Conclusion

Oman has got great potential to diversify its economy in various sectors. Since service organizations require lower gestation period limited capital, limited resources, and highly skilled human resource and in a present scenario Oman has to focus on services sector, its strength is its educated youth this youth can be directed towards entrepreneurship, can be employed for the development of services sector. With a little support from the government there may be inception of BPO, Advertising, Call centers, Transportation Consulting Hospitality Entertainment, industries etc this will gives rise to more employment opportunities, improved standard of living of people, more disposable income and saving, savings leads to more investment, more disposable income leads to increased market growth this scenario will develop the economy.

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PERCEPTION ON HR EDUCATION IN B-SCHOOLS: TOWARDS RESTRUCTURING THE RIGOR, RELEVANCE, METHODOLOGY AND PEDAGOGICAL APPROACH!

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Abstract

One of the challenges facing organizations today the ability to embrace change. The business environment is always in a flux and organizations must adapt with a host of new realities and also shed old practices, both on the go simultaneously. This change has promoted a re-assessment and demands a change in the traditional managerial concepts and practices. The higher education sector has undergone growth and development in recent years and it is widely believed that future success in a globalized world economy, would belong to those organizations that go the extra miles in providing and building a workforce and management. Hence, to understand this scenario, one of the primary stakeholders in management education are the Academicians. A total of 39HR Academicians working in twenty-three institutions, as in State Universities, Central University, Technical University, National Institute of Technology, Deemed Universities and Autonomous B-schools based in Karnataka were covered in this study. The data collected was analyzed using statistical tools such as Frequency, Percentage, Coefficient of Correlation and Chi Square by the application of SPSS 20.0.1 software. The results revealed that - HR Academicians were of the opinion that their role consisted of a mix of teaching, training, research based activities.HR Academicians have published research articles in journals ranging in numbers of minimum of 3 to a maximum of 14 articles. Half of the HR Academicians have not been able to publish any papers or articles in any journals. Most of published articles have come from HR Professors and Associate Professors. To conclude, this paper aims to understand the changes in HR management education, thus support in the restructuring HR Management vertical and its methodology, for the greater good of the discipline and its stakeholders.

Keywords: HR Education, Restructuring, Rigor, B-Schools

Introduction

Business schools have changed dramatically in recent years. Pressured by employers who recruit their students, and from the students themselves, some of the B-schoolshave revamped their curricula to fit a more modern workforce and global economy. They also changed recruiting methods to ensure a more proactive approach toward career development. Many of the problems that have plagued business and industry, such as inefficiency and a propensity toward short-term planning, have been laid at the doors of those who educate businesspeople. The economy, too, has reshaped much of what business schools do in the area of career placement. Schools no longer

can count on corporate recruiters to always show up at their doors and hire their students. Universities and colleges now must convince recruiters that their visits to campuses are worth the time and money that they spend, and that their Management graduates truly are the kind of people who can become executives and corporate leaders in the future.

The problem is further compounded by faculty shortage, poor quality of faculty, short term focus of the management education providers, poor governance, lower degree of accountability, indifference of the corporate and above all competencies of MBA aspirants in terms of undergoing rigor of professional education. Emerging scenario demands immediate course-correction and greater involvement of all the stakeholders' vis-à-vis management education. Looming crisis in management education in India can be attributed mainly to the mushrooming of B-schools. There are around 4000+ B-schools in India, which have a capacity of about 400,000 students a year (Sarkar, 2011). While in 2004 this number was 1200 B-schools with an annual intake of 75,000 students. The number of B-schools in 1990 was only 130 with an annual MBA intake of 12,000 (8000 full time, 3000 part-time, and 1000 distance education) (Gupta and Gollakota, 2004). Interestingly only 4 B-schools were added in the first three decades since the launch of formal business education in India.   Although the number of B-schools in India has increased since its formal establishment, the quality of education has not improved concurrently. Datar (2010) raised a question regarding the capacity of MBA programs to prepare managers for their career. The B-schools are now being blamed for producing MBAs who do not suite the requirements of corporate. They are also blamed for not sensitizing MBAs of being socially responsible business leaders (Barker 2010). Leavitt (1989), Mintzberg (2004) and BennisandO'Tools(2005) have accused the MBA programs of focusing extensively on theories and paying less attention on providing practical skills. Further, Mintzberg (2004); Ghoshal (2005); and Khurana (2007) have been critical of MBA programs of emphasizing less on teaching ethics as a result of which there are severe problems in the contemporary management of companies and organizations. Contrary to providing its students a holistic knowledge about business with more emphasis on increasing their skills, it has been observed that B-schools encourage turbo capitalism, in that their students perform their activities, which are a result of what is known as one-sided thinking (Khurana, 2007). Datar, Garvin, and Cullen (2010), the known Professor and academician from the Harvard Business School, observed that with the existing pedagogy, B-schools students are:

a). Unable to understand the limitations of theories taught to them;

b). Unable to logically apply the theories taught in classroom in actual life;

c). Lack the skills and attitudes in the application of the theories; and

d). Fail to critically scrutinize context and draw correct conclusions.

The MBA graduates lack in global perspective, leadership skills, integration skills, recognizing organizational realities and implementing effectively, acting creatively and innovatively, thinking critically and communicating clearly, understanding the role, responsibilities and purpose of business, understanding the limits of models and markets (Datar, Garvin, and Cullen, 2010). In the absence of these skills, the MBAs do not remain employable. This is furthered by the NASSCOM's report (2012) indicating that not more than 25 per cent of engineers and MBA graduates are employable.

To add to the problem, there is a decrease in placements of MBAs. This phenomenon began in 2008 when getting lucrative jobs by MBA students nose-dived. Slowdown in the economy has added to their problems as all B-schools in India, is feeling the impact of global slowdown in their placements. This problem has compounded with the increase of students in their institutes (Rao, 2012). Getting the right number and quality of faculty members is a challenge for Indian B-schools. Additionally the quality of research of the Indian B-School faculty members is also not up to the global standards. Unfortunately, a majority of B-school promoters are least concerned about attracting, developing and retaining good faculty. They usually develop cold feet when it comes to faculty development while they do not mind spending lavishly on infrastructure, advertising, etc, which may not fetch much in the long run.Quacquarelli (1997) in his study confirms that the consultancy sector has the most demand for Management students because of the significant market growth in their services. Taylor III (1998) reports that management consultancy only acts as a springboard for Management students to become partners in new businesses. He added that graduates from top business schools in the late 1990s looked for companies that offered them stock option opportunities. In terms of skills acquired after pursuing an management programme, Eberhardt (1997) established that employers were most satisfied with their leadership potential and least satisfied with their written communication skills. Kretovics (1999) noted improvements in the Management Students interpersonal relations, information gathering and analytical abilities. Baruch andLeeming (1996) defended MBA programmes as they enhance the learning skills, research enquiry and written presentation of individuals. Institutions offering MBA programmes must respond to market needs (Baruch andLeeming, 1996; Shipper, 1999). Those who are unwilling to change, according to Schmotter (1994), may experience dissatisfied students and staff as well as a low demand for their programmes.

In commenting whether business schools are delivering what business really needs, Louis L, the Dean of the School of Management, Boston University, reports that "The post WW II model of professional management education was adequate when most competitors were North American, but it is inadequate in a globally competitive environment (Harvard Business Review, 1992)." He said that business schools have not taught their Management students how to manage across business functions and globally. Carnall (1995) agreed that management problems generally require solutions drawn from different disciplines and business schools must prepare Management students for that. This had also prompted Porter (1997) to propose the removal of individual subject disciplines and the implementation of a cross-functional curriculum in business schools.

Thus, systematic and structured changes in HR Management studies is the need of the hour. Management based Academia and the Industry are closely related to each other, the concepts and applications of which has to be provided for learning and practice for education and training, by the HR Academician. This has to be done on an unequivocal basis to the HR student, without which the outcome, may not be complete, thereby resulting in plethora of issues, which may become problematic for all the stakeholders, be it the HR student, HR Academicians, the B-school and finally HR practitioners in the Industry.

Rationale for the research study

Higher education, especially the field of management education with special focus on HR education in India stands at cross roads. Without change, the traditional university structure of educating and training tomorrow's business leaders is being surpassed and discarded in the increasingly diverse and technological global economy. People are the organization's greatest asset, providing the intellectual capital and the catalytic advantage to companies and thus the market.

Statement of the problem

To keep pace with the globalization, HR Academicians have to be aware of their roles and obligations in terms of teaching learning processes, training and guiding students and in particular their research work. As in, research work is one of major mechanism through which an HR academician, could use it to bridge the Academics and Industry; be ahead of the industry in terms of design and develop concepts as per the changes in the industry vis-a-vis the academia and so on.Hence, this research work has been planned, which aims to understand the HR Academician's perspective of HR management education as of today and tomorrow. Thus, providing us with information, which is to be reworked at all levels in the delivery of HR education.

Methodology

Objective

To study the HR Academician's perception regardingthe relevance and rigor of HR education; to explore the roles and responsibilities of HR faculty in branding and making visibility of HR as a Profession; HR students training in industry relevant HR skills, will be the main focus of the present study paper.

Hypothesis development

Hypothesis 1: There exists no relationship between the roles and responsibilities and the various designationsof the HR Academicians.

Hypothesis 2: There is no relationship between the number of HR publications in journals and designations of the HR Academicians.

Geographical Area

The sample consists of HR Academicians, (presently working in the Departments and Schools of MBA located in Universities / Institutions) of Karnataka state, as specified in Exhibit 1.

Exhibit 1
Name of the University / Institution
and the place of its existence

Sl No	Name of the University / Institution	Place of existence
1	Acharya School of Management	Bengaluru
2	Bangalore University	Bengaluru
3	Central University of Karnataka	Gulbarga
4	Christ University	Bengaluru
5	Davangere University	Davangere
6	Gulbarga University	Gulbarga
7	Jain University	Bengaluru
8	Karnatak University	Dharwad
9	Karnataka State Women's University	Bijapur
10	Kuvempu University	Shankaraghatta, Shivmogga
11	Mangalore University	Mangalore
12	Manipal University	Manipal
13	Mount Carmel Institute of Management	Bengaluru
14	MS Ramaiah Institute of Management Studies	Bengaluru
15	National Institute of Technology Karnataka	Suratkal, Mangalore
16	Ramaiah Institute of Management Studies	Bengaluru
17	St Joseph's College of Business Administration	Bengaluru
18	Symbiosis Institute of Management Studies	Bengaluru
19	Tumkur University	Tumkur
20	University of Mysore	Mysore
21	Vijayanagara Sri Krishnadevaraya University	Bellary
22	Visveswaraiah Technological University	Belgaum
23	Xavier's Institute of Management Excellence	Bengaluru

Sample Design

Survey procedure was adopted, to localize on the HR Academicians presently working in different types of Universities / Institutions, locatedacross Karnataka state.

Exhibit 2
Demographic data of the HR Academicians

Sl No	Parameter	Frequency	Percent
	Overall	39	100
Age groups	23 to 27	4	10.25 %
	28 to 32	6	15.38 %
	33 to 37	10	25.64 %
	38 to 42	6	15.38 %
	43 to 47	7	17.94 %
	48 to 53	6	15.38 %
Gender	Male	22	56.41 %
	Female	17	43.58 %
Educational Background	MBA	12	30.76 %
	MBA, NET	8	20.51 %
	MBA, MPhil	6	15.38 %
	MBA, PhD	1	2.56 %
	MBA, NET, PhD	4	10.25 %
	MBA, MPhil, NET, PhD	8	20.51 %
Type of University	Deemed University	5	12.8 %
	Autonomous B-schools	11	28.2 %
	State Public University	17	43.6 %
	Central University	1	2.6 %
	NIT @	1	2.6 %
	Technical University	4	10.3 %
Residence	Urban (metro)	30	76.9 %
	Semi Urban	1	2.6 %
	Rural (non-metro)	8	20.5 %

@ + National Institute of Technology, earlier called as REC- Regional Engineering Colleges

Tool

A questionnaire was developed keeping in view, the broad objectives of the study. The first part of this tool consists of the socio-demographic data wherein the age, gender, education and other issues were noted. The second part of the questionnaire, contains details of HR issues - why HR education has been selected as a postgraduate education, its impact on the HR student, HR subject contents and course offerings, HR Academician's roles and responsibilities, HR publications, future scenario and other such related issues.The Cronbach's alpha for the HR Academician's questionnaire developed for this study is .762.

Process of Research work

The research design adopted for this study is Descriptive - Exploratory. The entire work was done in two phases, i.e., pilot study and main study. This pilot study was conducted over a period of 3 months, with a total of 08 samples. The tool was finalized reflecting the results of the pilot study, with the necessary changes being added to the tool. For the main study, all the universities and autonomous B-schools were visited and collected the data. This process took over nine months. The data collected was coded, entered into computer systems using SPSS 20.0.1 version software, was analyzed using statistical tools like - Frequency, Percentage, Chi-square and Contingency Coefficient. These statistical tests were applied to find out the association between different categories of Academicians, Universities / Institutions and other categories of variables and their perception of HR education.

Analysis of Results

Given below are some of the significant results, which have been obtained after the conduction of due statistical analysis.

Exhibit 3
HR Academician's designations by the role and responsibility of the HR Academician

Role and Responsibility of HR Academician		Designation of the HR Academician						Total	Test statistics
		Guest Lecturer (fixed period)	Lecturer /Assistant Prof Grade 2 and 3	Sr Lecturer /Assistant Prof Grade 1	Associate Prof	Prof	Prof and HoD		
1,2,3,4	n	1	3	10	2	0	0	16	CC = .729; p = .000
	%	50.0%	27.3%	83.3%	28.6%	0.0%	0.0%	41.0%	
4,5,6,1	n	0	2	1	4	0	0	7	
	%	0.0%	18.2%	8.3%	57.1%	0.0%	0.0%	17.9%	
1,3,4,5,6	n	0	4	0	0	5	2	11	
	%	0.0%	36.4%	0.0%	0.0%	100.0%	100.0%	28.2%	
5,6,1,2,3	n	1	2	0	1	0	0	4	
	%	50.0%	18.2%	0.0%	14.3%	0.0%	0.0%	10.3%	
Did not reveal	n	0	0	1	0	0	0	1	
	%	0.0%	0.0%	8.3%	0.0%	0.0%	0.0%	2.6%	
Total	n	2	11	12	7	5	2	39	X2 = 44.182; p = .000
	%	5.13	28.21	30.77	17.85	12.82	5.12	100	

1. Teaching / Guiding / Training during field work; 2. Research projects / Paper Publications and Presentations; 3.Conferences / Seminar / Workshops – Conduct and Attend; 4.Placements / Training for student placement / Admission support; 5.Student affairs coordinator / Proctors / Mentor / campus minister; 6. Department Administration support / Documentation / IA Coordinator.

Comparison amongst the designations of theHR Academician's has revealed that 30.77% of the total population are Senior Lecturer / Asst Prof Grade 1, followed by Lecturers / Asst Prof Grade 2 at 28.21%; lastly at 17.85% of the population were the Associate Professors. Chi-square revealed a significant difference between these groups of frequencies (X2=44.182; p=.000), which helps us to infer that that number of HR Academiciansin the Senior Lecturer / Asst Prof Grade1 are more than other designations. Contingency Co-efficient revealed that a significant association exists (CC=.729; p =.000), indicating that HR Academicians were of the opinion that theirprimary role and responsibility (1,2,3 and4) were highest at 41%, such as - "Teaching, Guiding and Training during field work; conduction of Research projects, indulge inresearch paper publications and presentations; Attend and conduct events such as Conferences, Seminar and Workshops; Pre placements Trainingand campus placement andto indulge in admission support during the times of student admissions". This was followed by 28.2% (at 1, 3, 4, 5 and 6) with the Secondary role and responsible activities, such as "Attend and conduct events such as Conferences, Seminar and Workshops; conduct Pre-placement Training and campus placement; Work as a Student affairs coordinator, Proctors, Mentor and campus minister; Provide the department with administrical support in terms of documentation and IA Co-ordinatorship" as the second largest set of responsibilities of HR Academicians.

Exhibit 4
HR Academician's designation by the number of articles being published in the journals

No. of Publications in Journals by HR Academicians		Designations of HR Academicians						Total	Tests Statistics
		Guest Lecturer (fixed period)	Lecturer /Assistant Prof Grade 2 and 3	Sr Lecturer /Assistant Prof Grade 1	Associate Prof	Prof	Prof and HoD		
< 2	n	1	1	1	1	0	0	4	CC = .748; p = .000
	%	50.0%	9.1%	8.3%	14.3%	0.0%	0.0%	10.3%	
3 to 8	n	0	1	3	2	0	1	7	
	%	0.0%	9.1%	25.0%	28.6%	0.0%	50.0%	17.9%	
9 to 14	n	0	0	0	1	5	1	7	
	%	0.0%	0.0%	0.0%	14.3%	100.0%	50.0%	17.9%	
15+	n	0	0	0	2	0	0	2	
	%	0.0%	0.0%	0.0%	28.6%	0.0%	0.0%	5.1%	
NA	n	1	9	8	1	0	0	19	
	%	50.0%	81.8%	66.7%	14.3%	0.0%	0.0%	48.7%	
Total	n	2	11	12	7	5	2	39	X2 = 49.585; p =.000
	%	5.13	28.21	30.33	17.85	12.82	5.13	100	

Comparison by the number of publications in journals, amongst the HR Academician has revealed that 30.33% of the total population are Senior Lecturer / Asst Prof Grade 1, followed by Lecturers / Asst Prof Grade 2 at 28.21%; lastly at 17.85% of the population were the Associate Professors. Chi-square revealed a significant difference between these groups of frequencies (X2=49.585; p=.000), which helps us to infer that that number of HR Academiciansin the Senior Lecturer / Asst Prof Grade 1 are more than other designations.Contingency Co-efficient revealed that a significant association between these groups of frequencies (CC = .748; p=.000), indicating that a significant association exists, where inHR Academicians have published research articles in journals ranging in number from 3 to 8 articles and 9 to 14 articles, at 17.9% articles in each group. But a majority of the population at 48.7% has not been able to publish any papers. In this regard, most number of published articles have come from HR Professors and Associate Professors, which is good, but on the other side, the lecturers and Senior lecturers must also keep pace with their Senior HR Academicians.

Contingency Co-efficient revealed that a significant association exists (CC =.700; p =.000), indicating that 43.6% of the HR Academicians opined that "To train and guide HR students; provide academic counseling; provide networking opportunities; provide career advice; give good references when applying for job positions; provide opportunities for HR Students to participate in researchand training" were the important / crucial roles. This was followed by 33.3% of the Academicians, who revealed that the following roles "To train and guide HR students;To provide networking opportunities;provide career advice; give good references when applying for job positions; provide opportunities for HR Students to participate in researchand training; conduct research in HR" were the most important roles observed. Lastly, were followed by 17.9% of the Academicians claiming that "To conduct research in HR" was termed as one of the least roles of importance and observed predominantly amongst Professors.

A comparison amongst the different types of organizations/ universities has revealed that 41.1% of the total population are from State run public universities, followed by HR Academicians from Autonomous B schools at 25.65%; lastly at 23.10% of the population were from the Deemed Universities. Chi-square revealed a significant difference between these groups of frequencies (X2= 53.350; p = .001), which helps us to infer that that number of HR Academiciansin the Senior Lecturer / Asst Prof Grade 1 are more than other designations.

The predominant comment from the Deemed University,AutonomousB-schools and State Public Universities predominantly focused on commending the research work being currently done here (at 60%, 45.5% and 41.2%) and were followed by the comment "There is a need to give practice to students for all the core HR functions / Industry exposure is a must" (at 40%, 27.3% and 35.3%) from the three types of Universities respectively. Central University's major comment was on "Customize HR subjects depending on the type of industry" (at 100%). NIT's comment focused on "Lab component is missing across any MBA program / Human Dynamics Lab is very important" (at 100%). The State Public Technical University comments focused on "There is a

need to give practice to students for all the core HR functions / Industry exposure is a must" (at 50%), to be followed by "Customize HR subjects depending on the type of industry; and Your research work has covered all the areas of HR / This is a good research work being done here (at 25% each).Contingency Co-efficient revealed that a significant association exists (CC = .787; p = .001), indicating that38.5% of the HR Academicians opined that the research work done by this candidate was good. This was followed by 33.3% of the population informing that "There is a need to give practice to students for all the core HR functions / Industry exposure is a must". Lastly followed by comment titled "Customize HR subjects depending on the type of industry" at 10.3% of the population.

Discussion

A. Main findings of the study are -

1. Primary role and responsibilities of the HR Academicians consisted of - "Teaching, Guiding and Training during field work; conduction of Research projects, indulge inresearch paper publications and presentations; Attend and conduct events such as Conferences, Seminar and Workshops; Pre placement Trainingand campus placement;lastly, to support the management during student admissions".

2. Secondary role and responsibilities of the HR Academicians were"Attend and conduct events such as Conferences, Seminar and Workshops; conduct Pre-placement Trainingand campus placement; Work as a Student affairs coordinator, Proctors, Mentor and campus minister; Provide the department with administrational support in terms of documentation and IA Coordinatorship".

3. HR Academicians have published research articles in journals ranging in number from a minimum of 3 to a maximum of 14 research articles.

4. Almost half of the HR Academicians have not been able to publish any papers.

5. Further, most of published articles have come from HR Professors and Associate Professors.

6. The predominant comment from the Deemed University, Autonomous B-schools and State Public Universities predominantly focused on commending the research work being currently done here and were followed by the comment "There is a need to give practice to students for all the core HR functions / Industry exposure is a must" from the three types of Universities respectively.

7. Central University's major comment was on "Customize HR subjects depending on the type of industry".

8. NITK's comment focused on "Lab component is missing across any MBA program / Human Dynamics Lab is very important".

9. The State Public Technical University comments was "There is a need to give practice to students for all the core HR functions / Industry exposure is a must". Thisis to be followed by "Customize HR subjects depending on the type of industry"; and"Your research work has covered all the areas of HR / this is a good research work being done here".

B. Hypothesis Test

Hypothesis 1: There exists no relationship between the roles and responsibilities and the various designations of the HR Academicians. This hypothesis has not been accepted, as the HR Academicians are clear of their roles and responsibilities.

Hypothesis2: There is no relationship between the number of HR publications in journals and designations of the HR Academicians. This hypothesis has not been accepted, as publications have happened by the senior level HR Academician like, HR Professors and Associate Professors.

Observation

Both the Privateand Public Sectors in India, have invested systematicefforts in the higher education field especially management education, but the outcomes are different and at times do not convey sense to the young reader. Young HR Academicians must be groomed by the Senior HR Academics in terms of teaching, training, research and other activities till such period, the young teacher feels confident and takes ownership of the task given. As many of the HR Academicians felt that HR needs to be made practical, where in there is lot of applications of HR concepts to the field. So also, there are capacities which are underutilized, causing loss in revenues and on the other, the industry is deprived of skilled management graduate, leading to a scenario,in which there is excessive thrust on quantity, rather than quality, which themanagement education, has to beaddressed and over-hauled from the HR Academician's perspective.

Suggestions

1. Younger HR Academicians to be made aware of their role, rights and responsibilities as per the organizations.

2. Almost half of the HR Academicians have not been able to publish any papers,i.e., at the level of Lecturer and Senior lecturer levels. This phase has to be ended, by having structured and systematic inputs for the young academics, who must get into the publication phase. This has to be made to happen by the Senior HR Academicians taking the lead.

3. HR academicians, informed that "There is a need to provide the hands on practice to students on all the core HR functions / also, adequate Industry exposure is a must".Such issues have to be taken up by all designations of HR Academicians and must be made to live unto its existence.

To conclude, systematic and structured changes in HR Management studies is the need of the hour. Management based Academia and the Industry are closely related to each other. The concepts and its applications of which in the industry, has to be provided on an unequivocal basis to the HR student for learning and practice by the HR Academician, without which the outcome, may in-complete; thereby resulting in plethora of issues for all, as in HR student, the B school and finally the industry.

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