

The Demand Increase for Management Education: Challenges and Implications for Teaching and Learning in Tanzania's Universities

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Abstract

In light of existing fast developments in management education, this paper concludes that the future not only holds exciting opportunities, but also poses several implications for universities. The paper leaves little doubt that the demand for management education will continue to grow. As political and business leaders try to navigate and rebuild economies savaged by the global meltdown, business schools around the world are rethinking leadership and how to train the next generation of managers in the midst of unprecedented challenges. In Tanzania for example, the number of business and management institutions and programs countrywide has expanded quickly in response to increased demand. With the growing expansions, there are several repercussions to be considered. The paper provides initial insights about an environment that holds great potential, but also creates new demands on management education; developments in management education in the context of accelerating economic integration, expected demographic trends, advances in ICT, and emerging priorities related to business ethics and governance. The list of implications mentioned is not exhaustive, and these are expressed in broad terms, so readers are encouraged to consider how each may be experienced differentially depending on specific institution, region or working environment. Deans, directors of business studies/schools, students, business advisory councils, administrative staff, and recruiters of graduates are all involved in shaping the future of management education. In this paper, each group will find areas of interest. Business study providers will learn from its assessment and find suggestions for individual school action. Some will see immediate opportunities to leverage the paper into bold strategic plans. Others will have different perspectives on the same issues and offer alternative recommendations as part of an ongoing dialogue.

Introduction

In Tanzania, like in many other African countries, higher education was not considered to be a priority sector, because of low social returns; for this reason it received low resource allocations in many poverty reduction reforms. It was not until in the 1990s when the country realised that if the education sector was to be transformed, higher education had to be given special consideration. It became clear that higher education is where business and management personnel are trained for businesses; is where curricula at all levels are developed, where a range of leaders and decision makers are cultivated, and above all, where knowledge and research for development are nurtured (Muchie, 2009).

This change of policy has resulted into great expansion of higher education, whereby Tanzania has seen the increase in number from 2 universities in the 1990s to 22 universities and 10 university colleges by 2010 offering both tertiary and higher

education. The pressure to increase enrolment in higher education can also be attributed to the two programs, namely Primary Education Development Program (PEDP) and Secondary Education Development Program (SEDP) which led to increase enrolment for both primary and secondary schools. Tanzania experienced a 60% increase in secondary school enrolment between 1990 and 1998 (Mkude and Cooksey, 2003). It is believed that rapid and substantial increases in enrolment at all levels of the educational system can be justified as necessary for the well-being of society and the competitiveness of national economies in the present state of globalization and the centrality of knowledge.

Nowadays, despite the involvement of the private sector through public-private partnerships, the state is still the main financiers of higher education in most developing countries. Public institutions get almost all of their operational and developments funds from the government. In addition, institutions supplement their budgets by generating incomes internally through students fees and soliciting grants and loans from various sources. Private institutions on the other hand get government subsidies in the form of tax relief on educational materials. In Tanzania for example, they also admit students who receives either full or partial loans from Higher Education Students Loans Board.

Since the 1980s, the government of the United Republic of Tanzania has embarked upon a number of economic reforms policy changes intended to bring about 'rapid' economic development. The most decisive period was the mid 1980s, with the imposition of the World Bank Structural Economic Adjustment Policy, the government started implementing a new policy of trade liberalisation – market oriented economy. The opening of economy has without question contributed to recent economic growth and efficiency in resource allocations. However, greater openness to trade has not been achieved at the same rate across the country, nor have the benefits from integrating economy and associated growth been shared equally throughout the country. With much of positive effects, expanding participation in our national economy is often blamed for a range of ills, including corruption in our public and private organisations, environmental deterioration and cultural destruction.

Increasing economic integration has and will continue to have several important implications for management education. It is recognisable that since independence, our education sector offering management education has entered a period of profound transition driven by globalisation, technology, demographics and pressing social imperatives. Because management education is an investment in the future of business and organisation growth, it's important to understand the implications, potential risks and rewards associated with this transition.

Therefore, this paper intends to instill more engagement of leaders in the management education community as well as business and government leaders, policy makers, educators and others who want to understand issues and challenges facing the complex, dynamic world of management education as delivered by our universities. The management education community has grown substantially and represents a diverse set of perspectives in Tanzania.

The Universities' Working Environment and Provision of Management Education

Our universities through their business and management education programmes prepare students, managers and leaders to learn the basics of thinking critically, communicating effectively and managing organisations, small and large enterprises so they can serve society in a successful and socially responsible manner. Management education plays a vital role in the supply of competent managers required for the development of a country such as Tanzania. Management education enables a person to cope with the new developments in the field of science, management and technology, and enables their use for the betterment of human life. In the last three decades, we have heard several cases relating to financial mismanagement by either our leaders or managers in almost all social and economic sectors; bad enough the embezzlement has not only occurred to public parastatals but also to the profit and non-profit organisations. Management education is truly at crossroads especially after scandals like, BAE Security Radar, Richmond/Dowans, Kiwira, Meremeta etc which have ruined corporate viability and peoples' social and economic wellbeing. Therefore, there is a great need to reinvent our management business institutions, convert some of the systems that have vilified for promoting selfishness, greed, and lack of ethics to ones that recognises the value of sustainability and social responsibility as a moral and strategic imperative. It is unfortunate that most of our business and public service organisations have been infiltrated with individuals who are open to bribery and personal gains.

Today organisations centre more on performance rather than organisational purpose which is perhaps root cause of the morality crisis, governance issues, and slipshod behaviour of our fellow citizens in public and private organisations. Bennis and O'Toole (2005) poses heavy criticism to management and business schools for failing to impart useful skills and knowledge, prepare leaders for doing what is right, instil norms of ethical behaviour that would have prevented major corporate debacles; and even lead graduates to corporate jobs that can pay them good wages. The root cause of these problems in management education is believed to be that most management and business institutions seem to have adopted a self-defeating model for assessment of academic excellence. Instead of measuring the quality of each program in terms of the competence of students, most institutions assess themselves based on the rigor of scientific research that is published by their faculty and graduates. And as much as we are trying to increase higher education enrolment we should also try to disperse them with knowledge and skills appropriate for the changing world of business and work. The new environment calls for a richer set of educational experiences, with learning that transcends borders.

Market Oriented Economy and Implication for Management Education

As indicated in the introduction, the opening of our economy has contributed to recent economic development and greater efficiency in resource allocations. It also is critical to future global economic growth, which the Economist Intelligence Unit (EIU, 2006) predicted that will increase 66 percent by 2020 and which the World Bank (2007) predicted will increase by more than 100 percent by 2030. Both organisations carefully express the sensitivity of their projections to trends in economic liberalization and

integration. Although expanding participation in the economy has lifted many out of poverty and improved the living standards of low-wage earners and their families, we can't ignore the criticisms of this integration. It is frequently blamed for a range of problems such as widening income inequality among and within the country, political turmoil, environmental deterioration, and cultural destruction.

Increasing economic integration will have several important implications for management education. Integration and job growth in market economies will increase the demand for management education, as previous experience has shown that skilled, better educated workers have the most to gain from globalization. Indirectly, it is believed that employment volatility due to market dynamics in open economies will drive demand for continuing management education.

However, it should be noted that the demand increase will only happen as a result of market imperatives and purposeful investment initiatives propelled by responsible countries, rather than just as a consequences of globalization. It is conveyed that education and training are key drivers of economic competitiveness. Developing countries must invest in developing human capital, creating new knowledge, and stimulating innovation and creativity – all crucial roles for higher education in general. Management education, in particular, is viewed as essential because in market economies, management and entrepreneurial talent create, finance, and grow the demand for knowledge and innovation.

It is important to note that economic integration will also necessitate greater emphasis on global perspectives in education and skills development. Although universities have long been involved with international education, the changes engendered by the current wave of integration are more profound, wide-reaching, and deeper than ever before. The new environment calls for a richer set of educational experiences, with learning that transcends borders. The new global emphasis calls for programmatic innovation and expanding cross border alliances in education and research.

The need for global perspectives does not, however, imply that from economic integration will evolve a singular model or perspective for business and management. Calling a borderless world an "illusion," Harvard Business School professor Pankaj Ghemawat stresses that "most types of economic activity that can be conducted either within or across borders are still quite localized by country." (2007, p. 11). Globalization means that business and management must be understood in the context of local history, politics, and culture. Therefore, management education should not be "culture free," but "culture full." Global education isn't only about transcending borders; it is also about crossing them. Indeed, although the borders of today may be thinner than those of yesterday, today there are 21 percent more independence countries than in 1980 and, thus, there are more borders to cross in a global environment (UN, 2006).

In the Global Foundation for Management Education, GFME (2008) interviews, management educators from Africa and Asia called attention to the need for more locally-relevant educational resources, such as cases, textbooks and data. Samuel Chinyoka, dean of the Faculty of Business at the University of Botswana, emphasized

the need for textbooks and cases that address the African context. Absent these resources both students and employees will continue to believe that the education provided by African business and management institutions is not serving them well (Chinyoka, 2006). Although, by 2006 Nick Binedell, the chairman of the new Association of African Business Schools had established a database of more than 160 case studies about African stories, successes and challenges. (BusinessWeek.com, 2006). This positive example illustrates the importance of strong, vibrant networks of business schools to advance management education.

Specific economic circumstances in some countries also send strong signals for management educators to develop more relevant, meaningful programs that support local development efforts. That is, universities should think globally and act locally. For example, authors Vipin Gupta and Kamala Gollakota write about the globally recognised and respected Indian Institutes of Management (IIMs):

Considerable economic activity takes place at much smaller micro-enterprises level in much of the developing world. Individuals, families and cooperatives are involved in various economic activities from selling fish to handicrafts. While there is no need for a formal MBA for micro-enterprises, certainly there is considerable need for knowledge of sound business practices... the IIMs could form strategic collaborations with the business schools in the rural areas, in the small cities, and those focused on women and other such groups, and offer various forms of support to these local institutions. (Gupta and Gollakota, 2005, p. 52-53).

A similar point can be made about the critical needs for entrepreneurs to support job creation in transition economies such as those found in Russia, Poland and Vietnam (McMillan and Woodruff, 2002). Entrepreneurship requires policy-oriented business research, as well as education, because our country needs to develop more effective institutions to support business creation.

As it has been said, emerging trends in business and education suggest that business schools in developing and transitioning regions must be more engaged in the global community to share best practices and to facilitate collaboration. Similarly, universities must meet the challenge to deliver management education and knowledge that is relevant in both global and local settings.

Demographics and Implications for Management Education

While the global population is getting older, in Sub-Saharan Africa, 82.8 percent of the current population is 39 or younger, compared to only 49.6 percent in Western Europe. It appears to be that the most significant population growth will continue to occur in African countries most challenged to support it – politically, environmentally, economically and educationally. Although much is known about management education in developed countries, where it is most mature, it seems essential to learn more about management education in less developed countries, such as Tanzania where it has enormous potential.

Shifts in age distribution of the population will significantly impact management education, particularly in the areas of demand management, program development, and

universities staffing. All else being equal, our countries with growing younger populations will experience rising demand for business and management education. The risk is that bulging youth populations will overwhelm educational infrastructures. On other hand, the demand for business and management education is also a function of other factors such as secondary level graduation rates, political stability, and economic conditions, and that sometimes the impact of demographics is more subtle. For example, younger populations are associated with faster productivity growth and, as a result, indirectly increase demand for educated workforces.

Demographics also impact business and management education because growing proportions faculty and staff that are eligible to retire in most of universities. Sawyerr (2004) note that the “first generation” of scholars/professors as described by Mkandawire (1995), they are moving towards retirement, we are coming to the end of an era. He supposes that they are not being replaced at the rate required to maintain the appropriate levels of experience and within the academy. The quality of management education has always been guaranteed from the good practice of senior professors supervising graduate students and working with junior colleagues on research projects.

This change in the demography of the faculty bears not only on the quality of research and teaching, but also on the essential task of mentoring junior faculty. As is well-known, the development of research skills takes place principally “on the job”, i.e., in the course of conducting research, whether as an individual effort or as part of a team. It is in this process that the skills and insights obtained as part of formal training are sharpened and extended to business and management. Moreover, on-going research, particularly when it is collective or networked, provides an irreplaceable opportunity for the experience of each member of a team or network to complement and help raise the capacity of others. For young and mid-career researchers such participation, especially under the mentorship of senior colleagues, constitutes the most effective form of research capacity development. From this perspective, questions of the mentorship of junior faculty and the supervision of graduates study assume the greatest significance for the maintenance of a research culture and proficiency in the academy (Sawyerr, 2004).

Comparatively, Abeli (2010) estimate that most of the senior staff in universities (over 80%) is older than 50 years and in some institutions, like the University of Dar es salaam (UDSM), over 70% of their full professors, are retired professors that are on contract. Junior staff that has recently been recruited, the majority still on training, constitutes 60-70% of the total staff members.

Another aspect which is seen to impact management education in our countries is the migration patterns among the educated to developed countries, which has added a positive connotation in the global creation of knowledge. But, the exodus of some of the best minds especially among young and mid-career faculty, and the inability of the universities to recruit or retain replacements in adequate number and qualification, have been the inevitable consequences. In addition, attracting a high quality faculty is a challenge since the incentives for professors to teach and produce quality research are

absent or severely lacking – poor salaries, limited access to research grants, lack of housing facilities, very high student-teacher ratios, and demanding work schedules push qualified educators to seek employment with the private sector.

The Center for Strategic and International Studies compounds further the situation by estimating that nearly 60 percent of the total world population will live in cities by 2025 (CSIS, 2007). Especially in developing nations, most business and management institutions are situated in urban areas. Therefore, this imply that continuing urbanization will create additional strain on educational infrastructures throughout the country.

ICT and Implication for Management Education

The U.S. Federal Reserve Chairman Ben Bernanke gave a presentation at a symposium in August 2006 by pointing that “one of the defining characteristics of the world in which we now live is that, by most economically relevant measures, distances are shrinking rapidly” (Bernanke, 2006). Of course, technology will have important implications for management education due to its impact on organisations – fragmenting value chains, global sourcing of services, and knowledge as the source of competitive advantage. Communication and information technologies deserve special attention in this paper because of their direct impact on the creation, delivery, and management of education.

Education is a voracious user of information and communication technologies. The need for course management systems, online education, administrative functions, research databases and collaborations, digital libraries, marketing, mobile learning support, and the like is testing the infrastructure, financial, and staffing limits of educational institutions. State-of-the art information technology is not inexpensive to acquire and maintain.

However, GFME (2008) noted that information technology also offers the most promise to address the challenges of meeting growing demand for management education – especially among working professionals in need of continuous education – despite looming faculty shortages and other limits to physical infrastructure.

Despite the fact that the opportunities provided by information technology are not uniformly available in our countries, there is a need to take special notice of the digital divide among us. Though the divide appears to be narrowing in some areas, in other areas such as broadband access, which is vitally important for education, it is not. Only 4 percent of Africans have Internet access, and their access is slower and more costly than anywhere else in the world (Economist, 2007:64).

The gap has increased due to under-funding of African business schools and lack of investment by both public and private organs in information and communication technologies which have led into further depletion of the physical infrastructure. Whereby these infrastructure problems have an adverse effect on all aspects of the education process, as Jonathan Cook, director of Academic programmes for the Gordon Institute of Business Science, noted:

Individuals and schools are unnecessarily isolated through poor-telecommunications infrastructures ... The consequences range from inability to

access research databases, to inability to take advantage of video links to foreign experts for teaching, to simple inability to communicate with individuals because their e-mail is slow and unreliable. Imagine trying to be an academic in the twenty – first century when you cannot rely on e-mail or Internet connectivity, and your physical library hardly exists (Cook, 2006).

Stephen Adei, rector of the Ghana Institute of Management and Public Administration, also identified infrastructure problems as a major constraint on the development of African business schools (Adei, 2005).

In the future, it is expected that wide connectivity along with new developments such as open source movements like Sakai (for teaching and research), Kuali (for administrative systems), and JASIG (for infrastructure) to help schools to resolve and overcome these and other challenges (Wheeler, 2007). And with the coming Internet Fibre connections in East Africa, it is hoped that the universities will make use of this new technology to improve their services. Combining with improvement in online learning and assessment, greater connectivity and lower costs will enable accelerating growth in online education and offer new hope for addressing growth in management education. The Internet connections provide Universities a window of opportunity to better understand and integrate technology into their processes and curricula, and in the way they deliver their programs.

Given the previously mentioned implications to management education – the need to respond to the globalization of management education, the shortage of faculty, increasingly demanding customers (degree students and executive education participants) and the need to provide global learning solutions with faster delivery time – the traditional educational model of direct interaction between students and teachers within the confines of a single physical classroom will have to evolve. ICT is part of the solution. A professor in a school with multiple campuses or a school with partner institutions within the regions or around the world may offer via video-conferencing a course to students located in different campuses in different locations in the country or around the world. Alternatively, an instructor may deliver a standard course or a business simulation via the Internet, simultaneously to students located in different places or to subgroups of students over different periods of time. Students can also take an online course at their own pace without the presence of a teacher. Facilitators can orchestrate online learning communities connecting students around the world to share their learning experiences.

The use of ICT will allow some universities to reach a significantly larger number of students in the country and around the world and satisfy the surging demand for business and management education, particularly in our developing countries. They will also provide the opportunity for business and management institutions to respond to the new needs of companies for tailor-made management development programs. As indicated earlier, corporate clients increasingly require courses with “proven successful applications of learning back at the job”. They also want their managers to take ownership of their own learning throughout their career. Companies do not just want to

give their managers a few weeks of learning away from the office. They want to invest together with their employees in improving employees performance and the firm's results. This requires business schools to extend their links with the clients out of the classroom and into their workplace and offer so-called blended programs that combine on-campus sessions with learning in the workplace (van Dam, 2004). It has been found the potential benefits of integrating ICT into a institution's systems and programs can be significant. If implemented successfully it can help streamline operations, control the rising cost of administrative support, enhance internal and external communications, leverage the limited faculty resources, increase the productivity of R&D investments, reach out to students and alumni around the world and respond to the need of companies and individuals for lifelong learning

The implications above underscore the need for business and management education institutions to think deeply and more frequently about the educational goals of their curricula, the way they teach, and the demands of organisations – not just in their home country, but all over the world.

Global sourcing of services is changing the structure of business and the core skills required. It's unlikely that efficiency – on its own – will be able to offer a lasting competitive advantage as the diffusion of technologies and processes accelerate. The new focus of attention will be on innovation, collaboration, and customer service, where communication and interpersonal skills and creative insight matter more than technical prowess.

Global provision of services can be a source of growth for any country, but success, in many cases, will require investments to upgrade infrastructure and reform in education and regulation. Higher education institutions can play a huge role in promoting success given these new realities, not only through education but also through research. IBM (2007) also pointed out that the shift to focusing on services has created a skills gap, especially in the area of high value services, which requires people who are knowledgeable about business and information technology, as well as the human factors that go into a successful services operation ... Industrial and academic research facilities need to apply more scientific rigor to the practices of services, such as finding better ways to use mathematical optimization to increase productivity and efficiency on demand.

Since, education is, itself, a service, the structure of education has been directly impacted by the globalization of services trend. There have been several modes of providing education services: One, Online education, a growing segment, cuts across borders; Two, students study in countries other than their home; third, foreign educational institutions partner with local institutions or establish campuses in foreign countries; and the fourth mode is, faculties increasingly take their expertise to other countries. It is expected that due to further liberalization of trade, quality assurance mechanisms developed within our institutions or in the region (e.g. EAC), and advances in technology to increase the regional/global provision of educational services. Conceivably, rising awareness about the strategic importance of knowledge will continue to influence policies that impact trade in educational services. As with trade in

goods, countries have innumerable tools for restricting or promoting educational imports.

Management Education and its Implication to Business Ethics

The emerging global business environment has undergone unprecedented changes and raised challenges for existing business models to accommodate these changes. A business organization normally interacts with commonly acknowledged stakeholders who may include employees, customers, shareholders, suppliers, government agencies, managers, creditors and community groups. Business and management students could also be treated as stakeholders, who collectively constitute the future leadership of corporations and will eventually become members of all stakeholder groups (Peterson and Albaum, 2005). Therefore, with this understanding, the concepts of business ethics and corporate governance have direct implications for both businesses and business education. The need for corporate governance in business sector appear to have triggered out minds of business and management institutions to get academia involved in the practices of this recommended model. Wall (2002) pointed out that high-profile corporate scandals and bankruptcies, including big names, professors at business schools have reinvigorated their ethics instruction by turning headlines into lecture fodder and paper topics.

It is expected that business and management institutions have big role to play by nurturing the codes of good governance in the minds of their graduates resulting in turning them from pre-conventional na conventional phases to a post-conventional stage in moral development and enabling them to respect the rights of other stakeholders (Kohlberg, 1976). Hence, business and management schools are one of the best places to encourage this type of value development culture (White 1980). It is assumed that universities as supplier of business managers can produce well-trained and ethically responsible managers, who can act as change agents and ensure best practices of corporate governance in their organisations.

It isn't uncommon in the world of management education to debate whether it's business or business institutions that lead the way when it comes to new ideas, approaches, or practices. The answer should be both. Fundamental shifts in strategy, new and improving practices, and the like must be driven quickly into business and management curricula. Yet, rigorous and independent business and management insights and abstract from the experience of a single company and integrate theory across multiple disciplines are needed to enhance business and management practice. Social responsibility is a prime example of the need for complementary leadership from both business and business institutions. Business and management institutions must respond to, and lead, efforts to develop socially responsible and sustainable business.

The report from the European Multi-stakeholder Forum on Corporate Social Responsibility, CSR (2004) highlighted the role of business schools, universities and other education in "building the necessary capacity for relevant CSR strategies". This involves not only education for the business world, but also for consumers, employees and other stakeholders. Furthermore, universities can facilitate cooperation among

academic institutions, businesses and other stakeholders in the setting research priorities as well as in the use and exploitation of research findings (Lenssen, 2004).

Critics claim that business and management institutions and their students focus too much on the achievement of the bottom-line at all costs and that this indoctrination has led to unethical behaviours and scandals associated with Enron, Tyco, WorldCom, and other such firms (Mitroff, 2004; Ghoshal, 2005). According to Neubaum et al. (2009:9), “many of the recent discussions of business schools have centered not on the good their graduates do, but on how the theoretical foundations of business and management education may be linked to ethical lapses and scandals involving managers who have been subjected to business school training”. At that, during this tough economy, Jacobs (2009) insist that “fingers are increasingly pointed at the academic institutions that educated those who got us into this mess”. Jacobs believe that the three failures of sound business practices which is at the root of the economic crisis ... and that these have not been adequately addressed by business institutions: misaligned incentive programs (short-term gain, allowance without much consideration for long-term value creation), understanding the responsibility and obligation of corporate boards, and having an apparent and enforceable system of accountability. If universities are failing to teach the principles of corporate governance in the MBA curriculum, then they would have failed their graduates. It can be argued that by not internalizing sound principles of governance and accountabilities, business and management graduates might have matured into executives and managers who have failed workers and retirees by witnessing their jobs and savings vanish.

Jacob recommends that today’s workplace needs a generation of business leaders and graduates who are trained in board responsibilities, accountability for transparent investments, and those are experts in designing compensation systems that promote long-term value for the company and all of its stakeholders. Education is seen as the strongest correlate to and predictor of cognitive moral development and ethical maturity. Heron (2007:82) underscored that cognitive more development is considered to be “one of the critical personal characteristics influencing the entire ethics decision-making process”. Furthermore, it is known that ethics can be taught and that educational programs that integrate the study of ethical theory with its practical application can be highly effective (Neubaum, 2009:21). ‘Prior research suggests that ethics instruction has the potential to make people less likely to engage in unethical behaviour. For example, various forms of training and interventions are able to increase moral reasoning for some individuals’ (Bloodgood et al., 2008: 558).

Therefore, in order to promote high ethical standards and reduce or even eliminate unfair practices in any business or industry, executives and managers should receive training and education through seminars, lectures, role-playing exercises, multimedia training or case studies, memos, and employee codes of conduct programs.

Conclusion

The paper has examined different implications for universities in development and provision of business and management education in the context of accelerating

economic integration, expected demographic trends, advances in information and communication technology, and emerging priorities related to business ethics and governance. There is great possibility of continuing increase in the demand for management education. Driven by demographics, economic trends, business expectations, and initiatives that expand access to higher education, future demands will come not only from traditional secondary school age populations, but also from working professionals who need to retool and reinvigorate their careers. However, as much as growing is of course a better thing than decline or stagnation, but how do we maintain quality while continuing to grow – this is the challenge need to be solved.

Aspiring business and management institutions in our countries have found it increasingly difficulty to build and maintain faculties with both academic qualifications and professional experience who are capable of conducting advanced research and teaching effectively. Similarly, government financial support for management education hasn't kept pace with growing demands, leaving some business institutions to seek higher tuitions and new financial sources to compete internationally.

Since we are expecting huge increase in secondary school age populations, this imply that, there is great potential in our country if management education is able to expand while also working toward achieving higher levels of quality. Nevertheless, doing so will be increasingly difficult in the absence of qualified faculty, sufficient infrastructures, relevant instructional resources, and supporting institutions.

It has been noticed that any investment in infrastructure such as doctoral education – will impact our future ability to meet demands for quality management education in our country. Future access to management education by young people will determine whether our developing nations will thrive or languish in the emerging knowledge-based, market-driven economy. Some of these growing demands for quality management education cannot be met by business and management institutions alone - there need to be relationship between the corporations and the management institutions. Universities should seek the corporations' feedback about their expectations of management graduates, curricula, effectiveness of faculty, and specific skills students need to make the transition from and academic environment to the realities of job demands. The corporations can lend support in the form of practitioners by providing valuable practical insight, scholarships and internships for students, research grants for faculty members, and other forms of operational and monetary support for these institutions. The collaborations not only will benefit the management institutions but also will bridge between the education provided with relevant needs of the economy and society at large.

Although there have been tensions between global aspirations – of countries, schools, faculties, and students – and pressing local needs. Our institutions should not ignore their responsibility to local communities. While supporting national initiatives to fortify international competitiveness, universities must also capitalize on the advantages offered by multilateral alliances and increasing student and faculty mobility. Working in dynamic and competitive environments, higher institutions should also be mindful that management education can enable both global and local success. The powerful forces

of globalization, advances in information and communication technology, and further liberalization of services trade will not only demand more from management education, but also enable us to achieve local and regional goals and objectives. For example, international alliances and exchanges faculties and students create opportunities to build banks of localized case studies, which can be shared worldwide through electronic channels.

Unfortunately, growing demand and competition can increase the incentive for schools to exaggerate promises, leaving their graduates with unmet expectations. In the environment described above, with doctoral faculty becoming more scarce and with shrinking financial support from governments, there are tremendous pressures to cut corners, promise more, and deliver less. With this growing demand, there is a possibility that the incentives for business and management institutions can lead to compromise the integrity of their missions. That's why these concerns send a clear message that the challenge of sustaining scholarship should be a top priority for education, business, and government and non-government leaders. In order to maintain or increase the quality of management education as demand continues to expand, the situation requires combined efforts to bolster doctoral production within the country as well as regional targeted investments, cooperation and collaboration among African countries in developing and expanding doctoral programs.

In the paper it has also been argued that the integration of economies in the emerging needs of organisations around the world, will require stronger emphasis on global perspectives, fracturing value chains will require graduates to master important skills (soft skills) rather than just apply knowledge, and emerging emphases on social responsibility and sustainability will require new ways of thinking about business strategy. To highlight this further, some criticisms have been thrown to higher education that institutions have become overly academic and, as a result, less relevant to business; is claimed that the content of what schools teach does not currently match the requirements of business and management. For example, some argue that schools do not place enough emphasis on the development of interpersonal, communication and leadership skills in business and management programs, or that entrenched functional silos within curricula do not support the holistic requirements of business and management.

The situation has become even harder to overcome, since there are few substantial industry-level collaborations between businesses and business institutions to discuss and jointly-define the future of management and management education. Furthermore, the decision-making autonomy has, in some cases been only slowly delegated to the institutions that deliver management education.

The paper has painted several implications for management education to universities. The implications are both important and independent of the other, but they converge in ways that signal a sense of urgency. Management education as provided in our universities is, by no means facing insurmountable challenges. But, management education leaders must be proactive. The recommended solutions, if implemented,

hold great potential for helping our business and management institutions and the people, organisations, and societies they serve to navigate the difficult environment ahead.

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