

Developing Skilled Executives Through Various MBA Programme: A Study on Private Universities in Bangladesh

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Abstract: After the liberty, Bangladeshi Economy has moved towards industrialized based. Bangladesh had also adopted open economy by the grace of heavy tide of globalization. Consequently, competition of the domestic and foreign industrialized market, organizations need skilled management which highlight on the development of management education and the need for suitable managerial, leadership, administrative and decision making skills. This could support TQM as both a valuable tool and a fad. By getting a MBA degree from an institution, an executive can handle the total wants of an organization. There are lots of MBA program giving through private and public institutions. This study is fully focused on the various MBA programs, which can keep a vital contribution to build a skilled executive after that who can handle the things properly in the organization.

Key word: Executive, MBA, Bangladesh

Introduction

The education of executives for corporate, business, government and administration work has been achieved through the Masters of Business Administration (MBA). The relationship of education like MBA in general to the more narrow concepts of development, training, and learning. Education is the broadest instruction concept and learning is the most specific of these instructional processes, with development and training falling between these two extremes (Sikula A. F, 1976). Skilled executives are considered of as "the total knowledge, skills, creative abilities, talents, and aptitudes of an organizations work force, as well as the values and attitudes of an individual involved. The last two decades have meant a substantial increase in consciousness in relation to the value of skilled executives or skilled human resource management (HRM) in corporate sector. This is reflected as growing expectations for the impact, which people -related activities can make on business performance. There is a consensus that the quality of the education system is deteriorating. This deteriorating is evidenced by declining test scores, graduate with inadequate basic skills, increasing dropout rates and widening gap between industry needs and student capabilities (Fisher, 1993, Schargel, 1993). With the growing authenticity of the MBA approach, the first wave of organizational change agendas gathered force through the 1990s and 2000s, under the excuse of improved competitiveness in the domestic and global market, setting the scene for pressure to be put on organizations to invest significantly in Human Resource Development. Still largely driven by MBA thinking that impacted on how organizations provided change leadership to their managers and workers, through training programs offered through universities, and increasingly through external consultancies and in-house Learning and Development units. There was some differentiation between worker education and manager education but overall, education and training is predominantly designed to improve the technical and administrative capacities of people in order to do their jobs better. The impact of this thinking had a homogenizing effect, driven by the share holder profit motive of large multinational corporations. Many organization leaders, organizational theorists, and training practitioners wanted to argue that different nations had different cultures and that it is necessary to make organizational development locally meaningful to people. There is also a concerted push to convince senior corporate leaders and managers of the need for them to create learning organizations in order to survive the pressures of globalization.

Rationale of the Study: Corporate sector is trying to develop his managers or executives to compete in local and international market arena. Education is the only main root of developing executives as well as skilled human resource. Governmental and non-Governmental education institutes can keep such a vital role by giving proper and realistic oriented education for the sake of human resource development of the country. In such context academicians, researchers, Government, decision makers and others planners and administrators recognize human resource as the most and only vital and complex factor to the development of Bangladeshi corporate sectors. That is why, Bangladeshi corporate company's needs to develop its human resources through proper education like business education (MBA), technical education, technical training, vocational training and other training programs. Here the private universities in Bangladesh are keeping very worthier contribution for building executives by giving different types of MBA program like MBA in Management, Marketing, Finance, Accounting, MIS, Advertising, Brand Marketing,

Shipping Management, Hospital Management, Insurance, etc. This is why researchers feel to do some research on it and do study about the MBA programs that are involving to develop executives in Bangladesh. This research will add some value and fill up the gap that motivated the authors to undertake such a study.

Objectives of the Study: To explore the different MBA programs in Bangladesh.
To find the lacking of those MBA programs in Bangladesh
To give suggestions concerning of upgrading the MBA programs

Scope and Methodologies of the Study: The study covers 5 private universities situated mainly commercial capital city Chittagong in Bangladesh. Some of the samples are also situated in capital Dhaka in Bangladesh. In total 100 respondents, including faculty members have been interviewed during the study period. The proposed study was exploratory and empirical one. Both Primary and secondary data have been used in this study. The secondary data would collect from various books, reference Journal, and articles. Necessary information and data have been collected from sample respondents through the direct interview method by using structured questionnaire, university authority and the sample MBA students. In addition, review all the websites of respected institutions for updated information. In the other hand, the researchers have also reviewed several foreign research works.

Limitations of the Study: The study covered very limited number of sample educational organization in respect of its real scope all over the country. There is no plethora research work in this field. Sometimes respondents were not interested to express to their honest opinion. To overcome these limitations, an extensive study of existing foreign literature, journal, and relevant publication in this field was done by the researchers. This is fully self-financed research work that is why the researchers could not able to cover wider area.

Traditional Management Education: The education of managers for corporate, business, government and administration work has been achieved through the Masters of Business Administration (MBA). The historical development of the MBA and its capacity to become a truly globally recognized qualification offers fascinating insight into the world of business and administration, and its significant impact on transformational organizational development. With the growing authenticity of the MBA approach, the first wave of organizational change agendas gathered momentum through the 1990s and 2000s, under the appearance of improved competitiveness in the domestic and international market, setting the picture for pressure to be put on organizations to invest significantly in Human Resource Development. MBA thinking is basically driven by organizations provided because of modify leadership to their managers and workers, through training programs offered through universities, and increasingly through external consultancies and in-house Learning and Development units. There are some differentiation between worker education and manager education but overall, education and training was predominantly designed to improve the technical and administrative capacities of people in order to do their jobs better. Many organization leaders, organizational theorists, and training practitioners sought to argue that different nations had different cultures and that it is necessary to make organizational development locally meaningful to people and also a concerted push to convince senior corporate leaders and managers of the need for them to create learning organizations in order to survive the pressures of globalization. The author identifies a new phase of organizational development that is going through by taking MBA discourse. Senior and middle-level managers in the corporate, government and education sectors, and also work undertaken as an academic in a faculty of Education delivering Masters level qualifications in Organizational Leadership, and examines what the contribution of Education might be to future organizational development.

Identifying the Gap Between Traditional and Future MBA: In Bangladesh, MBA program has got popularity after acquiring capitalism. Because after having capitalist market corporate world in Bangladesh have flourished and they have needed lots of executives for adjusting domestic competition and international pressure. While management education like MBA has become adept at skilling managers to survive domestic and global change, there has been significantly less focus on the executive learning principles that would enable managers to understand what global and domestic business challenge or change is about, to control the opportunities created by this change-driven environment, and to be able to anticipate transform in a way that allows for entrepreneurship and innovation. Management education like MBAs has tended to be conducted through the lens of business drivers: profit, administrative expediency, market competitiveness, focusing new markets, developing core competencies and find out competitive advantages rather than competitive firm for sustain in the market. There is emerging recognition that the leaders and managers of organizations need to deliver calculable return on investment for their own development as much as for the development of their staff. All MBA program is related on performance because every MBA program

has to develop the total skills and performance level of the executives.

Business Schools Under the Private Universities: There are 17 state universities and 51 Private universities who are working inflexibly for developing human resources through technical, business, social science, literature and others specific purpose oriented educational programs. But last 25 years business education get top choices from the student demand view because of market demand. That is why most of the private and public universities have business faculty including having different MBA program for the sake of executive and fresh executive development in the domestic and international corporate sectors. Here is some types of institutions those who are specialized for their own specified service like BBA, MBA, Executive MBA in Insurance Management, International Business, Company MBA, Pharmacy Management, Library Science, economics, accounting, finance, marketing, management, banking, HR management, MIS, entrepreneurship development, specific training and integrated educational module given by the university authority. Business schools under the various universities in the country have available seats for giving MBA in various dimensions.

Effective Executive Plan Through MBA: Fig. 1 show that by giving proper education through MBA, managers or organizational employee can improve themselves skilled human resource into efficient and effective human resource who will keep good contributions for the betterment of the particular organization. The left side of the Fig. shows six things including Objective set by organization, Executive need assessment, Educational Infrastructure, Executives Demand forecast, Existing Executives and Motivation for various sectors which are very vital for assessing realities of executives for the organization. Then educational institutions have to build educational infrastructure for Giving Better Education, Giving Better Trainings, Giving audio-visual interactive education, Inform the scope of building or upgrading career to employee of the organization for the sake of build them as skilled executives. In this way, input of organizational employee covert as skilled executive.

Education System Positioning Strategies: Based on the above skills, a strategic view for meeting the market requirements should be the focus of the decision maker. These strategies should be based on the principle of market-oriented education.

Education Positioning Strategies: The main idea under business education positioning strategy should be to identify some major potential areas where the graduates are going to work so that we can position our business education in a way to impart the relevant skills for those areas (Fig. 3). These areas can be classified under industrial, Sectoral, functional, or hierarchical categories: not only makes them creative at the workplace but also helps them to adapt to the new work environment faster.

Industrial: An industrial-based categorization will indicate whether the graduates are likely to serve petroleum, consumer products, electronics, and electrical or aerospace industry etc.

Sectoral: A Sectoral categorization will indicate whether the graduates are likely to work in manufacturing or service sector.

Functional: The potential areas can be identified based on the functions performed, e.g. whether the graduates are likely to work in production, materials, quality assurance, project management and maintenance, etc.

Hierarchical: This categorization will tell whether the graduates are likely to work as professionals, supervisors, middle management and top management

Results and Discussion

Appendix is containing seven tables and three Fig.s. Table 1 show Escalating Executives required skills through MBA programs by private universities in Bangladesh. It is evident that most of the skills and performance growing program is undertaking the institutions. Table 2 show the Topics that Executive find comfortable and Uncomfortable. Table 3 shows MBA Admission trend in different universities in Chittagong, Bangladesh. Here Bankers and other private companies executive have great intension to do MBA. Table 4 shows Emphasis given by educational Institutions for the betterment of human resource; here every institution is emphasizing business education like BBA and MBA. Table 5 shows The Most demanded Teaching methods for Trainer, here the understanding and presentation method is most popular teaching methods for the students. Table 6 shows Opinion of the respondents towards Instructor or Trainer efficiency by calculating through Likert scale and the efficiency level is moderate. Table 7 shows Trends of

Choices the Courses by potential students, here business education is well headed rather other choices. In the other hand, Fig. 1 shows Executives development through MBA, Fig. 2 shows Flow of MBA student from different pattern of companies and Fig. 3 shows that Education System Positioning Strategies are very much core offerings.

Problems of Educational Institutions to Develop Executives: From the previous literature study and our study, the major problems of developing executives in Bangladesh through private universities may be identified as follows:-

Lack of Infrastructure: The institutions may offer a good, descent course, or training, which might have great potentials in the practical job field, but the problem is, the way, they have to learn the student, they cannot give them these sorts of facilities to develop them as a skilled executive.

Lack of Quality Education: There are so many universities which are not maintaining and ensuring satisfactory level of quality of education in the context of standardizes syllabus designing. They do not even provide them quality teachers or instructor, quality-teaching materials and other things.

Lack of Co-ordination Within the Institutions: Executives' development activities through educational institution by giving various are not well coordinated. There is no coordination among the university grant commission and thementioned university for the sake of maintaining standardizes education. The different methodologies are using different level. Even quality, syllabus structure, teaching methodologies, styles, facilities for same courses or topics

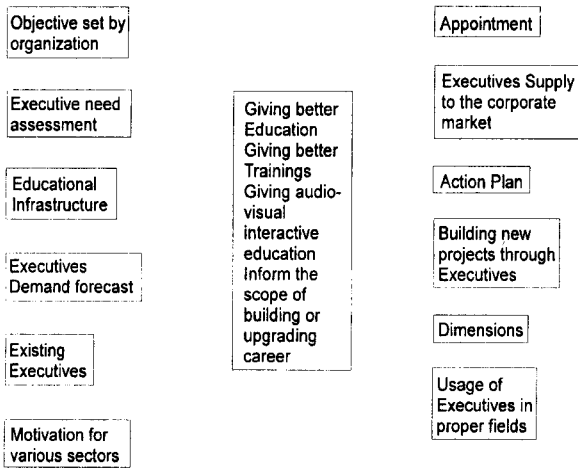


Fig. 1: Executives development through MBA

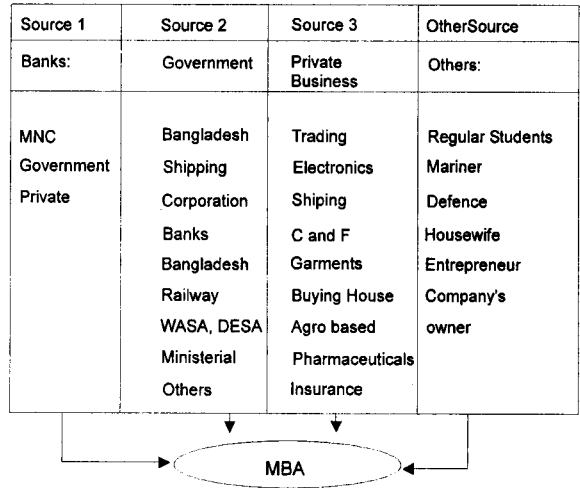


Fig. 2: Flow of MBA student from different pattern of companies

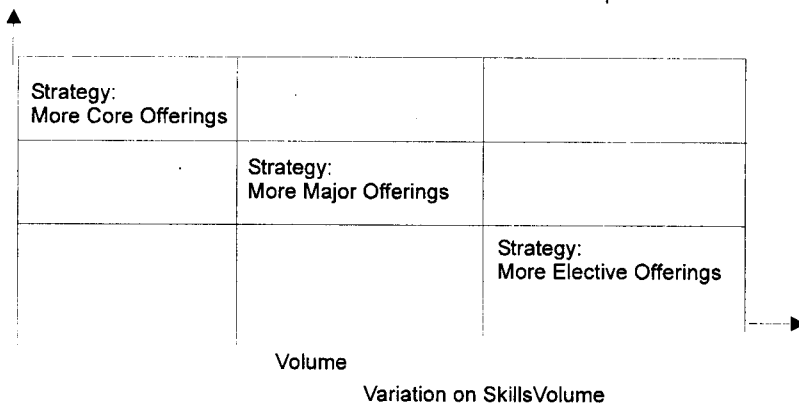


Fig. 3 : Education System Positioning Strategies

differ from institution to institutions.

Lack of Investment: Both the government and private sector invest too little in this purpose. All the planning for executive development is handicapped by the scarcity of funds and financing.

Lack of Trained Instructor: To develop executives, there should ensure the supply of trained trainer. Availability of experienced, efficient, and trained instructor or teacher is a rarity in Bangladesh. On the other hand, hired instructor is too costly to implement.

Recommendations for Executive Development Through Various MBA Programs Government initiatives: To develop executives to compete locally and globally; government has to take major step like create institutions, increasing infrastructure and financing. And give the clear picture of scope of opportunities for recruitment. Government has to motivate his people to come up for better training and education.

Make More Institutions and Training Centre: At the moment, the institutes for educational, technical, professional, vocational, and other specialized training institutions are too limited to the overall demand or need in Bangladesh. That is why; every agency like government, non-governmental organization should come up to build the new institutions which can able to build efficient executives by giving practical oriented training.

To Recruit Professional Trainer: To generate the commendable flow of skilled executive to the corporate sector, professional trainer is mandatory for all university. Professional trainer and capable trainer should offer due to give proper education, training, and motivations and all harmful brain drainage.

To Create Employment Opportunities and Recruitment: After establishing HRD institutes or invest to the HRD institutes, Govt. and NGO should aware of creating new job and field. The quantity and quality of education and training largely determine the kind of persons available for recruitment into the services. The agencies should clarify the area of employment opportunities and ensure the recruitment.

Modern Technological Equipment: The institutes should ensure modern equipments in such organizations. It has to maintain scientific education through modern technologies.

Final Comments: The role of institutions for developing executives is massive. It is crucial for any economy in the world. Country like Bangladesh has tremendous emergence to develop his executives into efficient and effectively basis for the domestic and foreign market. It is one of the substitutes in connection with the development of Bangladesh. There is extraordinary competition in free market economy. Everybody compete with their efficient human resource and increase their productivity, innovation of new products, ensures quality assurance and create market forces through efficient human resource. Moreover, efficient human resources create from a good institution. So human resource development through good institutions should be given the top most preference in the development process of Bangladesh along the line discussed in this paper. It is hoped that the business education like various types of MBAs will keep impart by the private universities which will flourish day by day in Bangladesh.

Appendixes

Table 1: Escalating Executives required skills through MBA programs by private universities in Bangladesh.

Skills / Knowledge	Response	Skills / Knowledge	Response
Administrative Knowledge	Yes	Entrepreneurial skills	Yes
Interpersonal Skills	No	Technical Skills	No
Self-directed work	Yes	Writing Skills	Yes
High levels of skill training	No	Presentation skills	Yes
Problem-solving	Yes	Fluent speaking ability	Yes
Encouragement of innovation		Marketing Knowledge	Yes
Total quality management procedures and processes	Yes	Finance and Accounting related Knowledge	Yes
Employee attitude	No	Creative behavior	No
International Business	Yes	Strategy developing	Yes
Purpose oriented Skills	Yes	Marketing Research Knowledge	Yes

Source: Field Survey

Table 2:

Topics that Executive find comfortable and Uncomfortable to Discuss	Topics Managers Find Comfortable to Discuss
Assignments	Presentation
Goals and strategies	Challenges and criticism
Discussions	Create Proposal
Management processes	Controversial practices
Organization of work	Personal issues
Performance review	Senior management
Case Method	

Table 3: MBA Admission trend in different universities in Chittagong, Bangladesh

University	Program	Total No	Male	Female	Profession				
					Bankers	Govt	Private	Business	Others
	MBA (Regular)	100	80	20	10	20	55	10	5
University of Sciences and Technology Chitagong	MBA (Executive)	40	35	5	5	15	10	4	6
	MBA (International Business)	30	28	24	5	1	1	6	4
International Islamic University	MBM (Regular)	90	75	15	70	3	10	4	3
	MBA (Executive)	140	100	4	-	-	10	15	115
Preston University RRU	MBA (Executive)	130	130	-	30	25	45	20	10
	MBA (Executive)	25	22	3	12	4	4	3	2
	MBA	100	85	15	20	20	35	10	15

Source: Field Survey

Table 7 shows that the aggregate overall score as per opinion of the respondents based on seven sub variables is 1.64 indicating nearer to moderate efficiency of the system.

Table 4: Emphasis given by educational Institutions for the betterment of human resource

Course Name	Institute
Professional Education	16
Business Education	45
Science Education	31
Social Science	35
Vocational Training	19
Purpose Oriented Education and Training	21

Source: Web site and Field Survey

Table 5: The Most demanded Teaching methods for Trainer

Method	No. of Respondents	Percentage
Understanding or Script Lecture	100	27
Case Method Lecture	100	15
Review and Updated Lecture	100	07
Presentation Method	100	23
Practical organization Field Work Method	100	17
Others	100	11

Source: Field Survey conducted over 100 MBA students

Table 6: Opinion of the respondents towards Instructor or Trainer efficiency

Variables	Average Score
Clearing Thinking	2.0
Resourcefulness	1.5
Patience, tolerance and good humor	1.5
Presentation Skills	1.0
Flexibility	2.0
Facilitation	2.0
Confidence	1.5
Average	1.64

Table 7: Trends of Choices the Courses by potential students

Course Name	Percentage
Professional Education	09.00%
Business Education	54.00%
Science and IT Education	20.00%
Social Science	9.00%
Others	8.00%
	100.00%

Source: Field Survey conducted over 100 Students

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