CHAPTER 1: INTRODUCTION

1.1 Introduction

It is a firm belief of all the educationalists that nation requires and demands quality teachers if the country has to compete with the best in the world. A teacher has been worshipped and respected throughout human history because of her/his noble mission. The faculty occupies a vital position in the educational system, as they play a pivotal role in the center of the knowledge, considered makers of professionals and the originator of the future generations. It is on the ability of the teacher that a nation depends for brilliance in all spheres of life. Accomplishment of educational process to an immense degree depends on the ability, character and personality of a teacher; the one who has to displace incomparable empathy, perseverance, assiduousness, earnestness, research orientation, truthfulness and suppleness as a person. They are the role models in the classroom, whose mind-set and persona are emulated by the students deliberately and unconsciously as well.

The word quality is in itself an immense asset, the occurrence of which a being makes him a model for the entire community, the glint of it in an object makes it more than a diamond and the spirit of the virtuous term in employment gives life to it. If this is fastened to the job of a teacher, then it signifies a great accountability put upon the shoulders of those who are nation builders, the originators of destiny, occupying the position just next to the Almighty. Faculties are not just teaching machines, but sensitive human beings who are conscious of their responsibilities. As reported earlier (Kumar & Mutha, 2003), certain personality characteristics like intelligence, enthusiasm, knowledge, social responsibility have been found to characterize the personality of effective teacher at the post graduate level. The present study in continuation has tried to examine the relation of some other personality variables - teaching aptitude, role commitment, attitude towards management teaching of post graduate teachers of management institutes.
The Indian concept of Guru and Gurukul receives admiration from even those who are not fully familiar and aware of its philosophies, practices, and significance. The transition from the guru to the teacher is an indicator of the change. Faculties are prime agents of the change. The instructor's entire persona is thought about the psyches of understudies. On the off chance that the educator is honest, drives a relentlessness and trained life, the youngsters go up against these Excellencies as 'Perfect Conduct' consequently. Thus, the educator must be able and ready to guide the boats of fates of the individuals who are depended. The educator isn't just a teacher, yet in addition a model for understudies at all dimensions of training. The job of the educator has expected more prominent essentialness with universalization of instruction. Partners move towards their employments has a blow on their demonstration. This condition is additionally genuine for the educating network. There are a few parts of basic worry with regards to instructor and the board training in India. Unavoidable extension and development of business has improved the quantity of the board foundations, number of employees and different functionaries. As it perpetually occurs, extensive scale development regularly prompts weakening in quality when important safety measures are not in worked during the time spent development. Obviously, nature of personnel, instructing, and polished methodology in training has caused worry in the recent years.

Worldwide hostility is changing the relationship between the executive’s studies and business. The work for building administration pipelines in foundations has made a thorough endeavor in the last five to six years (Conger and Fulmer 2012). Unending changes in both innovation and financial frameworks, alongside the pace of progress, require the board experts to be associated in a persistent learning process. The executive’s instruction has ended up being a noteworthy calling that pulls in wonderful consideration over the world. It was clear that administration instruction needed to make an arrangement of learning using an assorted variety of methodologies. Till as of late, there was no significant dialog on changing job of the board instruction, job duty of an administration workforce and wanted frame of mind of the executive’s educator and staff advancement programs for the board instructors, that prompts create socially-dependable future
administrators. Out of the several basic characteristics of a teaching profession, it is the deep commitment to the profession in terms of both service to the community and causative to the development of the nation and attitude towards teaching profession are of paramount importance in comparison to other professions. Development of the country requires a high rate of productivity and fullest possible utilization of both human as well as material resources. Today, there is a general reaction that the management faculty do not have proper attitude and role commitment in their job. There seems to be growing discontent towards their job, hence standards of management education are lessening and, desired eminence of managers is not being produced.

The current study i.e. Role commitment and Attitude of a management teacher are very important in the process of imparting managerial skills to aspirants of management learning. These are like engine drivers for the medium of management education. They unswervingly persuade the classroom processes. How effective the teacher is going to dole out the students depends upon the commitment and move towards the teaching profession. Faculty lasting impression on students largely lies on their attitude and altitude of their role commitment. Attitude and role commitment are not motionless but energetic in nature. So, a range of factors influence teacher’s attitude and role commitment. Without understanding any of these elements, other educational reforms are of no use to achieve. The study is determined to examine the poles apart factors and underlying forces that bring efficiency and desired outcome in management education and to make more learning experience in the class room.

Attitudes determine largely the direction of behavior. More than knowledge, attitudes affect action. In a great many areas of life attitude plays a dominant role in determining action. Attitudes are an inclination to act in response to or against some objects or values. Powerful source of human inspiration is capable of adjusting the human being to life. They determine prototype of life as well as accomplishment and contentment. Attitude is an enormous driving force in attaining the goals that a being has set for oneself.
Attitude of a teacher towards teaching becomes influential so far as students can perceive the nature of feelings teacher has towards them and there are evidences to show the presence of such perceptions.

Achievement of instructive procedure, all things considered, relies upon the dedication, frame of mind, character, capacity and identity of the educator. An instructor must have exceptional empathy, steadiness, indefatigableness, genuineness, insightful introduction, honesty and suppleness. A Faculty is the model in the classroom, whose frame of mind and identity are imitated by the understudies deliberately and unwittingly, and nation for attaining high humane values. Role commitment has been recognized as one of the most elementary aspects for the accomplishment of the tutoring. Management faculty is anticipated to be committed to the profession, learner, society and values. If quality education is an objective, it cannot be accomplished without the genuine efforts of contributed and committed teachers.

It is a teacher’s task to produce and promote the spirit of open mindedness, compassionate attitude and decisive interest in all the matters of human concern, which is the finest fruit of learning. Management is one of the important subjects at higher education level; the intend of teaching management studies is to develop problem solving, scientific mindedness, strength of inquiry, creativity, ability to interpret, expanding environmental critical aptitude etc. in students.

1.1.2 Higher Education in India

Since independence, Indian higher education has reached a high point in mounting the number of institutions in the country but there is much work to be done on quality of education.

Viyyanna Rao (2011) in his research work stated that there are many issues that are challenging the system of higher education (HE) in the country, including the structures, access, learning process, autonomy and governance and according to him, inconsistent policies of center and states, leading to the mushrooming of Higher Educational Institutes (HETs), lukewarm funding, limited access, incomprehensive curriculum and shortage of qualified staff are acting as shots in the arm of Higher Education (HE). He expressed that bills on education is causing worry to the stake holders as they
feel that decisions are made in haste and that with the prevailing environment of, HE, issues of ownership, organization, regulatory, curriculum and quality are debatable.

1.1.2.1 AICTE - Regulatory Body

All India Council for Technical Education (AICTE) an independent body which was grouped under an act of parliament in 1987, undertakes the responsibility of granting permission to set up new business schools and contributes towards maintaining and upgrading the standards of management education in India on all India basis. According to Viyyanna Rao (2011) in the field of management education, AICTE has not taken any steps to make Indian B-schools comparable to those in the West/ Europe. According to him the effort put by AICTE in areas of activity of knowledge, code of conduct and professionalism is insignificant and that it is causing doubts in the minds of right-thinking person’s whether the council is adequately equipped in terms of men and material to deal with the stupendous task of monitoring business education in a vast country like India. He expressed that it is time to think seriously as to the opinion of empowering territorial universities in place of AICTE (Rao, 2011). In order to look into the excellence of management education, the All India Board for Management Education was set up by the council.

Unfortunately, nothing was done on the report submitted by this board in 2003. Today, it has been widely accepted that the privately run non- AICTE management institutes that are doing well.

1.1.2.2 Accreditation Bodies

For review of quality the National Assessment and Accreditation Council (NAAC) of UGC and National Board of Accreditation (NBA) of AICTE were set up with the aim to encourage institutes to apply for the accreditation and thereby strive to achieve the standards required for the same.

Institutes which are affiliated to the universities are unable to make any changes in the guidelines for functioning or framing of syllabus or curriculum and hence have their hands tied as far as reforms to bring about quality is concerned. Olivia, Carmel and Namratha (2001) in the findings on the accreditation body stated that though the progress made by NAAC in realizing
its goal for covering as many units as possible for accreditation purpose is slow it has made a quite a lot of progress.

Ghai (2012) informed that accreditation like US based Association to Advance Collegiate Schools of Business (AACSB) are assessing the quality in critical areas of the B-schools and only 643 institutions across the world had obtained it (Ghai, 2012, Pg. 6).

1.1.3 Concept of Business School

Business schools are popularly called as B-school offers a Masters of Degree in Business Administration or equivalent degree. Management institutes attract students from varied academic fields, impart knowledge on management studies and equip them with knowledge in business administration with an aim to produce proficient business managers. Business institutes provide a platform to learners to gain knowledge of issues like handling the 5 Ms of an association i.e. Material, Manpower, Money, Machines, Methods and to develop skills for analyzing complex business situations. A business school use method of teaching which gives its students, global perspective of business and develops their leadership skills and ability to tackle different business complexities. It also teaches students to be socially responsible and ethical in business and to be efficient managers for future corporate.

1.1.3.1 Globalization and Business School

Globalization has transformed the business prospects and challenges drastically. The knowledge economy was recognized as a source of wealth with this the importance of human capital was brought to the forefront.

All this along with advancement in technology and the use of internet brought a paradigm shift in the management education. Globalization altered the objectives of the education and to keep up with the changes in the current scenario of globalization, management institutes need to look at developing business managers who will aware of the challenges in the current scenario of global business and possess the necessary knowledge and skills to handle the same.
1.1.3.2 Current scenario of business schools in India

In India there are 4,000 plus business schools which formed 33 percent of the total numbers of B-schools in the world, with about 4,00,000 graduates every year.

<table>
<thead>
<tr>
<th>Some of the top private B-Schools in India</th>
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<tbody>
<tr>
<td>Indian School of Business (ISB), Hyderabad</td>
</tr>
<tr>
<td>Xavier Labor Relations Institute (XLRI), Jamshedpur</td>
</tr>
<tr>
<td>Jamnalal Bajaj Institute of Management Studies (JBIMS), Mumbai</td>
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<tr>
<td>SP Jain Institute of Management and Research, Mumbai</td>
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<tr>
<td>Indian Institute of Foreign trade (IIFT)</td>
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<tr>
<td>National Institute of Industrial Engineering (NITIE)</td>
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<tr>
<td>Institute of Management Technology (Ghaziabad)</td>
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<tr>
<td>Symbiosis Institute of Management Studies, Pune</td>
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<tr>
<td>International Management Institute (IMI), Delhi</td>
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<tr>
<td>Faculty of Management Studies (FMS), Delhi University</td>
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Source: MBA ranking Special (July - Sept 2015)

According to IIM-Bangalore ex-director, Prof. J. Phillip, there is no market for such large numbers, as aptly warned by him, a situation of mergers and acquisitions and could be happening. In his article, he mentioned that although the IIMs are measured as the most reputed institutes for management education in India, there are better few institutes with high brand equity as listed above.

1.1.3.3 Present state of Functioning of Business School in Mumbai

While management education has become basic qualification required for an individual seeking job, the present status of most of the management institutes in Mumbai and Navi Mumbai is that they focus on merely satisfying the compliance of rules and regulations laid down by the governing bodies in order to maintain their status of being approved college to run the course.

There is little or no importance given to the core aspect of providing quality and faculty who are instrumental in the process of delivery. There is no much effort made to have processes which build a culture of having long term
relationships with faculty and staff on repute of which students will aspire to be part of the institute.

1.1.4 Challenging issues for Management Education

1.1.4.1 Source of Income for Business school

The main source of income for the institute is income from the fee paid by students. To maintain high academic standards, it is important that the faculty has to be adequately compensated to deliver quality teaching and to have good administrative support for delivery of quality teaching, the staff also should be highly compensated. The fee amount to be charged by the management institutes from the students is fixed by the fee regulating body, which fixes the same based on qualification of the faculty, students’ strength and working capital requirement and other such criteria fulfilled by the institute.

This creates difficulties for the institute to pay salaries to the employees as per the norms prescribed by the government body and therefore there is variation in the amount of salaries paid to the employees in the same grade for the same job in different institutes governed by the same bodies, leading to high mobility of the faculty and insatiability in the functioning of the institute. Also, lowering the student intake will affect the income and so to take care of this if the quality of intake of students is overlooked, the result would be counterproductive as it will lead to lowering the standard of the institute and thereby the business school may be poorly ranked.

1.1.4.2 Adherence to norms laid down by the Statutory bodies

The statutory bodies of B-school provide standards for appointment of directors, faculty, qualifications required, staffing pattern required, infrastructure facilities required, academic guidance on syllabus etc., but do not have full proof measures to check on the adherence of the all the norms laid down by them by the authorities who own the institute. They are very few measures taken by these bodies to evaluate the ethical practices of adherence to the norms related to managing quality staff and faculty. Although institutions are always in the pursuit of making themselves fit into the compliance norms set by these statutory bodies, in order to be in the list of approved colleges to run the management courses very little effort has been
made by these bodies to take care of the people issues rising in these institutes.

Also, they do not have any process that looks into the concerns of the stakeholders who are employees of the institutes and the impact of all these norms on them. For imparting quality education which is the main aim of the institute we need to have active support and full commitment of these stakeholders who are employees of the institute. Standards set, and the academic guidance given by these bodies must correlate to meeting the needs of these stakeholders so that they are assured that they will be marketable.

1.1.5 HR Related Issues in the B-Schools

1.1.5.1 Attraction and retention of talent

Dayal (2002) said that from the policy angle of B-school education, a report published by Ishwar Dayal committee institutes running management education programs faced a chief difficulty of scarcity of quality teachers and the report published by AICTE in 2003, also repeated the same.

Verhaegen (2005), provided insight factors for faculty employment and preservation that could be of help the leaders of the business schools to make and try policies to employ and keep hold of academic talent in a highly spirited and international market.

Rao (2009) in his article affirmed that the AICTE recognized Schools, do not have the sufficient number of faculty as per the obligation and only a few of the faculty had experience in management and took up eminent research. It was noticed by Prasad (2011) that the general conditions of morale and motivation levels of faculty are fairly acceptable but the whole ‘managerial climate’ in the institute has to be enhanced up to the preferred levels as essential by the faculty, with reverberation of HRM practices in place (Prasad, 2011). He opinioned that like curriculum progress, industry interaction extension and diversification are practices known as strategies of business schools, withholding faculty should also be one of the strategies adopted by the management institutes (Prasad, 2011).

1.1.5.2 Career Planning, Developing, Appraising and Motivating

With reference to Career planning and development of faculties, Natarajan (2013) reported that as there were no HR practices, it was not
given any weightage and the faculty were treated as factory workers and were expected to punch in and out time. As told by Director IIM-A, Samir Barua, to business today (2012), the biggest problem of not being able to attract good faculty is the inability to provide them with enough of career opportunities and also the faculty turn down offers due to lack of opportunities for their spouse as well.

Research being an area related to development Madhavan (2012) and Bala Balachandran, originator Chairman and Dean of Great lakes institute of Management divulged that the Indian business school would perish if they failed to publish a research policy for its faculty. With respect to motivation to do research Ghosh (2013) stated that one of the reasons for subdued interest in research at business schools was the unappealing pay packet (Ghosh, 2013).

Sachchidananda (2008), also highlighted that the requirement to be a Ph.D. for endorsement show the way to a perpendicular turn down in the quality of doctoral research and people trying to attain doctoral degree in the shortest possible way by adapting to wrong mode.

Das and Pandey, (2013), explored the problems at IIMs and concluded that the Indian Institutes of Management may still be considered as India’s best B-Schools, but they were of the opinion that the IIMs were badly in need of reforms in order to stay relevant to the present and compete globally. They spoke about the fact that when change is introduced faculty related problems were present in the IIMs as well and, all the changes introduced were resisted by faculty who were not willing to change. It was found that IIM–B the mentality of the faculty was that of being more concerned about time-bound promotions rather than teaching or research (Das and Pandey, 2013).

Performance management and appraisal is rarely undertaken as an essential operational activity, limiting it to students’ feedback only (Prasad, 2013). Recent trends in higher education focus on outcomes-based teaching and learning, blended learning and flipped classrooms, innovation and entrepreneurship, quality assurance, etc., of which most faculties are unaware of (Natarajan, 2013).

Upinder (2013) conveyed that institutions that held high repute were investing in faculty development by means of encouragement to attend
seminars, research conferences and write research papers. This, he said were the HR practices that differentiated the good institutions from the ones which were not so good.

1.1.5.3 Succession Planning Practices and Sustainability of B-sCHOOLS

Referring to sustainability Short et al. (2003) stated that undoubtedly, there was danger in taking a side of stakeholders’ interest, but the vulnerability was greater in doing nothing. Short et al. (2003) stated that HRD professionals would edify the institution on the meaning of societal responsibility and its relationship to corporate act, suggestive of effective strategies for addressing numerous necessities and negotiating a variety of stakeholder interests.

Referring to prolonged existence of the B-schools, Verhaegen (2005) stated that in the existing business school environment, it is acknowledged that the employment and safeguarding of academic aptitude are the chief aspects of concern for the long-term success and competitiveness of a management school.

Clarke (2008) opined that the all-consuming crucial aspect of sustainability, which is all-encompassing through the business schools as intensely as in every other quarter of the financial system and society. The world has attained the limits of the paradigm of the liberty of business to devastate the environment in the name of wealth production, and the business schools, a little belatedly, are admitting this.

Research done by Cornerstone (2012) found that not only was there a deficiency of talent planning in the educational institutions in the United States of America but also, they were deficient in succession planning. In its findings, Cornerstone (2012) revealed that it was reported by the American council on education that there was a shortage of people opting for leadership posts in the administrative area of academics. Apart from this Cornerstone reported that only a small percentage of the existing academicians were found to be aspiring for holding the post of president or chancellor. To face the competition and the shortage of talent pool available externally Cameron (2007), suggested adopting succession planning to utilize the internal talents available. He suggested building a talent pipeline by- be upbeat, not
imprudent; formulate it a preference at all stages; use a methodical go forward; be apparent and stretchy about what is required; and give latent heirs for general education.

As evaluated by Clarke (2008), in spite of the rapid growth of Business schools, it was not considered as a success story, as repeated fears have been spoken regarding the rationales and objectives of proceeded business education. Management institutions are finding it difficult to survive in the recent past. According to Rao (2013), some of the management institutions were closed down for two reasons the first being that they failed to get recognition from AICTE and secondly due to lack of student enrolment.

Gopal (2012), in an article published that the B-schools were facing several challenges and should adopt sustainable strategies for proper revenue generation, retention of faculty and optimal utilization of the resources, to survive competition. He opined that there are many institutions wherein the Directors have no freedom in managing the institute and are replaced rapidly. He expressed that strategies to retain faculty must be adopted to overcome faculty shortages.

1.1.6 Lack of Existence of Corporate Governance

Due to increasing consumer awareness students as stakeholders of Business Schools, demand rights and expect to get value in return for their investment made in terms of money and time and so it has become important to address them with transparency. Corporate governances may be said to be a means through which the organization is monitored, managed and controlled and contributes towards balance relationship between the stakeholders which is pertinent for the sustainable growth of the institution. Studies show that B-schools are having imbalances in terms of its administration and management.

In the words of Arti Bhowmik (2011) the present economic down turn may broaden the gap in admittance and quality between developed and the developing countries as well as inside countries which would present additional confronts to the countries where right of entry is already constrained. She therefore was of the opinion that there was a need to apply
principles of corporate governance in the university system which would benefit both the society and the stakeholders.

This according to her would ensure organizational sustainability, equity, achievements of objectives of higher education, total quality management (TQM) and compliance of governance.

1.1.7 Ranking Concept

With the introduction of B-Schools ranking concept, the pressures have mounted on the quality of performance of business schools.

Consortium of Strategic Management and Organization Development (COSMODE) introduced the ranking system in 1988 India. Although for the quality assurance NBA of AICTE is responsible by awarding accreditations, regular annual assessments by surveys are conducted by business bodies to rank the B-schools’ area wise within the country or worldwide. Surveys are conducted by the business press and professional bodies by floating common survey forms to judge the business schools’ standards. There are no modalities instilled by these bodies to ensure that the information provided in the forms by the business schools are factual or not. Thus, there is a good chance, that assigning ranks without much screening could give a false picture to aspiring students. As the rank attained matters, and affects the existence of the Business Schools, the outcome of the survey is a pressure and a challenge to the Business Schools.

1.1.8 Downfall in the Admissions to the MBA Program

Loya Nair (2013) observed that the registration for the common admission test (CAT), in the year 2013, fell by 20% and over 33% appearing for Management aptitude test, (MAT). Loya Nair (2013) opined that according to Wg. Cdr. Retd. V.S. Bejoy, AIMA Director, all the stakeholders are wondering that investing two years with several lakhs for the course is a matter of concern and she further added that he felt that this was because the demand for MBA graduates, as well as, the placements was not as good as it was in the past. Amit Srivastava (2013) stated in DNA Mumbai that there has been a down fall in the admissions to the MBA Programs. An industry expert, as stated by Amit Srivastava (2013), in DNA Mumbai (2013, October 15) opined that, the current situation in the economy could be one of the reasons
for this and according to him since the colleges have failed to fill up the seats their survival was at stake. Amit Srivastava also discussed that some of the experts were of the opinion that, poor quality teaching had led to this state of the B-schools and that the corporate houses preferred to absorb graduates instead as firstly, there was not much difference between the caliber of a graduate student and an MBA degree holder and secondly, they could employ graduates at a lower salary, and get the same result.

1.1.9 Falling Standards of Business Schools

According to a report made by Seetharaman, Sharma and Kaushik (2012) on the falling standards of B-schools they stated that in the last few years B-schools had proliferated without the approval of AICTE and this according to them had led to oversupply and to the fall in teaching quality. In their report Seetharaman, Sharma and Kaushik (2012), commented that the statistical data provided by Ajay Srinivasan, head Crisil research showed that as a result of strong growth in the economy between 2003 and 2008, a lot of B-schools were set up, but eventually there were two periods of recessions and since then many B-schools were facing difficulties. According to Seetharaman, Sharma and Kaushik, research done by Crisil, showed that on an average there were only 65 percent of the total seats that were filled in the year 2011-12 which resulted in closure in many institutes. Seetharaman, Sharma and Kaushik referred to the statement given by Dr. S.S Mantha the chairman of AICTE that the council had allowed 101 B-schools to shut down for the academic year 2012-13.

A faculty in his statement to Srivastava (2013) in DNA, Mumbai (2013, October 15) declared that, according to him, several management institutions came up in the last decade, when there was a boom in the economy and jobs where available in plenty. He added that existing colleges had increased their intake but had failed to improve upon, the quality of education imparted. Many of the B-schools, under such circumstances, closed down as, they were not finding it viable to run the institute. This has left the employees at lurch, with no job in hand.
1.1.10 Need for Doctoral Degree Holders and Support For Research Initiatives

Where management institutions primarily need to be committed to research, development and generation of new knowledge, the 6th pay norms do not have all the necessary provisions for research & development for faculty. This is indicated by the fact that the post of Research Associate which existed in the fifth pay band no longer exists.

Faculties are required to acquire Ph. D. degree for being promoted to higher grade, but norms laid down by the governing bodies in order to support them for achieving this is not much of help. The AICTE has also not revised its guidelines for granting study leave with pay for acquiring Ph.D., while in service, so that faculties are encouraged to acquire these qualifications.

Management institution are offering programs in MBA in various disciplines like Pharmacy, Biotech, Entrepreneurship and including CSR subjects to be taught which is a required change in the curriculum keeping the socio-economic and cultural change in the environment, where the faculty qualifications should match their specializations in those areas but AICTE follows the norm of having Ph.D.’s only in the area of Management to be a faculty for these areas. Hence in certain institutes faculties who are Ph.D.’s but not in the area of Management and teaching subjects as per their specialization are paid less compensation as compared to those holding doctoral degrees in management. Ashish Nanda, Director IIM-A in his interview with Madhavan (2013) for business today discussed that we should involve in recent research in the field of sociology and in areas of psychology and utilize the insinuation of these for developing practices of management.

1.1.11 Employee Retention Issues

Revision of pay scales as per AICTE scheme from 5th pay to 6th pay is not followed by all the university affiliated colleges. Some institutes follow them partially, while others do not implement the revised scales at all. The quality of learning has been hit badly as in some institutions certain clauses are applied whereby some faculties, irrespective of being qualified, get less paid. This disparity of pay given to faculty within the institute has affected the
morale and motivation of the faculty. This has created faculty to move to institutes where the benefits are higher.

### 1.1.12 Internal Governance Mechanism

Thus, there is a lack of clarity in the norms set. AICTE has done nothing to look into these anomalies.

Also, there are clashes in the norms followed by the various bodies governing the management institutes. These norms are often subjected to changes without taking into consideration the direct impact that it would have on the employees working in the institutes governed by these norms. All these are indicative that the bodies that govern these institutes do not have a mechanism to protect the needs of the stakeholder who are employees in management institutes nor is there any cell for handling their grievances.

The norms laid down by the governing bodies affect the mindset of these stakeholders. Also, the attitude of the institute’s trustees or management towards these stakeholders will have an impact on their behavior. There is a need for having strong internal governing mechanism, which will look into the effective functioning of the B-school, both in terms of academics and administration and along with it, an HR head to exclusively take care of the well-being of its employees.

### 1.1.13 HRM Practices and its Relevance in Business Schools

HRM is a process which is concerned with the functions like getting people, preparing them to activate them and sustaining them. The mission of HRM is to enhance the quality of work life; increasing productivity; keeping the institution and its people ready for change. An Institution can only be as effective as its people. It is the core competency in the organization that differentiates itself from the other. The workforce of the B-schools has a crucial role in the discharge of the institutional role, and they witness the key stakeholders whose foundation competencies matter for the institution to be efficient.

Management institutes are knowledge-based institutions, where imparting knowledge is the main objective and faculties should to be competent. The non-teaching staff, who play an equally important role by supporting the faculty to deliver; makes sure that the requirements of students
who are main cause for building educational institutions is taken care of, need to be efficient and committed. In order to maintain the effectiveness on a continuing basis, it becomes important that an institute should be able to attract talent, develop talent, motivate people and there by retain talent. Human resource management precisely addresses these tasks.

To survive and operate in an environment of change, complexity and competition the talents and abilities of these stakeholders should be utilized in the best possible way to give optimum results. For a B-school, to ensure this, development is needed in the areas of knowledge, skill, ability, attitude of the teaching and the non-teaching staff employed in the institute. This can be taken care if the institute follows good HR practices.

Human resource observations thus play a significant role in the B-schools where the outcome would be, competent, highly committed and contended employees having clearly defined roles working towards a noble cause of imparting education. Strategic HR framework will provide policies and practices which will build the critical capabilities of the employees and enable the institute to survive & grow.

With the ideology of practice what you preach it becomes necessary that the business institute, while working towards developing the human resources of the country by imparting education to build socially responsible and successful managers, must themselves have a system of following HRM practices.

1.1.14 Present State of the Stakeholders

The main stakeholders of Business Schools are the faculty, non-teaching staff, students and the business community.

Students

The availability of educational loan facility has made management education possible to all and students value their money in terms of the quality education imparted and the career that he gets in exchange. Students have great expectations in terms of being well placed by the institute at the end of this course. They therefore look forward to having a market-oriented curriculum and teaching which is highly applications oriented.
Faculty

As far as the faculty are concerned, gone are the days of “Gurukulam system” of the Indian culture, where there was a commitment to a one-to-one teacher student learning relationship, where the Guru imparts knowledge and the reputation of the center of knowledge depended on its teachers. With the beginning of the modern education there has been a change in the value systems in our country. The value of being contended is fast losing ground in the management institutes today, as the availability of well qualified faculties, who are ready to impart quality teaching is one of the problems faced by the management institutes. This is because there is a lack of motivation in the faculties who possess expertise in their subject area and have a passion to pursue teaching as their profession, to impart knowledge.

There are two distinct reasons for this. Firstly, as per the norms set by the governing bodies the faculty needs to be highly academically qualified (Ph.D.) to avail of the best of salaries in an institute. As compared to this the weightage given to academic qualifications to work in the corporate sector, is not as much. Also, the corporate pay quite high in comparison to the educational institutes. The second reason for lack of motivation is that the management institutes develop tomorrow’s business leaders and managers and the salaries that are drawn by the faculty imparting knowledge to the students is paltry as compared to the salary packages offered to the students on acquiring the degree. Salaries are not paid as per grades set by the AICTE or the University to the faculty and staff, in many of the institutes. Benefits such as transport allowance, leave travel concession, deputation allowance, dearness allowance, house rent allowance, and other benefits paid, is also not as per the existing rate fixed by the regulatory authority.

Management institute faculties need to constantly develop and upgrade themselves with upcoming knowledge as well as skills to impart quality education and remain marketable. Quality development of the faculty is possible only if research and development activities are taken up by them and for this the flexibility provided by the institute to engage themselves in research and its related activities such as corporate interactions, is what matters. Most institutes lack in providing support for research and development.
Non-Teaching Staff

The administrative staff, i.e. the non-teaching staff, plays a major role of representing the institute as service providers. Although the compensation to be paid to the administrative staff as per the norms laid down by the governing bodies is very low compared to the present cost of living, it is found that most of the management institutes pay the administrative staff much less than that. Thus, in general, there is lack of motivation to do quality work. These stakeholders need to take initiatives to build the image of the institute and for this, the managements style of working should be a participative one as the statutory body does not have any laws for resolving such HR issues. The trustees need to have in built systems to motivate and encourage these stakeholders to work in a committed and selfless way.

1.1.15 Significance of the Study from Researchers Perspective

In spite of its exponential growth Management education has been experiencing students choose to follow studies from institutions that give price for the money and time they invest upon.

Therefore, institutes need to perform well in order to exist. To compete, institutes need to segregate themselves from others in the sector, by having quality output of students.

Efficiency of an institute depends on how the employees are causative towards the success. Every institute is constituted by people who will effectively make use of the other resources necessary to run the organization. Abilities of the employees need to be worked upon continuously to sustain the competitive market. It is hence advisable in the present scenario, for the management institutes to have a second-sighted approach and espouse the strategy of continuous quality improvement.

To perform effectively in the academic world in an environment which is featured by LPG, it needs to adopt managerial techniques of the business world to manage the paradigm shift in management education.

The Management Guru, Henry Fayol’s statement in 1923 on administrative theory was translated by Greer (1937) in Gulick, L. Urwick (1937) as all organizations need planning, sway coordination and be in
command of order for acquiring properly and follow the general principles. Henry Fayol (1923) wrote that people don’t confront with many administrative aspects, but it can be applied equally well in public and private lives. Administration is spread at all sectors of employment at all levels in an organization and is not only for the heads or top level.

Management, an art of getting things done through others, not only requires knowledge of the art of managing men, but also knowledge to manage their minds as well. Managing men is managing human resources and managing people issues is what Human Resource Management is all about. Adopting to the strategy of having good practices to manage the faculty and staff and developing codes will enable these stakeholders to align their behavior and will enable them to project a picture of the institute to be a temple of learning.

When Madhavan (2013) was interviewed for business today, Prof. Ashish Nanda, Director, IIM-A, accepted the fact that academic institutions that ranked high in performance over the past years developed stimulated and re-energized professionals who were dedicated to the expansion of the institution (Madhavan, 2013, Pg. 58).

In his article, Jain (2012, October 28) pronounced that for Indian Institutions to perform well, their faculty should receive adequate support for cultivating their research acumen, as practiced in the US. Jain (2012) and opined that one way to strengthen the actual academic experience was to identify exceptional faculty and researchers and entice them to bring their talent to India. He said that school leaders must constantly engage in improving faculty in order to improve the overall educational outcome (Jain, 2012).

Prasad, (2011) in his book published stated that, Institutions like IIMs have great HRM policies and practices to support the faculty and the staff, but it is a matter of concern to study the existence of such HR practices in thousands of such management institutes (Prasad, 2011). “Succession Planning Practices” is a process which involves creation of talent pipeline with an objective that the institute must feel secure about their people resource capabilities and performance. It is a process that identifies and develops the existing talent for future. The management should be cautious about the fact
that if steps are not taken in this direction of identifying, developing and thus retaining their talent, some others may lure them and whisk them. This would prove to be detrimental and create instability / problems in the functioning of the institute.

In light of the above situation, it becomes a necessity to study the way in which the stake holders who are employees of the business schools are actually managed as they are the main players whose contributions play an important role in attaining this objective of quality output of students. The study of pervasiveness of HR practices and succession planning practices adopted by Business Schools will provide an insight on how these stakeholders are managed. The study will provide insight on the HR practices to be incorporated in the business schools in order to attract, develop and retain talent and to motivate them to effectively contribute to the growth of the institution with an aim to improve the state of management education on a pan India basis.

1.1.16 Attitude

The word ‘Attitude’ is defined surrounded by the framework of societal psychology as a slanted or intellectual preparation for action. It defines apparent and noticeable postures and individual beliefs. Attitudes conclude what each individual will perceive, perceive sound think and accomplish. Attitude is seen as the individual’s preference to act in response favorably or unfavorably to fastidious object or individual or group of citizens, institutions or events. Attitudes can be constructive (values) or unconstructive (prejudice). Social psychologists differentiate and learn three components of the attitude.

Affective Components:

These mechanisms consist of positive or negative emotions towards an object. Some opinions are quite irrational and engage little except these sentimental components e.g. political attitudes in their primordial form may be chiefly related to this character. The person who likes one set of political thoughts and dislikes another, but cannot acquaint with why, reflects an approach that has a major emotional component but very miniature else. Many attitudes are of this nature.
Cognitive Components:
The word ‘cognitive’ involves knowing. Therefore, the cognitive element belongs to the vital feature based on individuals’ beliefs or their acquaintance. Some attitudes are seen as exceedingly intellectualized. An individual may take a scrupulous position on an assured political issue because he has thought over the problem and after making an allowance for all its 34 aspects, has determined that the position he takes is the most satisfactory one. Sometimes attitudes are based on incorrect detail and false beliefs. These are cognitive rudiments, even though they do not symbolize true knowledge.

Action Components:
Many articulated attitudes bear little relation to performance. The fact that the action constituent can be independent of the other components is important for preparation of education. Much of what goes on in the name of attitude education is the education of touching and cognitive machinery of attitudes. Action constituent is related to the attitudes in which students and teachers are concerned in practical actions.

Teaching style is a complex mix together of strategy, techniques, belief, attitude, motivation, personality and control. Teaching styles rest at the heart of the interpersonal relationship between training and learners. However, an essential set of factors lies at the back of teaching style.

These relate to:
- Attitudes towards awareness and learning.
- favored means of maintaining hold over learners
- Preferred ways of organizing class actions.
- Positive or negative thoughts about the teaching.
- Beliefs about the rationale of education in general.
- Influences from within the teacher’s responsibility set.
- Tendencies towards behaviors which string-pull taking of risks or towards conventional person behavior.
- Beliefs about the most excellent ways of learning.
- Attitudes towards the learners

Attitudes are usually considered as willingness to act in response towards or alongside some object or worth. For the proficient preparation of teachers, the learning of attitude is very imperative.
How a teacher performs the job as a teacher is reliant to a great extent on his attitude, values and beliefs. These are a powerful foundation of human inspiration and are competent enough to adjust the human being in life. They determine the pattern of life as well as success and contentment. It is a huge driving force for achieving the goals an individual has set for oneself.

1.1.16.1 Nature of Attitude

Attitude is a multifaceted occurrence. Its distinctiveness discussed below facilitate in recitation of its nature.

1. Attitudes are learnt:

Psychologically, everyone agrees that the attitudes are not instinctive; they are learnt and are continuing like all other knowledge. Freeman (1959) remarked that attitudes might be supposed to have learned and become one’s distinctive manner of response. The responses that define attitudes are with respect to learned stimuli, identified as goal objects. The general principles of learning apply as directly to attitudes as to other behavior such as acquisition of knowledge and skills. Guilford (1954) asserted that, “The learning phenomenon of generalization and discrimination determine the lines along which attitude form and along which they function. While attitudes are area under discussion to change, their direction and potency are sufficiently durable over periods of time to give good reason for treating them as personality traits”. The attitudes are selectively acquired and incorporated through learning and understanding and they are enduring dispositions representing response steadiness. In short, all the authorities agree that attitudes are learnt and become enduring outlook.

2. Attitudes are acquired in the social order:

Learning of attitudes occur in a civilization, both officially and casually, and therefore, attitudes are culture sloping. The process of learning of attitudes is explained as, “an important outcome of lifelong learning and maturation in interaction with the environment is the development of the selectivity of the individual, which is expressed in an elaborative motivational structure of acquired drives. As in the case of other learned responses specific attitudes are retained as long as they are reinforced and are frequently supplanted by newly learned responses as needs and situations change.”
Craft (1950) remarked that experiments provide convincing evidence that differences in past experiences bring about corresponding differences in their perceptions and their memories.

Akolkar (1960) too attributed attitude formation to the influence of example, suggestibility of superiors and mass opinion. Attitude is an unspoken drive producing reaction considered socially noteworthy in the individual’s civilization. Lasley (1980) expressed the same view point in detail. He says that, “Beliefs grow as individuals are uncovered to the ideas and more of their peers, teachers, parents, neighbors, and others, and through the legends of a culture, and they usually persevere unmodified, unless deliberately or unambiguously challenged.” All the writers quoted above express the same point of view, that attitudes are learnt by the individual through variegated forms of interaction with other individuals and social groups.

3. Attitudes are affected by group norms:

Bachrach (1972) work on auto-kinetic movement contributed to the social phenomenon of attitude formation and change.

His work influenced a vast amount of subsequent research, which led to the conclusion that one of the most significant classes of factors, constituting a pressure towards conventionality of attitudes and behavior, is collection norms.

The individual is progressively molded into the group ways of seeing the auto kinetic movement, that he perceives the rate of tapping or the degree of excellence of literary passages, as they are defined for him by group participation; and that under group conditions of work, the norms and variability’s which had characterized the individual, when alone were rapidly forced in a direction determined by others in the group.

Attitudes, judgments and other behaviors are predictable interaction reflecting identifiable personal and situational variables. In one-experiment students shifted from the attitudes they expressed on Thurston type attitude towards war items when they were tested alone, to clustered group expression when they were tested in a group situation.

Wood (1982) says that when an individual is put into a group circumstances with others whose policies are different from one’s own, the
dissimilar norms are inclined to congregate on new group norms. When individuals, new to the circumstances were put into its in-group they have a propensity to quickly ascertain a group norm that was peculiar to that group. Masan (1994) referring to extensive laboratory research has concluded that a person is more likely to accept the group's judgment than his own when the problem is difficult, when the other members of the group form friendship group into which he would like to be accepted and when he perceives the other members as having greater expertise than himself. These views sufficiently hold up the social observable fact of learning and adjustment of attitude with reference to the standards of the crowd in which an entity happens to be placed.

4. Attitudes are associated:

An important feature of attitude is hierarchical and guarantees nature within the scaffold of an organized and unified psychological state, designated as mental set. Mental set states the factors, which steer or drive volitional processes, the factors might be either conscious or unconscious. A given attitude may determine responses to a number of objects in particular situational contexts and in turn be determined by a number of different prior attitudes.

Aston and Webb (1986) further pointed out that particular, minor and, often-temporary attitudes towards various objects are influenced by a small number of more centrally important and frequently more general major attitudes by an associative process, which is called subsidization.

It may be concluded that the important (and usually, more general) attitudes, which define a person’s orientation towards life, influence more specific attitudes. Baer (1997) expressed the same point of view when he remarked that the attitude is oriented either by a conscious goal or by an overruling principle i.e. the philosophy of life. The quality of goal looking for drive of attitude was specified by Karathwohi (1965) who stated that a propensity to respond to an object with positive or negative consequence is accompanied by a cognitive configuration for attaining or overcrowding the realization of valued states. He persistently said that both the direction of outcome- whether it is positive or negative with orientation to the object- and the power of the affect are connected with the content of the associated cognitive
configuration. Thus, a combined and organized mental state, called mental set, unruffled of beliefs, values, likes and dislikes etc., influences learning and alteration of attitudes. Significant attitudes that define a person’s orientation towards life influence more specific attitudes.

5. **Attitudes determine behavior:**

The magnitude of attitude may be contingent from the fact that attitudes establish behavior. Overt behavior can be looked upon as interaction reflecting the net effect of the entire structure of goal seeking drives and capabilities of the individual and the array of goals, obstacles, and detours comprising the situational setting which includes whole life situation in terms of his expectations, perception, understanding and phenomenal distortions. The term interaction in the reference is important particularly in terms of selective perceptions of the individual.

Similarly, Case (1985) described that the attitudes of the topic make an insightful difference in influential aspects which include several possible conditioned responses that will be manifested at a given time. This leads to the termination that attitude has power over behavior through a procedure of assortment in the repertoire of available responses.

Driscoll (1994) also expresses the same point of view: “One of the most pervasive, but at the same time, the subtlest effects of attitudes on behavior, both implicit (symbolic) and overt, involves their influences on and selective modifications of responses in particular situational setting. These effects include both inhibition (repression) and facilitation of responses in direction consistent with need satisfaction.”

In short, attitude may be defined as a psychological state, more or less continuing, representing a predisposition to react constructively or adversely toward a chosen class of stimuli. It determines behavior. It is learnt in a society through schooling, through variegated forms of interaction with others and through the folklore of a culture.

The norms of the social groups, in which the individual operates and in which he likes to be accepted modify his attitude in the direction of conformity.

It is part of an organized and unified framework of a hierarchy of attitudes, termed as mental set, in which framework the more basic and more general attitudes affect the learning of more specific attitudes. The
internalized philosophy of life has a controlling influence in the mental set, and thus influences the learning of all other attitudes. The term learning in this reference is inclusive of formation, change, modification and development.

Thus, prior attitudes interact with the external situation in which the particular psychological object exists, and specific attitude toward that object is learnt or modified.

6. Attitude Formation:
Attitudes are not born hence everyone has some individual characteristics. The environment and experiences of one’s life influence these characteristics. There are several factors that influence the attitude such as domestic environment, family, socio economic background, religious belief, friends, educational institution and external environment. These factors develop attitude towards specific object. Attitudes are not static; they change with the passage of time as person gets experience of life. The process of attitude formation takes place gradually.

Padhi and Jodho (1997) found that two factors of socialization social learning and personal experiences are important in the attitude formation as well as its evaluation.

i. Socialization: Socialization is a process in which individual gets harmony with society. Understanding of the societal norms and values gradually make the individual a part of the society. This process of social learning is an integral part of growth that is usually called socialization. One has to interact with people, environment, social traditional systems and religious beliefs. This process of interaction leads the individual to form attitude towards specific object. Socialization is further sub-divided as conditioning and modeling.

ii. Conditioning: Environmental condition play vital role in attitude formation. Conditioning is categorized as classical and instrumental conditioning.

a. Classical Conditioning: According to Lindgren and Patton (1958) a process in which parental spanking are the unconditioned stimuli, which become a conditioned stimulus which will by itself produce negative attitude. It is usually said that positive attitude can be produced in the same way by using conditioned stimuli like food which make the child feel good.
This paradigm is most relevant to formation of the evaluative feeling aspect of attitudes.

b. **Instrumental Conditioning:** It is concerned with stimulus of the individual towards particular object. This process is called operant conditioning because in this process the organism is allowed to operate freely in the environment instead of being confined to make one particular response to one particular stimulus. According to Oskamp (1977) when human behavior is rewarded or punished for the action being taken then it is called instrumental. In human attitude formation, the reinforced is apt to be verbal, praise, criticism or non-verbal approval or disapproval.

7. **Faculty attitude**

The influence of the teachers’ attitudes and behavior on the students’ personality pattern comes from two major sources; the kind of relationship that exists between the teacher and student and the effect of the teacher on the emotional climate of the school. The relationship between teacher and student is determined in part by the teachers’ attitude towards the student and in part by the students’ attitude towards the teacher. These attitudes depend on how the teacher and the student distinguishes each other. When, the educator perceives the young person as a trouble maker or as a disinterested, lackadaisical student, her attitude toward him will, understandably, be far less positive than if she perceived him as a cooperative, interested learner.

1.1.17 **Commitment**

Commitment is the authenticity towards one’s profession. It is imbibed when one fulfils the task towards things with profession. It requires attainment of the unusual detail that characterizes a fastidious occupation and compliance of that knowledge to carry out certain ends. This provides superior livelihood security, contentment, increases self-esteem and thus, contributes to progress the teachers’ dedication.

As regards to the literary conception of the term “commitment”, the Sociology dictionary says: “Commitment refers to a feeling of compulsion to pursue a particular course of deed or to seek a particular goal” *(Theodorson and Theodorson 1970).*
Koch and Steers (1978) defined commitment as equivalence between one’s real and perfect jobs, an identification with one’s selected profession and unwillingness to seek substitute employment. Singh and Das (1978) said that commitment was a degree of individual and organizational goal integration. Weiner and Vardi (1980) proposed normative view of commitment based on Fishbeins’ concept of behavioral purposes (Fishbein and Azen, 1975), wherein a peculiarity is made between two types of beliefs: beliefs about a given performance. Commitment is interpreted on the later type. Thus, commitment is viewed as value-based, normative valuation of unconventional organization-related behavior. They further explained that the specific beliefs from which these evaluations are derived consist of values of loyalty and duty towards organization.

Viewed in operational terms, a dedicated individual retains association in the organization or exerts an elevated level of effort, not because he finds it to his individual advantage but because he believes that he should conduct yourself this way, since this is accurate and accepted behavior. Viewing commitment as a socio-psychological phenomenon; Reichers (1985) viewed commitment as a process and pointed out: “Commitment is a progression of classification with the goal of an organization’s constituencies manifold.

Thus, he formulated specific commitment construct, clarifying the goals and values that are the foci for manifold commitment”.

Randall (1985) defined commitment as:
1. Sturdy conviction in organization’s principles and goals;
2. A willingness to present considerable efforts in support of the institute; and
3. A burly craving to carry on as an organization’s associate.

Salmon and wood (2000) have however stated that in teaching career the word commitment means:

They opined that; a management teacher shows particular behavioral difference. They display that professional growth is a top priority, reflects passion about practical teaching and continuous learning, always connects with students, concern about students, is thought about student motives, driving factors, requirement and situation. In the same way, Dearing and Jones (2000) conceived a teacher’s commitment has a wide range of his
subjective beliefs regarding his role, proper functioning and obligations and about norms of conduct. To put it in their own words; “teachers bring to their understanding of their task a wide range of subjective commitments about schools and teaching that operate when they do their tasks commitments about role, proper functioning and obligations and about norms of conduct. These commitments may come from their personal background and history, including commitment from a teacher’s private experience.

It is evident from the survey of the various conception of the term commitment that it is subjective aspect of an individual, it reflects to a social and psychological aspect of relationship of a persona to his crowd or society, its goals and morals, or to one’s profession.

The real test of commitment arises when circumstances are not so congenial when individuals encounter dilemmas involving conflicted interaction, incompatible preferences or alternative temptations or options. In such a circumstance if a person decides to fuse and hang about, comportment the costs and sacrifice for such a decision he can definitely be called a committed person. Thus, commitment is a positive feeling or attitude that one entertains towards someone or something or some principle one loves, adores or respects. There is a definite preference towards it and in trying times one is ready even to sacrifice anything else. One always thinks about it to express one’s preference, love or respect for it.

1.1.17.1 Characteristics of Commitment

Salancik (1977) said that commitment is attitudinal in nature. It shows how close a human being feels with his society or connection. Weiner and Vardi (1980) have pointed out that commitment is value based, normative in nature.

It involved assessing the value of alternative institute connected behaviors. The obviously defined beliefs from which these interpretations were consequential consisted of faithfulness value and responsibility towards organization. It is evident from Wiener and Vardi’s contention that commitment has close relationship with one’s beliefs and values.

Meyer and Allen (1991) found that commitment was multidimensional in nature. In fact, commitment is a composite concept. It can be viewed in terms of constituencies to which a person feels committed. David Goss (1996)
has found that commitment was a complex occurrence that operated in
dissimilar directions and at diverse levels, and that it could not easily be
generated or sustained. Thus, it can be seen that commitment is a component
of human behavior. It has an explanatory strength for behavioral acts of a
person. It can be viewed and observed at the level of individual as well as at
the altitude of the group.

Community scientists have studied organizational commitment and
specialized commitment in the context of group dynamics (e.g. Punia, 2000). Organizational obligation has seen as an imperative construct in investigate
leading to its relationship with employment-based constructs namely,
turnover, absenteeism, job satisfaction, job-involvement, and leader-subordinate relations.

Buchanan (cited in Reyes, 2001, p. 328) defines pledge as “a partisan,
emotional connection to the goals and values of an organization, to one’s
function comparatively to goals and values of an involvement, to one’s roles
relatively to one’s goals and values, and to the group for its own reasons,
away from each other from its solely significant worth.” Organizational
commitment can be unstated as the strength of a personal recognition with,
and participation in the institution (Levy, 2003). Institutional commitment is
dissimilar from job contentment in that institutional obligation is “an efficient
retort to the entire organization, while job fulfillment is an effective response to
specific aspects of the occupation”

1.1.17.2 Types and Forms of Commitment

The social scientists have identified certain dimensions of commitment. On
the basis of the study of its dimensions they have attempted at developing
its typology. Kanter (1968) identified three analytically-identifiable but
interdependent dimensions of commitment- Continuance commitment,
Cohesion Commitment and Control commitment.

Continuance Commitment: Applies to participating in a system and
remaining as its member, which is a cognitive judgment that it is worthwhile to
remain in a group rather than bear the cost of leaving the group.

Cohesion Commitment: Relates to cathartic orientation, to the degree
to which one feels affective bond to one’s group and to its members.
Identification, solidarity and gratification from interpersonal interaction are part of this dimension.

**Control Commitment:** is an evaluation along the lines of good-bad of the legitimacy of the group, the moral rightness of group norms, its way of doing things, the authority structure, its goals and means for their achievement (Autonovsky, 1979). Social interaction theory (Parsons and Shills, 1962) formed the basis in linking these dimensions to personality orientations.

A. **Cognitive Continuance Commitment:** as commitment to communal roles or positions with no affectivity or assessment emotionally involved to the role. The role simply has positive valence performing in terms of plunder and punishments, earnings and costs.

B. **Cachectic: Cohesion Commitment:** Commitment as a connection to communal relationships, without any ethical imperatives attached to it.

C. **Evaluative Control Commitment:** Commitment to norms, values and inner fervor, which ethically necessitate the individual. It is similar to internalization, in which the individual accepts influences, which appear congruent with and even necessitated by his inner core of belief. Of course, social control is possible, according to Kanter, without control commitment i.e. without their positive evaluative or normative orientation; it may not be as efficient. He derived “organizational commitment” as “the potency of an individual’s acknowledgment with and participation of in a choosy group, this commitment is acknowledged by minimum 3 factors:

1. A very muscular conviction in and endorsement of institutional goals and compassionate move toward values.

2. Promptness to put into effect substantial effort in support of the institute; and

3. A precise longing to sustain organizational association.

**1.1.17.3 Three Pillar Model of Commitment**

To put in a nutshell Commitment is bountiful contribution in the work. This level of commitment imposes things as using time constructively, concentration to specify, creating that supplementary work, accommodating alteration, alliance with others, self-improvement, respecting passion, self-
importance in abilities, looking for improvements and giving unwavering support.

These pillars are as follows:

1. **A sagacity of relating to the institution**: It stays upon the authenticity required to winning organization relationships.

2. **A Wisdom of enthusiasm in the occupation**: Enhanced outcome is not going to be acquired without faculty experience a sense of fervor belonging their occupation which leads to high performance.

3. **Assurance in Management**: The real sense of attachment and commitment can be driven if teachers do not have self-admiration for, and confidence in, management leadership.

1.1.17.4 **Characteristics of a Committed Faculty**

Students who are educated well learn more than others and prove to be skilled. Some of the distinctive teaching methods are constantly linked with committed teaching. Devoted staff has some rudimentary perception of the learning process. A correlation is enabled between what students already know and what they wish to acquire in order to become skilled professionals. In consideration with nearly 60 cases of student’s identification of successful teachers Kenneth Friedman (1991), found six core characteristics that sprouted at the top of the list in almost all the studies which are essential for committed teachers:

a. Eagerness for students
b. Intellectual capacity of subject-matter
c. Encouraging conversation
d. Capability to explain evidently
e. Passion and
f. Preparation

The vital decisive factor of efficient teaching is undeniably valuable learning. To discharge the duties professionally and efficiently, faculty should have commitment towards the profession.

a. **Commitment to students:**

Faculty should sustain professional relationships with students. They have to share responsibilities and demonstrate themselves as
triumphant facilitators of knowledge to the learners positioned under their supervision and management.

The students coming from weaker sections of the society should be treated on equal foothold and give due concern.

It is essential to protect and support the well-being and interests of students by taking all potential steps, including sexual abuse. Due regard should be given to their individualism and acknowledge the specific needs of every student and offer direction and sustain to realize his or her consulting latent.

All have to consider, and due respect is given to the rights of all students to benefit from the necessities, predominantly those privileges that apply to learning. Students should be made to feel a sense of belongingness of a community. Authority has to be exercised with justice and compassion. Having faith in students is highly important. Faculty should act as an architect exploiting the new know-how to the best development of students and the purpose of education.

b. Commitment to colleagues:

Faculty should have mutual deference to their contemporaries. It is also essential to defend and endorse the curiosity and well-being of contemporaries and guard them from harassment in all forms: corporeal, psychosomatic or sexual mistreatment. Manifestation of ethical performance in relations with colleagues includes giving due regard to their individuality. Their professional status and opinions have to be appreciated. Watchfulness to tender opinion and support at all times is to be taken care of. One has to institute good human relations with colleagues reducing cliques and groups. Never criticize colleague before the students, parents or strangers. Uphold discretion of information about contemporaries obtained in the path of service. Have the sentiment of collaboration and agreement among the colleagues.

c. Commitment to parents:

Faculty should partake in parent-teacher meeting and other such activities. They should make themselves accessible to parents at scheduled time to discuss the welfare and advancement of their ward. Parents have to be educated from a professional standpoint that is in the best apprehension of the child.
Required efforts need to be made to motivate student parents to be actively involved in the education of their ward and to actively encourage the learning process. The parents coming from weaker segment must be guided and motivated to give higher education to their children.

**d. Commitment to society:**

It is essential to establish affinity with the community. Assurance has to be given through individual performance in the community that the staff representation is complimentary. They articulate appropriate considerateness to the community particularly when they wish to interact with the authorities. Attitude in the community should be of eagerness and buoyancy.

**e. Commitment to self:**

Committed teachers always appraise their personal performance and temperament for effective performance. They discharge the responsibilities with full efficiency due and take decisions regarding good and evil.

**f. Commitment to management:**

Committed teachers will be straightforward, resourceful, punctual and compassionate towards the management. They believe about the uplift and betterment of the organization. They ensure to carry out the instructions from the management. They accept the administrative decisions and give creative academic suggestions. They will be factual and reasonable towards the management. They keep away from the managerial associations.

**1.1.17.5 Role Expectation from the Faculties of 21st Century:**

Faculties are at the heart of the educational process, working today for better schools and a better world tomorrow. Faculties make a difference because they shape the future. It is accurate when Swami Vivekananda be reminiscent of the role of the teachers. To him: “Education is the demonstration of the flawlessness already in human being”. He wanted to ascertain that knowledge is an intrinsic quality in man, and the only responsibility of the teacher is the amputation of impediment that comes in the way of development.

A true teacher could move toward the level of the student and could see the student in himself and that teacher could but follow the profession of teaching and nothing else. Only with the right type of training that the teacher knows is how to divulge the concealed riches of knowledge within the pupil in
the right way. There were teachers who truly made a difference in our lives, who instilled in us the love of learning, a zest for life. But gone are those days of such teachers whom one can imitate and cherish their performance as teachers.

Faculty has always played a crucial role in educating communities and societies towards groping new horizons and acquiring higher levels of improvement and expansion. They are the major catalysts of change.

The implication of the emerging responsibility of teachers has never been so significant as at this point in time.

Some concerns over the existing standards of teacher education: According to third National Survey of Faculty Education in India, following facts have been brought to light:

i. About 50% of teachers lack requisite qualification and training.
ii. Various standards of training in different states regarding method, curriculum, evaluation system etc. As a result, there is no uniform standard of competency.
iii. Many colleges have not introduced recent innovations like educational technology, community education, planning, examination technology etc.
iv. The procedure for admission in training colleges, quality of entrants, general condition of colleges, equipment, staff-student ratio, qualification and quality of teaching staff are far below the minimum standard (P.C. Das; 2010: Reforms in Faculty education-teacher education).

1.1.18. Qualities of A Good Faculty

A.S. Barr listed the following are the characteristics of triumphant teacher:

a. Superior cultural background.
b. Considerable knowledge of the topic taught.
c. Extensive knowledge of specialized practices and techniques.
d. Significant acquaintance of human progress and learning.
e. Proficiency in the exercise of language-spoken and written.
f. Ability in human relationships.
g. Cleverness to make inquiries and educational dilemma solving.
h. Efficient habits to work.

i. Attention in professional growth.

j. Curiosity in school and community.

k. Concentration in professional cooperation.

l. Concern for teaching.

m. Awareness in the subject.

n. Desire to know the pupils.

1.1.18.1 Effective Faculty

- Most teachers are considered efficient. But efficiency alone is not enough. Only effective teachers achieve the instructional goals, which are reflected in the performances of students.

- Generally speaking, an effective teacher is one who is liked and loved by his students, respected by his colleagues and commended by superiors.

- Modest in his claims but has strong involvement in the development of education.

- Aware of the latest developments in his subject.

- Interested in doing research at classroom level.

- Willing to revise his approach, methodology and techniques.

- Confident, willing and skilled to achieve professional growth.

- Understands that his behaviors will affect his students.

- A social engineer, bringing about desirable social changes.

1.1.19 Professional Growth of Successful Faculty

a. Educational qualification:

Some basic essential academic qualification is a must have for teaching to a picky class. Along with some essential educational qualifications for teaching purpose.

b. Knowledge of the subject:

Thorough knowledge of subject a must for any faculty and should have good grip that the students may get persuaded of his teacher's mastery over topic easily. It is essential for being a flourishing teacher.
c. Knowledge of psychology:
A teacher should have the information of psychology to analyze students because it helps the teacher in understanding the child.

d. Good health:
As the axiom says: “A healthy mind lives in a healthy body”. It applies to a great extent in case of a teacher. One can teach efficiently for long hours. Here good physical condition denotes mental and physical health.

e. Pleasing personality of a teacher:
The educator should have an enjoyable personality, healthy build, appropriate clothes and inspiring way of talking with others, that come under the pleasing personality.

f. Humorous temperament:
Cheerful teacher keeps the learner active and his amusing temperament creates the appropriate environment in the class room.

g. Student and scientific attitude: No one can turn out to be a good teacher unless he is reflective and endeavors to obtain the mastery over the subject matter. One has to be diligent and dedicate sufficient time in mounting the subject knowledge.

h. Knowledge of different teaching aids:
The educator should have the complete knowledge of divergent teaching aids and should be aware of how to maneuver them, and when to make use of them in the class room for building his teaching effective.

i. Interest in the research work:
To be a good teacher of any subject, one must be superior at research work. For e.g. the commerce instructor can exercise discovery.

1.2 Statement of the Problem
The preferred growth of the nation can be achieved in the near future only through professionally competent and intrinsically committed teachers. The competition has been ever changing the association between management education and business. This difference led higher accountability on policy makers, management faculty and the entire management education systems to make sure the accessibility of such faculty
in the institute and outside for all aspirants of higher management education. It is beyond doubt that worsening in the excellence of management education that has also taken back seat and deteriorated because of various factors. It is unaffordable to hand over young students to staff who are professionally unprepared to train them. Thus, it is an imperative aspect of the complete educational system. Overall competencies of teachers, commitment, and their approach towards teaching have changed severely in the present state of affairs. The study is listening carefully on various roles of a teacher, commitment levels, staff attitude towards education, stakeholders’ expectations on management teachers and factor pressure commitment and attitude.

In the present research, the focus is on the role of faculty commitment, and their attitude towards teaching management in the institutes. An attempt has been made to find out different roles of a management teacher, how these roles are different from traditional teacher roles of other streams, and also study dealt the perceptions of management teacher, as well as different stake holders of management education – students, parents, institute Directors, Trustees and Corporate. The study also covered the measurement of commitment levels of various faculty members, under different internal and external factors. The research will help all stake holders to contribute their share for enhancing productivity and efficiency of management faculty.

1.3 The status of professors
Management teaching has emerged at the forefront of the global concern and apprehension about their own future. The important encounters of the present century to completely remove poverty and confirm sustainable development and long-term peace are responsibilities of current young generation. Enlightening the today’s youth to face these factors has become paramount important to the society.

1.3.1. Gen-Next Educators (25 page)
The young generation is facing the most challenging times as the world is fast moving in all areas- political, economic, commercial and scientific, and
The picture of culture which is based on knowledge of the future are taking proper shape. The importance of edification is differing: once it is comprehended as an element of harmony and amalgamation within the present societies, ease in overcoming social and economic differences and dissimilarities, it is gradually becoming a source of such differences between current societies in a global economy which recompenses those who hold more unconventional and different skills and constraints the future of those who do not have. Sensitivities towards the possibility of education also are varying as societies come to differentiate that, learning is of completely life time importance, not just constrained to childhood.

In the Commission’s approach for the present century, ‘much will be expected, and much needed, of faculties. ‘Faculties’, the Commission has opined, ‘have basic roles to play in molding young people not only to prepare for the forthcoming period with self-confidence but to construct it with objective and accountability’.

The report explained the circumstances of the world’s teachers. It reflects changing trends and developments in nurturing, and prevailing educational policies and practices that are distressing their condition, the conditions under which they work in and the problems they face, education they get, and training imparted.

It too includes the evolving challenges for management faculty and type of teaching recommended by the overture into management education of the new details and communication technological practices.

UNESCO from the times of inception has been monitoring the contemporary fashion and developments in learning and educational policies that had an impact on management faculty. For more than thirty years, the main inspiration for the organization’s commotion in this field has been the agreement which was taken by a special Inter-Governmental Conference.

The sole intention being the upliftment of the status of management teachers, the recommendation provided course of action for countries to try in the area of professional training, job opportunities and prevailing conditions of service of management teachers.

The recommendation included is the focus mainly on management teachers in the higher education system at the initial levels, teachers at these
levels presently account for nearly nine out of ten teachers in the world’s higher education systems.

When Recommendation was considered in 1966, there were issues in many countries that the condition of management teachers is less encouraging if a greater number of unqualified teachers are recruited to balance current shortage of management teachers. Other side, chances in long run and scope for a professional improvement in the present condition of management faculty seems to be productive, provided proper measures are taken. Education was certainly given the utmost importance and priority in the nation building and was allotted good share of national resources. However, since late 1970s and precisely during the 1980s many countries experienced large economic difficulties and many policies towards spending for education that resulted in more economical expenditure. where management teachers were largely regarded as an expenditure than as much as a resource for national development. Their position in a greater part of nation building as the prevalent category of public sector job holders, which means that they hardly escaped from the influence and impact of policies of economic restructuring and necessary adjustment.

1.3.2 Recommendations concerning the Status of Teachers.

With the directorial norms and conditions of the 1966 Recommendation as points of consideration, the major factors and developments in higher education and educational policies distressing the status of management teachers over a decade are completely reviewed. In their expectation, two aspects may be noted in advance. First, is measures to the continuous pressures of student admissions and the still large portion is accumulation of out-of-school youth, a mounting proportion of the world’s management teachers are engaged in the less developed countries across the globe. 46/100 teachers in the world today live in Asia. Secondly, the financial reorganization and alteration which most countries endured in unpredictable degree in the 1980s, and that some countries still are engaged in, has left what appears to be a lasting inscription on national policies towards expenditure on education. At least, the training sector has not managed so far to establish a claim for distinctive handling or absolution from policies premeditated to regulate public expenditure generally.
The World Conference on Education for All (Jomtien, Thailand, 1990) although in a decade has initiated increased obligation of education’s dynamic role in national extension and the underpinning of young persons for energetic and conscientious lives in the awareness based societies of the 21st century, where many governments have continued to name public expenditure on education as an arena of potential savings than as an assumption in the future. In enormousness, progress in the quantifiable rewards for teaching and in teachers’ eminence generally has not been preference of anxieties in educational policy. In most regions of the world, few (if any) people believe that the position of teachers has upgraded in recent past; the majority pronounce that it has declined.

Moreover, it was not just about the salaries of faculty and eminence that has ruined to gains in the past years from strategies towards unrestricted expenditure on education supported by the government. Teaching and learning circumstances and the substantial circumstances of the schools usually, probably in a majority of countries, have also failed to profit. Yet, at the identical time the society in general and national policy-makers increasingly wishes to achieve enhanced educational standards and significance, unambiguously to recover ‘learning outcomes.

The spontaneous presumptions of deciding the contradictions that are now ingrained in educational strategies over the issues of resources seem to be limited, but progress has been gaining momentum that could in time can greatly change matters: the summary into education of ground-breaking information and announcement technologies. These machineries are inflated, as equated to conservative teaching and learning materials, but they have become more and more predominant in the schools – till now primarily in the industrial nations – as educative administrators, students and parents have become progressively conscious of the escalating number of jobs that require computer learning abilities.

The number of faculty usurped rapidly, to around 16 million, in the world’s formal education systems when the recommendation regarding the status of teachers was implemented. The 1960s was a period of considerable extension of edification in mainstream of the states of the world and widespread deficiencies of teachers were noticed everywhere, particularly in
the recently self-regulating, developing countries. Majority of the countries implemented temporary, short term measures to meet the shortages, specifically by appointing new faculty with no training, while at the same time adjourning the assumptions required for long-term solutions. In significance, questions regarding the reputation of faculty were very much in discussion.

In reevaluation, the growth and minimum availability of faculty in the teaching profession in majority of the countries has been unsuccessful in obtaining improvements in the conditions of teachers, which was the comprehensive aim of the recommendation. Majority of the faculty employed globally, recorded in the education systems today establish the largest single distinctive sorting of people involved in proficient and practical occupations; this fact alone makes it difficult for society to accord faculty a reputation similar to that of smaller professional and practical groups such as lawyers, physicians and engineers.

Under such circumstances, the status of faculty is wedged by the features of faculty measured in the aggregate. From this perspective, the teaching profession is noticeable for the range of its members’ backgrounds and the multiplicity of their professional purposes, alternating from management of kindergarten classes to giving university lectures, train industrial technicians and also track adult education courses. Many of its associates are thoroughly equipped while they initiate their first job, while others undergo a lengthy preparation.

Other features too are appropriate; staggering, the fact that in most countries, a majority of faculty labor and work for the public sector where they are usually not decently paid in comparison with people working in other professions with similar or even lesser training, and long tenancy in the job that usually does not bring huge addition in salary. Also, a majority of faculty at the junior levels of teaching often are women, which resulted in keeping the salaries low.

Moreover, although the teaching career entices large number of academically able graduates from secondary or higher education institutions, it must also recruit less able graduated in large numbers in order to meet the enormous human resource needs of the education system as a whole. Taken
together, all these factors account in large measure for the teaching profession’s ambiguous status.

In practice, therefore, the challenge for teachers has mostly been to ensure that their status is at least broadly comparable with that of other major professional and technical groups, while not foregoing the prospect of improvement when conditions are favorable. This challenge is a continuing one. The situation of teachers today is different from that of 50 years ago when the Recommendation concerning the Status of Teachers was adopted: there are more of them, the national education systems in which they work are very much bigger, the pupil/student populations are more diverse, and the global economic, social and cultural context has changed.

The changes emerged in the recent past that have mostly implied for the status of teachers as the principal concern.

1.3.3 The Altering Educational Policy Environment

Educational policies worldwide are presently in a state of volatility and common threads are difficult to acknowledge, but for the fact that is possibly at the regional and sub regional platforms. Student associations and memberships across the globe have been exponentially increasing at different pace; at several levels of education in the more urbanized regions and countries in substitution. This resulted in teacher employment choices which have been incessantly changing, with ‘knock-on’ gear on other educational necessities and plans.

However, educational plans and successive actions have also improved in retort to extensive organizational and economic tendencies and expansions.

In a global discernment, the two foremost links and connections of educational policies are the deepening commitment of most countries to the liberalization of teaching (Education for All and Education throughout Life) and the susceptibility towards a more buoyant view of educational excellence and resolutions. ‘Adjustment’, ‘effectiveness’, ‘fiscal constraints’, ‘assessment’, ‘performance’, ‘outcomes’, and of course, ‘human capital’ are just some of the signs of how widely the optimistic view has infused educational policies, compared, to five decades ago. A third component, ‘account-ability’, is connected to the other two; from time to time it is mainly associated with
policies premeditated to democratize educational assessment and at other times it is more intimately linked with burden for better-quality educational ‘effectiveness’ and ‘performance’.

Over a period though, many sub constituents and distinctions according to specific national circumstances have been identified, but it is turning out increasingly apparent that the two main alignments of educational policy do not sit inconspicuously together. The faculty is entangled in between, and are also considered on the one hand as catalysts and carriers/torch bearers of light into dark places, be it moderation, intercontinental understanding or reverence for human rights, and, on the other hand, as pricey ‘factors of production’ in a resourcefulness which enthralls a noteworthy amount of public funds.

If the latter is seldom stated as candidly outside of professional economic journals, the effects of it on teachers of today worldwide would result in taking efforts to hold public disbursements are nonetheless genuine enough.

During the 1990s, the twofold configuration of educational policies mentioned above has been apparent in every corner of the world, although there is great dissimilarity among nations and regions in the particular contents of strategies. In the most advanced regions, many countries have been still engaged – like Canada in a succession of reduction of expenditure and reorganizing public expenditure, such as disbursement on education, simultaneously looking to redefine answerability means and attempting to democratize permission to and participation in education, especially at the deeper levels, which is increasingly distinguished with respect to student populations, institutional forms and programs, and arrangements for financial support.

Reducing the expenditure and reshuffling and organizing public expenditure have been noteworthy aspects of the economic and social alteration now under way in the changeover countries of East and Central Europe and the Russian Federation, but the impartial conditions have been much more challenging, This has resulted in issues relating to education budgets, affecting the educational restructuring process, causing considerable problems and loss for teachers, notwithstanding the responsibility they are
supposed to hold and play in facilitating to fake new political individualities and principles. A renowned fatal outcome of the economic displacement in the alteration countries has been mostly on pre-primary education, where memberships have dropped piercingly.

1.3.4 Teaching guidelines and pressures

By large on huge part on what society wants from education rests on the angle that the society presumes of teachers. National educational policies, since the early 1990s, have been apparently dependent on an increasing concern for quality and implication, especially in basic education.

Education systems, as opined by many, has not been doing effectively, no attempt as what they should be doing to find out what the young people learn well in transient and what they are ought to learn, and are scrupulously prepared to approve their future adult commitments and responsibilities in the family, the work place, and the wider community and society. In many countries there is an ever-increasing judiciousness that education alone is the key to the upcoming generations, and that the encounters and jobs of tomorrow will necessitate an education of better standards than that which most students obtain today.

More and more, educational standards and applicability are defined by direction to students’ learning outcomes. ‘The spotlight of elementary education’, the World Conference on Education for All acknowledged, ‘must be on actual learning attainment and outcome, rather than completely upon enrolment, sustained involvement in organized programs and finishing point of certification requirements’ (World Declaration on Education for All, Article 4).

Yet, if awareness is to improve, education will need to supply to that enhancement. For the International Commission on Education for the Twenty first Century, ‘the distinction of the superiority of teaching, and consequently efficiency of teachers, cannot be over emphasized’. This will require superfluous resources, as the Commission itself acknowledged.

Yet the belief fundamental for many educational policies in recent years is that ‘more can be achieved with less’, in result, that the quality and consequence of education in general, and sophisticated outcomes in particular, can be upgraded in the point of view of established resource constraints.
1.3.5 The trepidation for superiority and Applicability

Improvements and progresses in the past decade addressed both, within and outside education, contributed to the enhancement of educational quality at the beginning of the present decade. In the less developed regions of the world, the melodramatic expansion of educational enrolments in the 1960s and 1970s radically affected the qualitative fundamentals of many, if not most, education systems.

The challenges faced by many countries in embark upon these issues were complicated by the financial conditions and economic restrictions of the 20th Century. Many management students and higher studies graduates faced adulthood without proper preparation for the problematic futures that is waited for them.

In the more advanced nations where the number of management educational admissions had been less, there was a general opinion that standards of management educational excellence had fallen. Apprehension is more in the 1990s with the fast-changing nature in the world economy and the following pressures on nations to control to a more competitive international economic conditions in which the ‘educated intelligence’ of a nation’s population – ‘human capital’ – was becoming highly acknowledged as a premeditated resource.

If there has subsequently been an inclination in some nations to understand the quality and administering of management education majorly in education’s involvement to the effective recreation of economic objectives and tenacities, in other nations far-reaching political and financial improvements and more developments have brought a wide range of purposes to the fore.

1.3.6 The Gravity on Professors

The crusade towards controlling and evaluating of the education quality and enactment of country’s education systems in management has unquestionably created to have an impact on the way management education is considered both by community in general and by the people who are directly involved, not least tutors. While management education is unwrapped up to democratic debate, it also turns out into another ‘industry’, like textile or manufacturing, with measures too of inputs, operational process and output,
as well as of ‘economic conditions’ for the produce. However not many educational policy makers are comfortable with this trend.

Management Educators have always had their own unique approaches of assessment in the classroom and most countries have adopted and implemented school-leaving examinations of one kind or another. What has been called the ‘new culture of evaluation’, though, is something moderately different. It does not automatically make comfortable relations with teachers. There have been events (e.g. in the United Kingdom) where management educators have not been convinced of the rationality or fair-mindedness of a given evaluation or controlling activity and, with the sustenance of unbelieving parents, have succeeded in failing its enactment and/or affected the very practice in question to be revised.

1.4 Objectives
1. To study different roles of a management teacher.
2. To measure the role commitment levels of management faculty.
3. To study the attitude of faculty towards management teaching.
4. To understand role expectations of different stakeholders of management teacher.
5. To study internal and external factors that supports high degree of role commitment and desired attitude of management teacher.

1.5 Hypotheses

With the above stated objectives in mind the following research hypotheses are formulated for the present study.
1. The significant roles of a management teacher are: Faculty, Soft skills trainer, Mentor, Counselor, Disciplinarian, Role model and Evaluator.
2. Levels of role commitment differ among management faculty.
3. There is a considerable disparity among management faculty towards teaching.
4. Each of the stake holders have varied expectations on management faculty.
5. Management teachers Role commitment and Attitude largely depends on the internal and external factors.

**Internal factors:** Skills, Knowledge, Self-concept, Traits and Motives

**External factors:** Management Vision, Quality of Course Curriculum, Quality of Students, Infrastructure, Industry - interface, Faculty development and Consultancy, Research Orientation, Technology and Accreditation.

### 1.6 Scope of the study

The preferred growth and economic development of India can be achieved in the near future only through professionally capable and essentially committed teachers.

Global aggression is changing the relationship between business and management education. This have a say to a greater answerability on policy makers, management teachers and complete management education systems and practices to ensure the availability of such quality teachers in the classrooms and outside the classrooms for each and every aspirant of higher education.

A note of the fact has to be taken that expectations from the management faculty are ever increasing from the government policies, practices and recent reforms in management education while the support which the teachers deserve may not be available in the required measure. The deterioration in the quality of higher management education has also taken a big toll on to a large extent because of no commitment towards the profession in respect of many internal and external factors. No nation can afford to take young management students to faculty who are professionally not fully prepared to look after them. Thus, higher management education is vital aspect of the complete educational system. Role commitment, overall strengths and competencies of management teachers, and their attitude towards teaching have changed drastically in the last decade. The present study is focused on various roles of a management teacher, role commitment levels, faculty attitude towards management education, stakeholders’
expectations on management teachers and factor influence role commitment and attitude.

Although management education has been experiencing exponential growth as a result of LPG, students choose to pursue studies from institutions that give value for the money and time they spend. Therefore, a management institute needs to perform well in order to exist. To compete, management schools need to differentiate themselves from other schools in the segment, by having quality output of students.

Effectiveness of an institute depends on how effectively the staff contributing towards success. The colleges are an entity of people which are resources which will effectively utilize the other resources required to run the organization, competencies of the employees need to be built on a continuous basis to sustain in the competitive market.

It is therefore advisable in the present scenario, for the institution to have a far-sighted approach and adopt the strategy of continuous quality improvement.

In an interview with Madhavan (2013) for business today, Prof. Ashish Nanda, Director, IIM-A agreed that academic institutions that ranked high performance in the past had during their tenure developed enthused and invigorated professionals who were committed to the growth of the institution.

1.7 Outline of the Thesis

Summarization has been obtainable in six chapters. Starting with introduction to the concept of B-Schools, faculty roles, teaching attitude, role commitment, the effects of globalization on B-Schools, their current scenario and the government initiatives taken, and challenging issues of management education is discussed. HR issues in management education, the relevance of Human Resource Management Practices and progression preparation Practices in Business Schools and the significance of the study has been covered.

Chapter 2 describes the way secondary Literature is reviewed. In this chapter, the findings of earlier researches on the subject are presented. The
parameters that would be used in the present study are identified from literature review. These are also listed in this chapter.

Chapter 3 discusses the research methodology followed for the investigation in present study, Research Design in detail, the questionnaire design, the data sources, sampling technique, the design of experiments etc. are all described in detail in this chapter.

Chapter 4 presents a bird’s eye view of the quantitative analysis done for this study. The demographics of the respondents, their classification with respect to gender, age, span of service, teaching, wedded status, and status of the organization and category of is presented.

Chapter 5 presents the results of the hypothesis testing along with discussions on the findings arrived at from these results are detailed, summary of results of hypothesis tested is offered in this chapter.

Chapter 6 discusses the conclusions and recommendations. The recommendations, future enhancements that can be done on the work are presented in this chapter.