

“Social values a tool for improving educational value in Indian management education- A Primary Study on selected Indian Management Institutions”

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Abstract

In a churning global marketplace, understanding the fundamental connections between business, the environment, and society has become essential. The roles and responsibilities of business as a global force are becoming more urgent and complex, and concepts related to societal responsibility and sustainability are gaining recognition as essential elements in business management. Management education will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy. There has been a growing demand in the academic literature of the past few years for management editors to engage more critically with their subjects than has been the tradition in business schools. There are examples of applying a critical perspective to various disciplines within the management curriculum (Alvesson and Willmott, 1992a) and management education generally that employ a range of critical and postmodern ideas that highlight the social and moral aspects of management practice.

Values in Education are often discussed in generic terms, giving the impression of both unity and homogeneity. This idea is challenged by the existence of strong disciplinary cultures and practices that, on the contrary, are often seen as silos which in turn results in calls for increased multi- or interdisciplinary cooperation. This Paper explores how far the social values and educational values have compliance in the management institutions and its responses to the new policy environment and draw some conclusions about possible future directions for research in education management.

Keywords: Management education, Values in Education, Disciplinary, Compliance

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1. Introduction

Criticisms of business seeing value creation only in terms of achieving short-term, unsustainable results and how business schools prepare future leaders predate the financial meltdown. The crisis simply made it more obvious that business as usual isn't working, either in the classroom or boardroom. The piece of management education reform that involves the role of ethics has added importance not only because trust in business has fallen so far, but also because it is tied to how leaders behave and the impact that has on a company culture as well as society.

When students return to campus in the coming weeks, dialogue and debate on the purpose of management education and how ethics are handled will continue, impacted by initiatives that seek to help reinforce high ethical standards. Some examples are the MBA Oath project, and programs giving students experience practicing values and integrating ethics into other organizational risk considerations. We should consider how change occurs, it starts with a personal act of intention, followed by action, gaining reality through repetition and reinforcement until it becomes how things are done by an individual, and a collection of individuals. It is too soon to know the success of the movement or its influence on the companies graduates join.

Every decision made in business generally occurs when managers are under pressure, without all the information or time you'd like, and in the midst of competing factors – usually financial, legal or ethical issues,” says Thomas White, professor and director of the Center for Ethics and Business, who created the competition. “There needs to be more emphasis on ethics education in MBA programs because individuals need more technical ability in recognizing and resolving ethical issues, which are as sophisticated and complex as any financial problem, and getting more so. The success of business education reform has many champions, and is coming up again at a time when there is crisis fatigue as well as examples of successful companies with a value proposition that puts a priority on social good. Will current business leaders support training new leaders in the skills and competencies that support new models of business or will we need to endure more business as usual.

2. Review of the literature

2.1 The relationship between personal values and perceived value of education:

By Lesley Ledden – This article focused on the premise that as marketing involves the exchange of something of value in return for something of greater value, value is thus at the core of marketing. People perceive value within an overall social/cultural environment that defines and forms personal values.⁵

2.2 The Reciprocal Relationship between College Major and Values: Family, Careers and Society: By Colter Mitchell, Miles Kimball, Arland Thornton-

The authors opine on the relationship between values and education. The article finds the role of college attendance with the content of the curriculum influence on college majors and suggest that concentrating on college majors reduces the family importance.⁶

2.3 Values and Management Education in China: By Henri-Claude de Bettignies and Cheon Kheong Tan, The present article has found the development of an education process to nurture “responsible leaders” who will have the moral fiber to operate effectively on a global basis as their operations are increasingly embedded in the globalization process.¹

2.4 Promoting Ethical Practices within Institutions of Higher Education: By Mary Anne Weegar , The writer has focused on the subject of ethics in the workplace. This literature supports the notion that the ethical behavior is good, that ethical behavior is needed in the workplace and that progress is possible in raising men and women their more prurient interests.²

2.5 Towards and understanding of Ethical Dilemmas Faced by School Leaders : B y Cranston, N.,Ehrich, L. & Kimber, M, The paper is characterized by potentially conflicting values and accountabilities - between school policies and personal values, between the best interests of the student and school policies, between the values and beliefs of different sections of the school community and the law Moreover, it is likely that here will be compromised as some values will be embraced, while others will be silenced in pursuit of a resolution.³

2.6 Inculcating Values and Ethics in Higher Education e-Learning Drive: UiTM i Learn User Policy :By Posiah Mohd Isa, Siti Akmar Abu Samah, and Kamaruzaman Jusoff, This article addressed on some of the challenges that have cropped up as far as learning with technology is concerned. The borderless realm of knowledge warrants behavior that may lead to academic dishonesty. In frequent observations, some actions on the part of the students may precariously endanger the credibility of their assignments, projects and evaluation. To sustain these values for the good of their future, The study addressed these challenges and to make known to these students the implications that these behavior create on their study and their future.⁴

3. Objectives

The following are the important objectives of the study

1. To empirically explore the values that are felt essential to be embedded in management education
2. To evaluate various barriers for adoption of value based education.
3. To determine the compliance if any existing between social/educational/professional value.
4. To develop suggestion from the research findings so as to how values could be effectively embedded into the management education.

4. Hypothesis:

The researcher intends to test the following hypothesis;

H₀: There is a failure to strike compliance between social values and educational values

H₁: There is a perfect compliance between social and educational values

H₀: There is a failure to strike compliance between social values and professional values

H₂: There lies a perfect compliance between social values and professional values.

5. Research methodology:

5.1 Scope of the Study:

The paper focused on the compliance between social values and educational values in management education in estimated management institution, the data obtained from Management institution Students (Institute of Management Studies) in Kuvempu University, The study emphasized on the Value system in the education system which consider changes of the education system with the application of values like Social values, and professional values a tool for improving the educational value in Indian management education Shankarghatta. Factors beyond the selecting the study area was the Yong institution with the Changes in students' expectation due to the dynamism in management education.

5.2 Sampling method:

For this evaluative study Simple random technique was used and all the sections inhibited in the study area became a part of the study. A total of 225 questionnaires was administered, response to 200, were found to be fit for analysis and SPSS 12.0 version was used to analyze the data. While conducting the survey due care was taken to include respondents from different walks of life i.e., Gender, age, group, etc.

6. Results and Discussion:

Table 6.1 : Showing profile of the respondents

Influencing Factors factors	Characteristics	No of Respondents
	Total Number of Respondents	200
Age	20 to 25	180
	25 to 30	20
Gender	Male	128
	Female	72

Source: Primary data

The respondent profile exhibits major section of the respondent falling into the age group of 20 to 25 and male respondents are maximum compare to female this shows the gender discrimination now also plays a major role in higher education.

Table:6.2: Educational Values embedded in management education

Influencing Factors	Responses	Ratings
Increased awareness	152	3
Global out look	176	1
Behavior transformation	116	5
Environmental response	132	4
Improving your ability	172	2

Source: Primary data

From the above table it can be inferred that the major section of the respondents indicated that educational values embedded through more on global outlook and improving their ability to expose to global needs but it cannot focus on behavior changes in the educational values adequate with social values.

Table: 6.3: Values perceived essential in Management Education

Values		Response	Rating
Required Values	Ethicalities	156	2
	social norms	164	1
	legal frameworks	152	3
	cultural varsities	104	4
Embedded Values	Ethicalities	152	1
	social norms	120	3
	legal frameworks	136	2
	cultural varsities	104	4

Source: Primary data

Student's preference on value based education in the management education thus it focuses more on social norms when the essence of values requirement in the education system with the diversified culture other side major group of respondents opine on ethicalities essential as embedded values in management education.

Table: 6.4: Barriers faced for adoption of value based education

Factors	Level of Agreeability				
	strongly agree	Agree	Not agree or disagree	Disagree	Strongly disagree
Legal issues	28	144	0	28	0
Culture/religion	28	84	0	68	20
Exploring experiences	36	100	0	60	04
Forms of discrimination	44	96	0	44	16
Developing respect	80	80	0	32	08
Appropriate behavior	48	92	0	40	20
Personal initiations	52	104	0	32	12
Response to environment	48	88	0	52	12
Long term objectives	44	96	0	60	0
Others	32	100	0	96	20

Source: Primary data

From the above table it can be inferred most of the respondents agree that lack of experiences in exploring practical knowledge in the management education implies a hinders in adoption of value based education and built an appropriate behavior to cope the training covered in classroom teaching. A Major section of the respondents opine that the legal issues

like college attendance, internal marks are barriers to adopt a value based education because it decrease the importance in social values.

Table 6. 5: Factors for Compliance between Social values and Educational values.

Factors	Respondents	Ratings
Perceptual response	156	4
Learning style preferences	188	1
Cultural dimensions	112	6
Educational standard	180	2
Group social norms	172	3
Industrial requirement	136	5

Source: Primary data

Table 6.6: Compliance between Educational values and Professional Values.

Factors	Respondents	Ratings
Perceptual response	172	3
Learning style preferences	176	2
Cultural dimensions	124	6
Educational standard	180	1
Group social norms	152	4
Industrial requirement	148	5

Source: Primary data

A Major section of the respondents from the above table implies that the learning style will make compatible between social values and educational values thus it appears the students are going away from the conventional pattern of teaching to adopt a modern style preferred in management education. The educational standards are playing major role in compliance between and educational values in management education. This shows management education adopting dynamism in the teaching system. On the other part the educational and professional values are obtaining educational standards like eligibility, qualification in management education. It implies the management education trying to fulfill the needs of professional values through social values.

Table 6.7: Showing Compliance between Social values and Educational values.

Factors	Strongly agree	Agree	Neither agree nor dis agree	Dis agree	Strongly dis agree	Total
Male	24	100	4	0	0	128
Female	8	60	0	4	0	72
Total	32	160	4	4	0	200

Source: Primary data

Table 7: showing chi-square Test calculation:

H₀: There is failure to strike compliance between socio values and educational values.

H₁: There lies a perfect compliance between social and educational values.

Value		Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.4	4	0.0176
Total respondents	200		

Source: Primary data

$$X^2 = \sum_{i=1}^n \frac{(O_i - E_i)^2}{E_i}$$

Calculated value of X^2 : 7.4 Degree of freedom: 4

Table value for 1% level of significance: 13.2771

Table value for 5% level of significance: 9.488

Thus it is clear from the above value calculated value of chi-square is X^2 7.4 , Table value of chi-square for 5% level of significance is X^2 9.488 for 4 degree of freedom. From the above data it can be concluded that null hypothesis were accepted because $CV <$ table value. It indicates that there is failure to strike the compliance between social values and educational values in estimated management institutions. Thus it appears the management institution is fails to construct the relationship between social values and educational values.

Table 6.8: showing chi-square test calculation:

Factors	Strongly agree	Agree	Neither agree nor disagree	Disagree	strongly disagree	Total
Male	16	104	8	0	0	128
Female	4	64	0	4	0	72
Total	20	168	8	4	0	200

Source: Primary data

Table 8: showing chi-square Test calculation:

H₀: There is failure to strike compliance between social values and professional values

H₂: There is a perfect compliance between social values and professional values.

Value		Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.6	4	0.13898
Total respondents	200		

Source: Primary data

$$X^2 = \sum_{i=1}^n \frac{(O_i - E_i)^2}{E_i}$$

Calculated value of X^2 : 13.6 Degree of freedom: 4

Table value of X^2 for 1% level of significance :13.2771

Table value of X^2 for 5% level of significance: 9.48

Thus it is clear from the above value calculated value of chi-square is X^2 13.6 Table value of chi-square for 5% level of significance is X^2 9.488 for 4 degrees of freedom. From the above data it can be concluded that null hypothesis were rejected because $CV >$ table value. It indicates that There is a perfect compliance between social values and professional values in the present scenario it also indicates positive effects on the perceived importance of social equalities and finding purpose and meaning in life, these affects are significant in these present education system thus it appears that there is perfect compliance between social values and educational values.

Table 6.9: Impact on Management Education on the Compliance between Social values and Educational values:

Factors	Respondents	Ratings
Considerable positive impact	140	2
Some positive impact	152	1
Some negative impact	60	4
Considerable negative impact	40	5
No impact	64	3

Source: Primary data

Most of the students felt on compliance between social values and educational values are some positive impact on the management education, thus it implies the educational values like educational standard, environment and global outlook moving to cope with the social values and moving to fulfill the needs of professional values.

7. Findings:

- A Major section of the respondents are Male, it shows gender discrimination now also plays a major role in the higher education.
- Students opine on value system which brings quality and meaningful life, it also helps to develop compassion, moral integrity and responsibilities in curriculum.
- Most of the respondents preferred global outlook and improving their ability to expose to global needs.
- Student's preference on value based education in the management education both on required values and embedded value, so it essentially required ethicality in management education.
- A Major section of the respondents opine that the legal issues like college attendance, internal marks are barriers to adopt a value based education because it decrease the importance in social values.
- The educational standards are playing major role in compliance between and educational values in management education.
- The research found Positive significant thus it appears that there is a perfect compliance between social values and educational values and social values and professional values.
- There is the absence of a holistic approach and an unbalanced growth of knowledge in the application part of the value system in the institution.

8. Suggestions:

- The evidence suggests that some values affect more on changing dimensions of value based education and some little effect on values in education.
- Major findings proved by the research that there is no much relationship between educational and professional values, thus appears in education values and attitudes change and social norms are modified, and professional values considered social norms by Socio cultural innovations in their professions, therefore we should expect to see shifts in related behavior.
- The study proposed to change the dimensions in values to give value based education to build growth and sustainability of educational institution.
- As per National Education policy, every management institution has to establish a center for value education institutes with the sole purpose of imbibing human values in their campuses.

9. Conclusion:

This research attempts to provide an insight into the impact of Social values on Educational and Professional values in an educational environment. The specific objectives of this study are to test, how management education embedded with the essential values, Hinders for adoption of value based education and compliance between social/educational/professional values in management education. What are some of the most important values that should be highlighted and how can management institutions and other higher education institutions ensure that they are taken up and transmitted to the current and future generations? What are the roles and responsibilities of not only the institution as a whole but also of students? What mechanisms could be developed to translate the Millennium Development Goals and sustainable development concerns into action to cope with the different values such as socio, educational and professional in the institutions? These studies confirm the value systems in institution finding difficult to strike the compliance between socio with the educational and professional values.

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