



THE CHANGING FACE OF MANAGEMENT EDUCATION IN KERALA - LESSONS FROM AN ONLINE SURVEY

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Abstract

The management education in Kerala is undergoing dramatic changes. Around fifteen years back only a few went for management studies. At present students are joining the course not for passion to management stream but as a matter of prestige and pressure from external environment. The scenario is not different among the faculty community also in terms of quality erosion. The present study aimed to find out the impact of age group, educational qualification, experience, extend of participation of faculty members and impact of career development programs on the quality of teaching. The most popular career development tool utilized by faculty members in the field of management is attending Seminars and writing articles. It may be due to the fact that it is an easy task. Apart from that, attending workshops, faculty development program, participating in national and international conference helps a faculty to increase the quality of teaching. It is viewed that there is reluctance from the part faculty members in participating in career development programmes.

INTRODUCTION

The Early education in Indian commenced under the supervision of a guru. Initially, education was open to all and seen as one of the methods to achieve Moksha, or enlightenment. As time progressed, due to superiority complexes, the education was imparted on the basis of caste and the related duties that one had to perform as a member of a specific caste. The Brahmans learned about scriptures and religion while the Kshatriya were educated in the various aspects of warfare. The Vaishya caste learned commerce and other specific vocational courses while education was largely denied to the Shudras, the lowest caste. The earliest venues of education in India were often secluded from the main population. Students were expected to follow strict monastic guidelines prescribed by the guru and stay away from cities in ashrams. However, as population increased under the Gupta empire centres of urban learning became increasingly common and Cities such as Varanasi and the Buddhist centre at Nalanda became increasingly visible.

The importance and antiquity of education in Kerala is underscored by the state's ranking as among the most literate in the country. The local dynastic precursors of modern-day Kerala as well as Catholic and Christian missionaries made significant contributions to the progress on education in Kerala. There were many sabha mathams that imparted Vedic knowledge. Apart from kalaris, which taught martial arts, there were village schools run by Ezhuthachans or Asans. Catholic missionaries brought modern school education system in Kerala.

RESEARCH DESIGN AND METHODOLOGY

To find out the age group, Educational qualification and experience of faculty members in teaching profession in the field of management. To find out the extend of participation of faculty members in various career development programs organized by various institutions from time to time. To find out the relationship between age group and faculty development program. To find out the impact of career development programs in the quality of teaching. To find out the most popular career development tool utilized by faculty members. The following hypotheses were formed for the study.

- H1: There is significance difference between age group with respect to overall opinion about faculty development program
- H2: There is significant difference between genders with respect to overall opinion about faculty development program
- H3: There is significant difference between educational qualification of faculty members and quality of teaching
- H4: There is a significant difference between experience of faculty members with respect to quality of teaching.



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- H5: There is a significant impact on career development programs over quality of teaching .
- H6: There is significant impact of faculty development program on quality of teaching.

The study is descriptive and analytical in nature. The primary data was collected from faculty members of various management colleges in Kerala. The secondary data will be collected from various government records, web portal of department of education and other official records, journals, text books etc. The data was collected by using schedule. The Nominal, ordinal, interval and ratio scales were used depending upon the data collected. Simple random sampling is used for the study. The total sample size is 100 and the samples were collected from faculty members of various management colleges in Kerala starting from Thiruvananthapuram to Kasaragod. The research was undertaken in the month of March 2015 and appropriate mathematical and statistical tool were used for analysis.

Descriptive statistics such as mean and standard deviation were generated to provide an overview of the data .Frequency distribution was used to describe the general characteristics such as age, experience educational qualification of faculty members, various parameters pertaining to the quality of teaching, and career development programmes attended by faculty members. The multiple regression analysis was used to examine the relationship between dependent variable with respect to independent variables. T test was used to find out the association between genders, age group with respect to overall opinion about FDP. Anova is used to establish the relationship between experiences of faculty with respect to the overall opinion about faculty development programmes and also to establish relationship between educational qualifications with respect to quality of teaching. Chi-square Test was used to find out the relationship between age group, educational qualification of foreigners and frequency of visit to foreign countries. Friedman Test was used to find out significant the mean rank of quality development programmes and also to obtain the mean rank of attending, FDP.workshop, national and international conference on the impact of teaching.

RESULTS

Frequency Distribution of various activities after joining teaching profession shows that 13.64 % of the faculties in the management schools have attended Faculty development program after joining the teaching profession , 22.73% of the faculties attended workshops , 4.55% attended colloquium, 29.09% attended national conferences , 1.82% attended international conferences, 23.64% gone for paper presentations,2% have done consultancy work,2% have published books,29% acquired certification programs.

Various Activities	Yes		No		Total count
	Cou nt	Percent age	Cou nt	Perce ntage	
Attended FDP after joining teaching Profession	15	13.64	95	86.36	110
Attended Workshop after joining Teaching profession	25	22.73	85	77.27	110
Attended colloquium after joining teaching profession	5	4.55	105	95.45	110
Attended National Conferences	32	29.09	78	70.91	110
Attended International Conferences	2	1.82	108	98.18	110
Gone for paper presentation	26	23.64	84	76.36	110
Done any consultancy services	2	1.82	108	98.18	110
Published books	2	1.82	108	98.18	110
Acquired certification programs	29	26.36	81	73.64	110

Frequency Distribution of various parameters pertaining to the quality of teaching shows that 67 % of the faculties agree that Faculty Development Program improves the quality of teaching, 70% of the faculties believe that



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attending workshops can update the latest trends in Management and 62% believe that attending National and international conference can help to develop to switch over from a general area to a specialized areas.

Statement	Not agree		Agree		Strongly agree	
	Count	%	Count	%	Count	%
Do you feel that faculty development program improves the quality of teaching	36	32.73	59	53.64	15	13.64
Do you feel that attending workshops can update the latest trends in Management	32	29.09	53	48.18	25	22.73
Do you feel that attending National and international conference can help to develop to switch over from a general area to a specialized area	42	38.18	66	60	2	1.82

Mean of Faculty development program improves quality of teaching is 3.81 on a 5 point scale with standard deviation 0.66, the mean of Attending workshops can update the latest trends in management is 3.94 on a 5 point scale with a standard deviation of 0.72, the mean of attending National and international conference can help to develop to switch over from a general area to a specialized area is 3.64 on a 5point scale with a standard deviation 0.52.

Statements	Mean	SD
Faculty development program improves quality of teaching	3.81	0.66
Attending workshops can update the latest trends in Management	3.94	0.72
Attending National and international conference can help to develop to switch over from a general area to a specialized area	3.64	0.52

HYPOTHESIS - 1

Null Hypothesis: There is no significance difference between age group with respect to overall opinion about faculty development program

t test for significant difference between age group with respect to overall opinion about faculty development program

Age group in Years	Mean	SD	t value	P value
18-30	11.00	0.71	7.119	.000**
Above 30	12.35	1.25	5.668	.000**

Note ** Denotes significant at 1 % level.

Since P value is less than 0.01, the null hypothesis is rejected at 1 percent level of significance. Hence concluded that there is significant difference between age group with respect to overall opinion of Faculty Development Program. Mean level of opinion about faculty development program of faculties of age group above 30 are better than those in the age group of 18-30.

HYPOTHESIS - 2

Null Hypothesis: There is no significance difference between genders with respect to overall opinion about faculty development program.

t test for significant difference between gender with respect to overall opinion about faculty development program

Gender	Mean	Std. Deviation	T value	P value
Male	11.92	1.192	5.32	0.000**
Female	10.93	0.73	5.10	0.000**

Note ** Denotes significant at 1% level.



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Since P value is less than 0.01, the null hypothesis is rejected at 1 percent level of significance. Hence concluded that there is significant difference between gender with respect to overall opinion of Faculty Development Program. Mean level of opinion about faculty development program of male faculties are better than female faculties which implies that male faculty will give good feedback about faculty development programs. It may be due to the fact that male faculty members are good in receiving and delivering practical sessions.

HYPOTHESIS - 3

Null Hypothesis: There is no significant difference between educational qualification of faculty members and quality of teaching.

ANOVA for significant difference between Educational Qualification with respect to quality of teaching .

Degree of faculty	Mean	Std. Deviation	F value	P Value
MBA	10.9623 _a	.78354	11.088	0.000**
Ph.D	11.6000 _b	1.05733		
Others	12.1765 _c	1.38000		

*Note ** Denotes significance at 1% level.*

Note: Different alphabet between degree of faculty denotes significant at 1% level using Duncan Multiple Range test. Since P value is less than 0.01, the null hypothesis is rejected at 1 percent level of significance. Hence concluded that there is significant difference between educational qualifications with respect to quality of teaching. Based on Duncan Multiple Range test, the quality of teaching of MBA, Ph.D and others differ. It is based on the perception that when more qualified the output quality also will be very high.

HYPOTHESIS - 4

Null Hypothesis: There is no significant difference between experiences of faculty members with respect to quality of teaching.

ANOVA for significant difference between experiences of faculty members with respect to overall opinion about Faculty Development Program.

Experience	Mean	Std. Deviation	F value	P Value
1-2	11.2830 _b	.63177	27.990	0.000**
3-5	10.6207 _a	.90292		
Above 5	12.3571 _c	1.22366		

Note: Different alphabet between experiences of faculty denotes significant at 28% level using Duncan Multiple Range test.

Since P value is less than 0.01, the null hypothesis is rejected at 1 percent level of significance. Hence concluded that there is significant difference between experiences of faculty with respect to quality of teaching. Based on Duncan Multiple Range test, faculty with above 5 years of experience are significantly higher with respect to quality of teaching.

HYPOTHESIS - 5

Null Hypothesis: There is no significant difference between career development programs and its impact on quality of teaching.



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Friedman test for significant difference between career development programs towards impact on teaching

Impact on teaching	Mean Rank	Chi square value	P Value
Do you feel that faculty development program improves quality of teaching	2.00	6.227	0.044*
Do you feel that attending workshops can update the latest trends in Management	2.14		
Do you feel that attending national and international conference can help to develop to switch over from a general area to a specialized area	1.86		

Note * denotes significant at 5% level.

Since P value is between 0.044 null hypothesis is rejected at 5 percent level of significance. Hence it is concluded that there is significant difference in mean ranks towards impact on teaching. Based on the relative importance, attending workshops, faculty development program, participating in national and international conference helps a faculty to increase the quality of teaching.

HYPOTHESIS - 6

Null Hypothesis: There is no significant difference between mean ranks towards quality of teaching and various components of Faculty Development Program.

Friedman test for significant difference between mean ranks towards quality of teaching and various components of Faculty Development Program.

Quality Development Programs	Mean Rank	Chi square value	P Value
Have you attended any faculty development program after joining the teaching profession	4.99	152.36	0.000**
Have you attended any workshops	5.40		
Have you attended any colloquium	4.58		
Have you attended any national conferences	5.68		
Have you attended any International conferences	4.45		
Have you ever gone for any paper presentations	5.44		
Are you doing any consultancy services	4.45		
Have you published any books	4.45		
Have you obtained any certification program	5.56		

Since P value is less than 0.01, the null hypothesis is rejected at 1 percent level of significance. Hence it is concluded that there is significant difference between mean ranks towards quality of teaching and attending faculty developmental programmes. Based on the relative importance it can be summed up that attending national conferences, certification program, workshops, faculty development program, colloquium, publication of books, consultancy services and International conferences can help to improve the teaching level.

CONCLUSION

The all stakeholders of management education must introspect and try to prevent the quality erosion in all respects. For having a brighter tomorrow for management discipline, we shall count on quality and not the numbers. The study will help the teaching community in Kerala to exactly identify the area in which they have to improve further. It is an eye opener for the faculties to show their skills nationally and internationally rather than restricting their career within the place of work and family. More over various previous studies points out that



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after entering the job epically the teaching community is not fully utilizing their potential for future development and up gradation.

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