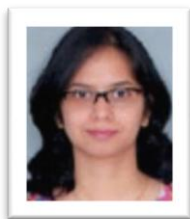# B-School Faculty's Value Observations in India: A Case Study based on Select B-Schools in The State of Karnataka

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Abstract

Faculty fraternity is the most powerfully intellectual capital of any educational institution. Diffusion of power among faculty without concentrating only at the top is seems to be closer to where the real stroke. Success of such a teacher centric system of institutional governance requires the teacher to be mature, intellectually honest, professionally engaged, and open to submitting self to peer-monitoring and most importantly satisfied with the institute for their professional growth. This paper is aimed at to judge faculty's value perceptions in different kinds of B-schools of India with special reference to Karnataka.

Keywords: B-schools, Compensation Plan, Faculty Development Programme, Performance Appraisal.

Introduction

An effective system of governance shares powers with the intellectual capital of the system, creates conditions for voluntary academic contribution, provides opportunity for teachers' growth, extends academic freedom in measured terms, and this inspires the faculty members towards inspirational teaching (Nazeer, 2012). But, mushrooming of B-schools in India brings questions on the Faculty's Perception and Value Observation.

Review of Literature

Among many determents of management education, Laha (2002) has identified intellectual capital like number of faculty, books and journal articles published, seminars and conferences attended etc. and their satisfaction and perception were among the important ones. The ensuring of global competitiveness of management education in India engage widening the availability of faculty, enhancing faculty competency, promoting and funding research, enabling students and faculty to partner with corporate venture and public agencies and enabling quality assurance (Sinha, 2005). Many authors like Irala (2006), Shweta and Kumar (2011), Shahaida, Rajshekar, and Nargundkar, (2009)[39], emphasize on Faculty development programmes. Rakesh (2014), in his paper draws a retrospective and prospective analysis of the management education scenario in India and brings out the concern of under- paid/ under qualified faculty. Reddy (1992) in a paper emphasizes on acquiring a faculty having a greater practical orientation and an interdisciplinary approach to redefine Management Education. Dr. Kulkarni's (2010) also indicates similar critical factors of hiring quality faculties. Ferris (2002), in his paper proposed a new collaborative partnership model where students are considered as Junior Partners, and Professors as Senior Partners, and the B-School as the Firm. Reddy (2008) has observed that apart from ISB and IIMs and a few other management institutes, the business schools in India have a long way to go both in terms of infrastructure and the faculty. Shahadia, and Rajashekar, (2011) identifies a gap between faculty expectations and perceptions.

Methodology

An empirical study is undertaken to understand quality practices in B-schools in Karnataka taking a sample size of 150 faculties teaching in these 30 B-schools and 30 Management personnel from these 30 B-schools. A questionnaire was administered to faculty of B-schools, containing twenty three statements for recording expectations and perceptions of different aspects of quality in a B-school from pedagogical approaches to their job-satisfaction.The raw data gathered through the questionnaire was compiled, classified and arranged in an organized manner and then tabulated for data consolidation and interpretation. These

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raw scores of the present study were converted into percentages on demographic information as well as various information corresponding to the objective of the study. SPSS (Statistical Package for the Social Sciences) version 23 has been used to analyze the primary data.

Analysis and Interpretation

The perceptions and expectations of faculties were measured for the following variables derived from initial review of literature and in depth interview with senior faculty members based on what faculty will consider as attributes of quality in a B-school. For the purpose of convenience of the study, the B-schools of the Karnataka have been categorized in four major category, viz:

1.	Govt. University Departments
2.	Deemed/ Private University Departments
3.	Autonomous B-schools (AICTE approved)
4.	Private Colleges Affiliated to Universities (AICTE approved)

TABLE NO. 1
FACULTY SATISFACTION ON COMPENSATION PLAN AND TYPES OF B-SCHOOLS

Satisfied with compensation plan		Institute Category				Total
		Govt. Universities B-schools	Deemed/ Private Universities B-schools	Autonomous B-schools	Private Colleges Affiliated to Universities	
No	Count	0	4	21	47	72
	% within Institute Category	0.0%	26.7%	60.0%	62.7%	48.0%
Yes	Count	25	11	14	28	78
	% within Institute Category	100.0%	73.3%	40.0%	37.3%	52.0%
Total	Count	25	15	35	75	150
	% within Institute Category	100.0%	100.0%	100.0%	100.0%	100.0%

TABLE NO. 2
CHI- SQUARE TESTS (a)

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	34.295ᵃ	3	.000
N of Valid Cases	150		

a: 0 cells (.0%) have expected count less than 5. The minimum expected count is 7.20.

TABLE NO. 3
SYMMETRIC MEASURES (a)

		Value	Approximate Significance
Nominal by Nominal	Phi	.478	.000
	Cramer's V	.478	.000
N of Valid Cases		150	

Faculty Satisfaction and Types of B-Schools

Faculty satisfaction is one area that bears very important role in the quality improvement of B-school. The satisfaction level among the four categories of B-schools tested based on categorical data using chi square test and following hypotheses were created:

H₁

There is a significant relationship between types of B-schools and satisfaction of faculty on compensation plan of the institute.

H₂

There is a significant relationship between types of B-schools and satisfaction of faculty on performance appraisal plan of the institute.

H₃

There is a significant relationship between types of B-schools and scope of attending Faculty Development Programme (FDP).

Types of B-schools and Faculty Satisfaction on Compensation Plan

The Table No. 1 shows the cross tabulation among different categories of B-schools and faculty satisfaction on compensation plan. When asked the question whether they are satisfied with the compensation plan of the institute, a very high 48 percent faculty, among 150 faculties, expressed that they are not satisfied with the compensation plan. There is a significant difference among the faculties of different categories of B-schools on the same argument. It is important to note that all 25 faculties (100%) working in a Govt. University are satisfied with the compensation plan. In contrast to these, only 40 percent faculties of Autonomous B-schools and an even lesser 37.3 percent faculties of Private B-schools are satisfied with the compensation plan.

These cross tabulation figures clearly indicates the significant difference among the B-schools faculties in satisfaction level about the compensation plan. To establish the significance of the relationship and test hypothesis **H₁**, the *Chi-square* test has run using SPSS and consecutively to measure the size of effect the *Cramer's V* is tested.

Here, *Chi-square*, χ^2 = 34.295, p= .000, d.f =3. Chi-square is significant if p value is less the 0.05. In this case there is very strong evidence of a relationship between types of B-schools and satisfaction of faculty on compensation plan of the institute as p value is < 0.001 with 3 degrees of freedom (Table No. 2).

As it is greater than a 2X2 table, we consider *Cramer's V* for measuring the effect size of relationship or association. *Cramer's V* should range 0 to 1; where 0 indicates no relationship, 0.2 and less shows a week relationship, between 0.2 and 0.3 shows a moderate and above 0.3 indicates a strong relationship. Therefore, it could be interpreted that there is a strong relationship between institute type and the faculty satisfaction as *Cramer's V* is 0.478 (Table No. 3)

Inference 1

Hypothesis, **H₁** is accepted. There is very strong evidence of a relationship between types of B-schools and satisfaction of faculty on compensation

plan of the institute.

TABLE NO. 4
FACULTY SATISFACTION ON PERFORMANCE APPRAISAL PLAN AND TYPES OF B-SCHOOLS

Satisfied with performance appraisal plan		Institute Category				Total
		Govt. Universities B-schools	Deemed/ Private Universities B-schools	Autonomous B-schools	Private Colleges Affiliated to Universities	
No	Count	0	4	21	54	79
	% within Institute Category	0.0%	26.7%	60.0%	72.0%	52.7%
Yes	Count	25	11	14	21	71
	% within Institute Category	100.0%	73.3%	40.0%	28.0%	47.3%
Total	Count	25	15	35	75	150
	% within Institute Category	100.0%	100.0%	100.0%	100.0%	100.0%

TABLE NO. 5
CHI- SQUARE TESTS (b)

	Value	df	Asymptotic Significance(2-sided)
Pearson Chi-Square	43.885[a]	3	.000
N of Valid Cases	150		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 7.10.

TABLE NO. 6
SYMMETRIC MEASURES (b)

		Value	Approximate Significance
Nominal by Nominal	Phi	.541	.000
	Cramer's V	.541	.000
N of Valid Cases		150	

TABLE NO. 7
SCOPE OF ATTENDING FDP AND TYPES OF B-SCHOOLS

Attending FDP every academic session		Institute Category				Total
		Govt. Universities B-schools	Deemed/ Private Universities B-schools	Autonomous B-schools	Private Colleges Affiliated to Universities	
No	Count	0	2	16	47	65
	% within Institute Category	0.0%	13.3%	45.7%	62.7%	43.3%
Yes	Count	25	13	19	28	85
	% within Institute Category	100.0%	86.7%	54.3%	37.3%	56.7%
Total	Count	25	15	35	75	150
	% within Institute Category	100.0%	100.0%	100.0%	100.0%	100.0%

TABLE NO. 8
CHI- SQUARE TESTS (c)

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	36.112[a]	3	.000
N of Valid Cases	150		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.50.

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TABLE NO. 9
SYMMETRIC MEASURES (c)

		Value	Approximate Significance
Nominal by Nominal	Phi	.491	.000
	Cramer's V	.491	.000
N of Valid Cases		150	

B-schools on following UGC Pay-Scale

Another effort has been made to uncover whether the B-schools of the sample are paying a UGC pay-scale for the faculties. It was revealed from the Interview Schedule for Management personnel of 30 B-schools that the largest part of them are not paying UGC pay-scale. The Govt. Universities and the IIM, Bangalore along with few autonomous colleges are the only B-schools which are paying a UGC pay-scale. It has been observed in the study that the average pay-scale of the most of the other colleges who are not following UGC pay-scale ranges between Rs. 15,000 to Rs. 25,000 per month, which is under paying as per UGC standard. Another important observation is that no B-school has been paying above the UGC pay-scale. It is therefore quite obvious that the majority of the faculties are not satisfied with their compensation.

Types of B-schools and Faculty Satisfaction on Performance Appraisal Plan of the Institute

The Table No.4 shows the cross tabulation among different categories of B-schools and faculty satisfaction on performance appraisal plan. When asked the question whether they are satisfied with the performance appraisal of the institute, the majority i.e. 79 (52.7 %) faculty members, among 150 faculties, expressed that they are not satisfied with the compensation plan. It is important to note that all 25 faculties (100%) working in a Govt. University are satisfied with the performance appraisal plan.A considerable 73.3 percent faculties of Private or Deemed Universities are satisfied with the

performance appraisal plan.In contrast to these, only 40 percent faculties of Autonomous B-schools and an even lesser 28 percent faculties of Private B-schools are satisfied with the compensation plan.

These cross tabulation figures clearly indicates the significant difference among the B-schools faculties in satisfaction level about the performance appraisal plan.

Here, *Chi-square*, χ^2 = 43.885, p= .000, d.f =3. Chi-square is significant if p value is less the 0.05. In this case there is very strong evidence of a relationship between types of B-schools and satisfaction of faculty on appraisal plan of the institute as p value is < 0.001 with 3 degrees of freedom (Table No. 5).Therefore, it could be interpreted that there is a strong relationship between institute type and the faculty satisfaction as *Cramer's V* is 0.541 which is greater than 0.3 (Table No. 6).

Inference 2

Hypothesis, **H₂** is accepted. There is very strong evidence of a relationship between types of B-schools and satisfaction of faculty on performance appraisal plan of the institute.

B-schools View on Appraisal Norms

It is observed from the study through Interview Schedule for Management personnel that all the B-schools are following a yearly appraisal norms. But, there is not any fixed yearly increment standard for the stuffs. Although, there seems to be similar criteria for the B-schools upon which the appraisal is based on, the most common ones which are revealed in the study are:

• Comprehensive knowledge in the teaching field	• Statements from colleagues who have observed classroom performance
• Honors, awards, professional achievements	• Students/Alumnus feedback on the quality of instruction by the faculty
• Quality of teaching materials	• Student course and teaching evaluation data
• A record of publications and presentations in that particular academic year	• Administrative skills

Types of B-schools and Scope of Attending Faculty Development Programme (FDP)

The Table No. 7 shows the cross tabulation among different categories of B-schools and scope of attending FDP every academic session. When asked the question whether they (faculties) get a chance to attend FDP every academic session, the majority i.e. 86 (56.7%) faculty members, among 150 faculties, expressed that they do get a chance to attend FDP every academic session.While, a very considerable 43.3 percent expressed a negative view on the same question. But, from the cross tabulation, a significant difference among the faculties of different category of B-schools can be observed.

These cross tabulation figures clearly indicates the significant difference among the B-schools faculties in scope of attending FDP.

Here, *Chi-square*, χ^2 = 36.112, p= .000, d.f =3. Chi-square is significant if p value is less the 0.05. In this case there is very strong evidence of a relationship between types of B-schools and scope of attending plan of the institute as p value is < 0.001 with 3 degrees of freedom (Table No. 4.12.2).

It could be interpreted from the Table No. 4.12.3 that there is a strong relationship between institute type and the faculty satisfaction as *Cramer's V* is 0.491 which is greater than 0.3.

Inference 3

Hypothesis, **H₃** is accepted. There is very strong evidence of a relationship between types of B-schools an scope of attending FDP every academic session.

TABLE NO. 10
SPEARMAN RANK ORDER CORRELATION MATRIX

Spearman's rho		Organization's support towards professional development	Satisfied with compensation plan	Satisfied with performance appraisal plan	Attending FDP every academic session
Organizations' support towards professional development	Correlation Coefficient	1.000	.423**	.443**	.371**
	Sig. (2-tailed)	.	.000	.000	.000
	N	150	150	150	150
Satisfied with compensation plan	Correlation Coefficient	.423**	1.000	.911**	.749**
	Sig. (2-tailed)	.000	.	.000	.000
	N	150	150	150	150
Satisfied with performance appraisal plan	Correlation Coefficient	.443**	.911**	1.000	.667**
	Sig. (2-tailed)	.000	.000	.	.000
	N	150	150	150	150
Attending FDP every academic session	Correlation Coefficient	.371**	.749**	.667**	1.000
	Sig. (2-tailed)	.000	.000	.000	.
	N	150	150	150	150

**. Correlation is significant at the 0.01 level (2-tailed).

Figure 1
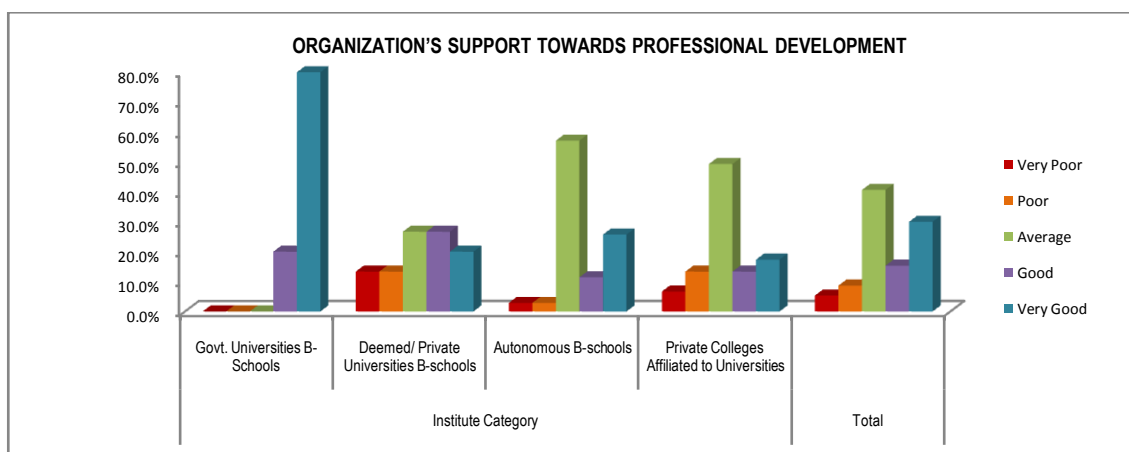
Organization's Support towards Professional Development and Institute Category

Institute plays a very important role in the professional growth of an employee. Professional growth includes enhancing faculty's knowledge of responsible management education, increasing awareness among faculty of the hidden and implicit dimension of teaching business and building capacity in faculty to implement responsibility and sustainability in their teaching. A faculty's own satisfaction about his/her professional growth without doubt impacts the quality of involvement and service he/she would be rendering.

In the research, an attempt has been made to understand faculty's perception about the organization's support towards professional growth. Further it has been tried to categories the opinions based on institutes categories.

The faculties were asked to rate the organization's support on a five point Likert Scale ranging from very poor to very good. The Fig. No. 1 shows the percentages of rating for each category of B-schools from the data.

1. The majority i.e. 80 percent faculties of Govt. Universities have rated the organization's support
2. on professional growth as very good while other 20 percent as good.
3. But, in other three categories the percentage of faculties rating good and very good has been decreased and percentage of faculties rating very poor to average has increased. In all these categories the faculties have mostly rated average to the organization's support towards the professional growth of the employees.

Inference 4

There is a considerable difference found in the ranking pattern of the faculties of different B-schools categories. The Govt. University B-schools' faculties are more convinced with the organization's support towards their professional growth compared to other three categories of B-schools.

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Another level of hypothesis has been formulated to test the correlation among various factors and organization's support towards professional growth of the faculties. The *Spearman* rank-order correlation coefficient matrix is adapted to measure of the strength and direction of association that exists between two variables measured on at least an ordinal scale using SPSS.

H$_4$: There is significant relationship among the ranking of organization's support towards faculty's professional growth, satisfaction of faculty on compensation plan of the institute, and satisfaction of faculty on performance appraisal plan of the institute and scope of attending Faculty Development Programme (FDP).

The Table No. 10 shows the correlation matrix among following variables:

1. Organization's support towards faculty's professional growth,
2. Satisfaction of faculty on compensation plan of the institute,
3. Satisfaction of faculty on performance appraisal plan of the institute, and
4. Scope of attending Faculty Development Programme (FDP).

To determine whether the correlation between variables is significant, the p-value is compared to significance level. Usually, a significance level (denoted as α or alpha) of 0.05 works well. An α of 0.01 indicates that the risk of concluding that a correlation exists—when, actually, no correlation exists—is 1%. The p-value tells that whether the correlation coefficient is significantly different from 0. (A coefficient of 0 indicates that there is no linear relationship.) Therefore, all the correlation on the matrix in Table No. 10 are statistically significant (0.001<0.01) and positive. Following is the interpretation based on the results:

1. Correlation coefficient of 'Organizations' support towards professional development' and satisfaction of faculty on compensation plan of the institute is 0.423. This is a moderate uphill correlation indicating the faculties those who are satisfied about compensation plan, are tend to give a higher rating towards the Organizations' support towards professional development.
2. Correlation coefficient of 'Organizations' support towards professional development' and 'satisfaction of faculty on appraisal plan of the institute' is 0.443. This is again a moderate uphill correlation indicating the faculties those who are satisfied about appraisal plan, are tend to give a higher rating towards the Organizations' support towards professional development.
3. Correlation coefficient of 'Organizations' support towards professional development' and 'scope of attending FDP in every academic year' is 0.371. Like the other two correlations, this one also lies in the range of moderate uphill correlation. It can be interpreted that the faculties those who get a chance to attend FDPs every academic sessions are more like to give a higher rating towards the Organizations' support towards professional development.

4. Correlation coefficient of 'satisfaction of faculty on compensation plan of the institute' and 'satisfaction of faculty on appraisal plan of the institute' is 0.911 which is a very strong uphill correlation between variables. This indicates faculties that are satisfied with the compensation plan mostly satisfied with the appraisal plan of institute also.
5. Correlation coefficient of 'scope of attending FDP in every academic year' 'and 'satisfaction of faculty on compensation plan of the institute' is 0.749 which lies in the category of strong uphill correlation between variables. This implies those faculties which get a chance to attend faculty development plan every academic session are more likely to be satisfied with the compensation plan.
6. Correlation coefficient of 'scope of attending FDP in every academic year' 'and 'satisfaction of faculty on performance appraisal plan of the institute' is 0.667 which lies in the category of strong uphill correlation between variables. This implies those faculties which get a chance to attend faculty development plan every academic session are more likely to be satisfied with the performance appraisal plan.

Inference 5

Hypothesis, **H$_4$** is accepted. There is statistically significant positive relationship among the ranking of organization's support towards faculty's professional growth, satisfaction of faculty on compensation plan of the institute, and satisfaction of faculty on performance appraisal plan of the institute and scope of attending Faculty Development Programme (FDP).

Frequency of Meeting Industry Expert

Fig No. 2
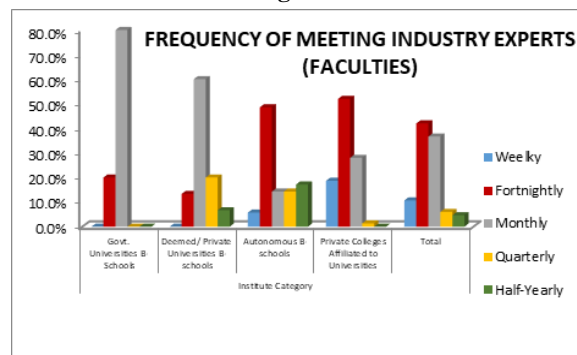
One of the important observations from the literature review is the importance of academic and industry collaboration. This collaboration not only enhances the student centric expertise, but also improve faculties exposure to the real life industry and make them able to understand what precisely industry expects their fresh graduate to be acquainted with. Frequent meets with industry experts and value exchange helps the faculties to do this.

To understand how frequently the faculties of different B-schools get to meet industry experts, cross tabulation of data collected from 150 faculty interviews have been done (Fig. No. 2).
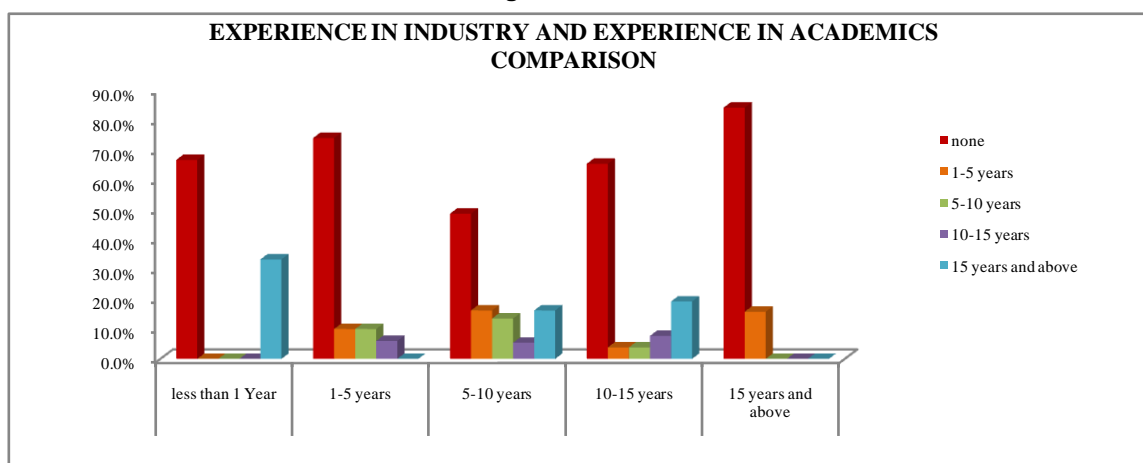
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Inference 6

There is not any standard time gape among institutes for faculties meeting with industry experts.

TABLE NO. 11
CORRELATION (a)

Spearman's rho		Frequency of meeting industry experts
Organizations support towards professional development	Correlation Coefficient	.330**
	Sig. (2-tailed)	.000
	N	150
	N	150

Figure 3

EXPERIENCE IN INDUSTRY AND EXPERIENCE IN ACADEMICS COMPARISON

Meeting industry experts frequently not only helps the faculties to minimize the gap between industry expectations and institutes' delivery, but also helps the faculties to build up their own professional growth. Therefore, there is scope for believing that the faculties who meet the industry experts more frequently are more satisfied with the organization's support towards professional development. To test this statistically, *Spearman's Correlation* is found out in SPSS.

The Table No. 11 shows the P value of both the cases are <0.001 each which is less than the acceptance less i.e. 0.01. The Spearman Correlation Coefficient value 0.330 indicates that there is a moderate positive relationship between ranking of organizations support towards professional development and frequency of meeting industry experts.

Inference 7

The faculties who get to meet industry experts more frequently and exchange knowledge are more likely to give higher ranking to the organization's support towards professional growth than the ones who get to meet industry experts with more intervals. In other words those faculties who get to meet industry experts to converse about current demands of the industry are more likely to be satisfied with the organization's support towards professional growth.

Faculty Members and Experience

Experience is always regarded as a wealth. In case of Business Educators not only academic experience holds importance, but also how well they are exposed to real life corporate world is a matter which is of great significance. Indeed, faculty members from practice bring a wealth of business experience that enriches both faculty research and classroom learning (Datar, Garvin & Cullen, 2010).Here, in the Fig. No. 3 the cross-tabulation between years of experience in academics and years of experience in industry has been analyzed.

Inference 7

It is clearly evident from the Fig. No. 3 that majority of faculties of each of the categories in the academic experiences do not hold any industry experience. It is a matter of concern the faculties with real life industry exposure is very minimum.

Conclusion

Faculty is that pillar of management institutes which connects the other two pillars i.e. the students and the industry. If we look at the Top B-schools of the world, they take utmost care to be a focus for and keep hold of best lot of faculty. They believe in providing best quality facilities for the faculty and always focus on their growth and development in both personal and professional terms through consultancy, research projects, conferences and publications. This would imply that the workload norms and performance evaluation should enable and encourage them to take up different types of activities rather than spend all their time in the classroom. In order to facilitate this, there has to be a flexible system of compensation based on the contribution made by the individuals, with a sharing system for the extra income, so that it would be beneficial to both the individual as well as the institution. In this way both the parties i.e. institute and the faculty can be benefited in terms of mutual professional development and financial gain.

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