For all other variables, both the faculty and the students are similar in agreement under human relations skills.

CHAPTER VII

SUMMARY OF FINDINGS, SUGGESTIONS AND CONCLUSION

7.1 INTRODUCTION

The Indian management education, which had its modest beginning in the fifties and now fully grown in terms of its wide acceptability by the corporate sector. During this period of almost half a century, it has been many vicissitudes to adapt to the dynamic international and domestic business environment. The views of various management thinkers and professionals on the existing state and future of management education in general vis-a-vis with the particular emphasis on managerial skills oriented have been reviewed. The corporate personnel do not seem to be much satisfied with the curriculum being taught due its lack of relevance. In this direction, they have suggested that the relevant curriculum to make managerial skills and ability among students of management education should be incorporated. Hence, the present study undertakes to evaluate the
managerial skills identified by the executives, importance given by the faculty members and self evaluation by the students.

The specific objectives of the study are

8. To study the level of expectation of the executives and the factors influencing the level of expectation.

9. To identify and analyze the dimensions of expectation of managerial skills.

10. To compare the different dimensions of managerial skills with different cadres of executives.

11. To analyze and compare the expectations of the executives and the importance given by the faculty.

12. To analyze the opinion about the effectiveness of current practices in skills teaching by faculty in MBA curriculum.

13. To evaluate the managerial skills of the students by self assessment.

14. To discuss the students’ evaluation in the view of the executives expectation and to importance given by the faculty.
In order to assess the expectations of the executives, 217 executives were randomly selected for primary data collection. In the second stage, in order to assess the census method has been followed to collect the data from 10 MBA Departments, Affiliated Colleges of Madurai Kamaraj University, 62 faculty members and 525 students. Three separate questionnaires were used to collect data from the executives, the faculty and the students. The survey of primary data collection was carried out during the period 2009-10.

In the foregoing chapters, theoretical framework of managerial skills, evaluation of testing components, assessment of the executives, importance given by the faculty and the student evaluation were discussed and the major findings along with suggestions, directions for future research and conclusion are given in this chapter.

7.2 SUMMARY OF FINDINGS

In Chapter IV identification of the expectation about managerial skills among students by the executives of the selected companies were discussed.

The Likert type scaling technique has been used to measure the expectations from 46 statements of managerial skills among students by the
executives, the arithmetic mean of the score value and standard deviation were used to measure the level of expectations.

The results showed that there were three levels of expectations namely the high level, the medium level and the low level, out of 217 executives 132, 49 and 36 belong to high, medium and low level respectively.

In order to test the null hypothesis stated, chi-square test was applied. The computed results of chi-square test showed that out of the variables age, educational level of executives, sex, experience, salary, type of company and cadre, have influenced the level of expectations.

Out of 46 statements relating to managerial skills, five dimensions were extracted by adopting Factor Analytical Technique.

Before adopting Factor Analysis, Kasier-Meya Oklin (KMO) test was applied. The results of tests revealed that the factor analysis is an appropriate technique for extracting the dimensions.

The following five dimensions were extracted with the highest loads.

(i) Communication skills

(ii) Planning and organizing skills
(iii) Productivity skills

(iv) Creativity skills and

(v) Human relations skills

The computed t-test showed that all five dimensions differed between large scale and medium scale companies under study.

The results of one way ANOVA revealed that there exists a significant difference in expectations between different cadres of executives.

In Chapter V, the curriculum designed to managerial skills, expected by the executives and the importance given by the faculty was discussed.

The results of chi-square test showed that the experience of the faculty members has influenced the importance given to curriculum by the faculty.

Out of 62 faculty, the majority of them (64.52 percent) are satisfied with the effectiveness of the current curriculum.

They have also satisfied with the present curriculum which is feasible to meet programmed objectives.

But at the same time, only 45 percent satisfied it’s fully achievement about the programs.
Regarding infrastructure facilities available in the department, 52.06 percent are satisfied.

The ‘t’ test revealed that all the five dimensions have been differed in their opinion of the executives and the faculty.

The results of the correlation co-efficient revealed that there is no significant agreement between the executives and the faculty regarding the existing curriculum.

In the dimensions wise analysis between the executives and the faculty, the results of 't' revealed that

(i) Executives and faculty have difference in opinion regarding assertive, influencing, negotiation, presentation, selling, and verbal communication under communicative skills.

(ii) Out of 12 variables under planning and organizing skills, seven variables namely analytical, business awareness, critical thinking,
decision making, risk taking strategic thinking and work life balance are differed between executives and the faculty.

(iii) Under productivity skills, out of 14 variables they have differed in conflict management, crisis management, leadership, leading, marketing awareness, multitasking and time management.

(iv) In the case of creativity skills, the 't' test showed that they have differed in both the variables namely innovation and problem solving.

(v) Out of 8 variables under human relations skills, five variables namely co-ordination, intrapersonal, interpersonal, stress management and team building have been differed between executives and management.

In chapter VI, student’s evaluation was discussed.

Out of 525 students, 65.91 percent are male and the remaining 34.09 percent are female.

Out of 525, 62.86 percent and 61.72 percent of them are satisfied with the effectiveness of management programs and content of curriculum respectively.
Only 14.28 percent has satisfied with the fully achieved the objectives of the programs.

Very poor percentage (4.19 percent) has satisfied with the faculty meet out the program objectives.

Regarding the infrastructure facilities nearly 50 percent of the students are satisfied.

The results of 't' test showed that almost all five dimensions expectation of the executives and the students' evaluation has been differed.

Dimensions analysis showed that out of 10 variables under communication skills, they have differed opinions in three variables namely negotiations verbal communication and written communication.

Regarding planning and organizing skills, out of 12 variables they have differed in two variables namely analytical and critical thinking as per t-test.

In the case of productivity skills, the variables, conflict management has been differed between the executives and the students.

Regarding creativity skills, both variables namely innovation and problem solving have been differed.
Under human relations skills, out of 8 variables, two variables namely interpersonal and valuing have been differed between the executives and the students.

The results of 't' test between the faculty and the students revealed that out of 5 dimensions both the faculty and the students have been differed only in two dimensions namely productivity and human relations.

Dimension wise analysis that out of 10 variables under communication skills, both the faculty and the students have differed in one variable namely written examination.

In the case of planning and organizing skills, and productivity skills, agreement between the faculty and the students are found in almost all 12 and 14 variables respectively as per t-test.

Regarding creativity skills, both the faculty and the students have differed in innovation and problem solving.

In the case of human relations out of 8 variables, two variables namely team building and valuing has been differed between the faculty and the students.
7.3 SUGGESTIONS

The following are the suggestions based on the findings of the analysis to improve managerial skills.

The goal of management course was to develop managerial skills, the majority of assessments pertained to self-awareness exercises, a paper based on journal recordings of personal development progress throughout the semester, debates, and presentations. Management courses may arrange workshops for improving managerial skills of the students. The following points were covered in the workshop

- Resume preparation
- Various Techniques for interview & group discussion
- How to improve managerial skills.

Although the faculty was quite pleased with the “first run” of the class, several challenges emerged and areas were identified in which the possible changes could result in a better experience for the students. The first challenge was the students’ support for the relevancy of such a course. To gain this support, the course philosophy and the critical role of those managerial skills play in organizational performance was discussed in detail during the first class.
A second challenge is concerned with the size of the class. Although some may argue that a class of 60 students does not constitute a large class, it is much more difficult to provide personal feedback, adequate practice time, and thorough assessment of small group activities than it would be in a smaller class. The faculty sought the advice of other professors’ who were teaching managerial skills course, as well as advice from the literature. To overcome this challenge, fewer assignments were given than may have been given in a smaller class. For example, one basic 6- to 8-page writing assignment was given to students. In a smaller class, 2 writing assignments may have been given.

First, more opportunities should be provided for role-playing exercises. Role-playing is an essential element of the behavior change process. For a larger class, role-playing can take place in small groups. A typical format involves giving 2 people different roles to play, with a description of the situation, and the motivations and the background each person is playing. Students must be given time to prepare for their roles. They then can be paired with a person playing the opposite role, each being unfamiliar with the role of the other. Other members in the group may assess the actors via a predetermined grading rubric. It is up to the manager to resolve the problem. Role-playing extends the traditional teaching
approach by allowing skill practice. This activity is an integral component in enabling students to realize the full potential of the course: to change behaviors.

A second way in which the course could be improved would be by adding variety to the class in order to sustain student interest. Although the 5-step model is sound, students may get bored with the learning process if followed slavishly for each topic. Instead of beginning each topic with a 15-minute discussion of the assessment instruments, followed by a 30-minute review of the skill learning material, followed by a discussion of a skill analysis case, it might be better to experiment with different formats. For example, it might be better at times to begin a topic with a case discussion to sensitize students to the key issues of the topic concepts (skill learning). Also, some students may have difficulty in appreciating the value of a particular skill (eg, “This is intuitively obvious, so don’t bother me”). In such cases it may be prudent to begin with the student role-playing before discussing the topic (so that students may appreciate the difficulty of acquiring managerial skills).

7.4 DIRECTIONS FOR FUTURE RESEARCH

While this research provides some important insights into expectations of the executives, importance given by the faculty and the evaluation of the
students in managerial skills, there is still an opportunity to extend these findings to gain a more comprehensive understanding of managerial skills industry and academic interface. The future research may highlight the comparative analysis of education institutions teaching and evaluating the managerial skills. In future the research may be directed to analyse the reasons for variations in managerial skills of small, medium and large scale company. There is also a better scope for analyzing the impact of managerial skills in top management executives.

7.5 CONCLUSION

It may be concluded from the analysis that a number of changes have been needed to improve the effectiveness of managerial skills teaching, much of class time spent in skill practices and feedback. Viable content, free action examination is needed. Feedback by free action examination is needed. Feedback from students, both during and after the class is positive and supports the basic directions to improve and develop managerial skills. These changes make the course more open ended and interesting, as students struggle to raise issues deal with the conflicting goals, learn about the approaches developed by others in the class and seek effective solutions which best fit themselves. The inclusion of
problem solving and creativity in the course adds a depth and challenge of the kind and moves away from the image of a behaviorally centered 'training' course. Further, it may be believed that institutions which incorporate a series of similarly challenging activities throughout their academic programs will be more likely to produce the type of management students required by the management in future.