USING LITERATURE AS A MANAGEMENT TEACHING TOOL

SYNOPSIS

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By
SOMA KAMAL TANDON

Under the Guidance of
DR. VIDYA NAIK

RIZVI INSTITUTE OF MANAGEMENT STUDIES & RESEARCH, MUMBAI

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# Table of Contents

Introduction 2  
Problem Statement 3  
  Aim of Research 4  
  Objectives 5  
  Significance 6  
Review of Literature 7  
Research Gap 8  
Research Hypotheses 9  
  Main Hypotheses 9  
  Other Hypotheses 9  
Variables 12  
  Independent Variable 12  
  Dependent Variables 12  
  Moderating Variables 12  
  Controlled Variables 12  
Schematic diagram of the theoretical framework 14  
Experimental Design 14  
Delimitations of the study 15  
Research Methodology 16  
  Planning 16  
  Preparation 17  
  Execution 18  
  Evaluation 21  
Analysis 21  
Findings 22  
Recommendations 24  
Future Scope of Research 25  
Chapterization 26  
Conclusion 26  
References 29
Introduction

Doctors learn the professional skills by acquiring practical knowledge that is taught by practicing doctors and hence they become experts in diagnosing the real physical condition of patients. No doctor is allowed near a patient purely on the basis of theoretical knowledge. Similarly, in a business scenario one has to do things, take decisions, take actions, and monitor results. This cannot be done by just planning on paper. There are many examples of businesses with excellent plans having failed because of non implementation of proper ideas. Thus education in management has two aims: firstly, to increase the understanding of the factors which influence the conduct of organizations and secondly to provide students with the tools and techniques which they may use to influence organizational life. Each situation can be described as unique, requiring its own unique solution. The ability to take an overview of business problem-solving and decision making processes is necessary for a successful career in business management and administration. Management courses focus on creating managers who can develop new strategies, systems and tools to solve complex management problems in a rapidly changing environment to guide organizations to greater prosperity. The students taking the course lack experience in organizational endeavors. Hence, at times, they are unable to grasp strategic management concepts.

Using illustrations to elucidate theory is a well-respected academic tradition. Going back in history, management competencies have been taught through stories. Machiavelli used stories of the kings in Ancient Greece to instruct his Florentine princes in strategic statesmanship. Ancient Greek Aesop’s fables have been moral exemplars for thousands of years. Closer home, Jijamata used stories of exploits of famous personalities and trained her son Shivaji in leadership qualities. It is the standard practice in Business Schools all over the world to instruct by looking at what other people have done. Management students look at case studies of real businesses to determine the principles of organizational management. The protagonist
and the situations of literary novels can offer candid and impressive lessons about management skills. As such, literature can be a useful Management teaching tool.

Danzig (1999) has said that “one of the great advantages of reading fiction or history is it gives you the opportunity to understand the world from different vantage points and different time periods and different psychologies.” This study is based on the fundamental belief that the use of literature to teach management concepts as a way into a greater understanding of organizations has enormous potential.

**Problem Statement**

The purpose of Management education is not making students literate but making them self-sufficient to make rational decisions when they are part of organizations. Behrman & Levin, 1984, Porter & McKibbin, 1988 have espoused the need for reform in contemporary management curricula. Critics charge that management education lacks adequate integration across disciplines (Behrman & Levin, 1984). According to McKinney and Yoos (1998), “Artificially isolated, functionally oriented, teacher-centered courses tend to reinforce isolated, functionally oriented, passive thinking in students” (p. 618).

Many of the topics taught in Management are inexact, filled with contradictions and inconsistencies (Harrington & Griffin, 1990) because concepts of what good management means are continually evolving. Issues and ideas surrounding the quality of life, leadership, motivation, and morality, for example, invite treatment from broad and various perspectives. Consequently there is a need to develop in students the ability to sort through issues that resist discrete, pre-formulated solutions.

Hence the researcher advocates the use of literature to teach Management. Literature can help develop business judgement. Beyond their recognized entertainment value, they activate critical processes which are not bound by plain logical reasoning. In a narrative fiction, the complexities of an organization can be demonstrated through the various characters. Fiction
works on the similar lines of a case study whereby the students put on the shoes of the
decision maker. But whereas case studies tend to focus on the judgement that lead directly to
action (Clawson & Frey 1986), literature goes a step further by letting the students explore
the situations which led to the judgement. Students engaged in the traditional course content
including case studies study it from a purely managerial perspective. In the real world, the
human factor plays an important role, and literature encourages student to broaden their
thinking horizon.

Leadership, like many other topics in HRD, is difficult to teach, because there are complex
situations dealing with human beings. There are opportunities for variation, which cause
confusion for most learners who like to know the right answer and when to use it. It is one
thing to understand the concepts of management, but it is another to be able to apply and
know how to use these concepts and theories. “Students have a tendency to become easily
confused and bored when faced with this material in a classroom situation” (Harrington &
Griffin, 1990). Management concepts are best learned in the moment, and creating these
moments can be difficult. However, these moments have been captured in case studies and
now can be created using literature.

Aim of Research

The aim of the research is:
1. to identify the teaching methodologies used in Management colleges
2. to study the perception of Management faculty regarding using literature as a
   Management teaching tool
3. to design teaching modules to augment and illustrate selected Management concepts
   using fictional literature
4. to test the effectiveness of teaching selected Management concepts using novels in terms
   of achievement and perception
5. to test effectiveness of teaching selected Management concepts using novel in terms of
   knowledge retention.
Objectives

The objective of this study is

1. To study whether the created life, which only exists in the imagination of the writer and the reader, can be used to teach management techniques.

2. To compare the cognitive achievement of students in selected Management concepts in experimental & control groups.

3. To compare the knowledge level within the cognitive achievement of students in selected Management concepts in experimental & control groups.

4. To compare the comprehension level within the cognitive achievement of students in selected Management concepts in experimental & control groups.

5. To compare the application level within the cognitive achievement of students in selected Management concepts in experimental & control groups.

6. To compare the student perception in experimental & control groups.

7. To compare the student knowledge retention in experimental & control groups.

The secondary objectives are:

8. To compare the cognitive achievement (total, knowledge, comprehension and application level) in selected Management concepts in experimental & control groups with respect to educational qualifications.

9. To compare the cognitive achievement (total, knowledge, comprehension and application level) in selected Management concepts in experimental & control groups with respect to age.

10. To compare the cognitive achievement (total, knowledge, comprehension and application level) in selected Management concepts in experimental & control groups with respect to gender.

11. To compare the cognitive achievement (total, knowledge, comprehension and application level) in selected Management concepts in experimental & control groups with respect to CET scores.

12. To compare the cognitive achievement (total, knowledge, comprehension and application level) in selected Management concepts in experimental & control groups with respect to social class.

13. To compare the cognitive achievement (total, knowledge, comprehension and application level) in selected Management concepts in experimental & control groups with respect to work experience.
Significance
On a daily basis, faculty members struggle with the idea of teaching a relevant, useful lesson to their students. Many different approaches have been used to gain the attention of students and capture their imagination.

The process of learning for students means assimilating new information and experiences in a way that improves personal fulfillment, effectiveness and goal attainment. Integrating literary fiction into the classroom as a substitute for bookish knowledge could provide the students with functional and educational experiences. The protagonist and the situations of such novels can offer candid and impressive lessons about management skills. A model of teaching using literature will prove as a beneficial Management teaching tool to enhance the comprehending abilities of Management students. By using fiction in the Management classroom, students will be given a unique way of exploring the subject. The andragogy used to convey Management insights or teach these competencies would be to combine traditional Management knowledge with stories from literature in order to give a different mental map of business. As such, literature can be a useful Management teaching tool to prepare Management students for social and environment stewardship.

Literature can provide the student with a holistic view and understanding of the strategic management process and its application within organizational and industrial contexts. Additionally, it can help further develop students' analytical, problem-solving and ethical decision-making skills.

The scope of the study is to identify the select Management concepts of Organizational behavior, Ethics and Corporate Governance and to identify scenarios from literature to augment and illustrate these techniques in a proper perspective. These scenarios will delve into the internal forces like emotional and ethical considerations along with the external evidence and will be used to teach the selected Management concepts. An attempt will be made to examine the impact of using literature as a Management teaching tool vis-à-vis conventional teaching tools.

The study will prove as a beneficial Management teaching tool by enhancing the comprehending abilities of Management students. Based on the findings it will suggest a model of teaching through literature. The study will be important because it will help people understand more about the differences in teaching methodologies in the Indian perspective. Findings may be important in developing a new curriculum for teacher education. This study can also be an important endeavour in pedagogical literature.
in Indian context may help the academic system in the country and from there, develop and/or create strategies or suggestions on how to address specific weaknesses or strengths of the teaching methodologies employed.

**Review of Literature**

The literature was reviewed for the problem area and methodology. Firstly material directly related to the problem being studied namely the various management andragogies in use was reviewed and it was found that management development methods and tools comprise of in-house methods and corporate interface. In-house methods are those which consider andragogies used within the college premises. They are further categorized into single and dual interface methods. Single interface includes case study, group discussions, lectures, Management games and role playing. Dual interface includes group projects, presentation, projects, seminars and workshops. Corporate Interface discusses methods whereby students interact with the corporate world in terms of placement, educational visits, experiential learning and field trips. The use of art and literature in terms of book review, dramatic skits, films, critiquing, novels, poetry and storytelling was also reviewed. This thesis proposes the use of a contemporary fictional novel to teach Management. Hence research methods used in previous investigations in the area were reviewed. The works of Shakespeare (e.g., Corrigan, 2000; Whitney & Packer, 2000; Augustine & Adelman, 1999; Shafritz, 1999), stories from the bible (e.g., Briner, 2005; Manz, 2005; Collier & Williams, 2004; Jones, 2002, 2001, 1996), Indian classics like Mahabharat (Khandelwal, 2001), Bhagwad Gita (e.g., Singh, 2008; Roka, 2006; Bhattathiri, 2005) and Sun Tzu’s 2500 year old Chinese text (e.g., Michaelson & Michaelson, 2003; McNeilly, 1996; Krause, 1995) have been used for their invaluable commentary on such topics as leadership, strategy, organization, competition and cooperation and the principles of competitive success. Assorted fiction from literary classics like *The Great Gatsby* (McAdams, 1993), *Death of a Salesman* (Brawer, 2001) to Rowling’s
Harry Potter (Rosser, 2007) have been used to demonstrate Management concepts. An endeavor was also made to review the studies done to compare teaching methods, globally and in the Indian environment. Research on methods of teaching have focused on a varied range of topics from ethics, marketing, entrepreneurship, decision making and planning, Stress management, Whistle blowing, strategy, organization, competition and co-operation and the principles of competitive success, problem-solving skills, communicating skills, cultural diversity, management of human resources to organizational behavior theories and concepts such as motivation, team building, conflict resolution, leadership, Maslow's hierarchy of needs theory. A sizeable number of researches have also experimented with Organizational behaviour (OB) studies. On the basis of the literature reviewed, the research gap was established and the hypotheses were framed.

**Research Gap**

From the review of literature, it was observed that there are several studies done on lectures and case studies as teaching methods. Experiments have been conducted for co-operative learning methods as well as constructivist learning methods. The impact of teaching methods on various parameters like critical thinking, student engagement, motivation, knowledge, comprehension and application ability of students have been researched. There are very rare instances of comparing the use of literature as a teaching tool with other teaching methods. Internationally, there have been various instances of the novel being used to teach Management, but in the Indian scenario, it is not widely used. Lately, there have been reports of IIM using this methodology. In the international and Indian scenario, instances of comparison studies of literature as a Management teaching tool with other andragogies are rare.

**Research Hypotheses**

*Main Hypotheses*
1. There is no significant difference in the mean scores of the cognitive achievement in Selected Management concepts in experimental & control groups.

2. There is no significant difference in the mean scores of the cognitive achievement (knowledge) in Selected Management concepts in experimental & control groups.

3. There is no significant difference in the mean scores of the cognitive achievement (comprehension) in Selected Management concepts in experimental & control groups.

4. There is no significant difference in the mean scores of the cognitive achievement (application) in Selected Management concepts in experimental & control groups.

5. There is no significant difference in the mean scores of the student’s perception in the experimental and control groups.

6. There is no significant difference in the mean of the student’s retention in the experimental and control groups.

Other Hypotheses

7A. There is no significant difference in the mean scores of the cognitive achievement of Selected Management concepts in experimental & control groups with respect to age.

7B. There is no significant difference in the mean scores of the cognitive achievement (knowledge level) of Selected Management concepts in experimental & control groups with respect to age.

7C. There is no significant difference in the mean scores of the cognitive achievement (comprehension level) of Selected Management concepts in experimental & control groups with respect to age.

7D. There is no significant difference in the mean scores of the cognitive achievement (application level) of Selected Management concepts in experimental & control groups with respect to age.

8A. There is no significant difference in the mean scores of the cognitive achievement of Selected Management concepts in experimental & control groups with respect to gender.

8B. There is no significant difference in the mean scores of the cognitive achievement (knowledge level) of Selected Management concepts in experimental & control groups with respect to gender.

8C. There is no significant difference in the mean scores of the cognitive achievement (comprehension level) of Selected Management concepts in experimental & control groups with respect to gender.
8D There is no significant difference in the mean scores of the cognitive achievement (application level) of Selected Management concepts in experimental & control groups with respect to gender.

9A There is no significant difference in the mean scores of the cognitive achievement of Selected Management concepts in experimental & control groups with respect to CET scores.

9B There is no significant difference in the mean scores of the cognitive achievement (knowledge level) of Selected Management concepts in experimental & control groups with respect to CET scores.

9C There is no significant difference in the mean scores of the cognitive achievement (comprehension level) of Selected Management concepts in experimental & control groups with respect to CET scores.

9D There is no significant difference in the mean scores of the cognitive achievement (application level) of Selected Management concepts in experimental & control groups with respect to CET scores.

10A There is no significant difference in the mean scores of the cognitive achievement of Selected Management concepts in experimental & control groups with respect to Social class.

10B There is no significant difference in the mean scores of the cognitive achievement (knowledge level) of Selected Management concepts in experimental & control groups with respect to Social class.

10C There is no significant difference in the mean scores of the cognitive achievement (comprehension level) of Selected Management concepts in experimental & control groups with respect to Social class.

10D There is no significant difference in the mean scores of the cognitive achievement (application level) of Selected Management concepts in experimental & control groups with respect to Social class.

11A There is no significant difference in the mean scores of the cognitive achievement of Selected Management concepts in experimental & control groups with respect to Work experience.

11B There is no significant difference in the mean scores of the cognitive achievement (knowledge level) of Selected Management concepts in experimental & control groups with respect to Work experience.
There is no significant difference in the mean scores of the cognitive achievement (comprehension level) of Selected Management concepts in experimental & control groups with respect to Work experience.

There is no significant difference in the mean scores of the cognitive achievement (application level) of Selected Management concepts in experimental & control groups with respect to Work experience.

There is no significant difference in the mean scores of the cognitive achievement of Selected Management concepts in experimental & control groups with respect to entry qualifications.

There is no significant difference in the mean scores of the cognitive achievement (knowledge level) of Selected Management concepts in experimental & control groups with respect to entry qualifications.

There is no significant difference in the mean scores of the cognitive achievement (comprehension level) of Selected Management concepts in experimental & control groups with respect to entry qualifications.

There is no significant difference in the mean scores of the cognitive achievement (application level) of Selected Management concepts in experimental & control groups with respect to entry qualifications.

Variables under study

**Independent Variable**

1. Teaching Method:
   - Conventional Teaching Method
   - Experimental Teaching Method

**Dependent Variable**

1. Performance
   - Exam scores - Total
   - Exam scores – Knowledge
   - Exam scores – Comprehension
   - Exam scores – Application
2. Perception

3. Knowledge Retention

**Moderating Variables**

1. Age
2. Gender
3. Social Class
4. CET Score
5. Educational Qualifications
6. Work Experience

**Control Variables**

1. Students
2. Teaching Expertise
3. Infrastructure
4. Resources
5. Examination
6. Syllabus
7. Course Content
8. Course Schedule
Experimental Design

The design used is two-Group posttest only randomized experimental design. The choice of research design was based on an attempt to explain variance in student achievement through teaching methods. The two-group posttest-only randomized experiment allows researchers to compare the final posttest results between the two groups, giving them an idea of the overall effectiveness of the intervention or treatment.

X: Experimental Teaching method using literature
Y: Conventional Teaching method

O: Observation or measurement of post test 1

Q: Observation or measurement of post test 2

R: Random assignment

<table>
<thead>
<tr>
<th>Group</th>
<th>Treatment</th>
<th>Post-test</th>
<th>Post-test2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental Group 1</td>
<td>R</td>
<td>X</td>
<td>O1</td>
</tr>
<tr>
<td>Control Group 1</td>
<td>R</td>
<td>Y</td>
<td>O2</td>
</tr>
</tbody>
</table>

Table 1 EXPERIMENTAL DESIGN

Treatment effect = O1 – O2

Treatment effect = Q1 - Q2

In design notation, it has two lines, one for each group, with an R at the beginning of each line to indicate that the groups were randomly assigned. One group gets the treatment or program (X) and the other group is the comparison group which received the standard or typical treatment (Y). This study would be a relative comparison. The post test only randomized two group design structure takes care of all the factors of internal validity. After a period of 8 months a second post test was done to compare the retention between the groups.

**Delimitations of the study**

Delimitations are those parameters that are set by the researcher. They define the scope and ambit of the study. This study is delimited to first year students study for the degree of MMS under the Mumbai University. The Management students have completed their graduation and have been admitted on the basis of the Maharashtra common entrance (CET) exam scores. The age group of the students was 21 to 30 years. The researcher delimited this study to examination of the efficacy of the teaching method when teaching organizational
behaviour (OB) concepts. The OB concepts are taken from the Mumbai University MMS first year syllabus. Performance of the students is assessed on the basis of examination scores. The question paper is set by the college instructor. The students examined were students studying for MMS degree of the Mumbai University and the paper considered was Organization Behaviour which is standard globally. Hence the results of the proposed study will be generalizable to teaching Management students.

**Research Methodology**

In any research there are four stages planning, preparation, execution and evaluation. A model was to be designed using a literary fiction to teach Management concepts. The approach adopted is as follows:

**Planning**

In the first phase, the research methodology was planned out. An attempt was made to analyse the teaching methods in use, the student characteristics i.e. their knowledge, experience and the content to be learnt. An attempt was made to understand the context and classroom environment of a typical Management class in India.

A survey was conducted amongst faculty of various Management colleges in India regarding teaching methods used. The aim of the survey was to find out the teaching methods used by B-school faculty members, the types of constructive, co-operative and Art & Literature methods used and the response to using literature as a Management teaching tool.

The findings of the survey strengthened the research gap established through the literature review.
The development phase comprised of constructing a course outline based on the MMS first semester OB syllabus and fourth semester Business Ethics and Corporate Governance syllabus of the Mumbai University. The syllabus is attached at Appendix III.

For the first experiment, the themes to be studied were identified on the basis of the major topics taught in OB which are about individuals, groups and the organization. Personality, leadership and motivation were considered for individuals. Group dynamics in terms of group formation, norms and conflicts were taken into account. Organizational development and change were also taken up. Organizational behaviour is studied to understand why people work in certain ways and then working out how to use this knowledge to improve the use of resources. Hence concepts of Organization behaviour (OB) were chosen to prepare this model. As the sample comprised of first semester Management students, they would be learning organisation behaviour concepts for the first time.

For the second experiment, the themes to be studied were identified on the basis of the major topics taught in Business Ethics and Corporate Governance which are about normative theories of ethics, sources of ethics, ethical decision making, ethical leadership and corporate governance. Traditionally, ethics education has been characterized by theory, objective analysis, and higher order decision matrices (Velasquez, 1992). To grasp the ambiguities as well as complexities of real ethics problems, students must grapple with the realities of applying ethics to human behavior within organizational settings. In the current scenario, ethics is socially relevant and universally applicable, it was felt teaching such concepts to fourth semester Management students would make them better prepared for the business world they would face shortly.

**Preparation**

The next step was preparation for the experiment whereby the faculty survey was conducted, the main instructional strategies were decided and the instructional model was developed. The study ‘Faculty Survey’ was carried out by pursuing the following research framework. The study was started with interactions with B-school faculty from Mumbai. Based on the inputs at this level and review of related literature such as research articles and case studies, a suitable research tool was constructed. The tool (questionnaire) was created in google docs.
The design of the experimental method considered the group size, estimated time, training methods, material to be distributed and the procedure to be adopted. Thereafter, in the development phase, a course outline based on the MMS first year OB syllabus of the Mumbai University was constructed. The themes to be studied were identified on the basis of the major topics taught in OB which are about individuals, groups and the organization. Personality, leadership and motivation were considered for individuals. Group dynamics in terms of group formation, norms, conflicts and negotiation were taken into account. Organizational development and change were also taken up.

The study made use of themes from William G. Golding's novel, "Lord of the Flies," to analyze the setting, as the novel provides an excellent vehicle for teaching leadership and power and other organizational behavior concepts. The book portrays interactions between the characters in ways that the students can understand and identify with. Not only does it clearly demonstrate a wide variety of leadership styles and techniques in the sources and uses of power, but also it does so in a manner which students have found to be highly interesting and enjoyable.

To develop course materials, an extensive search on the internet for study material on the novel was done. Thematic analysis was done by reading the novel several times to identify the situations which were examples for a theme. It was felt that the attention span of the current generation of students is short. Hence project resources like the chapter wise summary, plot synopsis, timelines, list of important quotes were prepared. The next step was to develop assessment items. It was felt that assessment would be done through traditional examination papers set by the college.

A Pilot Study was conducted to identify the usefulness of literature in management education. After demonstrating the concept to students, their feedback was taken using the Semantic
differential scale. The students found the model very progressive and they felt the approach was interesting, fun and fresh. The model could be made more clear and simpler. This would make it more useful. They were not very sure about the structure of the model and were unclear whether they would outright accept or reject it.

The model was also validated by professors teaching in Management institutes. The validation inputs were incorporated in the model. This formative evaluation gave an impetus to go ahead with the study.

**Execution**

For the faculty survey, faculties of Indian Management schools were the population. Websites of the top 100 Management Institutes and other b-schools were examined to build a database of email-ids of Management faculty. Around 2000 emails were sent across various locations in the country.

The execution phase was the actual implementation of the model and ensuring that the exogenous variables are controlled. The study used the population of Management students. The sample was drawn from the two divisions of the same population. The treatment was randomly assigned to each of the groups.

The Sample size was 120 students. 60 students formed the experimental group and were taught by means of the experimental method. Another set of 60 students, being the control group, were taught by means of the conventional method. Students had got admission on the basis of their MH-CET scores. There were category / ethnic origin quota namely general, OBC – SBC and SC – ST – NT. The male female ratio is 65-35. The age group of the students is 21-30. The students came from different graduation streams like Arts, Science (including engineering) and Commerce (including Management). There were a few post graduates also. On an average, 3% students have an Arts background, 15% students have a Science (science / engineering) background, 75% students have a Commerce (Management /
commerce) background and a mere 2% of the students are Post Graduates. Some students had work experience prior to joining the course but a majority of the students were freshers. The research tried to establish whether using literature to teach Management students affects the student’s performance as compared to Management students taught using conventional methods. Due to time and resource constraint, the model was tested in one Management college only.

The research tried to establish that using literature to teach Management students affects the student’s performance as compared to Management students taught using conventional methods. Due to time and resource constraint, the model was tested in one Management college only.

Prior permission was obtained from the authorities of the business school. The experiment was conducted from August 2012 to November 2012 with two classes of MMS first semester students of a Management college. Each class had 60 students. One class formed the control group randomly and was taught through the conventional methods. The other class formed the experimental group and was taught using literature. Organization Behaviour concepts were taught during this experiment. The same experimental process was replicated from January 2014 to April 2014 with two classes of MMS fourth semester students of a Management college. Each class had 60 students. One class formed the control group randomly and was taught through the conventional methods. The other class formed the experimental group and was taught using literature. Ethics and Corporate Governance concepts were taught during this experiment.
The teaching methods compared were

a) conventional: using lectures, Powerpoint presentation and case study and

b) experimental: using literature (the novel *Lord of the Flies* by William Golding and *The Devil and Miss Prym* by Paulo Coelho)

The module prepared considers some concepts of the organizational behaviour and ethics and corporate governance as stated in the Mumbai University syllabus. The professor who was to conduct the lectures was trained by the research in the experimental method using the novels. The course was conducted by the same college professor for both the groups. The trained professor monitored, guided, and facilitated as learners completed the course. To ensure the fidelity of the experiment, the research acted as an observer for the experimental and the control group. After the completion of the course, an examination was conducted on topics from Organizational Behavior which were taught to the students. The examination was conducted by the college. The same post-test exam was administered to both groups. The control and experimental groups were tested simultaneously. The dependent variable “performance” was measured with instructor-made tests which were designed to measure student learning of important concepts taught during the experiment. The performance was evaluated on the basis of marks scored in the exam conducted. The difference between the post-test scores of the two groups is measured to give the net effects of the treatment.

In a global management graduate survey conducted in 2012 by the Graduate Management Admission Council, it was found that the top three drivers of quality for graduate business education are the curriculum, faculty, and program structure. Keeping this in mind, the faculty feedback form used by the college was used to gather the reaction of the students to the course. The dependent variable perception was analysed on the basis of the feedback scores. A test was given after 3 months to assess the student retention of important concepts.
taught during the experiment. The dependent variable retention was analysed on the basis of the basis of marks scored in the exam conducted. The difference between the retention scores of the two groups is measured to give the net effects of the treatment.

The same process was adopted for the second experiment.

Evaluation

Formative evaluation was embedded at various stages for judging the worth of the process while the program activities were being formed. A pilot study was conducted to understand the reaction of Management students to a teaching method using literature. The model was validated by a professor. Instruction effectiveness was monitored while being taught. The instructional strategies were adjusted according to students' interaction with the content, the instructor, and the peers. A summative evaluation was performed at the end of the Instructional Design process that focused on the outcome. The overall course effectiveness was measured at course completion by assessing the student's performance on the basis of marks scored in the exam conducted. The knowledge retention of the students was measured on the basis of marks scored in an exam conducted eight months after the performance assessment exam.

Analysis

This study compared the effectiveness of literature based teaching and traditional instructional approaches in developing selected Management concepts among Management students and examined whether literature based teaching was differentially effective with students of different ages, gender, social class, students with work experience, students with different CET scores and entry qualifications.
In this study, the researcher was interested in determining whether the performance and perception of the two groups is different after the program. The groups are measured on the total, knowledge, comprehension and application level within cognitive domain and are compared by testing for the differences between the means using a independent t-test. The perception was determined by using a student feedback form designed by the institution.

For moderating variables a general linear model – multivariate was done. In the cases where the three way interaction was found to be statistically significant, a two way interaction for two of the factors at each level of the third factor was examined using MANOVA. If the mean square from the three analysis of variance was different for the different groups, a simple effects analysis for the knowledge level was done using the sum of squares. For results that suggested that the students were more receptive to the experimental teaching method, the impact of the experimental method on the different groups is assessed.

Thereafter, an attempt was made to determine whether the knowledge retention of the two groups is different after the program. The groups were compared by testing for the differences between the means using independent t-test.

**Findings**

The findings of the Management faculty survey are stated below:

Lecture, Case study and powerpoint presentations are widely used to teach Management in India. Co-operative and Constructive methods are also used to teach Management in India to some extent. Art and Literature are not widely used to teach Management in India. Novels are not used to teach Management in India.

Non conventional teaching methods like co-operative, constructive and art and literature methods vary depending on location and teaching experience. It seems that experienced faculty is more inclined towards non conventional methods. The perception of using novels as a Management teaching tool varies with the experience of teaching faculty.
Use of Co-operative and constructive methods vary according to subject wise faculty. Finance, Systems and Marketing faculty seem to show similar trends in use of teaching methods. The HR faculty has a different style of teaching. HR faculty uses Constructive methods extensively while Systems faculty are restrained in the use of these methods. The perception of using novels as a Management teaching tool varies with the faculty of different streams. HR faculty seems more inclined to use novels as method to teach Management. Finance and Marketing faculty are undecided while some are not interested, others seem willing to try it. Systems faculty is neutral about using novels.

While the connection between teaching style and student performance has been studied in the field of teaching research, this paper makes some unique contributions specifically in regard to the impact of using literature as a Management teaching tool on student performance in the cognitive domain with specific focus on the knowledge, comprehension and application level. These findings may provide new insight into the ways in which teaching Management using literature is a factor for how students perform.

Five findings stood out as interesting.

First, overall, literature based teaching was found to be a more effective instructional approach for teaching OB concepts than traditional lecture–presentation–case study. Additional analysis provided evidence that literature based teaching was more effective than traditional instruction for knowledge level, comprehension level and application level within the cognitive domain.

Secondly, the results suggest that students perceive using literature as a Management teaching tool as better than the conventional methods of teaching. Further, it is observed that students perceive using literature as a Management teaching tool to have better content and results in better communication. In terms of connect and confidence perception, there was no significant difference between the experiment and control groups.
Thirdly CET scores moderate the relationship between the independent variable (teaching method) and dependent variable (performance scores) at the knowledge level of the cognitive domain.

Fourthly, Commerce and Management graduates performed better at the knowledge level of the cognitive domain. On further reviewing the data, it was found that a majority of Science and engineering graduates had higher CET scores. These students usually prefer the streams of marketing, operations and systems. It is felt that the choice of an HR subject may have deterred these students from being impacted by the use of literature as a Management teaching tool.

Lastly, age, gender, work experience and social class do not moderate the relationship between the independent variable (teaching method) and dependent variable (performance scores). Therefore it can be concluded that the teaching method using literature is equally applicable like conventional teaching methods to all students, irrespective of their age; gender: male or female; freshers or students with work experience; social class: General, OBC and SC/ST/NT.

The impact of using literature as a Management teaching tool was also tested for retention analysis. Knowledge retention did not vary significantly between literature based teaching and traditional lecture–presentation-case study groups. Additional analysis provided evidence that the specialization taken by the student may have impacted the subject taught.

**Recommendations**

The researcher would like to make the following recommendations:

1. Management concepts should be taught in an interesting manner using various art and literary forms like novels, drama and films.
2. The technique of using literature as a Management teaching tool should be introduced in B-schools.

3. The current generation of students whose attention span is on a diminishing trend may find it easier to tackle short case studies as compared to long novels. Short stories, one act plays could be used to teach Management concepts.

4. Training programs to train faculty in this technique should be conducted.

5. B-schools could procure well-structured case studies based on novels which are available from institutions such as The Hartwick Humanities in Management Institute and Harvard Business School.

6. Universities can introduce a novel for analysis similar to the rapid reader concept in schools.

7. Student’s perceptions could be studied at regular intervals in order to tailor courses that meet the needs of the students and reach an acceptable standards.

8. A combination of novels could be used to teach a subject.

Future Scope of Research

Additional experiments are being designed to provide more information, new insights, and new direction for future research. Future experiments could focus on

1. The current generation of students in India prefer to read Rowling’s Harry Potter series or Chetan Bhagat’s novels as compared to classic literature like Shakespeare, Jane Austen etc. Research could be done to find whether the impact of contemporary novels would be different from classic literature.

2. This study leads us to question whether there are other entry level factors like CET scores and entry qualifications which tend to have an impact on student performance as demonstrated in this study.
3. Research could also be done on other factors which could moderate the impact of the teaching method like culture, religion, family income, urban / rural background.

4. Effectiveness of the use of literature as Management teaching tool compared with other teaching andragogy like simulation, role play, case study, films could be assessed.

5. The current generation of students whose attention span is on a diminishing trend may find it easier to tackle short case studies as compared to long novels. Effectiveness of a short story as compared to a novel in generating interest and motivating students could be studied.

6. Functional novels can be identified for Finance, Marketing, Systems and its effects on achievements can be studied for students who have taken up that specialization.

**Chapterization**

The entire thesis is divided into five chapters.

Chapter 1 provides an introduction to the study. The problem statement is elucidated along with the aims, objectives, need, significance and delimitations of the research.

The second chapter reviews published research related to the purpose and objectives of the thesis. The literature review addresses two areas: Topic or problem area and Methodology. The different approaches to Management Andragogy have been explained in detail and the research methods used in previous investigations in the area have been reviewed. An endeavour is made to review the studies done to compare teaching methods, globally and in an Indian environment in an effort to establish the research gap and thus frame the hypothesis on the basis of the review of the literature.

Chapter 3 contains the research design, detailed description of the sample, description of the tools of the study, operational definitions of the variables, hypotheses, construction of the tools and a description of the procedure of data collection. The detailed methodology used in the research in terms of planning, preparation and implementation is outlined in this chapter.
Chapter 4 is the analysis of data and findings of the study. It provides all the findings of the research. The relationship between the dependent variable (performance) and the independent variable (teaching method) with respect to the moderating variables have been discussed. The final chapter contains the brief summary of the study, limitations, major findings, and recommendations for further research.

Conclusion

This study propagates the use of literature for teaching Management. Stories do not merely amuse, they entrance, and they suggest ideas and encourage people to find their own solutions. People forget facts but they remember stories. In some ways, we could argue, these created situations can be even more valid than real ones. Herman (2004) explains that while case studies often provide extensive evidence of profit and loss accounts and of strategic decisions rightly or wrongly made, they rarely indicate the personal conflicts or the emotional engagement of senior management. They show how organizations have reacted to market or other external forces but they do not illustrate the interior forces that are inevitably at work. Management wisdom can be developed with the help of various types of literature. The classics can be used as a vehicle for teaching business and managerial ethics. For example, Herman Melville's Moby Dick can be used to help students learn the importance of balance and perspective. Captain Ahab is determined to catch the whale regardless of the consequences just as many entrepreneurs often pursue their dreams of business success regardless of the consequences to their families, their marriages, and their health. On another level, Captain Ahab represents the heroic, against-all-odds type of struggle that most entrepreneurs find they must wage to realize their dreams. Equally, King Lear’s disastrous attempt at passing his realm on to his successors offers us a brilliant analysis of the difficulties inherent in retirement and in second-generation family businesses.
Stories recognize the value of qualitative designs and methodologies. Studies of human experiences are not approachable through quantitative approaches. Stories focus on the wholeness of experience rather than solely on its objects or parts. They search for meanings and essences of experience rather than measurements and explanations. They obtain descriptions of experience through first-person accounts in informal and formal conversations and interviews. They regard the data of experience as imperative in understanding human behaviour and as evidence for scientific investigations. They formulate questions and problems that reflect interest, involvement, and personal commitment of the researcher. They view experience and behaviour as an integrated and inseparable relationship of subject and object and of parts and whole.

However it is one thing to claim that literature can contribute to our understanding of Management concepts, and another to prove it. Supporters of the claim tend to presume they go together, while skeptics and detractors often discard them as a package. These claims warrant further investigation if they are to be perceived by business scholarship and practice as worthy of serious attention. This study tries to prepare a module for organizational behavior concepts & theory using a fictional novel and tries to prove that literature can contribute to improving the understanding of students of Management.

The study was important in the sense that it has checked the effect of an experimental teaching method on performance in the cognitive domain. Such types of studies are very rare in India where the students’ performance has been investigated. The study adds, in a small way, to our existing deficient knowledge of the real experience of students. More particularly, literature as a teaching tool is used extensively, internationally. In India, it is a rare occurrence. Recently, there have been reports of IIM using this andragogy.

The analysis of the approach adopted in this study provides a sound basis for re-thinking Management education, especially in India.
References


