ROLE OF TEACHER IN EMPOWERING STUDENTS TO IDENTIFY CORPORATE NEEDS

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Abstract :

MBA education is all about developing ability to learn and promotinginquisitive minds among individuals who can relate to their environment in a holistic manner. MBA helps tohave an insight into the tricks &acumen necessary for competent handling of business and other segments and consultant constituting it.MBA programme in relevant field of operation helps to sharpen managerial skills & soft skills necessary for business management (Why is MBA important and what are its advantages, 2015)

A 2012 Merit Track-MBA universe.com study on the employability of MBA graduates in 100 B-schools across the country has revealed that only 21 per cent of the candidates who graduated in 2011-12 were employable. The employability rate of the candidates has dropped by four per cent from 25 per cent in 2007. It is not adequate to have good quality students only, but institutions also need good quality faculty members. Faculty members are the Achilles' heel in management education.

The purpose of this empirical study is to identify the different pedagogies used by MBA faculty members to inculcate wisdom driven practices among student for job needs of corporate and to suggest different techniques which MBA faculty members can use for students to fulfill corporate needs. For this 5 skills have been identified by industry experts. On each skill, 5 pedagogies were identified by academicians. A questionnaire was formed on nominal scale and sent to 40 faculty members. The data was analyzed through one proportional Z test. The result of the study shows 65 % of management faculty members of tier II Bangalore Management Colleges conduct book review sessions in management class at least once in a month and assign students to build at least one case study in a semester. This study will help MBA schools in India to better understand the corporate need from MBA students and techniques which can be used by them to fulfill corporate need. This study is limited to identify the pedagogies used by MBA faculty members to make students understand the corporate need in Bangalore Tier II colleges only. This study can be further taken over as comparison between Indian MBA colleges and other countries MBA colleges.

Keywords: *Knowledge acquisition, Skill development, Output Process, Quality faculty, conceptualization and relational skills, pedagogies*

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Introduction

When we talk about the management education, we are basically referring to the shaping up of the student to develop the competency and capability either as an intrapreneur (to join and help an organization to grow) or as an entrepreneur (to establish and grow one's own organization)

In those cases where the student chooses to be an entrepreneur, the organizations recruit people based entirely on the capability as observed and perceived by them after the potential shortlisted applicants go through their custom-made selection process which generally consists of personal interviews,but at times also of some written test, group discussion and exercises. When we talk about the capability of a manager vis-à-vis non-manager the difference is very simple: manager gives "results" while a non-manager carries out the "activities". Therefore, a person is recruited for a managerial career which is based entirely on his capability to deliver results and retained only as long as he continues to have this capability. This capability does not necessarily always come from possessing a piece of paper whether called "degree" or "diploma" in Management. Of course, doing "diploma" or "degree" from a good management institute certainly helps a lot in developing this capability(Padmini, Sept 2012).

Teaching pedagogies in MBA colleges of India should be more learner centered than trainer centered, more case input should be there than lecture method. MBA schools should conduct workshops to envelope deep thinking on the subjects. Students should be exposed to realities of industries and work environment; project method should be cased to promote discovery learning, more emphasis on simulation, role playing, and socio -drama.

It is widely held that knowledge, skills, and resourcefulness of people are critical to sustain development, economic and social activity in a knowledge society. Given the current high-paced growth and dynamic investment climate in India, the demand for knowledge workers with high levels of technical and soft skills will increase (Padmini, Sept 2012).

Further, universities and educational institutions have been unable to update their syllabi in tune with the high speed changes taking place in the world of technology. Hence, the students churned out are not equipped to meet the current industry requirements and often companies have to incur additional expenses (time and monetary) to train new hires.

The 21st century has opened new hopes for re-engineering our approach to pedagogical producers at all levels of education in the new domain of information technology, faculty members being the most crucial factor in the management education process and transforming students (Padmini, Sept 2012).

Literature review

According to a study, skills required to be a teacher leader are: work ethics, team work, leadership, openness, vision etc…An assessment model is proposed to assess teachers for teacher leader skills (Roberts, December 2010). Educational institutions can carry out innovations or experimentation on any aspect of their work related to teaching-learning, training or management of schools in order to improve efficiency of the institutions ((Singh,

2014). Some changes have been made for the structure and content of the PGDE programmes for primary and secondary teachers to ensure that social and educational inclusion is addressed at the professional studies element of the programme(Rouse). A research seeks to answer the question, "In the Indian context, what insights can employers offer on the knowing, doing and being dimensions of the formation of an MBA graduate, that management education institutes can use to rebalance their curriculum?" The sampling of the paper consist of in-depth interviews with 18 senior recruiters and a questionnaire survey of personnel from the human resource development function and line managers of 42 companies, 32 in the private sector and 10 in the public sector. The senior recruiters constituted a subset of the 42 respondents. Results indicate that top ranked institutes are more knowledge dimension. By rebalancing curricula, business schools must retain a focus on their current strength in the "Knowing" dimension, while augmenting their stress on the "Doing" dimension. Skills like integration skills, recognizing organizational realities, and understanding the limits of models and markets should be emphasized by top B – schools (Jajoo, 2014). According to a research there appears little difference between CSR offered as a standalone course or embedded into other courses in Australia and British University. Research suggest that inclusion of research activities that create connection between organizations, educators, students and the courses in business schools was identified, with research informing practice and in return practice informing teaching (Gapp, 2013). Management Schools in India can provide an education that combines both generalist and specialist components. Capabilities like: quantitative, computer and other analytical skills, functional knowledge and communications, interpersonal, bargaining, negotiation, entrepreneurship, administration and other non-cognitive skills should be developed for students (Kaul, 2011). According to a research self-assessment can be an effective tool to support quality improvement. Self-assessment has been used with success within educational settings and identified as an important tool to support the quality improvement process (Miller, 2013).

Hence, some studies have been done to understand the bridge between corporates needs and MBA curriculum in India. No study has been done to understand the skills sets required by fresh MBA graduates and pedagogies followed by faculty members of Tier II Bangalore Management Schools.

Problem Statement

After reviewing literature following problem statements have been identified:-

1. What skill sets are required by fresh management graduates?
2. What are the pedagogies which the faculty members of Tier II management schools are using?
3. How can we bridge the gap between corporate need and pedagogies followed by Tier II management schools of Bangalore

Objective of Study

Following are the objective of study:-

- To identify the skill set required by fresh MBA graduates

- To analyze the pedagogies to be adopted for each skill set
- To analyze the usage of those pedagogies by faculty members of Tier II Management schools in Bangalore
- To suggest measures to bridge the gap between corporate required skillsets by fresh management graduates and pedagogies to be adopted by Tier II management schools in Bangalore

Data Collection

10 skillset were identified from 5 industry experts with minimum 10 years of experience including recruitment experience. Top 4 skill sets required by fresh MBA graduates were picked up. For this, questionnaire was prepared using constant sum scaling technique and it was sent to 30 people working in corporates with minimum 10 years of experience including recruitment experience. For this, convenience and judgmental sampling was used. 20 responses were received and top 4 skill sets were identified. Top four skill sets picked are communication skills, analytical skills, ability to handle pressure and willingness to learn. For each skills 5 questions were framed using nominal scale and it was sent to 50 management faculty members of tier II Management schools of Bangalore using convenience sampling method. 30 faculty members replied the questionnaire. The description of the response are shown in table 1:

Table 1

Proportion	Yes	No	Proportion (Yes)	Proportion (No)
Communication Skills				
Speaking in English is compulsory for students with faculty members and classmate in my college	22	8	73%	27%
I Conduct surprise extempore sessions in the class as part of internals at least twice in a week	17	13	57%	43%
In my institute, students has to undergo IELTS test at least twice in every semester	6	24	20%	80%
I conduct book review session at least once in a semester	15	15	50%	50%
I conduct debate session in the class every week	17	13	57%	43%
Analytical Skills				
Presenting at least one research paper every semester in national or international conference is compulsory for my MBA students	14	16	47%	53%

Students undergo separate session for using statistical software package like SPSS or MINITAB in my institute	18	12	60%	40%
Students undergo compulsory short industry oriented research project every semester in my institute	19	11	63%	37%
I guide my MBA students to publish at least one research paper every semester in national or international journal	13	17	43%	57%
I conduct analytical test at least once in two week for MBA students	19	11	63%	37%
Ability To Handle Pressure				
I try to create a healthy competitive environment in the class	29	1	97%	3%
I keep motivating my students as and when required	30	0	100%	0%
I conduct stress buster games in the class at least once in a month	24	6	80%	20%
I interact with guardians as and when required	20	10	63%	37%
I conduct team activity in the class as and when required	27	3	90%	10%
Willingness to learn				
I teach new concept (out of the syllabus) in MBA class once in a month	20	10	67%	33%
I give assignment on new concept to MBA students at least once in a month	21	9	70%	30%
I conduct business news reading session in MBA class at least once in a week	24	6	80%	20%

In my institute, business plan competition is organized for MBA students at least once in a year	24	6	80%	20%
I assign students to build at least one case study in a semester	16	14	53%	47%

Data Analysis

The data has been further analyzed using one sample proportional two tailed Z test at 5% significance level. The test has been applied only on one statement for each skills. The hypothesis formed is as follows:-

Hypothesis 1

Ho: - Proportion of Tier II Bangalore Management Colleges faculty members conduct book review sessions in management class at least once in a month is 65%

H1:- Proportion of Tier II Bangalore Management Colleges faculty members conduct book review sessions in management class at least once in a month is not 65%

Hypothesis 2

Ho: - Proportion of Tier II Bangalore Management Colleges faculty members guide management students to publish one research paper in international or national journal at least once in a semester is 65%

H1:- Proportion of Tier II Bangalore Management Colleges faculty members guide management students to publish one research paper in international or national journal at least once in a semester is not 65%

Hypothesis 3

Ho: - Proportion of Tier II Bangalore Management Colleges faculty members interact with guardians of management students as and when required is 65%

H1:- - Proportion of Tier II Bangalore Management Colleges faculty members interact with guardians of management students as and when required is not 65%

Hypothesis 4

Ho: - Proportion of Tier II Bangalore Management Colleges faculty membersassign management students to build at least one case study in a semester is 65%

H1:- - Proportion of Tier II Bangalore Management Colleges faculty membersassign management students to build at least one case study in a semester is not 65%

To apply one proportion Z test following thumb rule needs to be satisfied:-

$np>10 \& n(1-p)>10$

n = sample size

p = sample proportion

P = Hypothesized proportion

np = 19.5 (greater than 10)

n(1-p) = 10.5 (greater than 10)

Hence both the thumb rule has been satisfied. Hence, we can use proportion two tailed Z test for the current test.

Table 2

Statement	Z Score	Critical Value	Accept/ Reject
Ho: - Proportion of Tier II Bangalore Management Colleges faculty members conduct book review sessions in management class at least once in a month is 65% H1:- Proportion of Tier II Bangalore Management Colleges faculty members conduct book review sessions in management class at least once in a month is not 65%	-1.7	-1.96 to 1.96	Accepted
Ho: - Proportion of Tier II Bangalore Management Colleges faculty members guide management students to publish one research paper in international or national journal at least once in a semester is 65% H1:- Proportion of Tier II Bangalore Management Colleges faculty members guide management students to publish one research paper in international or national journal at least once in a semester is not 65%	-2.5	-1.96 to 1.96	Rejected
Ho: - Proportion of Tier II Bangalore Management Colleges faculty members interact with guardians of management students as and when required is 65% H1:- - Proportion of Tier II Bangalore Management Colleges faculty members interact with guardians of management students as and when required is not 65%	-0.2	-1.96 to 1.96	Rejected
Ho: - Proportion of Tier II Bangalore Management Colleges faculty membersassign management students to build at least one case study in a semester is 65% H1:- - Proportion of Tier II Bangalore Management Colleges faculty membersassign management students to build at least one case study in a semester is not 65%	-1.3	-1.96 to 1.96	Accepted

Hence, from the hypothesis result (Table 2)we can interpret that 65% of management faculty members of tier II Bangalore Management Colleges conduct book review sessions in management class at least once in a month and assign students to build at least one case study in a semester. But, 65 % of management faculty members of

tier II Bangalore Management Colleges do not guide management students to publish one research paper in international or national journal at least once in a semester and don't even interact with guardians as and when required.

Suggestions and Conclusion

This study suggests that Bangalore management schools faculty memberscan guide management students to publish papers in international journals. This will enhance students to develop their analytical and writing skills. Since basic learning starts from home, faculty members can also interact with guardians since they play a major role in student's life.Business schools must focus on "Knowing" dimension, while "Doing" dimension (Jajoo, 2014). According to some experts during the interview there is a huge gap between what MBA school offer students and what they desire. During interview few experts stressed upon that "Even life is all about decision making". Fresh MBA graduate should know how, when and what to decide. Few experts during interview stressed upon communication skills, i.e. convincing skill in fluent manner and analytical skills. According to experts, MBA students can undergo continuous analytical test. MBA schools can take an initiative to change curriculum and pedagogies according to industry needs and requirement every 3-5 years. Experts have also commented that fresh MBA graduates lack ownership in terms of responsibility.

They say, practical-oriented learning can be enhanced in academic delivery, on an average 25-40% learning has to be hands-on, than just theoretical i.e., internships & project works have to become rigorous, admission process needsget streamlined by Management colleges, i.e.to select the right candidate for right domain. Fresh management graduates should weigh their attitude towards knowledge. They should have positive attitude towards knowledge.

The current research is limited to study the pedagogies of top four skills used by faculty members Tier II Management colleges in Bangalore only. The study is limited to 30 respondents only. This study can further be taken ahead as comparison between international MBA schools and Indian MBA schools.

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