

CHAPTER 2. LITERATURE REVIEW

2.1 Introduction

The literature review is the study of many scholars and researchers. It endows the researchers required understanding about the topic, and their focus upon the specific problem. It serves as the ground for the improvement of theoretical framework by observing variables that are very essential as dogged by the previous research findings.

Considering the objectives, the current investigation the literature review is presented below.

Although quite a lot of research is done in the area of management education in India, in the past, not much of research has been done on Human Resource Management practices, faculty attitude and role commitment in the management institutes also known as Business Schools (B-schools), imparting knowledge on business administration and conferring Masters and PG Diploma degrees in Business administration. Hence not much of literature is available on faculty in the field of management education. Nevertheless, research done on management education provides insight on the issues of quality output of students, which throws light on how the business schools are managed and thereby the providing conducive environment in the Business schools.

The literature of the present study is divided into four broad sections as mentioned below for easy reference and understanding.

2.2 Management Institutes and Management Education
2.3 Faculty attitude
2.4 Role Commitment
2.5 Factors affecting Management faculty

2.2 Management Institutes and Management Education

2.2.1 Restructuring of administrative activities

‘Education Management’ in place of ‘Education Administration’ Riches and Morgan (1989) in their study indicated that in education service the term administration was more used and that there was a vast difference
between administration and management as administration was a passive task which excludes policy making. While the administrator makes possible what has been planned in management the manager plans the policies. They stated that the term still widely used was ‘education administration’ in place of ‘education management’ which indicates an unawareness of or reluctance to recognize the existence of the theory of management and together with it the accompanying practices. This exhibited the ignorance of the Human Resource Management Development in the ground of teaching way back in 1989.

Bajaj (2001) was of the opinion that the approach and administration framework available in the colleges is outdated and ill-suited to the requirements of transition and for this a pragmatic governance style, shift in management styles and professional approach has to be adapted to meet challenges. In 1993, Duignan and Macpherson made a point that in educational administration an attempt should be made towards “customer focused delivery” and quality as the stakeholders both internal and external had high expectations as a consequence of speedy changes happening in the education environment.

Changed environment of Liberalization, Privatization and Globalization (LPG) and perennial crunch of finance has necessitated educational institutes to adapt to self-sufficiency, self-reliance and good governance (Rao, Dass and Kumar, 2001). Universities need to restructure their administrative activities to bring efficiency and effectiveness in their operations. Rao, Dass and Kumar (2001) were of the opinion that maintaining the huge supporting and administrative staff was overburdening the finances and outsourcing must be considered as an alternative which would enable the university to concentrate on its core activity.

The areas of outsourcing identified by them were gardening services, health services, security, maintenance, cleaning, transportation, canteen and printing and photocopying. One of the reasons for not adapting to outsourcing was that the existing permanent staff in these services will be retrenched and would create unrest in the employee (Rao, Dass and Kumar, 2001).

Saxena (2001) reported that many academic institutions; including universities particularly in India were having imbalances in terms of its
administration and management sector and that there were institutions where the administrative sector was weak and inefficient. He was of the view that this hampers the main activities of the academic institutions. According to Saxena (2001), a balance between the administration and management sector was necessary and the administration part should be optimum and directed.

He concluded that governance and administration of an academic institution was meant to make the institution dynamic and to provide full academic freedom to the main units of the organization. Also, the main objectives of the institutions would be fulfilled only when they are run efficiently and meaningfully. Saxena (2001) suggested parameters of good governance to be as follows:

- Matured political Support
- Healthy Social Environment
- Total autonomy
- A visionary head of the institution
- Responsive administrative staff
- Economic transparency
- Students faith in the system
- Dynamic Networking.

According to him administrative staff of an academic institution is the nervous system of the institution which carries out the nutrition provided by the head of the institution to the sub system.

The motto of the staff according to him should be ‘Service to Academic Cause of the Institution and the Academicians’. He was of the opinion that they therefore need to work as any other service sector organization (Saxena, 2001).

2.2.2 Retaining human resources

Birchfield (2010) in his article gave insights on the advantage of retaining good employees over short-term employment. Birchfield (2010) figured that companies that overlooked to work on retaining its worthy resources would land up paying high for their carelessness and for not making long term plans (Birchfield, 2010). In his article Birchfield (2010) mentioned
that Chief Executive, Kevin Gaunt, of New Zealand Institute of Management, had expressed that in order to experience improved performance any organization must have recruitment processes which were constructive and must have retention policies in place as these were the key component for performance.

The article reported Gaunt's view that recruitment and retention both were generally not considered to be of much importance, then what it really needs to be and inferred to Gaunt's opinion that, retain their unsurpassed talent than recruiting to put back the departed, would succeed in the market place (Birchfield, 2010).

### 2.2.3 Developing Effective Academic Leadership

According to Terry (1994) the students who pass out from the educational institutions reflect the environment from which they come. This indicates that educational institutions need to adapt to cope up with the ever-changing environment to meet the academic needs and for this their leaders must transition to have a team-based approach (Terry, 1994). Explaining the prominent role of leaders of management educational entities in progressive excellence Gregary (1997), opined that there must a practice of following effective leadership in order to realize total quality educational approach. As drastic changes are taking place such a practice of effective leadership, adequate talent at all major levels according to Gregary (1997), would support not only to management of ongoing change and institute effectiveness but also teaching and learning practices as a whole.

He noted that the survival of management institutes may be in the late 1990’s, hugely survived on the progressive change in management skills (Gregary, 1997).

Sant (2001) in his article “Indian Universities can become Temples of Learning only if…”, agreed with the 1993 report of UGC which stated that Vice chancellors have to show leadership to the University through their scholastic worth, merit, and sincerity. Sant (2001) commented on an article of India Today (July 31, 2000), which stated “In this era of deteriorating institutions, the Vice Chancellor is another god that failed”, and expressed that they according to him were like the corporate chiefs in many respects. While the
former measure prosperity in terms of profits the latter should measure it in terms of excellence (Sant, 2001).

In his study, Sant (2001) concluded that in Universities, Vice Chancellors, effective teachers and motivated non-teaching staff were the building blocks of the temples of learning and could promote the Socratic spirit of enquiry and goal of truth.

While referring to the context of turbulent changes taking place within further education Gregory (1996), argued that a model of distributed leadership should be created where middle managers were also to be considered as leaders and developed with leadership qualities to manage the educational challenges in the further education sector.

**2.2.4 Paradigm Shift in Management Education**

In context to paradigm shift in management of colleges, Bajaj (2001) expressed that while Higher Education is in for the turbulent years of transition it still provides high talent manpower for economic and industrial development, scholarship and research. Academic citizenship is encouraged with a focus on human resource development, its deliberate planning and board have to cope with challenges of global competition, urge for excellence, better performance, up gradation of skills, IT revolution, resource crunch, teachers, appraisals, student support services employee aspiration and many more such challenges – all in the context of sweeping awareness of rights without any corresponding enforcement of discipline, duties and other obligations (Bajaj, 2001). According to Bajaj (2001) all these issues have direct cumulative and percolated effects on the system and sponsors fresh thinking.

Stevens (2000) opined that the speed of alteration and the kind of environment around Higher education are not common to many who survive within the college. Macro environment trends, globalization, know-how, assortment and increasing expectations of customers are changing the world (Stevens, 2000).

Bjarnason and Bernon (2003) were of the opinion that in order to efficiently manage the institutions the affiliation between alteration in society and alteration in universities has to be better understood.
Studies showed that many business schools have not changed in spite of the paradigm shift in management education. Stevens (2000) divulged that there are institutions where the faculty was employed on contractual terms and in each academic year their contracts being renewed with a gap period of around two months when they are not paid and are left to wonder on their term being continued. This proves a barrier to the continuous improvement in the institution (Stevens, 2000). With the introduction of accreditation, the scene has by and large begun to change.

Tigga (2008) was of the opinion that the world is globalizing fast and at the same time increasingly moving towards a knowledge economy and offering huge opportunity for business schools and in order to capitalize this opportunity, a number of business schools have come up to fulfill the demand-supply gap, leading to an increased competition among management education providers. According to him to compete effectively, they have to differentiate themselves for which they need to define the institution’s brand identity, strength and uniqueness.

He voiced that for this it is important to understand the factors contributing to the creation of a successful brand (Tigga, 2008).

Undoubtedly the IIM’s have established themselves by finding place in the top 100 best institutes of the world; but that is only one side of the story. The fact was that about a quarter of one lakh odd management graduates coming, out of, around 2000 institutes were reportedly employable (Prasad, 2011). Quality had compromised the quantity as mushrooming growth and proliferation of management institutes were noticed in the last 10 to 15 years (Prasad, 2011).

Prasad (2011) qualified that today, Perform or Perish is the code for existence of the Business Schools in the country and Kapil Sibal, Human Resources Development Minister, taken into consideration factors effecting education and has introduced many reforms like entry into foreign universities, introduction of international syllabus and efforts to attain global level quality (Prasad, 2011).

In 2007, Santiago Iñiguez de Onzoño and Carmona, identified five subdivision precise forces that generate necessity to alter the business replica of B-schools and the forces were:
a) Construction of the MBA programs,
b) The foundation of profits of business schools,
c) Market concentration,
d) New outline of customers, and
e) Changing allocation channels.

According to them these five forces had come into being as a result of globalization and would have its impact on the functioning of B-schools in all the regions of the world. To cope up with the changes demanded as a result of globalization, they suggested that institutes should focus on diversity to overcome problems of administrative skills and quality of faculty in the institute.

2.2.5 HR Dimensions in Management of Education

1. Planning, Recruitment and Selection

Organization that understands how to identify the nature and type of talents they required, differentiate and ranks talent gaps, and take achievement and make proper investments to close those talent gaps will expand a strong competitive gain that will be difficult to replacement (Hinkan and Tracay, 2001). One of the real challenges, university administration in management education field face today, is the difficulty to get the right faculty in the right time. What they should do to manage talent deficits is to strengthen their effort to assess future talent requirements by engaging effective human capital planning (Khasewneh, 2012).

2. Induction

An article by American Association of State colleges and Universities (2006), on teacher training programs, published by Prasad (2007), projected that there was growing confirmation of the optimistic collision of induction programs on teacher withholding, costs, teacher superiority and student knowledge. Also, the article barbed out that there was proof from the National Center for learning statistics which showed that contribution in comprehensive orientation programs could cut down abrasion to half.

3. Training

Human capital, as described by Becker (1993) is an investment made by the organization on human resources to develop and train them which will
empower them to be knowledge workers and thereby increase the productivity of the organization. Brown et al. (2003) hoped that if training is given to the employees, an indication to them that the organization was interested in long term relationship with employees and intended to retain them and utilize the skills acquired by them after having undergone training, in the future days to come.

Nafukho et al. (2004) concluded in their study that investments made on human capital by educating and training them will have an impact on the society and the organization and demonstrated the link between HRD and human capital to establish the fact that importance when given to these intangible assets would have a positive effect on productivity and growth.

4. Mentoring

O’Neill Jr. (2009) was of an opinion that “There are a lot of approaches that don't necessitate tuition and journey. Well-built mentoring programs, profession rotation, temporary assignments and contribution on organization-wide job forces all offer high performers a possibility to expand skills, find out about additional parts of the institute and carry on growing professionally” (O’Neill Jr., 2009).

While hiring the trend currently is to hire for attributes and then train for the skills (Whitmell & Associates, 2004). Talent needs to be developed and consolidated, “must be clearly visible, inspired and thoroughly nurtured” (Penk, 1998). Aptitude management area is still in its initial years as a field of learning, and while the practitioner set of groups has extensively documented its value, the management educational community has been slow in filling the theoretical gaps and practice as well, with the small portion of people considering the field of training and progress (Tanslay, 2012).

5. Professional Development and Research

Education itself aims at developing human resources. While Pakeer (2005) opined that the ultimate objective of HRD is to develop competencies in individuals it is an ongoing process and has become an important dimension of modern management, Verhaegen (2005) was of the opinion that the factors that drive the faculty the most from recruitment and retention point of view is that of having academic freedom in terms of sufficient time to do research and opportunities for professional development.
2.2.6 Total Quality Management Education Approach

According to McCarthy and Keefe (1999), as compared to other service sectors, Higher Education has been that very slow in adapting to quality management and Universities and colleges do not have proper awareness of Total Quality Management (TQM).

Appraisal for excellence in education sector has taken birth in the year 1991. Olivia, Carmel and Namratha (2001), in their study expressed that a combination of administrative leadership and faculty enthusiasm sometimes aided by supplemental funds has helped to make assessment a viable part of institutional culture and participation in assessment generated enthusiasm about being a college teacher and seeing that one’s efforts are effective.

According to them through this dynamic interactive system both the faculty and the administration took responsibility for their roles in that development.

Sachchidananda (2008) made a strong appeal for a consensus among all the stakeholders of the system not only about the objective of higher education but also of the remedies which are needed for raising its efficiency. According to him the increase in number of colleges and universities led to increase in demand for teachers which could be met only by a compromise on the academic standards and in matters of promotion talent and merit were sacrificed.

The impact of EQUIS accreditation on cultural changes which resulted in improved performance was studied by Lejeune and Vas, (2009) and the findings showed positive results. Their study revealed that there was a positive impact on “programs development and quality of the faculty” which exhibited organizational effectiveness achieved as a result of the accreditation. Depending on the criteria’s outlined by the accreditation body the impact that it has on the effectiveness of the organization can be arrived at.

According to Lejeune and Vas, (2009) EQUIS official approval promotes an unbolt organizational culture.

While it is argued by Julian and Ofori-Dankwa (2006) stated that AACSB augments the administrative workload in B-schools it has been
globally understood that, AACSB is extra focused on processes and administration control ethnicity, with no noteworthy collision on the administrative load.

2.2.7 The Role of HR in Higher Education Institutions: In Context of University-Type Organizations

Halpin and Croft, in 1962 developed an Organizational Climate Description Questionnaire (OCDQ) linked to educational enterprise and had 06 different dimensions – Inspiring Principal Behavior, Instructive principle behavior, constrained Principal Behavior, Institutional Principal Behavior, close Principal Behavior and Unengaged Principal Behavior.

The study showed that Principals in an open climate did not need to monitor activities of the teachers closely as the teachers performed easily and freely. As HEIs’ plays an imperative role in the world to construct the financial system it is argued that changes are needed in them as well in context to this, Ulrich (1997) suggested under reinterpretation of the workers’ occupation that there was an apparent compatibility connecting HRM and change-oriented HR positions.

In a six-stage model for HR proposed by Sherriton and Stern (1997), it is identified that HR department must facilitate the organization by leading and assisting all in learning how to adjust to changes by being supportive to them in the form of providing frameworks of policies and modifications in line with the changes taking place. Apart from Sherriton and Stern (1997), Storey (1992) and many other scholars felt positive about the fact that at HEIs’ a pivotal role should be played by HR in implementing a change initiative.

A change adapter category is generally middle-level Human Resource generalist, the one who is able for the transformation and sustain within corporate segments and other prominent areas. They are the ones who interpret the visualization of the adopted change - Real champions into solid substantial actions, and keep continuing the alteration process (Caldwall, 2002). In order to improve quality of higher education, Regoxs (2003), established that citizenship behavior of university teachers, participatory
behavior, practical orientation, conscientiousness and courtesy could be the contributors.

Cribb, (2007), in his paper discussed that it was important to look at human resources development strategy from all four perspectives of the Balance Score Card (BSC) and learning and growth is one of the four perspectives of BSC which focal points on the organization's capability to persist to improve and to generate worth for the stakeholders. However, Olivia, Carmel and Namratha (2001) in their study on institutional culture, concluded in their study that the smallest whole unit was the individual human person himself, the quality of whose life when enhanced, he/she would be the agent to strengthen quality in others.

2.2.8 Relevance of HR Practices in Business Schools

Understanding the fact that the quality output in education depends directly or indirectly on the management of HR issues in the field of education, Riches and Morgan (1989) projected that the importance of human element in an organization is increasing with the pace of change. They presented some key topics of HRM and set out a philosophy and practice for HRM which they considered is vital in education especially in the new environment.

According to Kilcourse (1995), providing management training to employees had gained importance and related this to the rapid multiplication of Business Schools imparting MBA degree and complained that the quality of these institutions was questionable to many. He emphasized that as flatter organizational structures are being adopted, it posed a challenge for the managers and thereby a challenge to the business schools for producing competent managers.

Flinch, Helms and Ettkin (1997) proposed an integrated development model for the business school teachers as according to them there were no processes existing in the business schools to systematically carry out processes to evaluate faculty effectiveness and take steps for improvement and development of them. They put forward their views on the key groups to be involved in the assessment of the faculty.

Twomey and Twomey (1998) pointed that it was assessed by the business leaders and leading academicians that there was a vast difference in
what was taught in the business schools and that which was required in practice at the business houses. They expressed that there was an ambiguity in what the business schools valued in their faculty and how they influenced, empowered and set limitations to their faculty clan.

The importance of the field of Human Resource Management has been accepted globally. To keep pace with the global environment, Patil (2000) advocated that, management schools will need to have business managers understanding global business scenario for which management schools and business houses should undertake joint effort to think globally and to act globally (Patil, 2000).

The employees of management institutes, according to Bajaj (2001), were the implementing arms of the plans and the designs of the institutes and their wholehearted support was an important component of the success story of the college. Their satisfaction was needed to run the college in a satisfactory manner throughout for which their grievances need to be settled without any delays (Bajaj, 2001).

A study done by King (2004) and Mayrowetz and Smylie (2004) indicated that the universities need to show importance to Human Resources Planning.

In 2005, Chairman and Dean of Department of Business administration, Mangalore university put forward that Management learning has become a very important element in running the business in India and has contributed towards the economic growth. According to him the growth has been in terms of both number of B-schools, as well as the demands of industry from B-schools its contribution towards the country’s economic growth. He concluded in his study that HRD in Business Schools should be a continuous process (Pakeer, 2005). Willingness of any employee to go beyond his boundary of role assigned for the position held by him in organization is considered as an essential component for an organization to be effective and this type of behavior is termed as organization citizenship behavior.

A study by Garg and Rastogi (2006) on organization citizenship behavior indicated that this type of behavior provided a grave educational circumstance where in teachers were rarely deficient, made proficient use of
their time, worked jointly, and emphasized on professional actions over personal ones. Though very less research has been done on B-School Climate, Garg and Rastogi (2006) have in their study indicated that researchers have consistently shown that there is a positive correlation amid positive discipline climate and other important measurements of school’s accomplishments, together with academic realization, high self-esteem, staff efficiency and effective administration.

HRM was included as a subject of specialization in Business schools for managers to be tomorrow. Prasad (2007) felt that there was a dire need to look at the HRM issues of these very makers of the future managers of the country, as an attempt to review the literature available on management institutions in India showed that there were certain issues in the management education which indicate relevance to the HR issues and practices of HRM in business schools (Prasad, 2007). According to Prasad (2007) the governance of the institutions imparting management education assumes critical significance to ensure quality output, in terms of their students and that like any other business enterprise, human resources management in the business schools is equally important for their efficient functioning.

Manfredi (2008), conducted a survey in Higher education sector in UK and found that more than 75% of the respondents were not aware of their institute did have a policy for taking care of issues like retirement, deployment or procedures or options open for working after retirement.

Although the UGC introduced strategies for development of faculty and to improve quality of education like MPhil or NET SET degree to be a lecture and refresher course to be attended for promotion all these could not improve on quality of teachers and promote excellence (Prasad, 2011).

Realizing the importance of Performance evaluation in B-schools, Hamish McRae (2011) published that teachers’ evaluation is taken seriously by the faculty even in Harvard business school. According to him the faculties are aware that there are many talented candidates who may be taken by the university as faculty in place of them in case they do not perform well and, this instigates the faculty to continue to develop themselves.

HRM policies and practices of the B-school as mentioned by Natarajan (2013) are determined by the processes set for recruitment, induction, training
and development, motivating and stimulating the intellectual with a good work environment and having performance management and financial and non-financial incentives in place.

Prasad (2007) in his book on ‘Education Sector HR perspective’ highlighted the HR issues of Educational Sector with special emphasis on management education. He pointed out that the HRM aspects in management institutes are those which contribute to the excellence aspects of management learning broadly listed them as under:

- Recruitment and selection of faculty and support staff
- Compensation, incentive and reward management (extrinsic motivation)
- Organizing sound infrastructural facilities
- Quality education delivery mechanism
- Training development and career growth (intrinsic motivation)
- Performance appraisal and career growth (motivation in general)
- Students management: faculty’s role
- Industry interface (Prasad, 2007).

Later on, in 2011 Prasad, in his book studied the dimensions of HR practices and the relevance of HRM practices in Business schools as listed below:

Recruitment and Selection-Selecting a wrong person will cost the organization. Hence Acquisition, as an HRM practice is of a vital importance in any organization.

Business schools all over the country and elsewhere are facing shortage of qualified and quality faculty and we need to have a shift in developing the available willing resources that have the distinct potential.

Training and development- The fact that there is a huge shortage of faculty needs no further debate and wisdom lies in training the existing to meet the changing requirement of curricula.

Research and consultancy- Research to generate knowledge is intellectual activity needed in an academic fraternity, knowledge creation is as important as dissemination and the number of Ph.D. scholars is pathetically low when compared to ever rising number of business schools.
Performance Management- The rule of the game is “What cannot be measured cannot be assessed either”. Hence it is essential that performance standards for every faculty must be set before he embarks on the actual performance journey. To motivate faculty to look forward to higher position promotion policy is needed Compensation-Employee compensation is a central part of employment relationship. Without adequate compensation current employees will leave and new will hesitate to join. Teaching as a profession is looked down upon in our country hence the poor status associated with this profession. Fortunately, business schools are better off in this regard but a lot is still to be done.

Organizational Climate and Culture- The organizational climate is an offshoot of morale and motivation levels of faculty. The working environment provided should be monetarily rewarding, professionally challenging, intellectually stimulating and socially pleasing and the Institutional heads in their own way may try to achieve this objective.

Retention and Separation Strategies-All committee on management education in India were of the singular opinion that one of the chief problems in management tutoring today particularly in India is the shortage of faculty. If strategies in management mean expansion, diversification, industry interface, curriculum development and infrastructure development it also means retention of talented knowledge workers, i.e. faculty members.

Leadership and its governance- Students and teachers (Faculty & Staff), need to see, feel and acknowledge the leadership of their leader as a part of their education to become leaders themselves. If the students are to become useful members of the society, they must be exposed to similar contributions by the institution they study in. In this context, the institutional leadership assumes special significance. As governance is a shared responsibility of the administration faculty and the students and all are stakeholders a synergetic approach is what is called for (Prasad, 2011).

The results of a survey done by Khasawneh (2008) noted that the monitoring breadth of human resources development also received sturdy hold from members of management faculty where institute are expected to be proactive in the placement of proper monitoring and effective systems to lead employees’ presentation and to evaluate the results of the human resource
capital outcome, comparing their performance regularly and methodically against quantifiable goals and objectives of the business system. In Jordan employees in higher tutoring also were in praise for the Higher Education system (Khasawneh et al., 2008). According to Prasad (2011), there are many institutions like the IIMs that have great HRM practices. He authored the book ‘The Business of HR in Business Schools”, where he mentioned that although there are thousands of management schools and several colleges and universities no attempt has been made to study the HRM practices adapted by them and that it is necessary to study and document the same. He has outlined the various aspects of HRM in management schools and covers the aspects of recruitment, selection, performance appraisal, development and culture building aspects.

According to him management institutes can lead long term competitive edge through employees if they are able to live up to the following specified criteria:

- The resources must be of value
- The resources must be rare
- The resources must be difficult to imitate
- The resources must be optimized and organized
- The resources must be periodically evaluated (Prasad, 2011).

According to Prasad (2011), HRM as a functional discipline is generally a taken-for-granted field more so in the education field. India has carved a position for itself in Management tutoring field as one of the largest producers of management graduates in the world and with the increase in number the quality of faculty and students has been eroding which could be an offshoot of the poor state of HRM practices in these institutions (Prasad, 2011).

Singh (1997) described three models of management education: the pragmatist model which provides practical education to a practical businessman, the professional model viewing manager as a professional and not a businessman and the humanist model. For continuous education in future, he advised usage of all three models simultaneously. The Humanist model has in recent years come back into vogue and its basic premises is that all
organizations function as human systems and therefore, elements such as emotions, values and intuitions need inclusion (Singh, 1997).

Wilson 2010 argued that lecturers necessitate resources and acknowledgment from institutions, beyond mere conformity with human reserve legislation and the hunt of institutional profitable gains. He suggested that unless faculties are encouraged to embrace multiculturalism the business of Business schools will not flourish (Wilson, 2010). Gagne (2000) recorded the term talent as that which entitles the greater mastery of systematically developed capabilities and acquaintance in at least one area of human endeavor.

Prasad (2011), pointed out that we need to have HR practices in the B-schools and this is more so because it is these students who qualify from the business school who run the businesses in the country and it does matter that they must inculcate the values of HRM from the institutes which actually preach this as a subject of management.

Business school head, according to Prasad (2011), must pay meticulous consideration to the aspects relating to the HRM requirements of the non-teaching staff. They are by far the most neglected staff in an institution aptly called as ‘the unsung heroes’ and while the faculty as crying babies get their milk, it is the silent non-teaching staff that are generally denied their rightful due (Prasad, 2011).

Like other institutes that need to administer and extend its workforce for its accomplishment similarly, management school has to regularly become skilled at the tricks of HRM for the augmentation and development of not just the institution but its faculty, management promoters, heads of institution and staff (administrative and support staff). The institute should recognize that they have an HRM responsibility to cooperate in running and mounting these four stakeholders (Rao, 2013).

According to Gopalakrishnan (2013), continuous training and upgradation of faculty must be taken up to keep them informed on the current trends and future. There should be suitable policies which enable the faculty to undertake training and consulting work and should be funded for their further studied.
2.2.9 Succession Planning Practices

In 2004, Athey published her views on how to identify critical talent. She recommended putting forward and getting answer to these following questions: Which of the approaches, skill sets, and abilities are vital to current and future achievement?

What future personnel trends (e.g. supply of right faculty) will crash on your capability to enhance performance?

Who encourages selective segments of required aptitude within their group and how trouble-free are these selected faculty to reinstate?

Who are having the maximum existing and future potential within the prominent personnel segments in order to identify right talent? (Athay, 2005).

A report on succession planning strategies prepared by Aberdeen group (2006), underwritten in part by Aon, showed that though adopting automated systems of updating the database of talent pools is very important 62% of companies still follow paper-based solution. The report indicated that there is an effort made by top companies to adopt new ways of handling employees. New trends are emerging, and top-performing companies are moving up by bringing about changes in their initiatives and altering their view about what they think about their employees.

Dalgaard (2008) emphasized that succession planning is needed at all points and ignoring the subordinate level key persons may cause lot of discomfort and cost in searching for good replacements. The succession plan should be informed by the people factors and driven by organizational needs (Susan, 2009). She recommended organizations to have policies like retirement policies and appraisal procedures that supported good succession planning.

Amburgh et al. (2010) in their research study expressed that succession plans should be such that it links the organizations strategy with the current’s posts in the organization structure and the future positions in such a way that the continuity of the organization is assured.

An article published in the Economic Times (Dec 5, 2011), under the company news title, detailed succession planning to be the process of searching, isolating and then training budding candidates to occupy critically
important positions in a company in the immediate future and also mentioned that that the human resource experts defined succession planning as the concept of a planned movement of officials to governance roles. Economic Times (Dec 5, 2011) article referred the case of Mr. Cyrus Mistry who was chosen successor of Tata Group Chairman Ratan Tata and reported that this case could be applied at each and every level of management. (EconomicTimes011http://www.economictimes.com.)

2.2.10 Comparing HR Practices of Management Institutes in India and Abroad

In 2009, Lejeune and Vas mentioned that the occupations of the business discipline by its personality is such that it is almost forced to incorporate “the international consciousness”, hence it becomes a necessity to develop its openness and to adopt adhocracy and market culture. Of the four cultural traits clan, adhocracy and market, will according to Julian and Ofori-Dankwa (2006), be observed positively while, the bureaucracy cultural trait will not be (Lejeune and Vas, 2009).

A study done by Khasawneh (2011) revealed that Jordanian institutions followed the human resources planning development, marking origin of proper employment, standardizing existing and required presentation with other institutes in the similar sector, and updating occupation related information, job, HR hiring, and retaining practices. According to Khasewneh (2012), these outcomes are indeed agreed by the fact that the Ministry of Higher Education in 2007 taken many upgradation movements pertaining to revolutionizing higher instruction and has convinced Jordanian management institutions to become world leaders and to gain better endorsement (Khasewneh, 2012).

Considering the state of HR development and training in India, Khanna (2012) opined that in comparison to China the European countries and the US it is evident find that not much importance has been given to this and it is in the recent past that the central and state government has been giving importance to the quality of human resources. Khanna (2012) stated to the free press journal in 2012 that there is serious need for all the chambers of trade to come collectively on a single platform to discuss and address the national HR issues. According to him learning seven times bigger than IT and
software and that as it is a big employment generator, investment in this is the need of the hour (Khanna, 2012).

Madhavan (2012) in his article paper lambs highlighted the difference between the B-schools in India and abroad.

According to him, international B-schools fixes the teaching load of faculty by taking into consideration considerable time for research unlike in Indian B-schools where the faculty has to work on generating funds so that they can work on research projects. Thus, taking away a lot of their quality time. Sharma (2012) penned in his article that Galit Shmueli, an Israeli-American Professor at ISB offered advice for overseas faculty who wished to work in India. He stated that Galit Shmueli was of the opinion that academic research is rare in India and that compensation is very less compared to that in the US.

Natarajan (2013) opined that the majority of the Business schools in India paying attention on teaching and very little on research or industry interaction. They are mainly concerned with marketing their institution to attract good students and to place them well. Gajendra Adil, head of SJMSOM, revealed to Ghosh (2013) that they were finding it difficult to get top talent from India, as the institutes in India were still primarily considering themselves as teaching institutes and not inclined towards doing research (Ghosh, 2013). Contrary to this Vijay Govindarajan,

Earl C. Daum, a 1924 professor of Dartmouth College, opined that in US universities research is given phenomenal importance (Madhavan, 2012).

Concerning remuneration paid to the faculty Madhavan (2013) put forward the views of the Director of IIM–A wherein Ashish Nanda expressed that in India, the management institutes were not able to attract good faculty as they were unable to provide them with a good starting salary package and therefore recruitment of faculty from outside was a big challenge as in terms of salary for the faculty the Indian institutes were far behind the management institutes abroad (Madhavan, 2013).

Although B-schools have developed like mushrooms, there is an inherent need for effective HRM policies and practice in India and giving due significance to the faculty towards realizing the dream of good higher learning (Natarajan, 2013).
In India, although there are no shortages of B-schools, regarding quality of education Gopalakrishnan (2013) reported that B-schools were not up to the mark concerning physical, intellectual and social infrastructure.

2.2.11 HR Related issues in the B-schools

Attraction and retention of talent

Dayal (2002) conveyed that from the policy perspective of management education, a report published by Ishwar Dayal committee set up in (2001), on management education, was indicative that in India, institutes running management education programs faced a major problem of shortage of good faculty and the report published by AICTE in 2003, also supported the same. Verhaegen (2005), provided insight into certain aspects for faculty employment and withholding that could be of help the leaders of the business schools to make and put into practice policies to recruit and retain academic capacity in a highly competitive and international market.

Rao (2009) in an article stated that most of the AICTE recognized B-schools, do not have the minimum number of faculty as per the requirement and only a limited few of the faculty had practical experience in management and took up quality research.

It was observed by Prasad (2011) that the general state of morale and motivation levels of management faculty are fairly satisfactory but the whole ‘Organizational climate’ in the institute needs to be improved up to the desired levels as desired by the faculty, with sound HRM practices in place (Prasad, 2011). He was of the opinion that just as curriculum development, industry interaction expansion and diversification are practices which are considered as strategies of business schools, retention of faculty of the management institutes should also be one of the strategies adopted by the management institutes.

2.2.12 Developing Effective Academic Leadership

According to Terry (1994) the students who pass out from the educational institutions reflect the environment from which they come.

This indicates that educational institutions need to adapt to cope up with the ever-changing environment to meet the academic needs and for this their leaders must transition to have a team-based approach (Terry, 1994).
Gregary (1997) explained the role of educational leaders of management institutes in achieving excellence, opined that there must a proper system of adopting distributed leadership in order to get total qualitative education. As progressive changes are taking place such a practice of developing leadership talent at all institutional levels according to Gregary (1996), would help not only to management of desired change and institute effectiveness but also teaching and learning. He viewed that the sustainability of management institutes may be in the late 1990, majorly rely on the change of management skills (Gregary, 1997).

Sant (2001) in his article “Indian Universities can become Temples of Learning only if...”, agreed with the 1993 report of UGC which stated that Vice chancellors have to offer leadership to the University depending upon their academic worth, administrative capability, and moral standing. Sant (2001) commented on an article of India Today (July 31, 2000).

2.2.13 Institutes Practices in India’s Top B-Schools: Survey for Ranking

Survey conducted for ranking of India’s top B-schools, revealed HR practices of the top B-schools which participated in the survey.

Bajaj (2012) made a point that excellence of MBA education in the nation was moving downwards as it was becoming highly challenging to connect good teachers. According to him one of the reasons for this was that the qualified talents were finding it hard to resist the offers made by the corporate sector.

Bajaj (2012) mentioned that the lower ranked B-schools were just managing to continue to exist as they were facing severe shortage of faculty and highlighted the status of the B-schools under such circumstances as:

- Management scholars have little financial incentive to join academia as corporate compensation is many times the paltry salaries that teachers receive.
- Most B-schools are making to do with a small number of qualified, full time teachers and utilizing visiting faculty in large numbers.
- Most of the B-schools rarely have a student teacher ratio of less than 1:15 stipulated by the regulator.
• Most B-school teachers are burdened with class room duties resultant in turn down in rational growth and creative research.

Decline in research further exacerbates the shortage of scholars who are qualified to become B-school teachers (Bajaj, 2012). Teachers and institutions have to turn down old schools of thought and keep in touch with novel industry practices if their students have to be pertinent in the new environment (Natarajan, 2012). To sustain in the future, one has to create an ecosystem in the field of education as well to attract talent, especially as faculty (Saxena, 2012). Within business education, to have creative solutions to challenges, inter disciplinary teaching is required. for which boldness in recruitment of faculty is needed (Kalyanaram, 2012).

Referring to total quality management, Ghai (2012) opined that there is a need for it in every aspect of life, and the same applies to management education as well. According to him institutions need to be encouraged for entering into the process of getting accredited by the national and international agencies.

A favorable environment has to be involved in the process by providing a place where there is scope for smooth flow of communication, avoiding barriers between the teacher and the Plethora of programs. Madhavan (2012) stated in Business today that the Indian schools of business are very much behind their counter parts in the globe in writing and publishing research papers. An article published by Madhavan (2012), affirms this by publishing the statement given by the ISB faculty at Hyderabad, to Business today that India, lacked the environment for research, the process to give birth to the ideas for research, to validate them and to publish them (Madhavan, 2012).

Madhavan (2012) informed that Dinesh Kumar, Chairperson for research and publication of IIM-Bangalore talked on the subject of faculty recruitment and stated that for the past five years their institute had been appointing faculty with good research potential from various universities.

According to Madhavan (2012) as stated in Business Today, prestigious B-schools in India also does not have sufficient allocation of funds for research.
He put down the following as research road blocks:

- B-schools are unwilling to embrace research
- Faculty members lack the credentials and potential to conduct research
- There is a scarcity of personnel, because of which higher workload is pushed on existing staff
- Most B-schools lack adequate funding
- The faculty appraisal system in B-schools does not incentivize research
- Availability of data especially in the Indian context, is limited

In a statement made to Madhavan (2012) by Nirmalya Kumar, Co-Director of Aditya V Birla India Centre, LBS told Business Today that the local B-schools were basically emphasizing on teaching institutions that did not truly favor research and that without research as a mission it would be impossible to attract the best faculty. Samir Barua, Director, IIM disclosed to Madhavan (2012), that the faculty strength was way below the limit at his institute and this according to him was one of the reasons for poor performance. On performance management, Samir Barua, Director IIM revealed to Madhavan (2012), that they had introduced a fresh Performance Management System measures the research contributed by the faculty.

As reported by Madhavan (2012) in his article ‘Paper Lambs’ published in business today, October 2012, Ajith Rangnekar, dean of ISB had stated that their institute hired faculty from top research-oriented universities and encouraged them for research.

He also reported that Ajith Rangnekar disclosed that his institute had ordered 2 of its faculty to refrain from the institute as they failed to contribute towards research.

IIM-Ahmedabad had complained in the past that as they were a part of the government system and their salaries came under the framework of the pay commission, they were unable to do much about offering better salaries to attract quality faculty (Pandey, 2012). Pandey (2012) published the views of the Chairman of the board of Governors of IIM-A that salary for the institute had been an issue as
although the government had never been restrictive to ambition, but fixation of salaries was governed by the government authorities (Pandey, 2012).

According to Pandey (2012), Ajith Rangnekar, Indian School of Business (ISB) Dean stated that the institute was constantly searching for talent in the national and international market and that they aimed to be leaders in faculty training and research (Pandey, 2012). As the number of admissions stayed to around 20 percent to 30 percent of the sanctioned strength many schools especially in the south of India had to face situations wherein salaries were delayed leading to attrition of faculty (Phillip, 2012).

Shukla (2012) reported in the article ‘Bang for the Buck’ in business today on National Institute of Industrial Engineering (NITIE), to probably be one of the few institutes which had a system wherein they had in the year 2012 set aside ₹50 lakhs to be used for faculty training programs and short term courses and also, they had ₹25 lakhs set aside to encourage faculty for research activities.

Jain (2012), Dean European Institute for Business Administration (INSEAD) in the article Sharpening the Indian MBA, Business Today pointed out that as on date the IITs and IIMs were increasing their numbers and although it had good quality of students, faced the problem of shortage of teachers. According to him there are practitioners, but there was a dearth of researchers.

Balasubramanyam, Sharma, & Anand (2012) opined that using web as a means to communicate with faculty and the industry has helped in solving a lot of problems of acquiring good faculty for B-schools which are located in isolated areas. They pointed that for B-schools in a small city, one of the biggest challenges was to attract top class faculty. According to them the attrition rate of faculty in Dharmasthala Manjunatheshwara Institute for management development (SDMIMD), had come down to zero as a result of the academic environment that was provided by the institute (Balasubramanyam, Sharma & Anand, 2012).

For retaining their faculty, Balasubramanyam, Sharma & Anand (2012) disclosed that the institute SDMIMD had introduced mechanisms like hassle-free admission to the children of the faculty members. While offering the 2013 edition of Business Today’s survey of India’s apex B-schools Pandey (2013)
expressed that although the reduction in the demand to management education was evident; the demand for an admission in the premium B-schools remained as before (Pandey, 2013, p. 49).

The survey by Pandey (2013) revealed that only six B-schools in India were having international accreditation, which indicates that these have globally accepted stamps of quality (Pandey, 2013, Pg.51).

According to Pandey (2013) the ranking survey of 2013 indicated that the IIM’s had increased in number and was indicative that it would be more difficult than before, to recruit good faculty. It was found that there was a lot of pressure on the faculty to do research. The survey also indicated that though there were enough of research grants available, the faculties were not keen on taking up research related activities (Pandey, 2013).

In a discussion with Madhavan (2013) for business today the Director of IIM-A, Ashish Nanda voiced that an institute, with work environment, which encourages its resources; the faculty, staff, students- to stretch and contribute their best, was most acceptable to him for employment. He expressed that, the traditional constraints like absence of research material in the form of data to do research no longer existed and that leverage of time and encouragement given by the institute to do research was the constraint for faculty. He opined that unless the institute points out that they truly value to have quality research, the faculty development, in terms of value addition by quality research, would not take place. When asked about the quality of the IIM’s stated that the rapid increase in the number of IIM institutes had led to lots of institutes of IIM’s with a low standard (Madhavan, 2013).

Pandey (2013) declared in her article that according to the 2013 B-school survey IMI had managed to rise in the ranking status as there were many changes in the implementation of the IMI introduced by the Director General Pritam Singh. In her article she stated that Ulhas Vairagkar, Director at TIME Education, a B-school coaching center, was of the opinion that IMI had managed to get a considerable number of good quality faculty in the last two years. Dr. Asha Bhandarkar, Faculty, IMI claimed that the Director of the Institute, Dr. Pritam Singh (Director, IMI Delhi), was the reason for the faculty to join IMI as he provided them with number of opportunities and a lot of encouragement for research and development (Pandey, 2013).
Balasubramanyam (2013) attempted to probe and find the factors that led to the T.A. Pai Management Institute, to rise dramatically in the 2013 rankings. He claimed that the emphasis on quality by the institute had led to the ranking status. He found that apart from the Indian School of Business, Hyderabad, T.A. Pai Management Institute was the only institute accredited by Advance Collegiate Schools of Business, the US-based association. It was reported that the institute worked its way towards the top in a very calculated manner and that it never compromised on matters related to quality. For that matter, even giving a higher pay scale to a faculty without proving to be capable was not compromised upon (Balasubramanyam, 2013).

Malhotra (2013) studied the cause of success of Management Development Institute (MDI), Gurgaon, and concluded that the main factors that lead them to success was that they were an autonomous school and had a lot of freedom in their decision making. They were having faculty who possessed a lot of industry experience, some of whom were entrepreneurs themselves.

Madhavan (2013) disclosed that Bharathidasan Institute of Management was successful in jumping to the 32nd rank in the B-School survey not as it had an excellent group of faculties, but as it worked in close links with the industry.

As reported by Das and Pandey (2013) in business today, Samir. K Barua former director IIM-A opined that there was always conflicting to change in any institute and that the fundamental issue that students were drawing more salary than the experienced faculty has to be addressed. They reported that Samir. K Barua explained that the four challenges that he as a director, faced at IIM Ahmedabad was that of a) placing greater emphasis on knowledge creation, b) measuring the contributions of the faculty through a formal system, c) aligning individual’s goals with that of the institute.

A study done by Das and Pandey, (2013), at IIM-C, also revealed that their Chairman, Ajith Balakrishnan, in the year 2010 headed a committee and had made recommendations on performance appraisal and compensation of faculty, which was ripped apart by the professors of IIM-C. The report had recommended that:
Each IIM must outline a proposed statement for faculty members; what each Faculty proposed to contribute towards teaching, research or administration.

1. Increase in the classroom teaching hours from a present average in a year of 90 to 120 hours to 150 to 160 hours.

2. The consulting and training income for directors were to be forgone and were recommended to be paid as a fixed income additionally each year (Das and Pandey, 2013).

They also reported that Ashok Banerjee, Dean of new initiatives at IIM-C, in his statement to Business today, stated that the IIMs had a problem at attracting quality faculty and that the IIMs had found it to be tough, to match the salary expectations of recruits from abroad. Das and Pandey (2013) reported that Ashok Banerjee had expressed that recruiting and retaining talent was likely to become a bigger challenge in the future.

On investigating problems at IIMs, Das and Pandey (2013) opined that some IIMs have now started to link promotions to research as according to them it has been understood that there is a need for these institutes to take up research and publication and for this the faculty must be relieved from administrative work learners (Hattangadi, 2012). Although an attempt to push ahead quality education has made the IIMs open their colleges at Udaipur, Kashipur, Raipur and so on, Pandey and Bhattacharyya (2012) opined that there has been a complaint from their side that they are finding it extremely difficult to attract good faculty.

The 12th edition of the business today’s, Nielsen Best B-schools survey placed the view of Tarun Parischa (2012), a faculty of Institute of Management Goa, who had taken up teaching in the B-school after 25 years of corporate life and stated that he expressed that India was slow in attracting variety in its faculty. utilizing the faculty’s time for academic activities rather than administrative work (Das and Pandey, 2013). Das and Pandey (2013) reported that when Pritam Singh, former Director IIM-Lucknow, had proposed a faculty review to be held every five years in order to decide on the increments to be given or to be held, the idea was opposed by the faculties.
In a recent press conference, A.M. Naik, Chairman IIM-A expressed that the pay scales of the faculty must be good in order to attract good professors, and for the institution to have a good faculty (Das and Pandey, 2013).

Business schools are finding it difficult to find people who will delve in research. Ghosh (2013) cited that research into business holds little appeal and that the B-schools were finding it tough to come across suitable people to take up research positions (Ghosh, 2013, Pg.102). In his study, Ghosh (2013) revealed that the research chairs created by ICICI at Shailesh J. Mehta School (SJMSOM) of management studies and by the Reserve bank of India at IIM Ahmedabad were lying vacant.

**Faculty Attitude**

The most complex of inter-linked attitudes is that of teaching. Gronlund (1995) has classified the most widely used teacher attitude scale, the statements of MTAI is classified into 5 categories namely, classroom management, philosophy and curriculum, child development and behavior, moral status of students, and teacher’s reactions.

By noting about the same MTAI five sub areas were detected by factor analysis of its items, namely, favorable versus unfavorable attitudes to pupil, modern versus traditional attitudes to control the class, rejection of students, permissiveness versus punitiveness towards specific forms of student behavior, and longing to control versus inclination to allow students to do things as they wish. Different people have listed diverse dimensions in the attitude of teachers about classroom teaching, which include consideration of students’ viewpoint, personal adjustment, emotional disengagement, different ideology, classroom management, student autonomy versus teacher direction, subject matter emphasis, and student teaching and integrative learning.

Zhou & Volkwein (2003) found that differences in compensation have a significant effect on satisfaction of teachers which in turn leads to their intentions to carry out genuine hard work. The academic careers are a completely different profession from organizational professions because a faculty has to perform many roles all at a time like mentor, faculty, trainer,
evaluator, parent, counsellor etc. Victor (2011) opined that effective recruitment policies can have a positive effect on achievement or breakdown of institutions and evaluation of right people with desired skills and impending brings useful outcomes for the management institutes while choice of a faculty with false or inappropriate skills that thrust both the institute and faculty towards adverse effect and obliteration.


The observations of the study are as follows:

1. There is a negative and major correlation between theoretical value and attitude towards the teaching profession.
2. An optimistic and worth mentioning association is observed between attitude towards teaching profession and economic value.
3. There is a positive and significant correlation between attitude towards teaching profession aesthetic value.
4. There is a negative an immense correlation between social value and approach for teaching profession.
5. There is a positive and considerable correlation between political value and mind-set towards teaching profession.

Selwyn and Bensam (2004) aimed to find out various aspects like intelligence and attitude towards teaching profession, the gender and group differences in self-concept, and relationship of self-concept with intelligence and attitude towards teaching among DTED students in their study “Self-concept, intelligence and attitude towards teaching of DTED students”. The data were collected from 300 students of both sex and groups (Arts and Science) and were analyzed using T-test and product moment correlation coefficient. The study revealed that male and female DTED students do not differ from each other in self-concept and attitude towards teaching Profession; female students are more intelligent than male students. Subjects studied at +2 levels had no effect on self-concept and attitude towards teaching profession. Science students are more intelligent than arts-based students.
A study conducted by Sabu (2005), mentioned that there is hardly any difference between government and private management teachers with regard to educational process that sees the various angles on teacher attitude, all the other dimensions like teaching profession, in the classroom, and child related practices, students’ and teachers’ attitude are significant. Government school teachers have more favorable attitude than private school teachers in all the dimensions of teachers’ attitude namely, teaching profession, classroom teaching, child-centered practices, educational process, pupils’ and teachers’ attitude.

Affizal Ahmad and Rafidah Sahak (2009) in his work, “Faculty-Student Attachment and Faculty’s Attitude towards work” examined the relationship between teacher-student association and faculty’s’ attitude towards work. It was summarized that poor understanding between teacher and students results in fragile social relationship and meager social control of the teacher, which can affect the teachers’ approach towards job. The conclusion of the research study, furthermore, proved the continuation of significant relationships between teacher-student connection and teachers’ attitude in the subscales of communication, tenderness, and bothered feelings. Faculty-student relations and teachers’ attitude seems crucial in promoting and maintaining positive environment.

Sumangala, V; Usha Devi V.K, (2009) in their work “Role Conflict, Attitude towards teaching Profession and Job Satisfaction as Predictors of Success in Teaching”. The study inferred that role divergence and attitude towards teaching profession are noteworthy predictors of accomplishment in teaching among secondary school teachers (women) of Kerala. Role conflict adds more to the disparity in success in teaching as compared to the attitude towards teaching profession.

Bennett & Kottasz (2009) observed that the qualitative results examined faculty commitment towards the management teaching role, which also includes their experiences. The researcher used focal point group discussions as research tool in data collection process. Total 24 groups were considered, with group membership in the range of five to nine participants. The conclusion of the study reveals that faculty commitment to the management teaching role is very low, with the majority of faculty members
stating that they did not desire the teaching role willingly but were came to the profession out of compulsions to secure a job, and also lack in required qualification and lesser skills to opt for other professions of their fondness and inclination.

The foremost de-motivating factor for this profession as stated by the faculty is very poor working conditions and indifferent government and society attitudes towards the management teaching profession. In order to boast faculty commitment towards the teaching profession, which is the most vital contributor to the students’ learning, it is suggested that the Government of and other stakeholders should drastically improve for the faculty working conditions, including stipulation of accommodation facilities, and other social welfare services.

Uwezo (2010) in his research stated the need to provide quality education for spearheading the socio-economic development. In fact, many scholars have noted that quality education is the only means to shape the approach, values, behavior and skills that are essential for individuals to work productively in an integrated society. The Third UN General Assembly, discussed the effects of qualitative education in progressing social upliftment, stressed that excellence in management education which is vital for establishing true democracy and employment opportunities successfully. Similarly, the Development Vision 2025 made a note of the qualitative in management education as an eminent factor if the country aims at responding against the developmental challenges it is facing. Subsequently, measures are adopted to improve the quality of education. Two of these are crucial and are mostly used in numerous countries.

It is indispensable to look at the first look of students’ learning in basic skills- namely math, reading skill, and writing skill. A recent report found that, though there has been a big achievement in faculty training, recruitment, number of institutes, students are skilled at limited things, even at the final year of management education, where students do not have basic numeracy and literacy skills.

Dabat Zakariya (2010) in his research “The correlation between the management student’s attitudes towards faculty and the level of expertise with reference to various aspects identified the rationale to find out (class teacher)
students teaching competency against their attitude towards the teaching profession.

The present study applied the Al-Zayatonah category scale to test the management faculty skills and competency in teaching. The study showed positive attitude for their profession regarding the total, and not dissimilar terms of age, gender and research variables, because of the actuality that Statistics Significance (SS) were higher than 0.05. The study also revealed that the impact of (class teacher) students’ attitude towards teaching competency was positive and vary regarding the variables.

Gupta. S.L; Prasad Digamber and Ramachandran Anandhi (2011) in their work “The effects of the Attitudes of Higher-Level Education teachers towards teaching in India” accounts on the observations of the study exploring the attitude of higher-level education teachers towards their profession. Varimax rotation was carried out to derive factor analysis to identify the forces influencing the teacher’s attitude. It was also acknowledged that the female teachers have more positive approach towards the profession over male faculty. The faculty associated with autonomous institutions were found to be more passionate and content as compared to the faculty serving in the university set up. It exposed the detail that most of the teachers working in the rural areas were more dedicated and satisfied against the faculty working in urban areas. This study concluded with a considerable amount of the difference among the teachers at higher level education.

A research was conducted by Radhika Ramaswamy (2012) on the various reasons for unwillingness of teachers for going to colleges. A survey was conducted with a sample size of 400 teachers in 60 private institutes across Mumbai to show how deep their discontentment runs. It was astonishing to see that 90% teachers were dissatisfied with their salary, and 5% teachers were paid a salary between ₹2000 and ₹3000. 75% teachers did not even get the fifth pay scale, leave alone sixth pay scale. 85% teachers were not satisfied with the salary and hence they were not satisfied with their job. The reasons given were poor salary and lack of job security. 83% teachers shared the fact that number of students in the classroom is more than 60 which is huge to handle and do justice.
Zambare, M, Shobhana (2012) “A comparative study of Emotional competency and Faculty Attitude of B.Ed. trainees towards teaching profession” highlighted the findings from the study as follows:

1. A significant relationship exists between emotional competency and attitude towards teaching profession of B.Ed. trainees.
2. A noteworthy difference is pragmatic in the mean scores of emotional competences between male and female.

Role Commitment

Fresco, Kfir and Nasser (1997) considered teacher commitment and an empirical investigation was made through a model for predicting commitment to coaching, as calculated by the degree to which faculty expressed unwillingness to go for new careers, indicator variables comprised of unique variables over and above directly job-related factors. Data is taken from 180 faculty members who had done their pre-service training at an Israeli teacher’s college over a ten-year period. Findings showed that only job satisfaction leads to desired commitment. Other aspects, such as capabilities, job enrichment, gender, professional belongingness and pupil grade level were not directly but indirectly related through their relationship with job satisfaction.

Shann (1998) in his research measured professional dedication and contentment among teachers in urban middle schools and identified that satisfaction in teaching is a multifaceted construct that is crucial to withholding teachers, faculty commitment and institute effectiveness. Direct Interviews and tested questionnaires taken from 93 faculties in 5 urban institutes were taken to find the importance and fulfillment they related to show various aspects of their professional jobs. Among those factors, faculty-student relationships were on the top of the list, in terms of significance and job satisfaction. Faculties in the slighter achieving institutes were happier with strong teacher-student relationships and their institute syllabus over those in the higher achieving institutes and it was found as important factor for student dissatisfaction.

Marridors (2000) affirmed that the commitment was deep and of profound value of emotional intelligence. It meant aligning with the goals of a
group or organization and applying oneself completely for a cause. Simpson and Hood have described compulsion in relevance to the management teaching profession. According to them, a dedicated faculty shows particular behavioral pattern. They show that professional development is of top in the list, which reflects excitement about teaching and student learning, bonds with wards, show positive sign in attitude about management students, is useful insights about student drives, strengths, needs and circumstances. Teaching demands personal pledge to uphold keenness for actively concerning work. This perception of professional commitment as conjecture of personal resources has long been connected with the distinctiveness of a teacher.

Teacher commitment is taken to be paramount importance as it is significant in obtaining qualitative teaching, the aptitude of management teacher to welcome change, their presence, burn out, continuation in profession, institutional health of the organization and student attitudes and learning.

It’s the teachers’ commitment which plays an important role in supporting institutions and faculty to get a feel for the dreadful requirements of reframing proper teaching and needful learning in institutions for the society and beyond as is discussed by (Caldwell, 1999). Teaching has undergone wide-ranging of positive changes and has been in a state of no change for over last ten years. Professional Commitment is described as a higher level of connection to an institution. Since the last five decades, interest has been far beyond the ground reality in the concept of institutional commitment and other factors that support employee commitment.

Fried (2001) recognized ten fundamental distinctiveness of passionate teacher:

1. Reminiscent of effectively involving with young people, and takes interest in knowledge and ideas
2. Lack of knowledge, and skills of students which cannot act as a pretext to decrease feelings of compassion
3. Anxious about students
4. Aware of global issues, and talks of current events in the classroom and successfully reflect them in work at school
5. Grave and has great sense of humor.
6. Tolerates incongruous and insincere things that students put on view in their behavior but at the simultaneously critical and very particular to manners that students must relate.

7. Avoid reproachful ideas of unpopular and young people and attempts to create a reciprocated respect.

8. Takes risk; makes mistakes but derives lessons from mistakes rather than ignoring them.

9. Endeavors to make arrangement and maintain a conducive environment where students can learn from their mistakes.

10. Takes his assignment seriously and replicate his thoughts and viewpoint comprehensibly.

Fried mentions that who is perfect faculty (2002): “This is carrying great ideas and values, this fascination for growth of their students and strengthen their confidence among people, and passion about performing things properly and driving for excellence”.

Some important characteristics of a good management faculty:

1) **Passion for students’ growth and learning**: Teaching students with utmost passion will help them to learn effectively. Hargraves stated that in his article, “Pedagogical changes fail, when they do not engage in the passion of the classroom” (Hargraves, 1998, p.19). Passionate faculty critically study the ability of student learning vigilantly and understand that quality in learning is not achieved, effort to teach using different methodologies.

2) **Reverence for students**: To put up a better tomorrow, it is essential in teaching profession to respect students as individuals and learners. If students see the teacher as caring, thoughtful of them, compassionate their readiness to learning enhances.

3) **Adoration for profession**: Without passion for profession, improvement in any field for anyone, leave alone teaching, does not occur. Passion stems from loved one’s profession. Passionate faculty have a strong admiration for teaching. “They really fall in love with every facet of students growth” (Garrison and Listan, 2006, p.3). A dedicated faculty is sensitive to modern practices and brings development in the field and attempts to keep abreast of them to enhance skills and knowledge base. Exhibiting fanaticism
for their subject being taught will suffice students’ excitement and curiosity. A Faculty’s primary objective is to nurture students’ inquisitiveness for competence in learning. To teach effectively the most important factor is thorough knowledge of subject matter. Ferguson and Womackl (1993) in their research work stated the same in: “Effective Communication of Content Knowledge Is a Hallmark of Good Faculties”.

4) **Awareness of the relevance of schools in students’ lives:**
Students gain knowledge along with real life experiences and experiments from institutes. Therefore, passionate faculty shows leadership in every aspect, in every field of learning play a vital role.

5) **Faculty cannot make any excuses for occupational ethics:**
Fervent teachers have professional ethics that hold to through their career. They educate students in accordingly.

6) **Willingness to change:**
Dedicated faculty always sees for continuous up gradation in their profession. They always wish for remaining a good teacher and look for improvising the efficacy of teaching.

**Punia (2000)** in his observations noted the need for commitment among university teachers on a couple of dimensions namely, organizational commitment and job commitment. He has identified that university teachers were more dedicated towards their job over their organization.

**Kudva (2000)** investigated into the relationship between professional aspects of teachers and their burnout. Her major findings are:

1. Professional Commitment has a noteworthy relationship with perfection and attitude towards students, and a lack of personal achievements.

2. There is no significant relationship, either linear or non-linear, between increased feelings of emotional exhaustion and fatigue and professional commitment.

A significant influence on students’ achievement is through the faculty commitment to teachers’ work performance. In a management educational institute, a student learning is the utmost important aspect (Celap, 2002). A serious management professional always thinks to enhance students’ professional competency and ability by creating superior learning surroundings.
Through effective and continuous support to the growth of students, a committed management faculty strives their students to be well-educated and groomed in their community. It is clearly noticed that student progress deeply depends on faculty professional commitment. Singh and Billinngsley (1997) emphasized that low level of faculty commitment affects negatively students’ achievement.

Commitment can be upholding by motivation that acts as one of the important factors in educational success. If the faculty uphold dedication to teaching profession, by building a strong and supportive learning environment, they can easily bring desired change in student learning in the most congenial environment, students will be more inspired and dedicated.

Shishupal (2001) studied student-teachers of B.Ed. classes with an intension to gauge their commitment to teaching profession. The study revealed that the teacher-trainees displayed a reasonable level of promise to instructing calling. The study explored that sex, age, father’s occupation, community background and income groups were not predictors of commitment.

The study further revealed that caste categories have some influence in determining levels of commitment.

Mathew, Thomas C. (2003) in his work, “A study of Organizational Commitment of Degree College Faculties in Relation to work values, self-actualization and leader behavior of Principles” stated that:

1. A positive relationship is observed between organizational commitment (all factors) and work values, organizational commitment (sentimental and normative) and self-actualization, organizational commitment (all gears) and leader qualities of principals.
2. There is least relationship between organizational dedication (continuance and self-actualization).
3. Faculty with high work values are committed to the organization.

**2.4.1 Job Characteristics Model**

As recommended by Hackman & Oldham the famous Job Characteristics Model (JCM) is primarily used as standard to understand the way various job characteristics results on job outcomes, including job
satisfaction and performance. The model shows that there are namely five core job characteristics (task identity, task significance, skill variety, autonomy, and feedback) which covers three critical psychological states of employees. These five major job characteristics are brought together to evaluate Motivating Potential Score (MPS) for a particular job, which can be used as an indicator of how closely a job is to influence a faculty's attitude and behavior. An important meta-analysis of all these findings estimates the theoretical framework of this model and provides some strong basis for the validity of this popular JCM.

Lam (2000) performed a study identify the effect of thinking styles on teachers of different subjects. He used the Thinking Style Scale developed by the Zhang (1997) based on the Sternberg Thinking Scale. For the study the randomly selection of 200 teachers, where n=75 arts teachers and n=125 science was done.

Major Findings: It has been observed that in Hong Kong art teachers score more on local thinking than science teachers, and science teachers scored higher on administrative thoughts than the art teachers done, whereas the art teachers preferred legislative thinking than science teachers.

Mathew, Thomas C. (2003) in the observations of his work “A critical study of institutional commitment of faculties in educational institutes in Relation to work values and ethics, self-actualization and potential, and leader behavior of Principals “identified that:

1. A significant and positive relationship can be terraced between organizational commitment (all components) and work values, organizational commitment (affective and normative) and self-actualization, organizational commitment (all components) and leader behavior of principals.
2. More committed to the organization is observed among faculties having high work values.
3. Faculties whose principals exhibited high consideration and initiation behavior were more committed.

Sharma, Anita (2008) in her study “Commitment among teachers with regard to some of their personal and academic variables” has compared the commitment among teachers with their personal and educational variables
such as age, gender, faculty, qualification and stage of college. The data analysis shows that faculty of different age groups are equally committed. Faculties belonging to the faculty of Science and Math’s are equally committed. Faculties having doctoral degree are more committed in teaching compared to teachers having post graduate degrees. As regards the levels of college teachers teaching in degree colleges are more committed in comparison to teachers teaching in inter-colleges and university. The results indicate that teachers teaching in degree colleges and holding doctoral degrees are conducive to more commitment among teachers. Results of this study are quite encouraging and suggest that Stan Maria Magdalena (2009) in her study conducted on “Professional Commitment in Faculty: Comparative Study”. In the current research it was aimed at finding out the scope of the professional commitment dynamics among teaching fraternity, based on the “years of instructional experience” variable and consequently, the “age”. A panel of 50 faculty functioning in both rural (20%) and urban (80%) population, with instructional experience of two to 20 years.

This current research by Alan B. Henkin; Stephanie (2010) “Urban faculty Commitment, Exploring Associations with Organizational culture, contribution towards innovation, and active participation” indicates relationships between faculty’s institutional dedication and interpersonal divergence, contribution actions further than the classroom atmosphere, and changes in the institutes. Underlying relationships among research variables are selected in this study that demonstrates affective commitment as a good measure for decisions to leave the management institute. Higher levels of interpersonal disagreement are very well-linked to lower levels of institutional obligation. Interest in dissimilar activities apart from classroom is in a straight line related to obligation, whereas caring for innovation leads strong positive results on faculty commitment. Results show the significance of high levels of pledge and professional commitment norms in terms of employees work performance and the stability of the proficient workforce.

Several characteristics observed by Stinnett (1968) include the following criteria:

- Teaching involves intellectual activities
• It demands an organization of specialized knowledge.
• An extended professional preparation is essential.
• Demands incessant in-service growth.
• It affords a life-career and enduring membership.
• A profession sets up its own benchmarks.
• Exalts services above individual benefits.
• It has a sturdy, closely knit, professional organization.

Faculties depend upon their personal traits and dispositions. Both seem to be highly associated, as the teaching career requires dominant behaviors that reflect desire to excel, intellect, comprehensive professionalism and range, in service expansion for a first-rate teacher and teachings as a life apprehension (Baver et al., 1995).

There are various aspects which correspond to the attractiveness of management teaching. It is imperative to quote the classical study of Chivore (1988) conducted in Zimbabwe. The research listened carefully on the approaches of people towards teaching profession. Out of the various factors said and identified, the highest magnetism of community and private sector for secondary teachers was that of salaries comparative to those of private and public sector. Another central factor was supplementary opportunities for additional education, which more strongly was related to the reputation factor.

Faculties play a variety of roles in the classroom. They act as evaluators, disciplinarians, and models. Faculty’s early impersonation and opportunity is a guarding credible accomplishment that can affect a child’s academic process. Children succeed when faculty expect them to fail. The kind of evaluation that teachers do affects student’s performance. Anxious children may improve their performance under optimal test-taking conditions.

Hemalatha C.K and Dr. N. Nisar Ahmed (2011) in their work “Faculty’s Commitment in Self-Financing Engineering Colleges explores a sample of Anna University Affiliated Engineering College staffs in Chennai”. Analyzed the factors responsible for shortage of devoted staff and excellence in education under diverse variables.

Teachers are supposed to be commitment to work, binder to students, institutions, colleagues, management etc. It was as well found that the
profession requires certain acquisition of special knowledge and application of
the knowledge to achieve particular ends. But all these norms are not followed
by many institutions. To make few things work the right way, a common body
could be shaped with representatives from all institutions coming under its
association. This enhances job security, satisfaction and thereby contributes
for the improvement of the teachers' pledge in engineering colleges.

From the statistics available in previous studies, six notions of
management faculty professional commitment have been researched in
Australian state institutes, and these are understood as six distinct, yet
strongly correlated factors. These represent different ways that management
faculty evaluates, understands, and conceptualize the complete professional
commitment.

The six acknowledged categories are:

1. **‘Passion’- Faculty’s dedication**: The aspect sees faculty professional
commitment as a passion or a poignant involvement to the work related
to teaching or a specific aspect of teaching.

2. **Faculty dedication as an investment of time as contact hours with
students**: Faculty professional commitment is an important asset of
‘extra time’ out of regular class room contact hours with students as per
their need. This extra time is considered as either visible time spent at
the institute site or, invisible time invested off the institute site.

3. **Faculty’s role pledge focusing on needy students**: This commencement takes faculty assurance to be of an intense focus
on the requirements of the management student. Student needs may
be grouped as either emotional needs and/or academic needs.

4. **Commitment of Faculty to impart knowledge, attitudes, values and
belief**: The faculty commitment takes responsibility to provide
knowledge and specific attitudes, values and beliefs. Faculty who holds
this notion give more importance to the responsibility that they play a
vital role of grooming students for the career and in training on a core
set of skills, understanding, and values.

5. **Faculty pledge as ‘improving and sustaining professional
knowledge’**: This notion reflects faculty commitment as the one who
disseminates professional knowledge and strongly holds ongoing professional support in teaching and learning.

6. **Faculty commitment as engagement with the group**: It is believed that faculty have a professional commitment beyond the classroom and even crosses the boundary of the management institute.

One of the major findings of this study shows the way in which the management faculty appears to be conceptualizing their core responsibilities.

The literature challenges the view that teacher commitment is completely focused on external measures and explores the association between teacher passions, values and beliefs, and teachers’ dedication and determination in a way that characterizes the professional commitment as a highly individual way of sensing management, the self and its relationship to education. While teachers do express their commitment to outside factors, they also make important links to personal aspirations.

Kitila A.K. Mkumbo (2012) wrote an article on “**Faculty's Commitment to, and Experiences of, the Teaching Profession in Tanzania: Findings of Focus Group Research**”, this study is conducted through focus group technique as research tool taking 24 groups of five to nine participants for study.

This article focuses on quality of education where author observed that faculties are a key resource in formative aspects of the qualitative education. The high quality of management education is directly correlated to the quality of teaching and learning practices. A lot of members in teaching profession determine the quality of teaching, through qualifications and experience, level of inspiration and drive, and working conditions. Studies show that motivation and dedication of management faculty towards their profession, inspires management students to learn better. This enables students to learn the content more effectively. It is therefore highly imperative to inspire teachers’ impulse as a part of the measures to resolve the problem of declining quality of management education. This study scrutinized the faculty professional commitment to the teaching profession, and how it influences students’ education and academic performance.
Insufficient teaching and learning infrastructure are identified as the one of the major aspects for low quality of management education as observed by previous studies.

Limited literature is available on these issues as the studies conducted on the educational quality and professional commitment of management faculty as major factors towards effective earning and ultimately lead to academic success is seldom done. A keen assessment of the various previous and current educational reforms in management education pioneered by the Ministry of Education and Vocational Training shows, amongst other factors, a very little emphasis on faculty as a crucial factor in bringing the learning styles, particularly while addressing the progress and professionalism.

The author has successfully come out with the results of his study. The results reflect on the faculty role commitment to this sphere is terribly low, where majority of management faculty expressed that they did not chose this profession as their career choice but were forced by the forbearance to secure the job and be deficient in qualifications to join other professions of their willingness and choice.

To strengthen faculty commitment towards teaching, a significant contributor to the students’ educational achievement suggested that stakeholders have to enhance the faculty’s working conditions, including provision of good accommodation facilities and social welfare facilities.

Khosrow Nazari, Ramli Bin Basri (2012), in his study “An empirical investigation of lecturers’ Organizational commitment in technical and Vocational colleges in Iran” noted the determining levels of management faculty, institutional commitment (affective, normative and continuance) based on gender category, service factor, marital status, and academic performance, the current research has been performed in management institutes colleges in four provinces of Iran. Descriptive study through survey with the analysis of all statistical measures are done. The pertinent literature indicates that modest studies relating to faculty pledge of higher learning management institutions in Iran. Considering the importance of faculty role commitment, educational professional, policy makers and management of the institute
should think of all-important aspects to construct their major faculty are highly committed.

This particular study has led to fill the gap of theoretical and experimental knowledge and strengthen the understanding of institute obligation issue.

Scholars have applied quantitative research technique and the data was collected using tested questionnaire. The study design included of a self-report questionnaire to study faculty’s emotional persistence, normative and overall organizational obligation. Descriptive evaluation was used to measure observation level of respondents concerning variable under study.

As per the study it is understood that the study of academic staff dedication is more and more admired because of its connection to attitudes and behavior that have a say in institutional results and as an outcome may play an imperative role in how faculty work to attain their institutional or program operation, goals, objectives and targets.

Bhosale U.V. (2015) “A study of Role Commitment of Secondary School Faculties”, The article was carried out in more organized way with defined independent and dependent variable. Researcher’s purpose of the research was to weigh against the faculty professional commitment flanked by male and female management teachers.

Another intention of the research was to compare the professional commitment of faculty towards students, faculty role commitment towards organization, teacher’s role commitment towards parents, teacher’s role commitment towards society, teacher’s role commitment towards homeland, and their role commitment towards their own profession.

The researcher has considered one hundred male and female teachers from various management institutes. The study type taken were independent factors and management faculty overall professional commitment as well as faculty responsibility towards students, management teacher’s functional commitment towards institute, faculty task commitment towards student parents, towards society, country, and professional commitment towards own teaching were the different dependent variables. Faculty’s role Commitment Scale developed by Meena Buddhisagar and Madhulika (2005) was used for the present study.
According to the author of this article, education is natural as well as spontaneous. It is the primary requirement for the development of human beings. All animals learn and follow through incidents and accordingly make changes in their behavioral aspects. It is not applicable only to institutions and colleges alone. Management education also leads human beings in securing job and career of their own choice. It helps to bring out various hidden qualities. Management education helps the human beings to turn into a cultured society. It aids inculcating ethical and moral norms in students, which helps in building character, physical health, and proper body. Thus, the physical development and good humans are made through management education.

The best thing about teaching is that learning is an ongoing process and it has to be done continuously. The type of students taught in the present days ‘force’ management teachers to learn, they know a lot of things through various sources, and if teachers are unaware and don’t update their knowledge, the students undermine the efficiency. So, in teaching, there is a greater need to learn every day.

The best experience for any professional in this job is when they find students’ performance is well in their respective subject, it surely makes them feel very happy and proud seeing them succeed in career growth. It gives a sense of fulfillment; it is good to know that I’m also contributing to improving somebody’s life and that I’m also building the educated nation.

2.4.2 Unconstructive Experiences (De-Motivating Factors)

Management teachers underscored negative experiences in their job, which could also be seen as de-moralizing factor or ‘frustrating’ factor. These are majorly centered around two of the foremost factors, namely prevailing poor working conditions and lack of interest in teaching profession (by the people, students, and even government). Many faculties took objection that their students did not get proper respect from their students and, had very negative attitude towards the teaching profession. This was majorly the case with some private institutes who take students from well-off backgrounds.

According to faculty, the most prevailing opinion among students in these schools is believed to be that faculty are in the management teaching
profession because of their weak economic status. This is the reality in these schools (Faculty, School Z, Coast Region).

Factors Affecting Management Faculty

It is notable that few factors make teachers persuade the organizational commitment of teachers negatively. The factors which take account of neutrality of personal and organizational goals and values (Menzies, 1995), are due to insufficient communication and belief (Varona, 1992), high levels of interpersonal conflict (Booker, 1990), and non-impressive or retreating conflict resolution approach on the part of head of institution (Hajzus, 1991). Congenial working atmosphere strengthen teachers’ role commitment and encourage them to perform their job more effectively.

Similarly; disproportionate non-teaching responsibilities assigned, huge strength in classes, lack of liberty in jobs and prudence, sense of aloofness from colleagues and management, inadequate governmental support, and not involving in important decision-making processes leads to commitment of teachers in a more negative way.

Asam (2000) conducted an exploratory study to examine the professional socialization experiences and influence of cultural identity on sixteen pre-service native Hawaiian teachers over a couple of years. Faculties were encouraged to reflect on their experiences by which they learned to identify with teaching as a profession. Three major subjects were identified from the data: persuasion of role models, cultural issues changing confidence and commitment.

Faculties play a variety of roles in the classroom. They act as evaluators, disciplinarians, and models. Faculty’s early impersonations and prospects concerning a students’ credible accomplishment can affect the academic process. Students succeed when their faculty believe in performance, while students are likely to perform poorly when instructors expect them to fail.

The type of evaluation that teachers do affects student's performance. Anxious children may improve their performance under optimal test-taking conditions.
Most of the factors for poor quality of management education identified by earlier studies have majorly indicated two factors, namely the unproductive teaching and learning. Particularly, there are only very few researchers listening carefully on the eminence and roles of a teacher plays to improve the factors helping towards effective learning and in due course aid for complete academic achievement. Indeed, a slam examination of a variety of previous and current education reform programs initiated by the Ministry of Education showed that, among other factors, a very little attention is on teachers as an important factor in changing the learning system, majorly when it comes to humanizing their welfare and professionalism. For example, of the 39 precedence programme areas in the Education Development Programme (SEDP II), only two are distantly focused on civilizing teachers’ welfare and professionalism.

Faculties are the major source to determine the quality of management education which is directly related with the quality of classroom teaching and learning. There are many factors that lead to the quality of instruction, including faculty experience and exposure, their level of inspiration, and working conditions. Studies revealed that if management faculty are given good working conditions, they eventually are driven and admire the teaching profession, students are enriched, learn and they become properly skilled at the content taught by teachers more effectively (Caprara et al., 2007). It is therefore crucial to encourage faculty inspiration as part of the measure to resolve the problem of declining quality of education in management. It has been thoroughly investigated that the management faculty commitment to the job, and how this affects students’ knowledge levels and academic performance.


The main focal point of this article was to vitally examine the relevance and effectiveness of the training material and process of the management teaching career, to evaluate training needs of faculty in terms of conceptualizing new method towards management education and teaching career. The sample size of the study consisted of 30 teachers from different
departments of The Islamic University of Bahawalpur and 10 teachers from different disciplines of graduate colleges of the same region. Pre-Test and Post-Test were taken more care as a research mechanism. The researcher took active part in the workshop and attended its lecturers, seminars, symposiums, and videoconferences and shared views with other resources persons as well as participants of the various activities. A pre-test described to the participants of various programs for assessing their previous knowledge about theoretical concepts and meaning of teaching career, proficient ethics, faculty qualities, trends of management education in present century, need of change in teachers’ attitudes, roles of a teacher in management education, and application of new and emerging learning skills. At end of the workshop feedback was taken to evaluate the outcomes of all activities. Researchers also keenly observed the role of master trainer, trainee’s performance, instructional content, group related activities, and time management techniques. The collected information through pre-test and post-test means was properly filtered and evaluated in a more qualitative way.

The article reveals that teacher’s unconcealed look and behavior always play a superior impact to acquire concepts and knowledge that they exhibit in the classroom teaching. Before the commencement of the module, participants have a fuzzy idea of the function of teacher’s personality. They clubbed apparent personality traits of a management faculty with the educational skills, teaching environment and professional ethics. They see persona limited to creating good working environment and sincerity in their jobs. And also, they relate the faculty personality into the teaching manners and command on subject matter of the teacher while teaching in the colleges.

The conclusion of the above examination revealed that participants are enlightened about the power of new methodologies to education and learning in their institutions.

There is a huge gap between promptness of the new trends, mastering and thorough evaluation of these methods. In the light of examination, it was identified that trainees of this workshop got adequate awareness about concept aspects, roles, national and international trends in 21st century, main beliefs and major aspects of management teaching profession. In the light of results, it was perceived that workshop was effective and made participant
vigorous practice in the perspectives of management teaching profession. It was also established that faculty had developed a strong awareness about their job roles and commitment to adopt a very positive and noble profession. The study has recommended to compulsorily train all the faculty.

The findings of the above analysis also state that faculty has to obtain the skill sets and desired knowledge of the methods, which make the complete student-centered approach meaningful and purposeful. Participants awareness and desire to relate to the new methods is a positive signal and, could also imply at the work place when they go back to their institutes. moreover, inadequate support to understand and move into right direction may have an undesirable effect on their motivation and attitudes towards the modern trends that may revert to their prior instruction. Faculties’ opinions are largely shaped by their experiences and expectations.

Turn down in the acknowledgment and admiration for teachers by the group of people and the authorities in the department or institution seems to have incredible impact on teachers’ toil. Their emotions and hopes are unenthusiastically exaggerated. This is in all probability is the main reason for participants to be reluctant in using the new trends in practices.

2.5.1 Organizational Commitment

Institutional commitment of an individual faculty of one’s intellect of involvement and belongingness to work hard and have a say to the fullest to the employing organization. Many researchers have the same view that no compromise has been arrived on the description of institutional commitment and therefore, the literature is full of a multiplicity of definitions and descriptions of organizational commitment.

As Yoon and Thye (2004) opined it may be because the term is a wide-ranging aspect which cuts across many ethical, sociological and managerial domains. However, different definitions for organizational commitment – with all its different measures – reflect a widespread view that organizational pledge is an acquaintance of the individual faculty to his / her organization (Camilleri, 2008). The previous definitions of organizational commitment consist of an identity with the institution, exchanged objectives and principles between the individual faculty and the organization, and long-lasting relationship in the institute (Meyer & Allen, 1992). Employees are considered
as more committed to their institute if they fully go on with their relationship with the organization and devote sizeable attempts to carry out organizational goals.

2.5.2 It is Easy to get the job:
The findings of the outcome of the above study indicated that there are three imperative reasons that drive faculty to adhere to teaching career. The first and the foremost factor that came out during the deliberations is the forbearance at which faculty thought it was supporting to get employment after graduation. Many faculty members confessed that they came to this teaching profession because it would be easy for them to get employment after completing their studies compared to other prevailing professions.

2.5.3 Faculty's Experiences of the Teaching Profession:
The focus group findings reveal the following experiences which can be broadly grouped into two categories as mentioned below:

Positive Experiences (Motivating Factors)
Numerous positive experiences or motivating aspects connected with the management teaching profession were observed in the discussions. Firstly, faculty expressed that they admired the fact that the teaching occupation gave them to be long term learners. They expressed that it is only teaching profession which makes it possible to learn and expand one’s horizon of knowledge on a continuous basis. Secondly, teachers also expressed the fact that it was easy for teachers to go for further studies compared to other professions.

This, therefore, gave them opportunities of advancing their prospects as well as flexibility to changing career in future. Thirdly, teachers viewed that they felt better when their job was respected, especially by students whom they taught. They are happy that noticed many students respected them. Fourthly, the likelihood of meeting new people and making friends was perceived as positive practice.

2.5.4 Lack of Qualifications to Join Other Professions
Another reason that was frequently viewed as a factor which made teachers to join the teaching profession was the lack of required qualifications to join other professions. Management teachers said that they joined the teaching job after failing to obtain the level of qualifications required
to join other jobs, such as engineering, medicine, banking, civil services, etc. Thus, they perceived that teaching profession would be a good start point to get into other professions of their liking. As such, teaching was very much a ‘by the way’ profession, coming up for something healthier to come along. This treatment to teaching profession makes the faculty less emotionally involved and less motivated to the teaching profession.

2.5.5 Attitude

Meyer and Allen (1997) termed commitment of teacher as a mental state that portrays a teacher’s connection with his/her profession and, has associations for the assessment to remain involved. It is regarded as the strength or quality required to line stress and change that include factors such as responsibility, honesty, and patience for unreliability, etc. (Claxton 2000). In empathizing teacher commitment, Shen (2002) classified teachers into three categories, movers, stayers, and leavers. Stayers according to him are the teachers who are content with their jobs and are enthusiastic to remain at their work place. Movers are the teachers who adore their profession but are do not wish to continue in the existing institutes, while leavers are those who prefer to change or leave the teaching profession.

Hausman & Goldring (2007) believe that teacher commitment plays a primary role in one’s performance as well as student learning and, discourage teacher absenteeism or intentions to change the profession. A study was conducted on teacher commitment in the US to basically compare levels of teachers’ commitment in magnet and non-magnet schools (i.e. schools which have teachers who chose where they want to work & schools with teachers who were assigned respectively). The selection of two schools was centered on race. Surveys were allocated to the participants based on design as the research was quantitative. The outcome of the analysis showed that magnet teachers appraised their commitment greater than the teachers in non-magnet schools. The magnet schools were illustrated by better levels of teacher autonomy, while greater goal congruence was reported by the non-magnet teachers. Lower commitment was shown by teachers of non-magnet schools aiding higher amounts of economically weaker students. Thus, the results show that teachers’ level of professional commitment can influence the nature/type of institute they work with.
As said by Travers and Cooper (2006), faculty interest may be decreased by the stress they capability, which may lead to moving away from teaching as the result of excessive stress. This may also result in absenteeism, premature retirement and intent to leave the profession.

Wesnar (2008) recommended that inspecting specific factors that contributed to teachers’ commitment to their profession can aid in knowing how they stayed alive in their career. Committed teachers are regarded professionals of strong psychological ties to their institutes, their students or their subject area (Firestone & Pennell, 2003). It has already been signposted that faculty commitment may mend their performance as well as student learning, but hardly any research has been undertaken on teacher commitment. Investigation on the commitment of faculty would certainly help to identify some of the reasons why differences occur between schools with differing success rates.

Balfour and Wechsler (1996) designed a new scale called Organizational Commitment Scale (OCS) to measure three components of organizational commitment: exchange, identification, and affiliation.

Mehmet Ustuner (2009) established a reliable and valid scale to measure teachers’ commitment, their commitment towards organization (organization here refers to institute).

Measurement of teachers’ levels of organizational commitment or teachers’ burnout, job satisfaction, motivation, organizational justice morale, professional attitude can be designed using this scale.

The study is descriptive in nature following exclusively meant to bridge the gap. For faculty teachers’ commitment includes commitment to work, students, commitment to institutions, colleagues, and management to support the views. It was also identified that the profession demands certain procurement of special knowledge and application of the awareness to achieve certain ends. The university is the authorized body to regulate certain norms. But all these policies are not observed by many institutions. A common body consisting of representatives from all institutions coming under its affiliation may be formed to make certain things perfectly. This would definitely result in better job security, satisfaction and thus contribute to improve the teachers’ commitment in engineering colleges.
Srivastava Nalini, Pratibha (2009) in their study titled “Relationship of teaching competency with teaching Aptitude and Professional Commitment” analyzed the relationship of teaching proficiency to the most important tools - teaching aptitude and professional commitment.

The study was done on a sample size of 300 teachers through the survey method in the Pilibhit district of U.P. Data collection tools were General Teaching Competency Scale (GTCS) by B.K. Passi and M.S. Lalitha, Teachers’ Commitment Scale by Meena Buddhisagar Rathod, Teaching Aptitude test by Prakash and Srivastava and Madhulika Varma. The data was scrutinized by using F test (ANOVA), T test and Pearson’s’ Product Moment Coefficient of Correlation by Sharma and Anita (2008) in their study on “Commitment among teachers with regard to some of their personal and academic variables”. This was taken up to compare the commitment among teachers with respect to some of their personal and academic variables such as gender, faculty, age, qualification and education at college level. The analysis of data reveals that teachers though are from different age groups, are equally committed.

Faculty belonging to the streams of Science and Math’s are equally committed. It has been found that faculty having doctoral degree are more committed to teaching compared to those having post graduate degrees. Also, the study emphasized the fact that the levels of college teachers teaching in degree colleges is more committed in comparison to teachers teaching in inter-colleges and university. The results specify that teachers working in degree colleges and holding doctoral degrees are encouraging to more commitment among their colleagues. Results are quite encouraging and suggest that Ph.D. degree holders at all level should be preferred as it increases the commitment to their Profession Mathew, Thomas C. (2003) “A study of Organizational Commitment of Degree College Teachers in Relation to work values, self-actualization and leader behavior of Principals”.

Observations are as follows:

1. Significant and positive relationship is identified between organizational commitment (all components) and work standards, organizational obligation (affective and normative) and self-actualization,
administrative commitment (all components) and leader behavior of authorities
2. Insignificant relationship is seen between organizational commitment, continuance and self-actualization
3. Faculty with high work values were more dedicated to the institute
4. Faculty whose Principals exhibited high contemplation and instigation behavior were highly committed.
5. Male faculty is more enthusiastic than female teachers (affective).
6. Senior educators had more normative responsibility.
7. Veteran teachers had more normative obligation.
8. There was noteworthy alteration in the organizational obligation of sequestered aided and government college instructors, private unaided and government college lecturers, private aided and private unaided college professors.

Punia (2000) thought assurance among university professors on two proportions, organizational pledge and job obligation. He has originated that university teachers were more devoted towards their profession as equated to their organization.

Kudva (2000) studied the relationship between professional factors of faculty and them suffer exhaustion. Her major findings are:

1. Professional Commitment has a noteworthy pessimistic relationship with progress of negative attitude towards students and deficiency of personal accomplishments.

2. No significant relationship is identified either linear or non-linear, between augmented feelings of emotional overtiredness and weariness and personnel commitment.

Stan Maria Magdalena (2009) studied various aspects on “Professional Commitment in Teachers: Comparative Study”. It was easy to aim at identifying the arrangement of the personnel commitment dynamics in the pre-graduating teaching staff, according to the “years of instruction experience” inconsistent and subsequently, the “age” changeable. The examination was performed on a panel of 45 teachers in pre-graduation educational staff, working in both rural (20%) and urban (80%) residencies, with teaching experience of nearly 25 years. The faculty were given questionnaire

The study has focused on the relationships between faculties organizational obligation and interpersonal divergence, participation activities away from the classroom, and innovation in institutions. The study has focused on potential associations among the factors suggested in research that displays sentimental commitment as an alternative aspect for decisions to go away from the organization. Increase in experience in the profession are negatively related with organizational commitment. Higher levels of interpersonal differences are linked to lesser levels of organizational commitment. Involvement in activities beyond the academic activities is slightly associated to commitment; encouragement for innovation, however, has a strong positive influence on faculty commitment.

Outcomes, considered in context, shows the significance of high levels of promise and assurance norms in terms of the teachers’ work performance and the steadiness.

J.G. Stead and W.E. Stead, in their piece of writing, “Sustainability Comes to Management Education and Research: A Story of Co-evolution” published in Academy of Management Learning and Education, 2010, said that Co-evolution is the pleasingly straightforward initiative that means that entities advance together in a complicated interface that changes everyone forever. The piece of writing explores the justification at the rear bringing the expected atmosphere to the vanguard of organizational research and education. Since 1991, institutions and Natural Environment Division of the Academy of Management (ONE) has evolved with the objective of integrating the normal environment into management curriculum. Approximately two decades ago, the minority of scholars passionate and dedicated about these aspects wrote a few books and articles espousing ecological responsibility for institutions, designed a few innovative courses to educate what they had cultured. At the moment these institutional entrepreneurs have entered into an academy division and those programs have evolved into a wide assortment of sustainability – based on undergraduate and graduate programs across the
globe. This co-evolutionary progression has opened the gate for the prevalent expansion of sustainability–based executive curricula that teaches managers to the description for the superior civilization and environment in their decisions and actions. The curriculum in Management should permit such compassion to build in the skill sets of impending managers. Student’s erudition of management aspects should be made to be grateful for the need of a strong crossing point between the environment and an institution. Ortiz – Chaparro (2002) in his observation towards attitude, behavior and ambitions of students from various institutes in the San Francisco greater Bay area, have examined that there are indeed huge differences between community groups, sex, and socio-cultural sections in the ways management students cultivate the attitude and behaviors, they show inside and outside of the institute, as well as in the aspirations they form regarding their career.

2.5.6 Emotional Intelligence

J.M. Kams and A.S. Engel Brecht, in their study, “the Influence of Emotional Intelligence on Diversity Complexity cognition and Attitude towards Diversity” published in the S. African Journal of Business Management, 2010, said that workplace multiplicity is an escalating authenticity and institutions have to administer this occurrence productively as this miscellany is also becoming progressively more multifaceted. If organizations could recognize the consequence of positive attitude towards assortment, these recruits could extend skills fundamental to effectual social communication and collaboration. Perceptions that are more multifaceted cover numerous aspects of multiplicity. This makes an individual to consign differences into social-order factors, in favor of shared assessment, viewpoints and attitudes. Emotional Intelligence (EI) plays a fundamental role in building relationships. Employees with high EI have the ability to master their interactions with others more efficiently and uphold a more optimistic attitude towards diversity. EI is one key to improving the capacity to administer and be pleased about individual variation in thoughts and opinions. Organizations should necessitate employees with sufficient training in EI to augment mentor’s perception, positive reception and acceptance of individualism and others. Organizations should train their workforce to worth assortment of human nature. Managers who have a higher EI can comprehend and analyze their employee’s attitude
towards multiplicity and are able to envisage the level of triumph of their
diversity interventions. Diversity initiatives are associated with various other
aspects of organizational development which will eventually lead to a healthier
work environment.

B. Kidwell, D.M. Hardesty and T.L. Childers, in their article, “Consumer
Emotional Intelligence: Conceptualization, Measurement and Prediction of
Decision Making” published in the Journal of Consumer Research, 2007,
inferred that consumer EI can be described as a person’s aptitude to
competently use EI to attain desired outcome. Consumer’s capability to
determine emotion-laden trade-off can have an imperative collision on
consumer’s choice of approach.

A better perception of these emotional abilities can give a desired
scope to subsequently look up to the quality of consumption decision. Consumers who comprehend emotional capability can make effective and
quality decisions related to their health and produce choices. There are four
emotional processing abilities of EI that are vital for consumers. First, the
capacity to perceive, evaluate and express emotions precisely.

Second, potential to access, generate and use emotions to smooth the
progress of thought. Third, the required efficiency to analyze multifaceted
emotions and to structure emotional knowledge. Fourth, ability to regulate
emotions to endorse much loved outcome.

The aforesaid four emotional processing abilities of EI are analogous to
cognitive processing abilities in which they embody and are present across
every sphere of influence but are likely to draw out different enormity based
on the unique context. Certain contexts generate unique necessity to
admittance and read between the lines. Ei. N. Bozionelos and G. Bozionelos,
in their work, “Mentoring Received by Protégés: Its Relation to Personality
and Mental ability in the Anglo-Saxon Organizational Environment” published
that dispositional distinctiveness, together with personality and mental ability,
play a considerable role in interpersonal relationships. Within the
organizational framework, mentoring denotes a developmental rapport
between two individuals, the apprentice, and a more experienced member of
the organization, the advisor, who provides career and socio-emotional
sustenance. Mentoring is a social marvel that appears to exist in every culture, the function and nature demonstrating substantial similarities between countrywide cultures with substantially different characteristics. Personality relates to the pattern of behaviors as how others have deduced, to the extent how individuals behave and react to others’ actions, as well as to individual’s pro-active behavior in the social environment. Therefore, it should play a role in the materialization and course of relationships with mentors in the workplace.

And mental aptitude, which relates to job presentation and excellence in decision making is likely to play a vital role in mentoring receipt, as obtaining a supporter is comparatively a career augmentation decision and may be expedited by good job enactment.

Dalip Singh, in his book titled “Emotional Intelligence at Work – A Professional Guide”, 2001, established that it is normally witnessed that for high IQ manager with comprehensive technical understanding, being prickly with themselves and making individuals around them sense uncomfortable becomes an incurable handicap.

In fact, managers who go pear-shaped are almost continually high in expertise and IQ but lack emotional intelligence. There is no standard definition for success according to them. Synonyms for the word ‘successful’ include burgeoning, flourishing, opulence, booming, emergent, worthwhile and advancing. Success is when groundwork meets a prospect. EQ can give a new dimension to accomplishment in business and industry. In the marketing domain, it is comprehended that the purchaser is the prime focus of the universe where they say they are not concerned whether one’s staff is a qualified from Mumbai or Delhi, Harvard, Stanford, it would be the place where someone is understood and treated with respect. Such a comeback is forcing B-schools to rephrase and reshape their conservative and typecast course curriculum that has already endured its practical utility.

After empirical study, Dalip Singh established that Indian business is still subjugated by a family atmosphere and is run on demonstrative connections. A characteristic Indian executive’s temperament reproduces a characteristic management style that is more sympathetic, thoughtful, non-manipulative and compassionate. A national-level collaborative workshop was
organized by the Ph.D. Chamber of Commerce and Industry in New Delhi on 16 August 2002 to converse the subject ‘Emotional Intelligence at Work’. The accomplices in the EQ seminar encompassed more than hundred chief administrators and Managing Directors of foremost business organizations.

At the end of the workshop, the accomplices were asked to capture any five components/characteristics/traits that they believed set up emotional intelligence. Based on the amalgamations of findings, it was identified that these were three key magnitudes that were expected to subsidize emotional intelligence, specifically, emotional maturity, emotional competency, and emotional sensitivity.

Bob Lee Wall in his book “Coaching for Emotional Intelligence – The Secret to Developing the Star Potential in your Employees”, 2007, determined that in jobs of intermediate complication, such as office workforces and technicalities, uppermost players are twelve times more industrious than those at the lowermost. In occupations that are with additional complex, such as insurance, sales and management of financial accounts, highest players are 128 per cent more than the ones whose performance was adjudicated to be average. Daniel Goleman initiated that the variances in performance can best be assumed as utility of alterations in emotional intelligence. When L’Oréal used emotional intelligence as one of the factors while employing its sales employees, it observed that this produced a dramatic growth in sales and also enormous savings, in terms of plummeting employee turnover. A doctoral dissertation on the efficiency of military teams exhibited an additional aspect of emotional intelligence. Studies of 422 military workforces from 81 teams established that the emotional intelligence of the team leader steered for development of emotionally proficient group norms. These norms resulted in improved team presentation. Technical acquaintance and intellectual genius are not adequate to guarantee success. It is beneficial for a being to create a list of the exceptional personal and interpersonal potentials that made some of the people known to you fruitful and then, appraise yourself on the identical characteristics.

Geetu Bharani, in her work “Increase Your Emotional Intelligence – Strategies for Emotionally Intelligent Living”, 2008, witnessed that it is
normally acknowledged that it takes a minimum of five years to generate an effective and dependable measure of emotional intelligence.

There are a large number of instruments available and processes, of which, two measures have been concealed in her book, namely, The Bar-On Emotional Quotient Inventory™ (EQ-I™) and The Mayer Salovey Caruso Emotional Intelligence Test™ (MSCEIT™). The Bar-On EQ Inventory™ was legitimately tossed in 1996 in North America by Multi-Health systems and has been published in fourteen languages. This mechanism is reinforced this almost in two decades of research studies lead in Canada, Germany, Argentina, Nigeria, Sweden South Africa, India, and United States. This mechanism is dominant for opening a conversation about ‘what is really going on in a person’s life’. The Mayer Salovey Caruso Emotional Intelligence Test™ measures one’s capability to recognize, use, comprehend and bring about emotions. Results are unpretentious to understand and unambiguous, so improvement needs can be acknowledged easily. After going through the above two obtainable measures of Emotional Intelligence, it is imperative to know how to pick the unsurpassed measure for a given explicit research objective.

Prichard and Karasick (1974) opined that important aspects of human behavior can be attributed to the existing atmosphere in which people operate, and hence the likelihood of changes of an organization depends on the manner in which it promotes the desired behavior, standards and disposition.

Epstein and Mc Partland (1976, 1981) made a research in the center for social organization of schools, Maryland. Observations made mentioned that directness of instructional course has superior and more optimistic influence and faculty seeming quality of ‘student-teacher’ relations than any other factor of the excellent life in institutes. In yet another study in 1981 it was found that it is necessary to have more involvement of students / youngsters in decision making at home and as well as at institute for continued development in nurturing established attitude and behavior.

2.5.7 Mentoring

D.J. Moberg and M. Velasquez, in their piece, “The Ethics of Mentoring” issued in the journal of Business Ethics, 2004, detected that the
existing reputation of mentoring replicates a convergence of interests among jobholders in pursuit of occupation success and organizations in exploration of an operative contrivance for developing and retaining employees. The part of mentor is a quasi-professional role in three essential respects. Firstly, it is defined in terms of a provision liaison that one person, the mentor has towards the other individual, the apprentice. Secondly, like the vocations, the mentoring relationship is characterized by power distance. The mentor derives his power from the knowledge, greater experience, and senior standing of the counselor. Thirdly, the role of mentor encompasses acknowledgeable constituent. The ethical concern of mentors’ time-outs on four categories of mentor principles, rights principles utilitarian principles, principles of justice and moralities of being compassionate.

The responsibilities of mentoring include benevolence, no malfeasance, self-sufficiency, discretion, trustworthiness, impartiality and apprehension. Business ethics can be efficiently functional to develop a moral understanding of an informal organizational role.

The mentor’s role generally falls outside the prescribed system of rules and controls. Hence, this role should come with vibrant ethical restrictions.

In their article, “Mentoring Mill” J.C. Meister and K. Willyard, printed in Harvard Business Review, 2010, jagged out that the global personnel are undergoing a seismic alteration. In the subsequent years, millennial (born between 1977 and 1997) will reason for nearly 50% of the staffs in the world. In the US alone 88 million millennials massively outstrip GenXers who are just 50 million strong. A research was conducted to find the expectations and need of these millennials wherein it was understood that though these millennials want constant stream of feedback and were in hurry for success, their expectations from their employers are not as outsized as one may assume. And the question and challenge are how to mentor this generation.

Work plays a key role in the life of a millennial and they place strong prominence on ruling work that is personally fulfilling. Work should give an opportunity to make friends, learn new skills and benefit them join to a large determination. The intellect of determination is a crucial aspect in their professional gratification.
Three kinds of mentoring representations have been acknowledged which will formulate millennial for accomplishment. These models are: Group mentoring, Reverse mentoring, and Anonymous mentoring. Group mentoring is a smaller amount of reserve exhaustive but still an operative way of giving feedback to the millennial. It can be managed by quite high-ranking managers or can be peer-to-peer. The syndicate sets up an expertise podium that permits personnel to define mentoring in their own terms. Reverse mentoring transfers the accountability for organizing mentoring to contour workers, who hit the books from senior executives by mentoring them. It is an actual way of giving junior employees a window into the higher level of the organization so that when the mentees step down the young group has a better empathy of the business.

Anonymous mentoring uses psychosomatic testing and a circumstantial review to match mentees to train mentors outside the organization. Exchanges are conducted entirely online and both mentees and mentors are anonymous to each other.

The study settles that an organization should improve its aptitudes to offer truthful, timely and valuable mentoring to all its personnel. As all employees wants to sense appreciated, endowed and tangled in work, it is even more necessary for an organization to mentor its’ personnel. Organizations that elucidate what one can pick up, may have a cheap benefit in appealing, unindustrialized and keeping future talent.

“Adventures in Misplaced Mentoring” an article by H.J. Rotfield published in the Journal of Consumer Affairs, 2010, perceived the hiatuses in the student’s doctoral tutoring, their mentoring processes. Faculty counselors, Ph.D. Guides, do not take their responsibility very earnestly. A greater involvement from their end is expected. This would develop the excellence of research papers and dissertations.

Dressel (1976) has used school climate interchangeably with ‘school environment’. School climate according to him includes the somatic, communal and psychosomatic factors, circumstance, conditions and inspirations which interrelate to give the institute an exceptional and unique, visible or positive image. These factors may include amenities, conditions and infrastructure, type coordination and cooperation, socio-economic standards
of the institute, quality and performance, standard or level of accomplishment, and sense of duty of faculty members of the institute. Also, encompassed are organizational structure, individualities of the institute head, faculty and students, eminence of material and activities availability and accessibility.

Varshney (1979) identified six types of organizational climate in different types of institutes in Delhi. In all, 29.89% of the institutes had open climate, 14.91% self-directed, 14.91% well-ordered, 8.52% acquainted, 6.39% patriarchal and 23.43% closed. Further, the self-sufficient type of institute’s climate was seen to be better than the other climates for modification of the students followed by the accustomed, skillful, authoritarian, closed and open type of school climate. The different climates had different possessions on the students’ reactions to exasperating school situation.

Amaranth (2000) accompanied a proportional study of administrative climate of administration and privately accomplished higher-level institutes in Jullundur District.

The study discovered that the principals of both types of schools did not fluctuate in their behavior as a frontrunner. Faculty of both types of institutes did not differ in their behavior as a collection with the exception of the variables of disentanglement, esprit, aloofness and civilized thrust. The focus of organizational climate factors was seemed to be significantly varied from organization to organization. No two institutes were noticed to have an similar type of organizational culture, which was some extent attributed to the differences in the disposition traits of the head of institutes and the faculty and there was no optimistic association between organizational culture and academic accomplishment of students.

Klailat, Ahlam (2008) scrutinized the affiliation of socioeconomic prominence to the educational objectives and opportunities for students. The results revealed that all the arbitrating variables, scores and maternal reassurance steadily had the prevalent results, and circumstantial factors do not have showing effect but are made through the social and psychological aspects. In a broad spectrum, more of the differences in educational targets and expectation can be expounded by ranks, gender and ethnic communities. Juchav (2002) found that student’s attainments and commitment largely
depend on the types of moral structures and institutional programmers that operate with an organization.

Norman (2002) observed that institute heads and administrative staff have the accountability of generating institute culture either a positive or negative way. He also viewed that positive and negative institute culture marks the accomplishment of students, in which it is proved that positive culture causes student’s achievement and develops their life values and career opportunities.

Sharma (2002) explored a section of 95 institutes of Rajasthan and found a substantial correlation between institute’s effectiveness, as rated by faculty, and school climate demonstrating that an open climate in an institute is likely to raise the school efficiency. Further, no assured association was seen between school climate and school academic success, as the correlation worth acquired was insignificant. It is certainly interesting to observe that it was constructive, representative, unevenly of course, that possibly the open climate will harvest better accomplishment in the institute.