. He focused more on entrance exam rather than the quality dimensions like – faculty, marketing facilities and infrastructure.

The future of management institutes in Rajasthan is questionable. The quality of education in Rajasthan is low as compared to other states of the country. The factors responsible according the current situation in the state, are following –

- Expertise faculty
- Industry exposure
- Low placement packages
- Less focus on student development and skills
- Less alumni relationship and interaction session

Krishnamoorthy, V., Aishwaryadevi, A. S., & Bharathi, B. (2016) also considered infrastructure, faculty, industry interface, curriculum, teaching aids / methods and academic activities as main dimensions of measuring quality in management education institutes.

Dutta, V (2016) emphasized more on student need and requirement from the institutes. They focused on their satisfaction with –

- Relevance of course curriculum for changing organizational environment
- Experienced faculty and their development programs
- Physical facilities
- Proper Administration & Academic Services
- Enforced policy and guidelines

Jain, T (2017) explained the issues relating to management institutes in Rajasthan –

- Governance – The quality of governance decide the responsibility of institute. There is equal ratio of private and government institutes.
- Quality – In deficiency in meeting quality standards set by AICTE or UGC
- Faculty – expertise faculty and faculty student ratio
- Research – Lack of research culture in the institutes

Pathak, V. K., Das, A. K., & Panda, R. K. (2018) highlighted in their report about the changing scenario of the management education. They concluded that education industry have started behaving like business entity. More focus should be on delivering quality instead of increasing quantity every year. Areas to be considered are –

- Skill development
- Training and development
- Talent development
- Knowledge management
- Placement opportunities

RESEARCH METHODOLOGY

Research methodology is a way to solve a research problem systematically. Primary data was collected through a questionnaire on 200 students studying in management institutes of western Rajasthan. Random sampling was adopted. Secondary data was useful in reviewing the status and current scenario of colleges. The dimensions of quality on the basis

of which data was collected are – infrastructure, faculty, facilities, industry interface and curriculum. Likert Scale was used as a research instrument to collect responses from students. The responses were collected on six choices per item ranging from "highly dissatisfied" to "highly satisfied".

OBJECTIVE OF THE STUDY

This study focuses on

- Identifying the factors impacting quality of management education
- To provide suggestion for structural change of institutes

HYPOTHESIS OF THE STUDY

Null Hypothesis -H01: There is no significant difference about quality of education and student development amongst students classified by gender

Alternative Hypothesis -H01: There is a significant difference about quality of education and student development amongst students classified by gender

Null Hypothesis -H02: There is no significant difference about quality of education and student development amongst students classified by age

Alternative Hypothesis -H02: There is a significant difference about quality of education and student development amongst students classified by age

Null Hypothesis -H03: There is no significant difference about quality of education and student development amongst students classified by college

Alternative Hypothesis -H03: There is a significant difference about quality of education and student development amongst students classified by college

DATA ANALYSIS

The p value of Levene Statistics in test of homogeneity is more than .05, so this shows that groups are homogeneous. The sig. value of ANOVA is .000 by all variables – age, gender and college. This value is less than level of significance i.e. .05, so this shows that groups are differing and has significant difference. Hence, we reject null hypothesis.

The value of Shapiro-Wilk test is .182, which is more than .05, so we can say that data was normally distributed. T-test was conducted to find out the variable that has high impact on the quality of education. Grand mean was 3.66. The results showed that infrastructure, faculty, industry interface has negative value of -1.23, -2.48 and -1.54. The value that are negative - shows that these variable impacts quality of education highly.

IMPLICATIONS AND SUGGESTIONS

There could be various suggestions recommended to improve the current management education quality in Rajasthan. The dimensions to measure quality, used were given by Carney (1994). The suggestions

recommended are given after analyzing the data and according to the Indian system of education. The suggestions are –

1. Recruit experienced and quality faculty for imparting good quality education.
2. Maintain adequate infrastructure for learning
3. Provide basic facilities to students
4. Include subjects like skill development, business ethics, entrepreneurial development
5. Maintain a proper research culture
6. Provide lectures from industry persons
7. Update curriculum according to needs of organizations
8. Workshops, seminars, role playing games, conferences must be conducted on timely basis – to motivate students
9. Focus more on practical learning rather than theoretical course completion style
10. Extra curriculum activities play an important role in maintaining talent of students. It gives them a chance to show their caliber and be motivated
11. Move with the technology in teaching and training
12. Provide access to e-resources, for more internal knowledge development

CONCLUSIONS

For student development, everyone has to contribute equally. Today, students are involved only in passing exam without sufficient skills and knowledge. It is essential to have excellent faculty, infrastructure, access to e-libraries and good administrative staff to maintain education quality in institutes. There is an urgent need for strategies and efforts to be made to improve quality and maintain talent of students. Hence, this is an issue that requires full attention for future research.

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