THE KEY FACTORS AND BEHAVIORAL SCIENCE IN THE BUSINESS SCHOOL CURRICULUM: TEACHING IN A CHANGING INSTITUTIONAL ENVIRONMENT

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ABSTRACT

In the present case, business schools become the most favorite schools for studying to the graduated high school students. The students’ expectation towards these kinds of schools is big. They expect to get the business knowledge, skills and practices. However, the situation faced by the students is in learning to show up their talents in business and either to motivate others in institutional environment. It is needed for the business doers to develop an attractive business school curriculum to learn not only the behavioral factors but also the business strategies itself. Researchers figure out in changing the students’ mind and reactions to be more critical in learning and applying the business lessons. The curriculum keeps lightening the origins and the nature of organizational field by also developing general strategies and tactics to deal with. Using the concept of the organizational field to examine how recent development in the institutional environment of business schools may be affecting student attitudes toward the behavioral sciences in business schools. In accordance with this analysis, we propose a number ways in which recognition of changing logical in the organizational field, combined with a model of teaching as bricolage, might be used to enhance the effectiveness of behavioral sciences institution in business schools. Business schools environment indeed is needed to remain its changes by combining resource-based theory and the business strategies. The changes affect students’ attitudes and beliefs towards the success of behavioral sciences in business schools.

Keywords: organizational field, behavioral sciences, business school, institutional environment

INTRODUCTION

An agony is playing out in Indonesian higher education schools. The joy of learning has been changed by the monotony of control and standardization. The schools have become places where students are either trashed out if they do not fit the school’s mold or made to conform to arbitrary, oppressive standards and structures. However, there are also some students for whom school is not a testing ground. According to Burrell et. al. (1942, 1) that school is somewhere these kind of students go because they have to. School does not foster their learning, nor does it challenge them to become independent workers or active citizens. Having this kind of perception makes this paper is deserved to be shared to all readers concerned with the education going on in this country, especially for those who teach and/or taught business knowledge.

There are many options for the students today to learn not only from inside of the school but also they must learn how to respond to social, economic, and technological situations that are simultaneously new and rapidly changing. Schools, again stated by Burrell et. al. (1942, 2), are not providing students with what they need to know and do in ways that are motivating or inspiring to learners minds grappling with dynamic social conditions. Students’ personalities and society collectivities are being concerned to prepare students for life in the future.

Many business schools, nowadays, initiative trigger a number of activities at the business unit level as the implications of a strategic initiative are explored and developed across different functional units. These activities become a brief review of contemporary organization theory which suggests that the discipline is composed of multiple, largely incommensurable theoretical frameworks or schools of thought. Talking about initiatives, they are related to the quality of management and business process engineering. These are few examples in which business schools experience in increasing number of corporate change initiatives. Business schools should prepare the students to face the intended and unintended results of corporate change initiatives. In the present case, business schools become the most favorite schools for studying to the graduated high school students. The students’ expectation towards these kinds of schools is big. They expect to get the business knowledge, skills and practices.

By many accounts the business school curriculum experiences the behavioral sciences. To have strong competitive advantage in organizations, behavioral sciences should develop the factors of behavioral such as organizational culture, employee relations, and organizational learning. There is a linkage between human resource (HR) and behavioral sciences. Despite these thoughts, for credibility in many colleges of business, behavioral sciences appear to be struggling. The position of behavioral sciences has wrinkled to the point that this discipline, in terms of importance to the curriculum, is higher than HR. Management/organizational behavioral (M/OB) ranks highest in terms of perceptions in the curriculum. This situation affects a problem with student reactions. They generate little academic concern, given the huge emphasis on research output as the basic of academic legitimacy. To gain the negative student reactions to be much more consequential factor for M/OB and HR, the broader environment of universities and their institutional priorities should be combined in legitimacy. The environmental