



An Effective MBA: Perspectives of Students, Faculty, and Employers

1Ms. Anushree Dalwadi, 2Dr. Tapesh Duby

1Ph.D. Scholar, 2Professor

1Malwanchal University,

2Malwanchal University

Abstract

The demand for Master of Business Administration (MBA) education has grown substantially over the past several decades, with the degree widely perceived as a gateway to managerial and leadership roles. Despite its popularity, the prestige and perceived value of the MBA have fluctuated, prompting ongoing debate regarding its effectiveness in preparing graduates for contemporary organizational challenges. Critics frequently argue that MBA programs emphasize theoretical knowledge at the expense of practical application. This paper reviews the existing literature to examine the effectiveness of MBA programs from the perspectives of three key stakeholder groups: students, faculty, and employers. Specifically, it explores students' expectations and whether these expectations are fulfilled, faculty concerns regarding curriculum relevance and leadership preparation, and employer expectations of MBA graduates' workplace performance. Based on the reviewed literature, the paper also proposes recommendations to enhance the effectiveness of MBA programs and improve satisfaction among all stakeholders.

Keywords: MBA, MBA effectiveness, graduate business education

Introduction

The Master of Business Administration (MBA) is one of the most sought-after graduate degrees worldwide. It is often viewed as a professional credential that enhances managerial competence, leadership capacity, and career advancement prospects. However, while demand for MBA education has increased, the perceived value and prestige of the degree have fluctuated. In today's fast-paced and globalized business environment, MBA graduates are frequently criticized for their limited ability to translate theoretical knowledge into real-world managerial practice (Sulaiman & Mohezar, 2009).

An MBA is internationally recognized as an academically rigorous yet professionally oriented degree designed to prepare individuals for leadership roles in business and management. In addition to complementing professional experience, MBA graduates typically command higher salaries than peers without the degree (Blackburn, 2011). According to the National Center for Education Statistics, more than 190,000 students graduated with advanced business degrees in the United States in 2012, accounting for nearly one-quarter of all master's degrees awarded (Hann, 2014). Given this widespread popularity, critical questions arise: Are MBA programs meeting the expectations of students, faculty, and employers? How effective are these programs in delivering value commensurate with their cost?

This paper addresses these questions through a comprehensive review of literature examining stakeholder perspectives on MBA program effectiveness. By synthesizing student, faculty, and employer viewpoints, the study identifies gaps in current MBA education and proposes recommendations to enhance outcomes and stakeholder satisfaction.

Perspectives of Students, Faculty, and Employers

Providing a high-quality MBA program is an increasingly complex challenge, as expectations from various stakeholders often diverge. Educational institutions are increasingly evaluated based on the tangible benefits they provide to businesses, organizations, and society through their graduates (Sculley, 1988). Consequently, the concept of "quality" in MBA education has been widely debated, with scholars offering diverse interpretations and evaluation criteria (Rapert et al., 2004).

To gain a holistic understanding of MBA effectiveness, this review examines literature from three perspectives:

1. MBA students
2. MBA faculty
3. Employers

Each group brings distinct expectations, priorities, and evaluative standards to graduate business education.

Students' Expectations of MBA Programs

MBA students are often implicitly viewed as passive recipients of business knowledge, with curricula designed to imprint managerial philosophies and technical competencies. However, this assumption overlooks the fact that students bring prior experiences, expectations, and perceptual frameworks that shape their learning (Lundstrom, 2011). While much of the literature on MBA education focuses on enrollment trends, curriculum design, placement statistics, rankings, and starting salaries, relatively little research explores students' deeper expectations and perceived value of the MBA experience.

Commonly cited motivations for pursuing an MBA include career advancement, improved employability, higher remuneration, and professional credibility. A survey by the Aspen Institute (2008) found that MBA graduates value self-improvement, career development, enhanced business skills, and the ability to positively impact society. Additional motivations include networking opportunities, exposure to international cultures, and increased personal and professional effectiveness (Blackburn, 2011).

Vazquez and Ruas (2012) argue that a disconnect exists between the competencies advertised by MBA programs and those students actually value and apply in practice. Students often perceive a lack of integration between management education and corporate strategy, limiting their ability to translate knowledge into organizational action. Programs tailored to specific corporate needs, such as in-company or executive MBA formats, are perceived as more strategically relevant than generic MBA programs.

Beyond technical knowledge, students increasingly expect MBA programs to develop interpersonal and leadership competencies. The ability to work effectively with others has long been recognized as a critical determinant of success. Research indicates that interpersonal skills account for a significant proportion of variance in team performance (Neuman, 1999), and may be as important as cognitive ability or technical expertise (Goleman, 1998). Despite consensus on their importance, interpersonal skills are often inadequately addressed in MBA classrooms (Datar et al., 2010; Rubin & Dierdorff, 2011).

Faculty Perspectives of MBA Programs

A central critique of MBA education concerns the gap between academic instruction and managerial practice. As early as the late 1980s, management education reports suggested that MBA programs were not producing graduates capable of effective managerial performance (Constable & McCormick, 1987; Porter & McKibbin, 1988). Traditional MBA curricula have historically emphasized analytical frameworks rooted in agency theory and transaction-cost economics, fostering an organization-centered worldview (Giacalone & Thompson, 2006).

In response to criticism, MBA curricula have undergone continuous revision, with increased emphasis on leadership development, ethics, teamwork, and other soft skills. However, faculty continue to face significant challenges. An AACSB report (2013) highlighted concerns including intensified global competition, declining relevance of academic research, limited pedagogical innovation, and insufficient integration of critical management competencies.

Research further suggests that courses focusing on human capital development remain underrepresented in MBA curricula (Rubin & Dierdorff, 2011). Responsibility for this gap has been attributed to multiple stakeholders, including recruiters, accreditation bodies, institutional leadership, faculty, and students themselves. In response, AACSB revised its accreditation standards to emphasize innovation, societal impact, and engagement among faculty, students, and practitioners.

Employers' Expectations and Perspectives on MBA Effectiveness

Employers value MBA programs as mechanisms for enhancing managerial capability and preparing leaders to navigate uncertainty and rapid change (Vazquez & Ruas, 2012). Nevertheless, business schools have faced criticism for failing to adequately develop practical managerial skills among MBA graduates (Varela et al., 2013).

Employers consistently emphasize several core competencies:

- **Leadership Skills:** A balance of technical expertise and soft skills such as communication, ethics, and teamwork (Ingols & Shapiro, 2014).
- **Practical Experience:** Hands-on learning through internships, capstone projects, and extracurricular activities that facilitate transition to professional roles (Inamdar & Roldan, 2013).
- **International Exposure:** Study-abroad and global immersion programs that enhance cross-cultural competence (Hurst et al., 2013).
- **Global Mindset:** Awareness of global markets, cultures, and business practices (Randolph, 2011).
- **Adaptability and Entrepreneurial Thinking:** Flexibility, innovation, and ownership mentality in dynamic organizational contexts (Meglio, 2013).

Despite these concerns, employer demand for MBA graduates remains strong. A Graduate Management Admission Council survey reported that 86% of U.S. companies planned to hire MBA graduates in 2014, with median salaries significantly exceeding those of bachelor's degree holders (Hellmich, 2014).

Discussion, Recommendations, and Conclusion

Empirical evidence suggests that MBA degrees continue to provide tangible benefits, including enhanced employability, higher earnings, and improved job performance (Iacobucci, 2013). However, persistent critiques underscore the need for reform. MBA programs must move beyond traditional models to address evolving market demands, student expectations, and societal responsibilities.

Key recommendations include:

- Integrating leadership and interpersonal skill assessment into core curricula
- Expanding experiential and applied learning opportunities
- Enhancing global and ethical perspectives
- Adapting program delivery models to meet the needs of future learners

As Datar and Garvin (2013) argue, effective management education requires integration of *knowing, doing, and being*. Knowledge without application lacks value, while skills without reflection lack purpose. Through strong collaboration among students, faculty, and employers, MBA programs can remain relevant and impactful in an increasingly complex global business environment.

References

1. AACSB International. (2013). *The changing MBA marketplace and approaches to MBA curriculum redesign*. AACSB International.
2. Bedwell, W. L., Fiore, S. M., & Salas, E. (2014). Developing the future workforce: An approach for integrating interpersonal skills into the MBA classroom. *Academy of Management Learning & Education*, 13(2), 171–186. <https://doi.org/10.5465/amle.2011.0138>
3. Blackburn, G. (2011). Which Master of Business Administration (MBA)? Factors influencing prospective students' choice of MBA programme—An empirical study. *Journal of Higher Education Policy and Management*, 33(5), 473–483. <https://doi.org/10.1080/1360080X.2011.605222>
4. Constable, J., & McCormick, R. (1987). *The making of British managers*. Confederation of British Industry.
5. Datar, S. M., Garvin, D. A., & Cullen, P. G. (2010). *Rethinking the MBA: Business education at a crossroads*. Harvard Business Press.
6. Datar, S. M., & Garvin, D. A. (2013). *The changing MBA marketplace and approaches to MBA curriculum redesign*. Harvard Business School Publishing.
7. Giacalone, R. A., & Thompson, K. R. (2006). Business ethics and social responsibility education: Shifting the worldview. *Academy of Management Learning & Education*, 5(3), 266–277. <https://doi.org/10.5465/amle.2006.22697016>
8. Goleman, D. (1998). *Working with emotional intelligence*. Bantam Books.
9. Hann, C. (2014). To MBA or not to MBA. *Entrepreneur*, 42(10), 79–83.
10. Hellmich, N. (2014). More companies hiring new MBAs. *USA Today*.
11. Hurst, D., Lam, H., & Khare, A. (2013). Internationalizing MBA curriculum through overseas experiential learning courses: Insights on strategies, design, implementation, and outcomes. *Journal of International Business Education*, 8, 49–74.
12. Iacobucci, D. (2013). A psychometric assessment of the *Businessweek*, *U.S. News & World Report*, and *Financial Times* rankings of business schools' MBA programs. *Journal of Marketing Education*, 35(3), 204–219. <https://doi.org/10.1177/0273475313491576>

13. Inamdar, S. N., & Roldan, M. (2013). The MBA capstone course: Building theoretical, practical, applied, and reflective skills. *Journal of Management Education*, 37(6), 747–770. <https://doi.org/10.1177/1052562912474895>
14. Ingols, C., & Shapiro, M. (2014). Concrete steps for assessing the “soft skills” in an MBA program. *Journal of Management Education*, 38(3), 412–435. <https://doi.org/10.1177/1052562913489029>
15. Lundstrom, W. J. (2011). MBA attitudes toward business: What we do not know can hurt us or help us. *Journal of Education for Business*, 86(3), 178–185. <https://doi.org/10.1080/08832323.2010.496301>
16. Meglio, F. (2013, February). Some MBAs aren’t job-ready, employers say. *Bloomberg Businessweek*.
17. Mondalek, A., & Rogers, A. (2013, July). Here’s what recruiters and CEOs really think about the value of an MBA. *Business Insider*.
18. Neuman, G. A., & Wright, J. (1999). Team effectiveness: Beyond skills and cognitive ability. *Journal of Applied Psychology*, 84(3), 376–389. <https://doi.org/10.1037/0021-9010.84.3.376>

