

TEACHING MANAGEMENT IN UNDERGRADUATE PROGRAMMES: Challenges and Paradoxes

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ABSTRACT

How does one select and use effective teaching techniques in delivering the management and commerce undergraduate programmes of a university operating in a developing country environment? The traditional issues revolve around students' preparation, attitudes and learning habits, student numbers and facilities, employers' considerations, and teaching faculty capacities. The results of a survey of employment preferences among 1634 graduates seeking employment show high preference for job security, prestige, and financial rewards early in employment, and a desire to avoid challenging work situations even with greater benefits in the long run. These graduates seem to understand work situations in terms of 'soft activity' as opposed to 'production' or 'development' activities. Paradoxically, the same pattern of work perceptions are found among executives working in important sectors. However, employers expect from them a 'production' or 'development' emphasis in their orientation to work. Thus, the university teacher is faced with the question of selecting teaching techniques that would be effective in a larger, national environment which does not uphold modern industrial and professional work values.