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## *A study on the analysis of effect of Management Education on effectiveness of Managerial competency*

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*Abstract: An organization must make effective use of their human resource in order to succeed in today's global market place. It is commonly believed that managers are one of the most important assets of organizations and institutions to meet the challenges of global competition. Managerial effectiveness has been an increasing field of study since past researches have shown it as an important part of an organization as a whole. From a managerial point of view, job satisfaction is important due to its impact on several issues like turnover, cooperation, talent retention, absenteeism etc. Several issues affect the managerial effectiveness at work place. The long term stability of any organization depends on the knowledge skills, competencies, positive attitude and behaviour of their managers. This paper addresses the effectiveness of the processes involved in business administration programmes for managers in India. It aims to understand the foundation of appropriate business administration for managers and to explore their view and perceptions in relation to the skills and knowledge required of them.*

*Design/methodology/approach: The methodology employed consists of survey of questionnaire as the main source of data. The sample consists of 100 respondents (managers) working in different organizations.*

*Findings: This research may help the management institutions to rethink and redesign their institutional priorities to increase managerial effectiveness. This study tries to link the management education as an antecedent of the managerial effectiveness. Taking up this issue, the present study investigates the impact of management education on managerial effectiveness.*

*Keywords: Management Education, Managerial efficacy, organization.*

### I. INTRODUCTION

The growth of international business has drawn increasing interest in managerial effectiveness in the context of a revolutionary organizational change process. Over the last decade, managerial effectiveness is appearing as a fashionable topic because rapidly changing industrial structure from a predominantly manufacturing economy to a service economy and from the predominance of basic industries to the rise of high-technology industries has changed many people's assumptions about the concept of managerial effectiveness. In the present era of globalize business environment, corporate history has shown that it has become more difficult for successful organizations to remain successful. A study of managerial effectiveness is the essential element for any organization to remain successful in the dynamic & continuously evolving business environment of present times. It is interesting to note that 'Arthashastra', a treatise on Economic Administration, written by Kautilya in the 4th century before Christ, identifies managerial effectiveness as the key element for continuous prosperity and growth of any kingdom. In the past decade managerial talent is a hot issue and measuring manager's performance has increasingly focused on an interesting area for researchers and practitioners. In the past decades substantial numbers of managers and management scholars have been involved in a debate concerning the effectiveness of management (Kakbades et.al 1983; Analouli, 1999).

It is generally believed that management education creates a vital link between economic progress, organizational effectiveness, and people's performance at organizational levels. In this respect managers have played a considerably more significant role in the overall success of their organizations and development of their nations. Management institutions have incorporated new discipline and updated their content to train their graduates in all aspects. Management education is the only source which will enhance the managerial effectiveness. No doubt, many factors influence managerial effectiveness but among all the factors management education attracts considerable attention across the world. In emerging business environment management education is in a central role for manager's education. Management education has been imparting formal business skill to a wide range of business leaders and has thus democratized business management. Business institutions are striving towards creation of knowledge, skills and competencies and many more things which make management education compulsory for the companies as well as individuals. These business colleges impart basic skills about the principles of trade and commerce to clerks and supervisors from fields as diverse as banking, transport, and accounting. Management education is inevitable for sustainable development of managers. Requirement of various skills for performing various tasks with well equipped knowledge are of crucial importance for today's managers, hence management education scores over other streams of education (Mayank & Dave, 2007)

It assumes that business schools as supplier of business managers can produce well-trained and ethically responsible managers. Thus management education is a potential source for managerial effectiveness. The paper aims at examining the impact of management education on the managerial effectiveness.

## II. RESEARCH METHODOLOGY

The field work was carried out to collect the data. The respondents randomly selected were at managerial position in different sectors. The sample size of the study was 100 managers whose responses were taken for analysis. Data was collected through a specifically designed questionnaire. The questionnaire covered forty six attributes to determine the manager's perception about management education. Managerial effectiveness questionnaire consisting 29 items with 3 factors; Functional effectiveness, Interpersonal effectiveness, Personal effectiveness developed by

Upinder Dhar, Santosh Dhar and Preeti Jain with the reliability coefficient of .96 and validity on account of being .98. Management education scale was self administrated, adopted from the relevant literature on management education, interviews with various educationists and corporate management consultants. Scale consisting 17 items with 4 factors; Learning based Programme, Quality based Programme, Value based Programme, Research based Programme. This scale of 17 items was validated through pilot testing. In order to study the internal consistency and reliability of scale was computed with 50 attributes got .87 alpha scores. In behavioural studies, this alpha score indicates a reasonably high level of scale reliability.

## III. RESULTS AND DISCUSSION

Out of the total number of 100 managers mean age of the respondents was 40.8, and 94 respondents were male and 6 were female. This was due to the fact that in developing countries including India, the majority of managers in organizations are male.

It was felt that male managers were more reliable and fit in Indian organization culture. Due to cultural and social factors, females are more interested in govt/public sectors and educational institutions. The majority of the respondents were working in the public sector (n=64) while only 36 respondents worked in the private sector. More than half of the respondents (57%) had between sixteen to thirty year's work experiences, while 38% had between one to fifteen year's experiences, only 5% had between thirty one to forty five year's work experiences.

Thus it can be concluded that the majority of the respondents surveyed were well experienced managers who gained managerial position after the radical changes in culture and industrial climate.

Findings indicate that there seems to be a direct relationship between the managerial effectiveness and business administration programmes. It is found that managerial effectiveness is positively correlated with business administration programme (table 2)

No doubt management education is the only source which not only provides conceptual knowledge of their students but also imparts knowledge on practical aspects of subjects to their students. This view has also been supported by Gupta (2007) that management education gains much and loses nothing in becoming more inclusive in terms of offering more options and opening up wider avenues for thought, reflection and practice to students who need to prepare themselves for the changing times. Yet findings show positive correlation but dimensions of managerial effectiveness; functional effectiveness, interpersonal effectiveness and personal effectiveness do not show balance with management education dimensions; learning based, quality based, values based and research based programme. Results indicate (table 1) that among all the factors of effectiveness functional effectiveness found at the highest mean value (10.25) than interpersonal (9.92) and personal effectiveness (8.66). The explanation for this may be that managers have shown a positive attitude for motivating others and focused for effective production with long term impact on organization.

From the results it is clear that the managers are more concerned with the functional effectiveness and least concerned with the personal effectiveness.

On the basis of functional effectiveness managers are responsible for knowledge creation and knowledge sharing practices in the organization. Interpersonal effectiveness is also essential for manager's job because it is responsible for good interpersonal skill, delegation, work assignment, using sound judgment and problem solving abilities for achieving the objective of the organization. The comparative analysis of the results indicates that personal effectiveness is perceived as slightly less important than the functional and interpersonal areas. But in reality it is difficult to perceive clear cut distinctions of managerial skills. As Katz

(1974) aptly states, "in practice these skills are so closely interrelated that it is difficult to determine where one ends and another begins. Furthermore, there is a clear indication that managers, require a comprehensive range of managerial skills for their increased effectiveness". According to Mintzberg (1975) claims that they require managerial skills from an integrated whole, thus implying that no single managerial skill can be ignored if the manager is to do his/her job effectively. Successful managers emphasize more on networking i.e. interpersonal effectiveness and comparatively less time on personal effectiveness.

Findings shows that functional effectiveness is positively correlated with learning based and value based programme of management schools. There are some possible explanation for this , first each programme of business education consists of 3-4 subjects related to diversified area like general management, marketing, commerce and operation etc. these subject influence functional effectiveness of managers through integrating these subjects into their learning which helpful making managers globalize. For this it is necessary for managers to identify key areas, motivate employees and to get awareness about their strengths which is responsible for change in the organization. Friga, Paul et. al. (1988) in their studies described that managers should involve in decision making, training, socializing, and disciplining, motivating etc. Study of Anouli & Hosseini (2001) also emphasizes the same on this view. Business management course should cover specialist concepts and theories of business management specifically those dealing with marketing management, advertising and sales which can improve managerial effectiveness at practical aspect (Luthans, 1998). Business schools now emphasis on ethical and social issues as an important component of their subject curricula. It discourages the profits through unfair means and make individual responsible to become a socially and ethically responsible individual. Value based programmes of business institutions improve the functional effectiveness and interpersonal effectiveness of managers. Therefore, business schools are one of the best places to encourage this type of value development culture (White 1980). Singh (2002) highlights the importance of value education in higher education. According to him value education teaches the youth that knowledge and skills are not the only requisite to succeed in life but positive attitude and positive way of action is also required. Management institutions have incorporated new disciplines

and updated their content to train their graduates on ethical grounds and provide basis for corporate governance practices. The need of ethical commitment in corporate managers is primarily responded by management education. (Khan & Sethi, 2009).

The results also found a gap between other aspects of business education with managerial effectiveness. Business institutions do not carry as such good quality content and research based culture in India. Lack of modern techniques in teaching learning process, text books / reading material, shortage of faculty etc. also predicted in our findings (table 3) through correlation among managerial effectiveness and management education. To talk specifically about management education, there is a severe faculty crunch and the problem is not just in numbers but in quality also. According to AICTE norms the student faculty ratio should be 1:8. Today, while 930 business management schools in India have an authorized intake of 64,403 students each year, they have less than 4,000 teachers that comes to around

32 students per teacher, as against the maximum permissible level of 20 ([www.indiaedunews.com](http://www.indiaedunews.com)). In order to increase the effectiveness of education more attention must be paid to the practical aspects of management education.

Most of the business schools neglect the research oriented programme at their institutions. Business schools should focus developing the research culture at their institutions. According to Bhatta (2002), research is the most important feature of a global B-school. This (a research core) then translates into excellence in teaching and other virtuous cycles.

One of the important roles of the teaching fraternity in particular and business schools in general is “knowledge generation”. This is not only translated into development of contemporary, vibrant and futurist management programmes but to add on to present pool of resources in traditional areas to be able to upgrade the knowledge and hence improve the dissemination process. Now all B Schools across the globe are striving towards creation of a portfolio of competencies to bring management education closer to the practices of management. Management should be viewed as a more holistic and comprehensive field now, as several management scholars and practitioners have pointed out (Bennis et al. 2005; Montgomery 2004; Narayanswamy 2001). Having an undeniable kinship with the business world, management education is directly affected by the demands of globalization, quick technological changes and the pressure to innovate or perish (Friga, Bettis & Sullivan 2003). Management graduates require extraordinary exposure in all areas so that they can handle uncertainties of business related to the global organization, which is possible only through management education.

**Table 1 (Mean Scores and Standard Deviation of the Study Variables, N=100)**

Variable	Mean	Standard deviation
Managerial effectiveness	45.54	10.23
Functional Effectiveness	10.25	2.31
Interpersonal Effectiveness	9.92	2.54
Personal Effectiveness	8.66	2.82
Management Education	40.36	9.85
Learning Based Programme	10.62	1.61
Quality Based Programme	15.93	2.16
Value Based Programme	17.8	2.91
Research Based Programme	5.69	1.46

**Table-2 Correlation b/w Managerial Effectiveness and Management Education**

Variables	Management Education	N
Managerial Effectiveness	.67**	100

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

**Table -3 (Interco- relation Matrix)**

LRP	QBP	VBP	RBP	
Functional Effectiveness	.51**	.25**	.48**	.14

Interpersonal Effectiveness	.31**	.16	.28**	.14
Personal Effectiveness	.24**	.19	.16	.10
**Correlation is significant at the .01 level (2-tailed)				

#### IV. CONCLUSION

Giving consideration to the three aspects of managerial effectiveness, it may be concluded that managers need to acquire three areas of skills for their effectiveness at work; namely functional effectiveness, interpersonal effectiveness and personal effectiveness through management education. The growing demand of managers in various segments may not be met with today's management education. In the changing global scenario, the major concern of management education should be to deliver world class teaching and learning with updated technologies and curriculum with practical relevance. Management institutions should focus on quality and technically sound people who could emphasis on making brand for upcoming graduates. Impact of management education on managerial effectiveness is prominent in all areas and every corner of the world.

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