

A study on status of professional development of B-schools' faculty members in Pune

Prof. Manoj Meghrajani, Professor, Dr. D. Y. Patil Institute of Technology, Pimpri, Pune, India.
manoj0708@yahoo.co.in

Dr. Deepak Bhamare, Principal, Dr. Sudhakar Jadhavar Arts, Commerce college, Pune, India.
dr.dipakbhamare@gmail.com

Abstract: Education quality in India is being deteriorated day by day. Number of institutes providing higher technical education has increased very rapidly. This is being considered as the major reason of deterioration in quality in higher technical education. The consequences are being seen in insignificant numbers of placed students. Employability of students passing out from higher institutes is questionable. This has inspired researcher to investigate the professional development and problems therein of the management faculty members. A structured questionnaire is used to collect responses from 90 faculty members of randomly chosen management institutes in Pune city in Maharashtra. The results have showed that teaching experience is significantly positively correlated with the perception of availability of opportunities and overall perception of institutes as a supportive organization. Implications and limitations are discussed subsequently.

Keywords — B- Schools, Education, Faculty members, Professional Development.

I. INTRODUCTION

One can observe two extreme types of institutes- quality wise- in India. Some institutes like Indian Institute of Technology (IITs), National Institute of Technology (NITs) have achieved global reputation. Whereas there are some private institutes which are running even after failing to fulfil required criterion stated by the Government and central bodies (UGC, AICTE, MCI etc). Government of India has failed to stop such institutes from making easy money (Wikipedia n. d.)¹. In such environment quality of education is a matter of research and thus the quality of faculty members. Inadequate training to faculty members and exploitation from private institutes has worsened the condition. Increase in number of institutes providing higher education has increased significantly in recent years which subsequently resulted in higher number of seats. This has led to very low competition for getting a seat for high and technical education. Therefore average quality of student has decreased in higher education. Due to lack of required skills in students for various reasons corporate do not recruit from average private institute directly now a day (Gole 2017)². As per statistics of Academic Year 2016-17 collected from official website of All India council for Technical Education total number of enrolled students in post graduate management courses in Maharashtra was 35065 out of which only 14954 could be placed by the respective institutes. Due to reduced number of opportunities for placements, students are now unwilling to take admission to management institutes. Therefore it is the

need of hour to explore how quality of education in India can be improved. This paper is an attempt to investigate the problems of academicians in management institutes in Pune city.

Objectives of the study-

1. To study the relationship between the teaching experience and perception of opportunities available for development in teaching profession
2. To study the relationship between the teaching experience and perception of resources available for development in teaching profession
3. To study human resource policies of the management institutes.

II. LITERATURE REVIEW

Palepu et al (1998)³ conducted a research with the purpose to investigate the prevalence of mentoring relationships for U.S. medical school junior faculty, and the effect on mentoring on the faculty members' perceptions of research, teaching skills development, allocation of time to teaching activities and career satisfaction. To achieve these objectives researchers surveyed 2013 full time faculty members at 24 randomly selected medical schools in U.S. The survey form was including 177 items. Data analysis showed that fifty four per cent of junior faculty had had a mentoring relationship. The faculty with mentors rated their research and teaching skills higher than those who did not have mentor. The research concluded that mentoring

relationships should be promoted in academics to support the growth of junior faculty members.

Gauthier et al (2005)⁴ in their review of literature found that while a substantial number of studies on the effectiveness of teaching in developed countries conclude that the discovery-based teaching approach is weak (as we saw in the first section), several studies conducted in developing countries appear to produce contradictory findings, presenting this approach as a factor of academic achievement. This is somewhat perplexing and prompts us to interpret the findings of some of the research with great caution. They further note that in the context of developing countries faced with overcrowded classes, poorly trained or untrained teachers, and lack of material, it is difficult to conceive how approaches as complex as discovery-based teaching can be implemented.

Reza et al (2012)⁵ conducted an exploratory study to develop a measure to gauge the faculty members' efficacy in higher education. Researchers have developed Faculty Members Efficacy Inventory instrument for this purpose. They tested the instrument for its face validity and reliability and it was found reliable and stable. This instrument consists of four subscales. One is for testing the perceptions of faculty members towards their teaching competencies. The second subscale is to measure the research competency, the third subscale is to measure social competency and the last subscale is to measure personal competency. Researchers finally investigated if the efficacy level has any relationship with the gender and academic rank of the faculty member. The results showed that there is no significant relationship between faculty efficacy in higher studies and their gender and academic rank viz. lecturer, assistant, associate and full professor.

Kala and Chaubey (2015)⁶ investigated the attitudes of faculty members toward faculty development programmes and their perceived outcomes. Researchers identified five factors in faculty members' attitude toward FDPs. These factors were named as academic and personal development, motivation to participate in FDPs, obstacles in attending FDPs. The results of the study showed that faculty members in general perceive FDPs as a means of improving their academic performance, improving interpersonal relationships with their counterparts from other institutes. It was also found that faculty members perceive that FDPs help them discharge their professional duties in effective manner. Researcher further note that respondents reported that FDPs must be attended in order to improve professional skills, analytical skills and management of institutes should support their faculty members to participate in FDPs.

Eslamian, Jafari and Neyestani (2017)⁷ investigated the effect of teaching aesthetic skills to faculty members on their development in teaching. To achieve their objective

researcher made two groups of faculty members. One group was a control group to which no teaching regarding aesthetic skills was given and other group was experimental group. Experimental group received training for using aesthetic skills in teaching. A structured questionnaire was used to test the effect of aesthetic teaching skills. 1096 students' response was recorded for both groups before giving training to experimental group. 935 students' perception was checked using the same questionnaire after imparting training to faculty members to use aesthetic skills. The paired t test showed that the perception of students towards faculty members who received training in using aesthetic skills changed significantly from their earlier perception toward the same faculty members. The result also showed that the mean effective teaching scores of teachers in the control group did not change significantly.

According to a report published at www.mbauniverse.com (2014, June 7)⁸, there are mainly 5 reasons for vacant seats in MBA colleges. According to this report institutes rush to increase the admission intake without even forecasting. This has led to high number seats available to MBA aspirants as compared to actual number of eligible aspirants. MBA in almost every field of education is available today. Author reports that some MBA specialization areas are not of any use. Overspecialization has led to increase number of vacant seats for particular specializations. Admission team lacks in commitment towards management of the institute. And that results in vacant seats.

Chakrabarty (2016)⁹, in her compilation report noted that only 7 per cent of MBA students are employable. The author also reports that only a few of management institutes in India are able to impart quality management education that can help their graduates secure employment. Despite spending Lakhs of rupees on management education students after having pass out from institute could settle on INR 7000-10000 per month jobs. Due to low quality education campus recruitments have gone down by 45%. Many of the institutes in big cities of India have been shut down.

Gole (2017)², report that compared to past two years the number seats in professional courses which includes MBA, remaining vacant will increase significantly. This is due to failure of institutes to place all students in campus recruitment. Researcher notes that the non-employability of students is the main reason that companies do not approach for campus recruitment in tier 2 and tier 3 institutes. It was noted that institutes should align with changing needs of the corporate only then their students can become employable.

According to the free space journal (2017, July 21)¹⁰, nearly 45 per cent MBA colleges' seats were vacant after

all centralize admission process rounds in Indore in 2017. Many students wish to take admission to top management colleges. If they were not allotted to institutes of their priorities they do not take admission.

There is very less work done in the area of investigating problems of faculty members of management institutes in particular.

Hypotheses-

H₁- Amount of teaching experience and perception of availability of opportunities for development are significantly correlated.

H₂-Amount of teaching experience and overall perception of institute are significantly correlated.

III. RESEARCH METHODS

Instrument

To investigate problems related to profession of academicians a structured questionnaire is designed. Some of the experts and experienced faculty members were consulted to understand the current status of academicians in management institutes. Based on their views the final questionnaire is drafted. This questionnaire contains four subscales. First subscale was designed to get insights into opportunities available for development, second was to collect responses for perception of availability of resources for development. The third subscale was for recording views on profession relationships with colleagues and the last one was to collect responses to check views about HR policies. The last part of the questionnaire was designed to collect professional information of the respondents. The entire questionnaire contains 31 items. All items except professional information were measured for level of agreement on five point Likert's scale where 1 is for strongly disagree and 5 was for strongly agree.

Validity -

Validity can be defined as the ability of an instrument to actually measure what it is supposed to. A data collecting instrument is considered valid if it is free from both systematic and random error. In this research, a direct contact was made with the respondents in connection with the measure. Thus, researcher was able to safely determine that the measuring results give an indication of what research intended to examine. Researcher has carefully designed the questionnaire, which was then reviewed, commented upon, modified by experts on the subject who have experience within this type of research area. In this way researcher has ensured the face validity of this research. Construct validity is establishing that correct theoretical constructs are being linked to the problems and the results of study. Content validity is high, since a lot of

information was gathered to cover as many dimensions as possible.

Sampling Frame-

As on date 143 management institutes are registered in Pune city (source www.aicte-india.org). 45 institutes out of 143 were selected based on stratified random sampling so as to make samples representative of entire population. From each of these institutes two faculty members were selected to collect responses irrespective of the size of the institutes. This is how total 90 responses were collected from total 45 institutes.

Data so collected is analysed using SPSS.

IV. RESULTS

It is a good idea to check the reliability of the questionnaire used for data collection before analyzing data itself. Therefore reliability test was run to check the reliability. The result is shown in table no. 1.

Table No. 1 Reliability Statistics

Cronbach's Alpha	N of Items
.872	31

Table no. 1 shows that the Cronbach's alpha value is .834. Generally in social science Cronbach's alpha higher than .7 is assumed to be indication of reliable scale (SPSS FAQ n.d.).¹¹ Therefore the scale used in this study is found reliable.

Descriptive Analysis

Descriptive statistics of all subscale of the questionnaire are reproduced here-

Table No. 2 Descriptive statistics- Perception of Opportunities for development

	N	Mean	Std. Deviation
My institute gives me liberty to design my own pedagogy for teaching purpose	90	4	0.800
I can devote enough time towards preparing myself for delivery of lectures	90	3	1.283
My Institute motivates me to participate in Faculty Development Programmes/ Conferences/ Seminars/ workshops organised by other institutes	90	3	1.090

I can devote enough time towards research activities (e.g. writing research papers/ articles pursuing PhD etc)	90	3	1.086
My institute provides opportunities for my holistic development.	90	3	1.086
My Institute motivates me to write research papers and publish them with reputed research journals/ magazines etc.	90	3	0.967
At my Institute Faculty members are not involved in administrative work	90	3	1.192
Overall Mean		3	

Table no.2 shows descriptive statistics of perception of opportunities to develop subscale. The mean value is rounded off to nearest digit. From table no 2 it is observed that the highest mean was for the statement ‘My institute gives me liberty to design my own pedagogy for teaching purpose’ and the mean value is 4. This indicates that most of the institutes give liberty to faculty members to design teaching pedagogy. Rest all statements have received mean of 3 on the scale of 5. This indicates that in respondents’ view there are opportunities available in their institutes to develop professionally.

Table no. 3 Descriptive Statistics- Perception of availability of Resources

	N	Mean	Std. Deviation
I have enough resources at my institute which I can use to deliver lectures	90	4	0.849
All Faculty members at my institute are highly intellectual	90	4	1.048
All Faculty members at my institute are qualified and capable for their jobs	90	4	1.051
My colleagues are source of Motivation and Learning for me	90	3	1.060
Junior faculty members get enough guidance develop their professional skills at my institute	90	3	1.133
We have good (recommended) Faculty student ratio	90	3	0.877
Overall Mean		3	

Table no. 3 shows that respondents agree to the statements –1. ‘I have enough resources at my institute which I can use to deliver lectures.’ 2. ‘All Faculty members are highly intellectual.’ 3. ‘All Faculty members at my institute are qualified and capable for their jobs’ (mean= 4 on the scale of 5). Overall mean 3 indicates that all respondents

perceive that they have resources required to perform their jobs available at their institutes.

Table no. 4 Descriptive Statistics- Relationship with Colleagues

	N	Mean	Std. Deviation
I have good (formal and informal both) relationships with my colleagues	90	4	0.827
I have good professional relationship with our Director/ Principal/ HOD	90	4	0.927
Overall Mean		4	

Table no. 4 shows that respondents have good professional relationships (Mean 4 on the scale of 5) with their colleagues and bosses.

Table no. 5 Descriptive Statistics- Perception of HR policies

	N	Mean	Std. Deviation
I have good (formal and informal both) relationships with my colleagues	90	4	0.827
I have good professional relationship with our Director/ Principal/ HOD	90	4	0.927
Overall Mean		4	

Table no. 5 indicated that perception of HR policies is moderately good in most of the institutes. Overall mean 3 indicates that still there is scope to improve HR policies. It was observed that there are no standard policies in management education industry.

Hypotheses testing

H₁- Amount of teaching experience and perception of availability of opportunities for development are significantly correlated.

To test this hypothesis first ANOVA was used. Result of one- way ANOVA is given in table no. 6

Table no. 6 ANOVA-Teaching experience* Mean Opportunity

Table no. 6 shows that the significance value (p) of F test is less than .05 (F= 63.249; p<.05). This show that the means of teaching experience and perception of availability of opportunities differ significantly. However from this result we cannot detect the direction and strength of the relationship between experience and perceived opportunity.

Therefore Pearson's correlation test was used to investigate the direction and strength of relationship.

Table No. 7 Correlation- Teaching experience* Mean Opportunity

		Total teaching experience	Mean_Opportunity
Total teaching experience	Pearson Correlation	1	.822(**)
	Sig. (2-tailed)		.000
	N	90	90
Mean_Opportunity	Pearson Correlation	.822(**)	1
	Sig. (2-tailed)	.000	
	N	90	90

** Correlation is significant at the 0.01 level (2-tailed).

The Pearson's correlation value (table no. 7) is .822 and significant since p value is less than .05. Therefore we fail to accept null hypothesis and thus accept alternate hypothesis- 'H₁- Amount of teaching experience and overall perception of availability of opportunities for development are significantly correlated'. The result indicated that teaching experience and perceived availability of opportunities are positively correlated. However this relationship is not strong since value of the Pearson's correlation coefficient is less than 3 (.822).

H₂- Amount of teaching experience and overall perception of institute are significantly correlated.

One- way ANOVA was used to investigate the significance of the relationship between teaching experience and overall perception of institute.

Table no. 8 ANOVA- Teaching experience and overall perception of institute

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	19.608	2	9.804	6.737	.002
Within Groups	126.614	87	1.455		
Total	146.222	89			

Significance value of F test is less than .05 (F=6.737; p<.05) indicating that teaching experience overall perception of institute are significantly related. To test the direction and strength of relationship Pearson's correlation test is used.

Table no. 9 Pearson's Correlation- teaching experience and perceived availability of resources

		Total teaching experience	Overall Perception
Total teaching experience	Pearson Correlation	1	.366(**)
	Sig. (2-tailed)		.000
	N	90	90
Overall Perception	Pearson Correlation	.366(**)	1
	Sig. (2-tailed)	.000	
	N	90	90

** Correlation is significant at the 0.01 level (2-tailed).

Pearson correlation value is .366 and found significant as p value is less than .05. Since p value is less than .05 we fail to accept the null hypothesis which assumes no correlation between the variables. Therefore alternate hypothesis 'H₂- Amount of teaching experience and perception of availability of resources for development are significantly correlated' is accepted. Also the positive correlation value indicates direct relationship between the variables. Low value of correlation coefficient indicates moderate relationship.

V. FINDINGS

- Study shows that most of the institutes give liberty to faculty members to design teaching pedagogy. And this is the most important freedom as teacher can innovate in the teaching pedagogy the way they want. And for having their own teaching pedagogy a teacher should have ability to work on this aspect which comes only with self development academically This shows that there are opportunities available in their institutes to develop professionally.
- it is also observed that most of the institutes give liberty to faculty members to design teaching pedagogy. Rest all statements have received mean of 3 on the scale of 5. This indicates that in respondents' view there are opportunities available in their institutes to develop professionally.
- Respondents feels that they have resources required to perform their jobs available at their institutes.

VI. PRACTICAL IMPLICATIONS AND DISCUSSION

Result analysis showed that as teaching experience goes on increasing both perceived opportunities and overall perception of institute also increases. Overall perception

means the outlook of faculty members towards their organization based on the factors such as opportunities available to develop, resources made available by the organization, human resource policies and interpersonal relationships. This may be attributed to increasing level of maturity with respect to experience. Less experienced faculty members perceive overall organization as less supportive.

The results of this study may not be generalized as the sample size was very small. Further the samples do not contain equal proportions of junior and experience faculty members which may be significant limitation of the study. Future studies may include equal proportions faculty members based on their experience and include rural institutes also to give clearer picture.

REFERENCES

- [1] Education in India. (2018, April 23). Retrieved April 26, 2018, from https://en.wikipedia.org/wiki/Education_in_India#University_education
- [2] Palepu, A., Friedman, R. H., Barnett, R. C., Carr, P. L., Ash, A. S., Szalacha, L., & Moskowitz, M. A. (1998). Junior faculty members' mentoring relationships and their professional development in US medical schools. *Academic medicine: journal of the Association of American Medical Colleges*, 73(3), 318-323.
- [3] Gauthier, C., Dembélé, M., Bossonnette, S., & Richard, M. (2004). Quality of teaching and quality of education: A review of research findings. UNESCO. Retrieved online February, 5, 2005.
- [4] Reza, S. S. H., Saeed, R., Iraj, K., & Eshrat, Z. B. (2012). Development and validation of faculty members' efficacy inventory in higher education. *International Education Studies*, 5(2), 175.
- [5] Kala, D., & Chaubey, D. S. (2015). Attitude of Faculty Members towards Faculty Development Programs and their Perceived Outcomes. *Pacific Business Review International*, 8(2), 21-30.
- [6] Eslamian, H., Jafari, S. E. M., & Neyestani, M. R. (2017). Investigating the Effect of Teaching Aesthetic Skills to Faculty Members on Development of Their Effective Teaching Performance. *Journal of Teacher Education for Sustainability*, 19(2), 90-106.
- [7] (2014, June 07). Retrieved April 10, 2018, from <http://www.mbauniverse.com/article/id/7733/Vacant-seats-in-MBA-Colleges>
- [8] Chakrabarty, R. (2018, February 06). 93 per cent MBA graduates are unemployable: Problems with management education in India. Retrieved April 10, 2018, from <https://www.indiatoday.in/education-today/featurephilia/story/mba-education-problems-328626-2016-07-11>
- [9] Gole, S. (2017, August 09). More vacant seats for engineering, pharmacy & MBA this year - Times of India. Retrieved April 10, 2018, from <https://timesofindia.indiatimes.com/city/pune/more-vacant-seats-for-engg-pharmacy-mba-this-year/articleshow/59977353.cms>
- [10] Indore: Second counseling over, still 45% seats vacant in MBA colleges. (2017, July 21). Retrieved April 10, 2018, from <http://www.freepressjournal.in/indore/indore-second-counselling-over-still-45-seats-vacant-in-mba-colleges/1107259>
- [11] What does Cronbach's alpha mean? | SPSS FAQ. (n.d.). Retrieved April 26, 2018, from <https://stats.idre.ucla.edu/spss/faq/what-does-cronbachs-alpha-mean/>