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Higher Education Effectiveness Through Instilled Values in Students

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Abstract:

The Government of India aims to achieve Access, Equity, Quality and Excellence, Relevance and Value Based Education in all education systems Primary , Secondary and Tertiary .According to (Mathur, 2009) Organization Culture depends on Organization values and the habit of following rules ,putting quality before profits , being customer oriented , working right first time and every time , fulfilling social objectives etc are all part of the culture of an organization depicting the organization values .At the core of an organization are values that give distinct identity to the group, at the 2nd level is climate which is defined as the perceived attributes of an organization and its subsystem and at 3rd level is the culture . There are 3 types of values Organizational, Societal & Individual values. (Khanna, 2017)

Statement of the Problem-The paper highlights the impact of missing values in people through the findings of (PwC, 2018) and (EY, 2018) etc.The (PwC, 2018) states that 49% of global organizations are a victim of fraud and economic crime and fighting fraud has become a core business issue .The (EY, 2018) highlights that 11% of the companies have experienced significant fraud in last 2 years and 38 % of respondents felt that bribery/corrupt practices occur widely in business in their country .Hence effectiveness is a big question mark without values. While exploring values variation in value definitions is also observed across different organizations which may be because of etymology, type of organization etc.

Objectives -1.To find the core values which are found in maximum number of organizations employing MBA students 2.To find the core values which are found in maximum number of universities located within Rajasthan having MBA programme .2. To find whether there is a difference between the core values of the universities located within Rajasthan having MBA programme and the core values of the organizations employing MBA students.

Methodology- 33 employers from different employment sectors like Healthcare , Beauty and Wellness , Banking Financial Services and Insurance etc .and 33 Universities located within Rajasthan of different types (Private , Deemed ,State, Central) were selected randomly .The research design is exploratory as based on secondary data obtained from the websites of the organizations under study (K.Malhotra & Dash).The research type is descriptive as it describes values of employing organizations and universities .

Analysis – The test of proportion for large samples is applied to find whether there is a significant difference between the core values of organizations employing MBA students and core values of universities located within Rajasthan having MBA programme .

Findings –Integrity, excellence, highest ethical standards , transparency and respect for others are the common core values of maximum number of universities having MBA programme and maximum number of organizations employing MBA students. Customer centricity , trust ,innovation and ownership are the other values which are the core values of maximum number of organizations employing MBA students .Similarly global outlook and quality education are the other values which are the core values of maximum number of universities having MBA Programme . Employers are far ahead in defining values than the universities

Keywords **— Organization Culture , Organizational Climate , ISO 9001 : Quality Management Systems , Societal ,Organizational and Individual values.**

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I. INTRODUCTION

The importance of values has increased in all organizations. According to (PwC, 2018) 49% of global organizations felt that they were a victim of fraud and economic crime. The reported rate of economic crime is on the rise as per (PwC, 2018) as shown in figure 1& 2 in all organizations and across all territories .
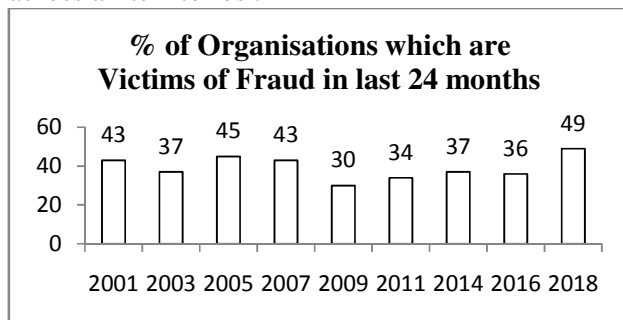
Figure 1 Percentage of Organizations which are victims of fraud in last 24 months **(PwC, 2018)**

The figure1 and figure 2 are alarming and bring our attention to the values instilled in students during their primary , secondary or tertiary level education .Values and their subsets are shown in figure 3 .The defects should always be caught closer to the origin of failure (Systems) .If values are visualized by a person then values can be imagined as the mistake proofing control lines which stop the person from crossing ethical boundaries as shown in the figure 4.
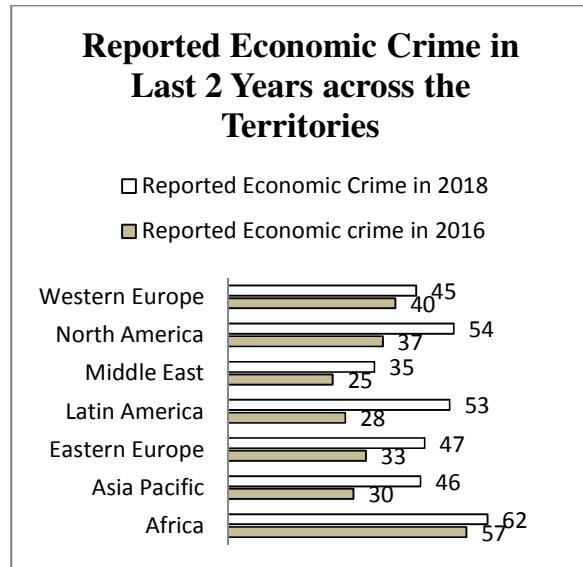
Figure 2 Reported Economic Crime across the territories in last 2 years (PwC, 2018)

These control lines are similar to the control chart which Walter A.Shewart invented and which was used as a preventive tool for any process which had attained stability (Machine and Process Capability) and as soon as such process goes out of control it acted as an alarm and actions could be taken on man , machine , material , method or environment after finding the assignable cause .
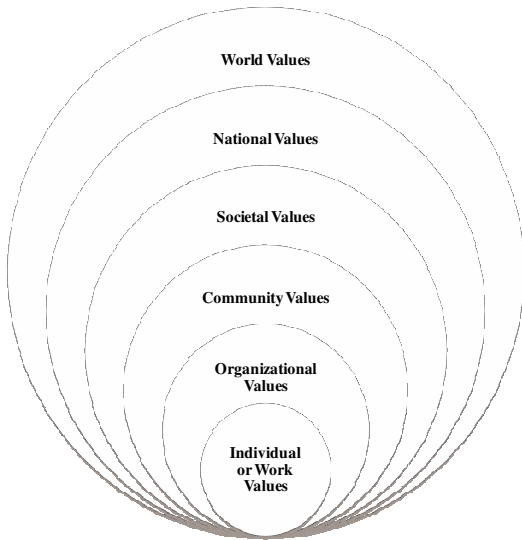
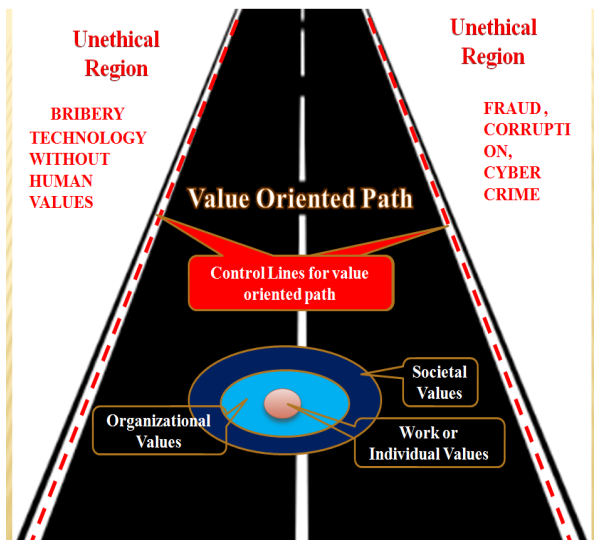Figure 3 Values at Various Levels **(Health Management and Social Care)**

Figure 4 Value driven and unethical path

II.   REVIEW OF LITERATURE

An easy way to comply with the conference paper formatting requirements is to use this document as a template and simply type your text into it.

A. (Khanna, 2017)

Values that characterize a society are Societal values ,an organization are Organizational values and distinctive of an individual are Individual or Work values .They are generally acceptable to the society as a whole or a section of society as preferred modes of conduct and help in making judgment and choices about goals and ways to attain goals .

Organizational Core values are firmly established inherent principles which are too important and valuable to be changed , serve as a vital part and that can't be compromised for convenience and short term economic gain and guide company's actions and practices . Values interact with each other and form systems and conceptual frameworks like Hofstede and Rokeach proposed.

Rokeach and Hofstede defined their own frameworks of values which are shown below .Rokeach categorized values as terminal (what is to be achieved that is the goal /desired end state) and instrumental (the means or the choice of behavior in achieving the goal) and Hofstede discovered 4 dimensions of values which are shown in the table below . Work values were given by Allport and Vernon and TV Rao defined a framework of work values to select an appropriate work for a person .

TABLE I
SOCIETAL , ORGANIZATIONAL AND WORK VALUES (Khanna, 2017)

Rokeach Framework		Hofstede's 4 dimensions	Organizational Values	Work values	
				Allport and Vernon	**TV Rao'framework of Work values (instrument that helps to select appropriate work or career)**
Terminal Values	Instrumental Values	Power Distance to denote distribution of power	Power , Elitism , Reward	Theoretical	Creativity and challenge
A comfortable life	Ambition	Individualism Vs Collecti	Effectiveness , Efficie	Economic	Economic

		vism	ncy , Economy		
An exciting life	Broad minded	Masculine vs Feminism	Fairness , Teamwork , Law , Order	Aesthetic	Independence
Equality	Capable	High uncertainty avoidance vs Low uncertainty avoidance	Defence , Competitiveness , Opportunism	Social	Service
Family security	Self controlled			Political	Work Conditions
Freedom	Clean			Religious	Status
Health	Courageous				Co-workers
Inner harmony	Forgiving				Security
Mature love	Helpful				Academic
National security	Honest				
Pleasure	Imaginative				
Salvation	Independent				
Self respect	Intellectual				
A sense of accomplishment	Logical				
Social recognition	Loving				
True friendship	Loyal				
Wisdom	Obedient				
A world	Polite				

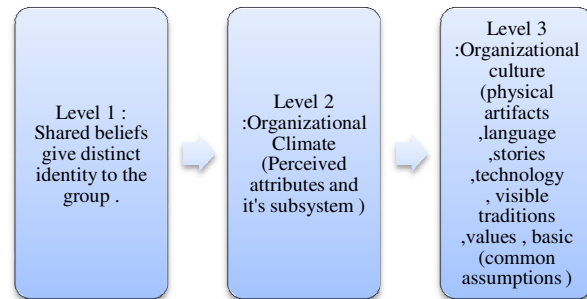| at peace					
A world of beauty	Responsible				
Pleasure	Imaginative				

Figure 5 Values , Organizational Climate and Organizational Culture (**Khanna, 2017**)

B. (Gupta)

The Organizational culture consists of artifacts which form the surface of the culture .It includes : Physical artifacts (architecture and interior arrangements, physical space and its allocation and office design), Language (Modes of speaking, slogans, levels and type of sound and special expressions) ,Stories and myths (What type of persons should be considered heroic, how types and situations should be handled, what should and should not be done. Stories can be about past glory, key events, another day at work),Technology (Reflects shapes and values and assumptions through operations, materials and knowledge) ,Visible Traditions (Displayed at ceremonies and rituals, social practices, leadership practices and work traditions that show organization's way of doing things),Values (Shared beliefs and opinions about how things should be .Values are at a higher level of consciousness than basic assumptions .Values help in classification of actions as desirable and undesirable) Basic/Common Assumptions: These stand at deepest levels of culture .These are taken for granted truths that organizational members share as a result of joint experience.eg: Common

assumption which arise in an organizational crisis . (Gupta)

III. RESEARCH METHODOLOGY

Research Design: Secondary data is used so it is exploratory research design . (K.Malhotra & Dash)

Research Type: Classifying based on objective the research is descriptive research as it describes values of employing organizations and universities .

Sampling –Random Sampling

1.The sectors defined in (Entrepreneurship, 2015) were taken and employers from above sectors were selected who employ MBA candidates but overlapping was found between sectors like Handloom and Textiles ,Healthcare and Retail etc.There were 33 employers who were selected and their values were picked from their website .

2.The 33 Universities of Rajasthan were selected from (Private , Deemed , State ,Central) which are having MBA programme and their values were picked from their website .

IV. DATA ANALYSIS AND FINDINGS

1.The number of universities of different types chosen for value mapping are shown below .
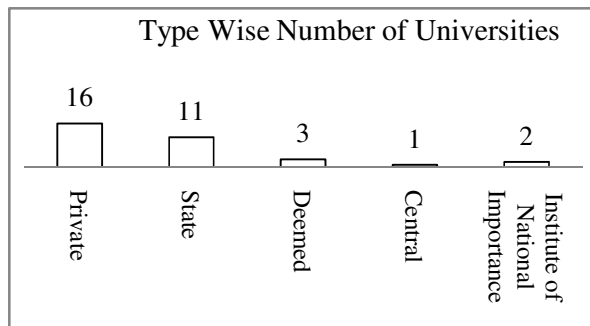

Figure 6 Type wise number of universities

2.The number of employers chosen from different sectors for value mapping are shown below .
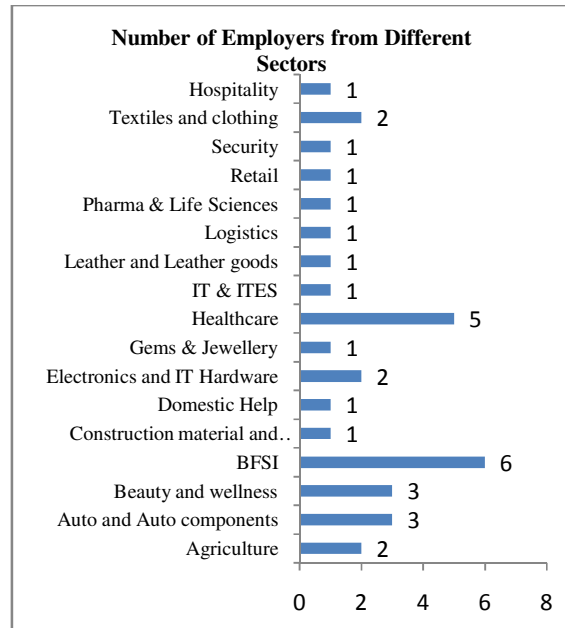

Figure 7 Number of Employers from different sectors

3. In case of Universities 67 % did not define values and in case of Employers 3% did not define values .This shows that employers are very much aware about what they expect from their employees but students are not demanding to instill values in them as customers of university's educational services.
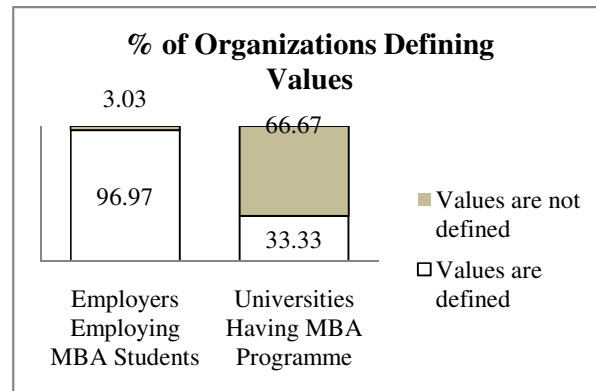

Figure 8 Percentage of Organizations Defining Values

4.Some organizations have **stated the values and then given their own definitions** to values and 57.58% of Employers have done so and only 3.03 % of Universities have done so .
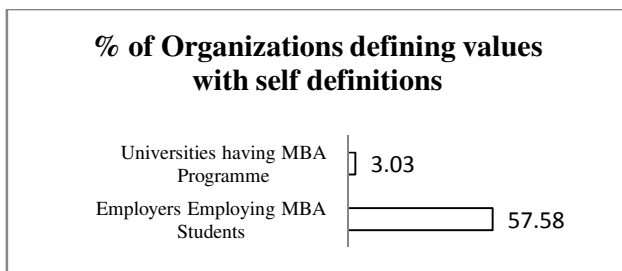
% of Organizations defining values with self definitions

Universities having MBA Programme 3.03

Employers Employing MBA Students 57.58

Figure 9 Percentage of Organizations defining values with self definitions
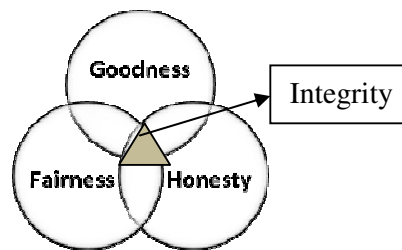

Figure 10 The meaning of integrity from **(Hawker, 2014)** using Venn diagram

5. No Federal Structure for values was found in the State universities .That is if a university has defined it's values then the affiliated institutions will adopt the same values and define any additional value but that was not the case .For eg: Indian Institute of Rural Management is affiliated to Rajasthan Technical University (rtu.ac.in) which has not defined it's values but (About FMS-IRM) has done so .Same holds true for National , State and District values .Corporate like Mahindra Rise which has industrial presence in 11 sectors has adopted same values in all sectors (mahindrarise.com)

6. The fault in writing style known as **Tautology** (Oxford, 2019) was observed in employer and university values where **words conveying same meaning were written more than once**. Eg: The value "INTEGRITY" in employers like Eureka Forbes and JK Tyre .Eureka Forbes has defined '**Honesty**" and "**Customer is the centre of our business integrity and highest ethical standards**" **as separate values** .Similarly JK Tyre has specified " integrity including intellectual honesty, openness, fairness & trust " and " Business Integrity "as separate values (Board, 2014) .Similarly Career Point University has defined respect, **integrity,** trust, **honesty** and Ethical Behaviour as values . .However integrity is the combination of goodness, fairness and honesty according to (Hawker, 2014)

7. The difference in the stated values at different locations was observed in some organizational websites .For eg :In the **JK Tyre Code of Conduct** specified at (Board, 2014) 6 values are specified which are Commitment to excellence ,Integrity including intellectual honesty, openness, fairness & trust., Caring for people , **Dynamic & successful business organization ,a socially-valued enterprise , Business integrity** .**JK Tyre Core values** specified at (LTD, 2014) are Caring for people ,Integrity including intellectual honesty, openness, fairness and trust ,Commitment to excellence. This showcases that when employing organizations are not able to control their documented information well **duplicacy** (at 2 pages values were specified) and **variation** (code of conduct page mentioned 6 values and core values page mentioned 3 values) in content was observed .

8. The values listed by the organizations are a combination of terminal and instrumental values as some aim at what is to be attained and some act as a means for achieving the goals . (Khanna, 2017)

9. **Leadership as a value** is defined by different people differently . There is variation in Leadership traits with respect to the leadership styles of people and the aim of Leadership .Some of the leadership traits as defined by different people are shown in the table below .

TABLE II

LEADERSHIP TRAITS DEFINED BY DIFFERENT AUTHORS (Fries, 2018) (Craig, 2019) (Ravishankar, February 2013) (Hasan, 2017) (Cain, 2016)

Author	Sarmad Hasan	Sri Sri Ravishankar	Kimberly Fries	William Craig	Aine Cain

Area	Good Leadership	Great leadership	Great Leadership	Transformational Leadership	Success through Leadership
Trait 1	Honesty and Integrity	Creates Leaders not followers-A true leader lets go of control	Sincere Enthusiasm	Understanding of What Needs to Change	Ability to roll with change
Trait 2	Confidence	Sets Examples	Integrity	Ability to Stimulate the Intellect	Listening skills
Trait 3	Inspire Others	Does Not Worry About Position	Great Communication Skills	Knack for Encouraging Participation	Ability to communicate effectively
Trait 4	Commitment and Passion	Accepts Challenges	Loyalty	Talent for Genuine Communication	Ability to manage expectations
Trait 5	Good Communicator	Balances Head and Heart	Decisiveness	Loyalty — Within Reason	Negotiating skills
Trait 6	Decision making capabilities	Is Empathetic	Managerial competence	Sense of the Bigger Picture	Ability to handle conflict
Trait 7	Accountability	Does Not Care for Comfort	Empowerment	Personal Integrity	Ability to dole out criticism
Trait 8	Delegation and Empowerment	Has Long-Term Vision	Charisma	An Inspiring Bearing	Ability to handle criticism
Trait 9	Creativity and Innovation	Has Integrity			Ability to deal with difficult workers
Trait 10	Empathy	Does Not Let His Position Make			Ability to pay attention to
		Him Arrogant			detail
Trait 11					Ability to stay positive

9. Universities focusing on Quality have stressed on Customer Centricity or Patient Centricity/Attendant Centricity /Customer First as a value .Customer Focus is one of the principles of the Total Quality Management and ISO 9001 :2015 Quality Management Systems (Technical Committee ISO/TC 176, 2015) (M.Mahajan).Organizations like Mahindra Rise and Century Textiles and Industries have mentioned both Quality and Customer Focus as a value (mahindrarise.com) (Textiles).The table 3 highlights the common principles of ISO 9001 & Total Quality Management in green colour .

TABLE III

COMMON AND UNCOMMON PRINCIPLES OF TQM AND ISO 9001:2015 **(Dale H.Besterfield)** **(ISO QUALITY MANAGEMENT PRINCIPLES, 2015)**

TQM Principles	Customer Focus	Total Employee Involvement	Process Centered	Integrated System	Strategic and Systematic Approach	Continual Improvement	Fact based decision making	Communications
ISO 9001:2015 QMS Principles	Customer focus	Leadership	Engagement of people	Process Approach	Improvement	Evidence based decision making	Relationship Management	

10.The top values defined by employers and universities are as follows (based on values stated on websites):
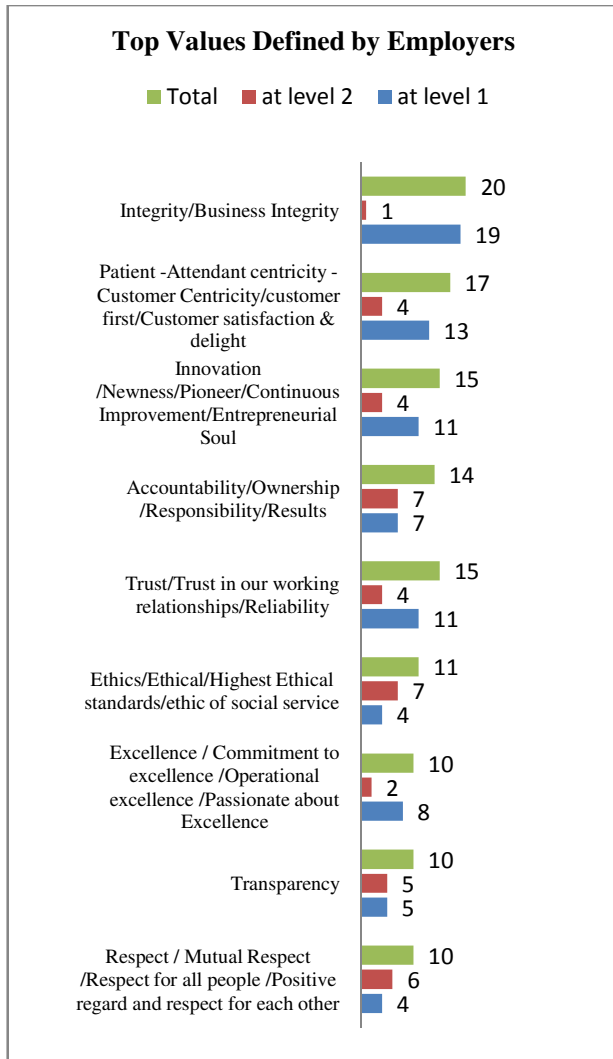
Top Values Defined by Employers

- Total
- at level 2
- at level 1

Integrity/Business Integrity — 20 / 1 / 19

Patient -Attendant centricity - Customer Centricity/customer first/Customer satisfaction & delight — 17 / 4 / 13

Innovation /Newness/Pioneer/Continuous Improvement/Entrepreneurial Soul — 15 / 4 / 11

Accountability/Ownership /Responsibility/Results — 14 / 7 / 7

Trust/Trust in our working relationships/Reliability — 15 / 4 / 11

Ethics/Ethical/Highest Ethical standards/ethic of social service — 11 / 7 / 4

Excellence / Commitment to excellence /Operational excellence /Passionate about Excellence — 10 / 2 / 8

Transparency — 10 / 5 / 5

Respect / Mutual Respect /Respect for all people /Positive regard and respect for each other — 10 / 6 / 4

Figure 11 Top Values defined by Employers (Based on values stated on websites)

Top Values defined by Universities

Integrity — 6
Excellence /Academic.. — 5
Quality Education — 4
Functional.. — 3
Ethical Behaviour/Ethics — 3
Respect /Mutual.. — 3
Professionals of Global.. — 3
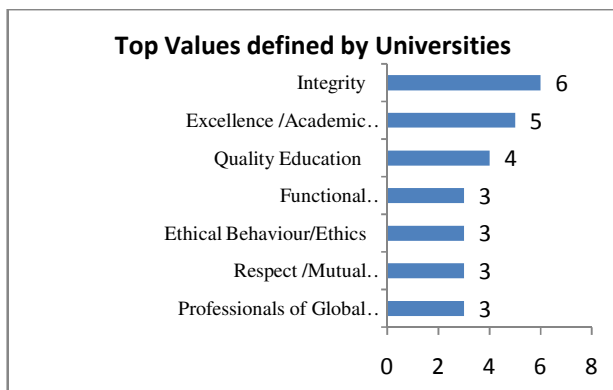
Figure 12 Top values defined by Universities located in Rajasthan

V. HYPOTHESIS TESTING AND FINDINGS

TABLE IV

HYPOTHESIS AND STATISTICAL TESTS

S.No.	Hypothesis	Description (Ho and Ha)	Statistical Test
1	Ho	It is believed that there is no significant difference between the top 5 values of Universities having MBA Programme and top 5 values of the employers employing MBA students.	Test of Proportions (I.Levin, S.Rubin, Rastogi, & Siddiqui, 2012)
	Ha	It is believed that there is a significant difference between the top 5 values of Universities having MBA Programme and top 5 values of the employers employing MBA students..	

TABLE V

HYPOTHESIS RESULTS

Values	Proportion of universities(p1)	Proportion of employers (p2)	Z	Z Value at0.05 %	Null Hypothesis (Accepted /Rejected)	Difference is significant (Yes/No)
Values not stated	0.67	0.03	5.453333	1.96	Rejected	Yes
Integrity	0.18	0.61	-3.52682	1.96	Rejected	Yes
Customer Focus	0.03	0.52	-4.42217	1.96	Rejected	Yes
Ethics	0.09	0.33	-2.39348	1.96	Rejected	Yes
Respect /Mutual respect	0.09	0.30	-2.16651	1.96	Rejected	Yes
Transparency	0.09	0.30	-2.16651	1.96	Rejected	Yes

VI. CONCLUSIONS

1.Universities aim at instilling values in students and their role is of huge importance in developing value driven people but still 67% of universities have not stated their values .It is important to note that for Universities students are the customers and Employers are customers of the skills and talents of

students (Chaturvedi Joohi, 2015). This indicates that 97% of employers being extremely aware as customers do not want to make compromises on value driven work and have defined values.

2. Integrity, excellence, highest ethical standards, transparency and respect for others are the common core values of maximum number of universities having MBA programme and maximum number of organizations employing MBA students .

3. The top 5 values defined by employers and universities are listed below

TABLE VI

TOP 5 VALUES DEFINED BY EMPLOYERS AND UNIVERSITIES **(infosys.com) (Fortis Escorts) (sdmh) (ICICI Prudential Life) (hdfclife.com) (sbi.co.in) (mahindrarise.com) (bosch.in) (dcmshriram.com) (bajajfinserv.in) (bajajconsumercare.com) (newindia.co.in) (tata.com) (galpinvolkswagen.com) (metrohospitals.com) (stryker.com) (bankofbaroda.in) (vlccwellness.com) (snggroupindia.com) (actionshoes.com) (srisriravishankar.org) (samsunglife.com) (delltechnologies.com) (sunpharma.com) (omlogistics.co.in) (godrejsecure.com) (eurekaforbes.com) (nddb.coop) (inditex.com) (sutlejtextiles.com) (Textiles) (geetanjalihospital.co.in) (jktyre.com/codeofconduct.aspx) (jaipur.manipal.edu) (uniraj.ac.in) (nimsuniversity.org) (dknmu.org) (rtu.ac.in) (iisuniv.ac.in) (lordsuni.edu.in) (cpur.in) (jecrcuniversity.edu.in) (gyanvihar.org) (jnujaipur.ac.in) (mnit.ac.in) (iimu.ac.in) (vgu.ac.in) (uok.ac.in) (spsu.ac.in) (shyamuniversity.in) (skduniversity.com) (shridharuniversity.ac.in) (cet-gov.ac.in) (ggtu.ac.in) (mpuat.ac.in) (msbrijuniversity.ac.in) (mlsu.ac.in) (nlujodhpur.ac.in) (raubikaner.org) (universityoftechnology.edu.in) (vmou.ac.in) (iihmr.edu.in) (jrnrvu.edu.in) (curaj.ac.in) (apexuniversity.co.in)**

S.No.	Top 5 Employer Values	Top 5 University Values
1	Integrity	Integrity
2	Customer Centricity	Excellence
3	Innovation /Continuous Improvement	Quality Education
4	Accountability /Ownership	Transparency
5	Trust	Ethics

4.**There is a significant difference observed at 5% level of significance** (I.Levin, S.Rubin, Rastogi, & Siddiqui, 2012) **between** proportion of Employers employing MBA students and proportion of universities located within Rajasthan having MBA Programme **–**
a) which have not stated their values .
b) which have stated **Integrity** as one of their values .
c) which have stated **Customer Focus** as one of their values .

d) which have stated **Ethics** as one of their values .
e) which have stated **Respect for all people** as one of their values .
f) which have stated **Transparency** as one of their values .

5.This means that students who move from these universities for a job to employing organizations find a different culture at the place of work owing to the different values at the 2 places. It may be difficult for them to adjust at the new place. Values might not be a priority for the organizations which have not stated their values because it's a general belief that stated rules are followed more .If the industry academia linkage will be strong then the institute can prepare these students in advance to adapt to the change in the culture at these organizations by introducing value oriented trainings .
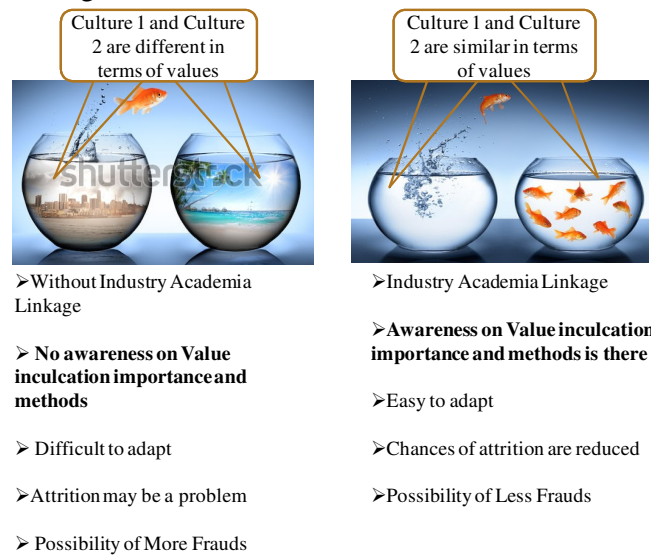

Figure 13 Some possibilities when culture of employer & university are different or similar using water representing culture and aquarium representing organization and fish representing MBA student who is about to become an employee

6.There should be ways defined to test values in students at all stages so that if somebody is not able to practice values then root cause analysis can be done and actions can be taken to bring them back

on track of values .Without adherence of values education loses it's effectiveness at all levels .

VII. LIMITATIONS

1.The study was limited to the chosen samples because of economic constraints and limited resources .

2.The study was limited to the universities in Rajasthan .

VIII. FUTURE PROSPECTS

1.The employers need value driven employees so that they can achieve maximum profits .Due to the dearth of value oriented people the Placement Strategy of the universities should focus on values .Trainings can be planned on the terminal values like sustainability ,environmental consciousness along with focus on instrumental values .

2.Further analysis can be done to find out the significant difference between instrumental and terminal values stated by a) Employers b) Universities .This will also help to find out whether organizations focus on goals or the means of achieving the goals .

4.Further analysis can also be done **from etymology perspective** by finding out the difference in the meanings of values over a period of time as the difference might be because of the different time of inception of organizations .eg: An organization which is 150 years old might define a value differently as compared to an organization which is 25 years old .

5.The difference in values can also be found by classifying organizations (employers and universities) as micro, small , medium and large enterprises .

6.The difference in the values of the corporate (a group of companies) and non corporate can also be found out . (Hawker, 2014)

ACKNOWLEDGMENT

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