



**A STUDY ON THE IMPACT OF SKILLS AND KNOWLEDGE LEARNED DURING
MBA COURSE ON STUDENTS PERFORMANCE WHEN THEY JOIN INDUSTRY.**

Mr. AKILIMALI OLIVIER

Assistant Lecturer at Kigali Independent University (ULK), Kigali-Rwanda

Mail Id: olivierakili6@gmail.com, Mobile Number +250-788546009

Dr AKUMUNTU JOSEPH

Mail Id: akujo009@gmail.com, Mobile Number +250-788305272

Lecturer at University of Kigali (UoK)

Mr. NGIRABABO RWUSIRA DAN

Part Time Lecturer at Kigali Independent University (ULK), Kigali-Rwanda, Full Time Assistant
Lecturer at CHATHOLIC UNIVERSITY OF RWANDA

Mail Id: ngiradan2014@gmail.com, Mobile Number +250-788582114

ABSTRACT:

The rapid expansion in business and management schools and MBA graduate numbers, it is important to understand whether and how management education makes better managers.

In line with maintaining the value and quality of the MBA qualification, this study describes how MBA graduates use the theoretical knowledge and skills to gain competitive advantage in their work environments. And also gives an insight on the question that if really this education enhances the performance of employee at work place. The study is conducted at Kigali city with 114 respondents and correlation analysis is used to test the hypothesis. The researcher hopes that study will give some important insight on the usefulness of MBA degree in enhancing the performance of employee.

Key words: Skills, Masters of Business Administration, job performance, learning, and knowledge.



INTRODUCTION:

Education is a key element in achieving individual development and life success. The Master in Business Administration (MBA) degree is a widely accepted qualification in business management, recognized around the globe. As such, it is expected to lead to enhanced managerial success. The aim of this article is to examine the impact of an MBA degree on managerial performance and career success.

Over the course of the last hundred years, business has transformed the world. It has been a driving force in shaping society and the catalyst behind extraordinary economic growth and opportunity. Effective management of business has spurred the creation of jobs, the generation of wealth, and access to opportunity for an increasingly diverse population. Management education has produced leaders capable of creating effective organizations that are the core of these profound global achievements. The complexities that global competition has unfolded have thrown up new challenges that threaten the very survival of many organizations and rendering the current business scenario into an Olympics, where the fittest only survive.

The main purpose of MBA education programmes offered by business schools across the world is to provide their students with the knowledge and skills required to function in this complex world of changing business dynamics. The MBA education has to necessarily combine explicit knowledge of basic disciplines with the tacit knowledge that comes from practice. Many B-schools cater to this complexity by designing their curricula and teaching methods to address this changing need. Various teaching practices like learning by teaching (lectures, case discussions), learning by doing (projects as part of courses and real life projects with industry) and learning by experiencing (workshops, international study projects) are common elements of top business school pedagogy. Along with this, a strong curriculum that is relevant to industry is expected to provide key inputs to MBA graduates. The MBA education also provides a strong platform for a change in the attitudinal orientation of its students who not only learn new knowledge and skills but also understand the importance of attitudes in managerial life.

At one end when MBA institutes are imparting the knowledge to students to make them prepared for jobs, at other end Industry is looking forward for well trained and skilled workforce. Due to competition Industry don't want to waste more of the time on training the employees before their work start. This is the reason more and more industries are looking towards B school to have well learned and ready to work manpower.

In sum, the mission of an MBA education would seem to add value to MBA students, giving them business-related knowledge and managerial skills, improving their employability, career advancement and remuneration, and providing a professional credential relevant to both employer and employee.

RATIONAL OF STUDY:

The MBA institutes are working hard to provide quality education and training the students to prepare them to grab a job and perform in the industry. For this a full set of



infrastructure is used which include from physical infrastructure of class rooms to computer lab and library and human resources which includes best of the minds training the students. Students also invest their time and money to get a MBA degree. Therefore this is very important to understand that whatever students get form MBA institutes are really useful for them while working. And if this is true then defiantly this will result in improving the performance of employee. This research is an effort to understand the same.

LITERATURE REVIEW:

Devan Naidoo and Prof. Adolf Lowies (2013): This study tests the hypothesis that there is a positive link between obtaining the MBA qualification, productivity at the workplace and career enhancement. This study also tests human capital theory which declares that the more educated a workforce, the higher the productivity. The framework of this study is underpinned with a quantitative approach by utilizing descriptive and inferential statistics. The findings of the research yielded a positive correlation between the MBA qualification and workplace productivity and career progression. In addition, the most important reason the MBA qualification is considered a competitive qualification in South Africa is because MBA graduates apply their knowledge at their workplace. The finding of the study also lends support to human capital theory, as it is proves that productivity increases in the workplace due to the MBA qualification.

Yehuda Baruch and Maury Peiperl (2000): MBA studies help graduates gain an advantage over their counterparts, at least in their own self-reports. These advantages are concerned mainly with their competencies. If the aim of MBA programmes is to produce better managers by providing graduates with stronger managerial competencies, these results indicate that MBA programmes are achieving that aim. Other studies on the impact of an MBA have reached similar conclusions, but have typically been restricted to MBA populations only, for instance Baruch and Leeming.

Richard E. Boyatzis, Anne Renio Case, (1989): Despite the growing concerns about the impact of graduate management education, few studies have documented their effect on student's managerial abilities. An outcome assessment study was conducted on entering and graduating students in an MBA programme. A value-added, crosssectional design was used with proper random sampling. Graduates of the MBA programme were found to have significantly greater levels of six skills, as compared to entering students. The results indicate that attending an MBA adds value on a number of abilities related to effective managerial performance. The lack of impact on interpersonal and leadership abilities was consistent with frequently cited criticisms of MBA programmes.

Mark A. Kretovics, (1999): This article summarizes the results of an outcome assessment pilot study which measured the learning outcomes of an MBA program utilizing the learning skills profile (LSP). The LSP measures 12 learning skills important in business and management education. The results indicate that the MBA program studied does increase the learning skills of its participants compared to entering student scores and a control group. Seven of the 12 skills showed statistically significant increases. The implication being that an MBA program does add value to students that is not necessarily obtained through work experience alone.

RESEARCH METHODOLOGY:

For this study researchers have used both primary as well as secondary data. A group of 114 respondents (who all are MBA graduates working in various organizations in Rwanda) were identified who were willing to participate in the study. These respondents were selected from Kigali city. A questionnaire was designed to gather the primary data from the respondents. Various area of working place were selected with considering various previous literature published and after doing a pilot survey, data was collected and tabulated. The weighted average method and correlation of coefficient was used.

To understand the relationship between the skills learned during MBA course and usefulness of the same in at work place, following two hypotheses were framed

H1: There is significant relationship between the skills acquired during MBA course and improvement in performance at work place

H2: There is significant relationship between the ‘team work’ learned during MBA course and improvement in collaborative team work at work place.

DATA ANALYSIS:

Higher learning institution was helped employee to improve the role performance at work place.

Table No: 1

Variables	1	2	3	4	5	Total Weight	weighted average	Ranking
Supporting other people’s learning	3	4	24	164	300	495	0.868	1
Keeping up-to-date	4	2	42	144	295	487	0.854	2
Prioritization	0	12	24	208	240	484	0.849	3
Handling ethical issues	3	10	27	196	240	476	0.835	4
Coping with unexpected problems	1	14	15	240	205	475	0.833	5
Accountability	5	6	54	136	270	471	0.826	6
Range of responsibility	3	2	57	216	185	463	0.812	7
Leadership	3	20	39	172	225	459	0.805	8
Supervisory role	5	4	78	192	165	444	0.779	9
Delegation	5	20	81	156	165	427	0.749	10

Source: Primary data

From the values of table no1 it found that the performance improves most in supporting other people learning, keeping up-to-date followed by Prioritization and handling ethical issues. However it's also observed that though few variables are ranked last like delegation the difference between the weights of 1st and last is not very big.

We can conclude saying that in most of the cases higher learning institutes help student to improve their role performance at their job place.

The quality of higher education acquired in higher learning institutions helped employees to perform at work place.

Table No: 2

Variables	1	2	3	4	5	Total weight	weighted average	ranking
Collaborative work	6	0	36	164	290	496	0.870	1
Communication with a wide range of people	6	12	42	112	315	487	0.854	2
make your mind up complexity of tasks and problems resolving	6	2	45	172	260	485	0.851	3
Range of skills required	6	4	48	148	270	476	0.835	4
Speed and fluency	6	6	42	160	255	469	0.823	5

Source: Primary data

From the values of table no 2 it seems that the skills and knowledge applied in higher learning institutions help in having collaborative work and communication with a wide range of people at the first ranking and followed by making employees' mind complexity of tasks and problems resolving

The development of skills and knowledge acquired from higher learning institutions is a key point to awareness and understanding.

Table no: 3

Variables	1	2	3	4	5	Total Weight	weighted average	Ranking
Other people: colleagues, customers, managers, etc.	3	8	24	200	245	480	0.842	1
Value issues	5	0	42	172	260	479	0.840	2
Priorities and strategic issues	3	2	39	208	225	477	0.837	3
Able to understand the perspectives of others	5	2	57	148	260	472	0.828	4
One's own organization	3	2	42	224	200	471	0.826	5
Problems and risks	0	18	45	168	240	471	0.826	6
Contexts and situations	5	4	30	220	210	469	0.823	7

Source: Primary data

As per the table no. 3 The skills and knowledge acquired from higher learning institutions is the key that can help employees to awareness and understanding other people, colleagues, customers, and managers at the first ranking and value issues, priorities and strategic issues at the mentioned ranking.

The quality of skills and knowledge acquired in MBA was a key factor of teamwork by helping employees.

Table no: 4

Variables	1	2	3	4	5	Total Weight	weighted average	Ranking
Collaborative work	3	6	12	160	320	501	0.879	1
Ability to support the learning of others	2	12	42	132	295	483	0.847	2
Ability to engage in and promote mutual learning	0	14	36	180	250	480	0.842	3
Joint planning and problem solving	4	0	57	152	265	478	0.839	4

Facilitating social relations							0.000	5
-------------------------------	--	--	--	--	--	--	-------	---

Source: Primary data

Table no 4 shows The quality of skills and knowledge acquired in MBA was a key factor of teamwork by helping employees in their Collaborative work first of all and Ability to support the learning of others, Ability to engage in and promote mutual learning, Joint planning and problem solving, and Facilitating social relations respectively.

Personal development made from higher learning institutions help to resolve.

Table No: 5

Variables	1	2	3	4	5	Total Weight	Weighted average	Ranking
Self evaluation	0	6	33	216	230	485	0.851	1
Accessing relevant knowledge and expertise	0	12	42	156	275	485	0.851	2
Ability to learn from experience	2	16	15	204	240	477	0.837	3
Disposition to learn and improve one's practice	3	8	33	216	210	470	0.825	4
Self management	5	0	63	156	245	469	0.823	5
Disposition to attend to other perspectives	3	2	45	228	190	468	0.821	6
Disposition to consult and work with others	5	16	30	172	240	463	0.812	7
Handling emotions	3	14	51	192	195	455	0.798	8
Building and sustaining relationships	5	16	48	204	170	443	0.777	9

Source: Primary data

As per table no 5, Personal development made from higher learning institutions facilitate to resolve self evaluation at the first ranking, Accessing relevant knowledge and expertise secondly, Ability to learn from experience, Disposition to learn and improve one's practice, Self management, Disposition to attend to other perspectives, Disposition to consult and work with others, Handling emotions, and Building and sustaining relationships in that order.

After developing skills and knowledge the decision was made by:

Table no: 6

Variables	1	2	3	4	5	Total Weight	weighted average	Ranking
Formulating and evaluating options	3	2	30	208	240	483	0.847	1
Managing the process within an appropriate timescale	3	8	60	148	250	469	0.823	2
Dealing with complexity	4	4	33	232	195	468	0.821	3
Problem analysis	1	18	48	160	240	467	0.819	4
Decision making under pressure	8	4	42	148	265	467	0.819	5
Group decision making	7	6	60	160	220	453	0.795	6
Seeking expert help	11	4	51	184	190	440	0.772	7

Source: Primary data

The table no 6 shows that Developing skills and knowledge was helped employees to take decision mostly by formulating and evaluating option, and Managing the process within an appropriate timescale at the second ranking, Dealing with complexity, Problem analysis, Decision making under pressure, Group decision making, and Seeking expert help in that arrange.

The quality of higher education in developing skills and knowledge was increasing level of judgment in enhancing:

Table no: 7

variables	1	2	3	4	5	Total Weight	weighted average	Ranking
Quality of performance,	3	2	15	160	325	505	0.886	1
output and outcomes	0	12	18	168	300	498	0.874	2
Levels of risk	3	12	24	164	280	483	0.847	3
Priorities	3	10	42	148	275	478	0.839	4
Value issues	4	0	45	192	235	476	0.835	5

Source: Primary data

As per table no 7 the quality of higher education in developing skills and knowledge was increasing level of judgment in enhancing the Quality of performance, output and outcomes, Levels of risk, Priorities, Value issues correspondingly, however it's also observed that the difference between the weights of 1st and last variable is not very big.

Higher learning institutions were helped to improve employees' soft skills.

Table No: 8

Variables	1	2	3	4	5	Total Weight	weighted average	Ranking
Practice active listening skills	0	6	39	148	305	498	0.874	1
Quality of Higher education	0	6	42	160	285	493	0.865	2
Practice leading	3	0	33	176	280	492	0.863	3
Teacher quality	0	12	24	180	275	491	0.861	4
Take initiative	3	4	21	200	260	488	0.856	5
Build relationship	3	4	30	212	230	479	0.840	6
Develop communication skills	3	10	51	144	265	473	0.830	7

Source: Primary data

Higher learning institutions were helped to improve employees' soft skills in their dairy Practice active listening skills firstly, the quality of higher education at second rank, Practice leading, Take initiative, Build relationship, and Develop communication skills respectively at the work place.

The benefits of quality of higher education in developing skills and knowledge are:

Table no: 9

Variables	1	2	3	4	5	Total Weight	weighted average	Ranking
Supporting others to be productive	3	2	18	192	280	495	0.868	1
Supporting the learning of others	3	4	12	200	275	494	0.867	2
self confidence	0	16	6	200	270	492	0.863	3
Increase of remuneration	5	10	45	180	220	460	0.807	4
Promotion	3	18	51	172	210	454	0.796	5

Source: Primary data

As per table no 9 The respondents showed that the benefits of quality of higher education in developing skills and knowledge at the first rank is Supporting others to be productive, secondly is, Supporting the learning of others, self confidence, an Increase of remuneration respectively and promotion is coming at the last ranking.

HYPOTHESIS TESTING:

Table No 10 (Hypothesis 1)

Correlations			
		Student learn management skills during MBA course	The Management skills leaned in MBA helps students to excel their performance at your workplace
Student learn management skills during MBA course	Pearson Correlation	1	.622**
	Sig. (2-tailed)		.000
	N	114	114
The Management skills leaned in MBA helps students to excel their performance at workplace	Pearson Correlation	.622**	1
	Sig. (2-tailed)	.000	
	N	114	114
**. Correlation is significant at the 0.01 level (2-tailed).			

From Table No 10 we can see that the correlation coefficient between the variables ‘Student learn management skills during MBA course’ and ‘The Management skills leaned in MBA helps students to excel their performance at workplace’ is 0.622 and the p value for two tailed test of significance is less than 0.0005(values less than 0.0005 are shown as 0.000 in SPSS output) from these figures this can be conclude that there is strong positive correlation between variables ‘Student learn management skills during MBA course’ and ‘The Management skills leaned in MBA helps students to excel their performance at workplace’ and that this correlation is significant at the significance level of 0.01. Thus the Null hypothesis is rejected and we can accept the hypothesis there is significant relationship between the skills acquired during MBA course and improvement in performance at work place

Table No 11 (hypothesis 2)

Correlations				
			Student learn many management skills of decision making	These skills are helping them in decision making in their organization
Spearman's rho	Student learn many management skills of decision making	Correlation Coefficient	1.000	.629**
		Sig. (2-tailed)	.	.000
		N	114	114
	These skills are helping them in decision making in their organization	Correlation Coefficient	.629**	1.000
		Sig. (2-tailed)	.000	.
		N	114	114
**. Correlation is significant at the 0.01 level (2-tailed).				

From Table No 11 we can see that the correlation coefficient between the variables ‘Student learn many management skills of decision making’ and ‘These skills are helping them in decision making in their organization’ is 0.629 and the p value for two tailed test of significance is less than 0.0005(values less than 0.0005 are shown as 0.000 in SPSS output) from these figures this can be conclude that there is strong positive correlation between variables ‘Student learn many management skills of decision making’ and ‘These skills are helping them in decision making in their organization’ and that this correlation is significant at the significance level of 0.01. Thus the Null hypothesis is rejected and we can accept the hypothesis there is significant relationship between the team work learned in MBA course and improvement in collaborative team work.



CONCLUSION:

The research of this study clearly states that knowledge gained at the MBA course is certainly helping them in excelling their performance in various areas. Specially this learning helps them in areas like- 'Supporting other people's learning', 'Collaborative work', awareness and understanding of Other people: colleagues, customers, managers, etc.,' Self evaluation', 'Formulating and evaluating options', 'Quality of performance', 'active listening skills', 'Promotions'.

The education imparted at MBA colleges are defiantly helping employee to perform better and excel in their career. This is very important for industry also as a performing employee is responsible for the growth of the organization. And for a developing nation like Rwanda it is very crucial that each employee should perform at their fullest, this will help to grow the industry. Defiantly a well developed industry is back bone of any nation's economy.

Higher learning institutions are called to offer the highest quality of skills and knowledge to MBA students for not only their development but also for the development of industries they work and country in general.

BIBLIOGRAPHY

- Ainswoth, M. & Morley, C. (1995) The value of management education: Views of graduates on the benefits of doing an MBA, higher Education, 30, 175-87
- Baruch, Y., & Peiperl, M. (2000). The impact of an MBA on graduate careers. *Human Resource Management Journal*, 10(2), 69-90.
- Devan Naidoo and Prof. Adolf Lowies(2013), "An investigation of career benefits from the mancosa mba qualification" Kuwait Chapter of Arabian Journal of Business and Management Review Vol. 3, No.1;
- Green, Paul, E. Tull, Donal S. Amdalbaim, Research for Marketing Decisions, 2nd ed. Prentice
- Kothari C.R. (2004), Research Methodology: Methods and Techniques,
- [Mark A. Kretovics](#), (1999) "Assessing the MBA: What do our students learn?", Journal of Management Development, Vol. 18 Iss: 2, pp.125 – 136
- Rajendra Nargundkar (2006) , "Marketing Research", 2nd edition, Tata McGraw-Hill Publishing Compnay Limited, pp 312 – 333.
- Richard E. Boyatzis, Anne Renio Case, (1989) "Research Article: The Impact of an MBA Programme on Managerial Abilities", Journal of Management Development, Vol. 8 Iss: 5, pp.66 – 77
- Singh,P. & Bhandarker, A (2002). Winning The Corporate Olympiad – The Renaissance. New Delhi: Wiley Eastern
- Thomas W. H. NG And Daniel C. Feldman (2009) How broadly does education contribute to job performance? Personnel Psychology, Wiley Periodicals, 62, pp 89–134
- <http://www.hec.gov.rw/>
- <http://www.mineduc.gov.rw>