



## CASE STUDY

# Management education system in the 21<sup>st</sup> century: Challenges and opportunities

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## Abstract

Management education in the 21st century is facing a dynamic and rapidly changing landscape, presenting both challenges and opportunities. It is characterized by its adaptability, technology integration, global orientation, emphasis on soft skills, and a commitment to ethical and sustainable business practices. It aims to produce well-rounded, agile, and socially responsible leaders who can navigate the complexities of the contemporary business landscape. The objective of the present study is to study the present scenario of the management education system in India and to identify the challenges and opportunities in front of the education sector. The researchers have used descriptive research design for the present study. Non probability convenience sampling method is used for the selection of sample size. The data is collected from 285 respondents, with the help of a well-structured questionnaire using the survey method. The results of this study will be helpful to management education institutes in developing their academic curriculum and future expansion.

**Keywords:** Students, Management education, Opportunities, Challenges.

## Introduction

In the twenty-first century, there is a growing agreement that educational institutions, at least in many rich nations, are plagued by major, intractable issues. Public interest in and support for education are currently at all-time highs. The majority of students in today's educational systems are largely unable to assist them in developing the skills, knowledge, and competencies necessary to successfully confront the social and economic realities of our global times, despite the high ambitions of society's leaders and the never-ending efforts of dedicated teachers. Not only do educators need to cover this subject thoroughly, it is also beyond the scope of their responsibilities. The people

in charge of managing education at all levels are mostly to blame for these issues.

Globally, educational systems are strong social structures that give birth to a wide range of institutions, many of which are usually shaped by what Tyack and Cuban refer to as the "grammar of schooling." The conventions of this "grammar" indicate that the three intrinsic spaces—the organizational space, the physical space, and the information space in which societies have traditionally materialized the institutions created to educate their young people.

Despite rising global requests for significant reforms in education systems, current educational system structures frequently fall short of, or perhaps hardly make any progress at all, in meeting these criteria. The administration of educational systems, which is extremely similar, is strongly related to this topic. This promotes the flawed, almost mindless notion that teachers are to responsible for educational failures rather than management. Systems for managing education have become so pervasive, permanent, and consequently well-established in society. This article contends that the current management of education is the primary cause of the majority of educational issues. In order to help students in these systems in properly develop 21<sup>st</sup> century skills and address future global concerns, it asks for a comprehensive rethinking and rebuilding of such frameworks.

## Review of literature

Hershock (2007) institutions and educators must be willing to accept possibilities, overcome obstacles, and follow

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new trends in order to successfully change educational administration. Individualized learning, technology integration, data-driven decision-making, collaboration, and partnerships are some of the important advancements highlighted in this article. Providing educators with continual professional development, protecting fairness, and securing money for cutting-edge initiatives are a few of the difficulties educational administration faces. However, there are numerous opportunities for creativity, teamwork, and student initiative. Schools and districts may develop a more efficient, egalitarian, and interesting educational system that equips children for success in the 21st century and beyond by adopting new ways to teaching and learning, working with others, and offering continuing support for educators.

Retnawati, B (2023) in order to alter educational administration, obstacles must be overcome and modifications must be made to take advantage of fresh chances and trends. The main trends, difficulties, and possibilities affecting the change of educational management are examined in this article. Along with concerns like equality, teacher professional development, and finance, trends like individualized learning. Schools and districts may develop a more progressive and fair educational system that equips students for success in the twenty-first century and beyond by adopting innovative ways of teaching and learning, working with others, and offering continual support for teachers.

Mikheev, (2021) intends to evaluate the most current developments from the viewpoints of university

administrative personnel, researchers, and students, an in-depth analysis of the survey results allowed for the identification of both good and negative trends in the digitalization of educational processes. Positive trends included the accessibility of free educational resources and research findings, the chance for students to participate in international “open science” initiatives, the implementation of full-fledged distance learning courses to ensure higher education is available, improving the learning experience for students through the use of cutting-edge teaching techniques, and reducing the cost of higher education to ensure accessibility and mass adoption.

Schmidt, J.T., (2020) with or without intentional efforts to preserve the standard of teaching and learning environments, educational contexts are changing. Due to digitization, not just workplaces but every aspect of society is changing. Although technology is employed in teaching and learning, the pace at which it is evolving is undoubtedly accelerating. An overview of the use of technology in education is given in this chapter, from personal computers to other, more sophisticated digital technologies.

Bhave and Chatrah (2008) School is a key factor in children’s stress, according to a study on the effect of life skill training on academic stress in typical tenth-grade students. They also investigated the impact of stress on high school and medical students’ learning of life skills. Effective stress management is essential for adolescent success in adulthood.

Galagali (2008) This study’s main emphasis was on inventive and ground-breaking interactive teaching methods. Additionally, it examined the readiness of the school administration to undertake a structured life skill program and covered the topics and instructional strategies used to teach life skills. In this study, live participants were supported for experimental life skill improvement.

**Table 1:** Reliability analysis using Cronbach’s Alpha

<i>Reliability statistics</i>	
Cronbach’s Alpha	No of items
0.756	12

**Table 2:** Item-total statistics

<i>Particulars</i>	<i>Scale mean if item deleted</i>	<i>Scale variance if item deleted</i>	<i>Corrected item- total correlation</i>	<i>Cronbach’s alpha if item deleted</i>
Better flexibility in terms of time	41.12	36.890	.529	.726
Easier communication and group discussions	41.15	35.413	.511	.724
Less stress and better mental health	41.15	36.114	.515	.725
Fast accessibility to learning tools	41.16	36.155	.529	.724
Easier accessibility to learning/teaching tools	41.17	36.474	.513	.726
Expenditure on education	41.04	36.590	.443	.733
Capacity utilisation	41.09	36.548	.466	.731
Infrastructure facilities	41.15	36.312	.456	.731
Student teacher ratio	41.35	37.164	.363	.743
Outcomes of the courses were achieved successfully	41.03	40.964	.115	.770
Combining traditional learning with online learning techniques	41.05	40.360	.159	.766
Better socialization	41.14	40.734	.144	.766

**Table 3:** Respondents perception about management education

<i>Better flexibility in terms of time</i>	<i>No. of respondents</i>	<i>Total Percentage</i>
SDA	17	6.0
DA	2	.7
N	56	19.6
A	170	59.6
SA	40	14.0
Total	285	100.0
<i>Easier Communication and Group Discussions</i>	<i>No. of respondents</i>	<i>Total Percentage</i>
SDA	25	8.8
DA	12	4.2
N	49	17.2
A	131	46.0
SA	68	23.9
Total	285	100.0
<i>Less stress and better mental health</i>	<i>No. of respondents</i>	<i>Total Percentage</i>
SDA	16	5.6
DA	12	4.2
N	72	25.3
A	120	42.1
SA	65	22.8
Total	285	100.0
<i>fast accessibility to learning tools</i>	<i>No. of respondents</i>	<i>Total Percentage</i>
SDA	16	5.6
DA	11	3.9
N	69	24.2
A	131	46.0
SA	58	20.4
Total	285	100.0
<i>Easier Accessibility to learning/teaching tools</i>	<i>No. of respondents</i>	<i>Total Percentage</i>
SDA	17	6.0
DA	11	3.9
N	61	21.4
A	147	51.6
SA	49	17.2
Total	285	100.0
<i>expenditure on education</i>	<i>No. of respondents</i>	<i>Total Percentage</i>
SDA	17	6.0
DA	10	3.5
N	65	22.8
A	105	36.8
SA	88	30.9
Total	285	100.0

<i>Capacity utilization</i>	<i>No. of respondents</i>	<i>Total Percentage</i>
SDA	20	7.0
DA	2	.7
N	71	24.9
A	119	41.8
SA	73	25.6
Total	285	100.0
<i>Infrastructure facilities</i>	<i>No. of respondents</i>	<i>Total Percentage</i>
SDA	17	6.0
DA	19	6.7
N	66	23.2
A	107	37.5
SA	76	26.7
Total	285	100.0
<i>Student teacher ratio</i>	<i>No. of respondents</i>	<i>Total Percentage</i>
SDA	20	7.0
DA	35	12.3
N	65	22.8
A	105	36.8
SA	60	21.1
Total	285	100.0

Miller (2009) undertook research to examine the use of online social networking sites by high school students to improve their communication, teamwork, and digital literacy abilities. This study is significant because it shows that high school and college students do not graduate with the necessary communication, collaboration, and computer literacy abilities, even though employers prioritize these skills for the success of their workers.

Hillman (2012) investigated a school that claims its curricula, procedures, and culture are in keeping with the demands of globalization. A thorough analysis of the teaching practices, professional life, and perceived influence on the culture of an elementary school that has embraced 21<sup>st</sup>-century skills was produced via a qualitative case study of the institution.

### **Objectives of the study**

- To study the various opportunities and challenges in front of the management education system.
- To study the elements impacting the management education system's opportunities, challenges, and implications.

### **Hypotheses**

Ha1 -The elements pertaining to Opportunities in Management education have an appreciable impact.

Ha2 - There is a significant influence of the factors involved in Challenges in Management Education

Ha3 -There is a significant influence of the factors involving in Implications in Management Education

**Research Methodology**

The majority of the study in this field is based on already written management education literature. The study's first two parts were devoted to a survey of the literature concerning the subjects they addressed. There are 285 students involved in Management studies selected through the Convenience sampling method. It is easy to comprehend the obligations that top business schools globally and in India have taken on through this critical study of management education.

The top business school was determined by the study using the rankings offered by several organizations. As a result, information relevant to the study question has been acquired from a few business schools in the Pune region. The literature review's ideas on management education were used to assess data from MBA brochures from Pune-area business schools that were analyzed for the study.

**Analysis and interpretations**

*Reliability Statistic*

Table 1 shows the reliability analysis using Cronbach's Alpha of the data for further analysis.

**Table 4:** Descriptive statistics

<i>Particulars</i>	<i>Mean</i>	<i>Median</i>	<i>Mode</i>	<i>STD deviation</i>	<i>Variance</i>	<i>Skewness</i>	<i>STD error of Skewness</i>	<i>Kurtosis</i>	<i>STD error of Kurtosis</i>
Better flexibility in terms of time	3.75	4	4	0.918	.843	-1.411	0.144	2.581	0.28
Easier communication and group discussions	3.72	4	4	1.138	1.294	-1.051	0.144	0.551	0.28
Less stress and better mental health	3.72	4	4	1.040	1.081	-.863	0.144	0.592	0.28
Fast accessibility to learning tools	3.72	4	4	1.014	1.028	-.937	0.144	0.855	0.28
Easier accessibility to learning/ teaching tools	3.70	4	4	0.996	.992	-1.075	0.144	1.185	0.28
Expenditure on education	3.83	4	4	1.091	1.190	-.940	0.144	0.526	0.28
Capacity utilisation	3.78	4	4	1.059	1.122	-1.025	0.144	0.989	0.28
Infrastructure facilities	3.72	4	4	1.109	1.229	-.793	0.144	0.116	0.28
Student teacher ratio	3.53	4	4	1.158	1.342	-.578	0.144	-0.439	0.28
Outcomes of the courses were achieved successfully	3.85	4	4	1.057	1.117	-.877	0.144	0.364	0.28
Combining traditional learning with online learning techniques	3.82	4	4	1.061	1.126	-.954	0.144	0.543	0.28
Better socialization	3.73	4	4	1.017	1.034	-.943	0.144	0.790	0.28

**Table 5:** Rotated component matrix

<i>Items</i>	<i>Component</i>		
	<i>1</i>	<i>2</i>	<i>3</i>
Fast accessibility to learning tools	0.892		
Less stress and better mental health	0.886		
Easier accessibility to learning/teaching tools	0.881		
Better flexibility in terms of time	0.856		
Easier communication and group discussions	0.856		
Capacity utilisation		0.911	
Infrastructure facilities		0.897	
Expenditure on education		0.894	
Student teacher ratio		0.804	
Better socialization			0.833
Combining traditional learning with online learning techniques			0.826
Outcomes of the courses were achieved successfully			0.807

All the items were loaded above 0.70 which is in the acceptable level of 0.05 and items with poor factor loading are removed from the study. Therefore, all these items reflect constructs namely opportunities, challenges and implications in management education system (Table 2).

### Conclusion

Management education must take contemporary industrial demands into account (Table 3). However, given the present climate, business schools' viability is questioned due to their management's lack of professionalism. The investigation shows that top-tier business schools have been correctly influencing all of the topics it has looked at. Actually, the quality of the management experts that business schools throughout the world and in India generate is what determines their rankings. Every corporation must rely on such a business school to give employees the management skills they need in the dynamic business climate. The survey demonstrates that elite businesses in the areas have effectively responded to the requirement to build the competencies required of aspiring managers. Corporate executives have a negative perception of business schools that lack an effective vision statement, have trouble integrating their curriculum, and have little expertise with successful programme delivery techniques (Tables 4 and 5).

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