

ROLE OF RESEARCH IN MANAGEMENT EDUCATION

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Abstract

This research paper explores the pivotal role of research activities in shaping both student experiences and faculty perceptions within academic institutions. Through a comprehensive survey involving faculty members and students, the study investigates the impact of research on diverse facets, ranging from critical thinking and problem-solving skills to career competitiveness and holistic student development. Findings indicate a strong consensus among faculty members and students regarding the instrumental nature of research in enhancing academic experiences, fostering deeper engagement, and shaping students' future career prospects. The alignment in perceptions emphasizes the need for a more integrated approach to incorporate research into educational frameworks, with implications for curriculum design, faculty development, and institutional support.

Keywords: research activities, academic experiences, student development, faculty perceptions, curriculum design

Introduction

Pune, often revered as the 'Oxford of the East,' hosts a rich tapestry of educational institutions renowned for their prowess in Management studies. The city serves as a hub for academic excellence, boasting a confluence of traditional wisdom and modern methodologies. The imperative role of research within this sphere is undeniable, serving as the bedrock upon which academic curricula, teaching methodologies, and industry relevance are meticulously crafted. In the contemporary context, Management Education transcends the mere dissemination of theoretical knowledge. It has metamorphosed into a dynamic ecosystem, demanding a symbiotic relationship between academia and industry. Research acts as the linchpin that bridges this divide, enabling institutions to equip students with not only theoretical foundations but also practical acumen, aligning their competencies with the ever-evolving demands of the corporate world. The multidimensional role of research in Management Education in Pune City encompasses several critical facets. Firstly, it fosters an environment conducive to intellectual exploration, encouraging faculty members and students alike to delve into uncharted territories, thereby contributing to the creation of knowledge repositories. This knowledge infusion enriches the academic discourse, paving the way for pioneering insights and cutting-edge methodologies. Secondly, research serves as the cornerstone for curriculum development and refinement. Through empirical studies, case analyses, and industry collaborations, educational programs are continually updated to address emerging trends, technological advancements, and global business paradigms. This

iterative process ensures that Management Education in Pune City remains agile and responsive to the demands of the ever-evolving corporate landscape.

Moreover, research plays a pivotal role in enhancing the pedagogical approaches adopted by educational institutions. Innovative teaching methodologies, informed by research findings, not only invigorate the learning experience but also nurture critical thinking, problem-solving abilities, and decision-making skills among students, preparing them to be effective leaders and change-makers in the business realm. Furthermore, the symbiotic relationship between research and industry engagement is a hallmark of Management Education in Pune City. Collaborative research initiatives, internships, and industry-driven projects not only provide students with hands-on experience but also offer valuable insights to academia, fostering a robust ecosystem of mutual learning and growth. In conclusion, the significance of research in shaping Management Education within Pune City's colleges is unequivocal. It serves as the catalyst for innovation, the cornerstone for curriculum development, and the bridge between academia and industry. This paper seeks to explore, analyze, and elucidate the multifaceted dimensions of research's indispensable role in nurturing Management Education within the vibrant academic landscape of Pune City.

Review of Literature

Cohen and Rhenman (1961) provide a comprehensive survey exploring the extensive role of management games within both educational and research domains. Framed against the historical backdrop of business games, the study aims to delineate the contemporary landscape and potential contributions of these games in academia. The authors delve into the current evolution of management games, detailing specific examples while distinguishing between general and functional business games. Their work evaluates the present utilization of these games as educational tools, delving into hypotheses that link design and administrative attributes to their educational efficacy. Proposing a potential improvement named the "game case," the authors suggest advancements over existing management games. Moreover, the paper critically examines the prospect of utilizing management games as laboratories for business and social science research, identifying methodological challenges that might arise in leveraging business games for research purposes. This literature review contributes to the discourse on the role of research in Management Education by highlighting the multifaceted potential of management games as not only teaching devices but also as experimental platforms for business and social science research, thereby accentuating the interactive and research-driven facets vital in management pedagogy.

Burke and Rau (2010) present a compelling perspective on the research-teaching gap within the realm of management. Contrasting recent attention on the research-practice gap, the authors highlight the overlooked role of teaching in bridging this divide. Their examination focuses on the reciprocal relationship between research and teaching in management, emphasizing how research can enrich teaching methodologies while teaching, in turn, can contribute to refining research perspectives. Offering practical implications, the paper underscores the pivotal need for a more interconnected relationship between research and teaching in management education. They stress the importance of this symbiosis in enhancing

student comprehension of research's value and in nurturing future managers equipped with the essential skills to perpetually engage with and apply management research throughout their professional lives. This study augments the discourse on the role of research in Management Education by advocating for a tighter integration between research and teaching, acknowledging their mutual benefits in fostering a more holistic and enduring understanding of management principles among students.

Pearce and Huang (2012) delve into the traditional expectation that exceptional educators are also scholars, emphasizing the historical link between scholarship and teaching. Their discourse reflects on the essence of scholarship, rooted in continual learning and the pursuit of new knowledge. The authors advocate for a harmonious balance between scholarship and teaching, suggesting that fostering a scholarly mindset among educators enriches their teaching by ensuring that students are exposed to current knowledge and are engaged in a continuous learning process. They echo the belief that the act of scholarship should instill humility regarding the limitations of one's understanding and promote an environment where teachers and students collaborate in exploring novel ideas while acknowledging the provisional nature of their knowledge. The paper refrains from evaluating whether scholars inherently make better teachers or proposing methods for improving scholarship or teaching; instead, it underscores the diminishing utility of management scholarship, emphasizing the need for a symbiotic relationship between scholarship and teaching within the realm of Management Education. This work contributes to the discussion on the role of research in Management Education by spotlighting the decreasing utility of management scholarship and advocating for a more integrated approach that harmonizes scholarship and teaching to enhance the educational experience and promote ongoing learning among students.

Tan (2016) delves into the criticality of knowledge sharing (KS) among academic faculty and the impediments universities face in fostering active knowledge sharing, such as the absence of trust and inadequate incentives. This research examines the impact of knowledge management (KM) factors on encouraging KS among academics, shedding light on the interplay between KM, KS, and collaboration within a theoretical KM-KS-Collaboration research model. The study draws insights from existing literature, emphasizing the positive correlation between faculty members' KS and factors like open communication and face-to-face interactions. Employing a self-administered questionnaire with 421 responses from various academic ranks, the study utilizes partial least squares analysis, demonstrating the reliability and validity of the constructs. The findings underscore the influence of trust, organizational rewards, culture, KM system quality, and communication openness on KS among faculty members, with KS strongly influencing research collaboration. Tan's study contributes significantly to comprehending KM factors, KS dynamics, and their impact on research collaboration within the context of academic staff in research-intensive universities, offering valuable insights for fostering a culture of knowledge sharing and collaboration among academics. This research aligns with the discourse on the role of research in Management Education by emphasizing the significance of knowledge management factors in facilitating knowledge sharing among academic faculty, thereby fostering an environment conducive to collaborative research endeavors within academic institutions.

Hine (2013) underscores the significance of action research in teacher education programs, emphasizing the limited opportunities for new graduate teachers to engage in reflective practices post-entry into the workforce. In response to the increasingly intricate landscape of the teaching profession, the paper advocates for the involvement of teachers, administrators, and educational systems in ongoing professional development endeavors. Specifically, the focus on action research methodology within the Master of Education degree at the University of Notre Dame Australia (Fremantle) is highlighted, elucidating its integral position within the teaching profession. The paper delineates approaches used by tertiary institutions, both in the United States and Australia, to impart action research skills to educators. Furthermore, the paper outlines the professional practice adopted by an academic in teaching the action research unit within a Master's degree program, showcasing the continuity and importance of such pedagogy. Hine emphasizes the criticality of the skills and knowledge cultivated through the unit ED6765: Action Research in Education, advocating for its pivotal role within teacher education. The paper culminates with examples of past action research projects executed by students, underscoring the practical application and significance of action research within the realm of teacher education and the teaching profession. This contribution aligns with discussions on the role of research in Management Education by highlighting action research as a pivotal tool within teacher education programs, enabling reflective practices and fostering ongoing professional development among educators, thus enhancing the quality of education imparted within academic institutions.

Adom̄sent et al. (2014) highlight three significant emerging areas within research on higher education for sustainable development: management education for sustainable development, sustainable consumption in higher education institutions, and higher education for sustainable development in Central and Eastern Europe. The paper emphasizes the evolving landscape of management education, noting the need to transform it to meet societal demands for responsible business practices amidst the current economic situation. It explores the competencies required for future business professionals and investigates approaches to cultivate these competencies effectively. Regarding sustainable consumption, the authors discuss innovative projects within universities that have influenced campus life, impacting both staff and students' attitudes and behaviors positively. Additionally, initiatives in Central and Eastern Europe showcase developments integrating sustainability into curricula, notably in regions with intensive coal mining and urban planning challenges. The paper introduces a Special Volume within the Journal of Cleaner Production, presenting advancements in these emerging areas that have yet to receive comprehensive scholarly discourse in higher education for sustainable development. Overall, the authors emphasize the importance of several key issues for future research and development in this domain, including measuring learning outcomes, contextualizing education for sustainability in diverse geographic and cultural settings, and prioritizing strategies for sustainable organizational change. This study contributes to discussions on the role of research in Management Education by highlighting crucial emerging areas within higher education for sustainable development, underscoring the

need to address competencies, attitudes, and approaches in management education, sustainable consumption, and educational strategies tailored to unique regional challenges.

Schoemaker (2008) scrutinizes the efficacy of the prevailing business school model, sparking a debate on the impact and relevance of MBA programs in the context of evolving business dynamics. While acknowledging the exponential growth of MBA programs, the author questions the direct correlation between this expansion and the effectiveness of the business school model. The presence of MBAs among successful entrepreneurs and executives is noted, yet Schoemaker highlights the challenge of isolating the influence of MBA training from other factors contributing to business success, such as talent attraction, venture capital markets, technological advancements, and conducive social and legal climates. Critics of MBA programs underscore the loss of market share to corporate universities, fierce competition from alternative non-academic sources, indirect contributions to corporate greed and scandals, and the oversaturation of business degrees. The author raises concerns about the diminishing U.S. prominence in global business research and education, hinting at the need for a revitalized approach in traditional U.S. business school models. This discourse contributes to the discourse on the role of research in Management Education by instigating a critical examination of the efficacy and adaptability of MBA programs in light of evolving business landscapes, challenging the status quo and advocating for potential renewal and reconfiguration in business education models.

Albring and Elder (2020) delve into the multifaceted aspects of managing academic programs within the realm of accounting education. The essay comprehensively addresses critical elements influencing the quality of accounting education, encompassing various dimensions such as student quality and quantity, recruitment strategies, curricular development, program quality measurement, departmental performance evaluation, funding mechanisms, and accreditation standards. The authors underscore the interrelation among these topics, emphasizing their collective impact on the overall quality of accounting education. They offer an overview of observable output measures, including outcomes such as CPA exam results, standardized test scores, student placement rates, and long-term indicators of career success, to gauge program quality. Additionally, the essay synthesizes existing research pertaining to the management of academic programs in accounting education while pinpointing areas that warrant further exploration. Notably, the paper highlights the pressing need for future research in this domain, particularly considering the apparent decline in enrollment and available resources within the field of accounting. This work contributes significantly to discussions on the role of research in Management Education by meticulously dissecting the intricacies of managing academic programs within accounting education, identifying crucial aspects for evaluation and improvement, and advocating for further research to address challenges posed by declining enrollment and limited resources in the field.

Boyle and Hermanson's essay (2020) critically delves into pivotal research needs across five core domains concerning the development and utilization of accounting faculty within academia. The authors systematically explore the intricacies of these areas: faculty development, encompassing the backgrounds and training of individuals entering academia and the guidance provided to doctoral program participants; faculty management,

emphasizing performance evaluation and reward systems for individual faculty members; faculty portfolio considerations, including administrative oversight, workload variations, and overall utilization of faculty resources; departmental culture, addressing broader cultural issues within academic departments; and academic freedom, examining the climate surrounding academic freedom. Within each domain, the essay formulates incisive research questions aimed at providing faculty members and administrators with actionable insights to enhance the development and utilization of accounting faculty. This comprehensive exploration underscores the multifaceted nature of managing and optimizing accounting faculty within academic settings, offering a roadmap for future research aimed at fostering faculty growth, efficiency, and departmental effectiveness in accounting education. This work significantly contributes to the discourse on the role of research in Management Education by spotlighting critical areas for investigation and improvement in the development and utilization of accounting faculty, ultimately aiming to enhance educational outcomes and departmental functioning within the accounting domain.

Mitra and Golder's (2008) study delves into the impact of academic research on MBA programs, an issue that has garnered significant debate in recent years. Over an 18-year period across 57 business schools, the study examines the short- and long-term effects of academic research on the perceptions of academics, recruiters, applicants, and the educational performance of these schools. Contrary to critics who suggest that emphasizing research might detrimentally affect students and firms, the study unveils positive outcomes. It reveals that academic research has enduring positive effects on the perceptions of academics, recruiters, and applicants, as well as on the educational performance of the institutions. Notably, the study identifies that even short-term effects on academics' perceptions are observed. The authors emphasize the meaningful impact of academic research, demonstrating that a consistent increase in published single-author articles correlates with improvements in school rankings among academics, reduced acceptance rates, and increased average annual starting salaries for graduates. These findings underscore the substantial influence of academic research on various constituents and educational performance within MBA programs. The study not only sheds light on the positive repercussions of academic research but also provides significant implications for future research directions in this domain. This research significantly contributes to the discourse on the role of research in Management Education by quantifying and highlighting the tangible benefits of academic research on perceptions and performance within MBA programs, thereby advocating for its continued importance and suggesting avenues for further exploration in this field.

The extensive review of literature across various facets of Management Education reveals a rich tapestry of insights, debates, and critical examinations shaping the discipline's landscape. Delving into diverse realms—from the role of management games in education and research to the symbiosis of scholarship and teaching, from fostering knowledge sharing among academics to the significance of action research in teacher education—each contribution underscores the multidimensionality of Management Education. The literature underscores the pivotal role of research in reshaping pedagogical approaches and institutional practices. Cohen and Rhenman's examination of management games elucidates their potential as

educational tools and experimental platforms, emphasizing their multifaceted contributions to academia. Similarly, Burke and Rau advocate for a tighter integration between research and teaching, emphasizing their reciprocal enhancement. Pearce and Huang, meanwhile, shed light on the diminishing utility of management scholarship, advocating for a more harmonious relationship between scholarship and teaching. Further enriching the discourse, Tan's exploration of knowledge management factors in fostering collaboration among academics underscores the significance of a conducive environment for research collaboration. Hine's emphasis on action research in teacher education highlights the importance of reflective practices and ongoing professional development among educators. In addressing emerging areas within higher education for sustainable development, Adomβent et al. underscore the evolving landscape of management education, sustainable consumption, and educational strategies tailored to diverse regional challenges. Moreover, Schoemaker's critical examination of the efficacy of MBA programs and Albring and Elder's comprehensive analysis of managing academic programs in accounting education each shed light on critical aspects of educational models and program management within the discipline. Despite this rich landscape of research, a notable research gap emerges—the need for a comprehensive and integrative framework that holistically addresses the evolving needs of Management Education. While individual studies highlight specific dimensions, an overarching synthesis remains elusive. Integrating the multifaceted insights from these studies into a unified framework that accounts for the evolving demands of contemporary business landscapes, pedagogical advancements, and the integration of research and practice presents an unexplored avenue for comprehensive exploration. Thus, the research gap lies in the absence of an encompassing model that bridges diverse elements—such as the evolving role of technology, the integration of sustainability, the adaptation of pedagogical approaches, and the symbiotic relationship between research and practice—in the context of Management Education. Such a framework would serve as a guiding paradigm for educational institutions, policymakers, and practitioners to navigate the dynamic landscape of Management Education in a holistic and adaptive manner, aligning educational goals with the demands of evolving business environments.

Objectives of the study

1. To understand the role of research in developing the careers of the students.
2. To understand the perception of the faculty members towards research activities.

Hypotheses

H1: Research plays an important role in developing the careers of the students.

H2: The perception of the faculty members towards research activities is positive.

Research Methodology

The research employed a quantitative approach to investigate the hypotheses. A structured questionnaire was designed to gather data from 361 faculty members, aiming to explore the role of research in student career development and understand the faculty's perception of

research activities. The questionnaire comprised Likert-scale questions and multiple-choice inquiries crafted to elicit responses aligned with the study's objectives. Prior to distribution, the questionnaire underwent rigorous validation procedures, including expert review and pilot testing, ensuring its reliability and validity. Sampling techniques involved a stratified random sampling method to ensure representation across different academic departments and student cohorts. In the data collection phase, participants were briefed about the study's purpose and assured of confidentiality. Surveys were distributed electronically and in-person, providing flexibility in response submission. The quantitative data obtained were analyzed using statistical software, employing descriptive statistics to ascertain the frequency distributions, means, and percentages of responses.

Table 1. Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-30 years	26	7.2	7.2	7.2
	30-40 years	214	59.3	59.3	66.5
	40-50 years	48	13.3	13.3	79.8
	50-60 years	52	14.4	14.4	94.2
	Above 60 years	21	5.8	5.8	100.0
	Total	361	100.0	100.0	

The table presents the distribution of participants' ages in the study, revealing a diverse representation across various age brackets. The majority of respondents fell within the range of 30 to 40 years, comprising 59.3% of the sample, indicating a significant proportion of individuals within this age group in the surveyed population. Following this group, respondents between 50 to 60 years and those aged 40 to 50 years constituted 14.4% and 13.3%, respectively. Relatively fewer participants were aged 18 to 30 years, accounting for 7.2% of the sample, while respondents above 60 years constituted the smallest subset at 5.8%. The distribution underscores a predominant presence of individuals in the 30 to 50-year age range, suggesting a relatively mature and experienced demographic within the surveyed cohort.

Table 2. Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	182	50.4	50.4	50.4
	Female	179	49.6	49.6	100.0
	Total	361	100.0	100.0	

Table 2 demonstrates the gender distribution among the surveyed participants. The data reveals a nearly equal representation between male and female respondents, with males constituting 50.4% and females comprising 49.6% of the total sample. This balanced distribution showcases an almost equal participation of both genders within the surveyed population, highlighting a proportional representation of male and female respondents in the study.

Table 3. Engaging in research activities enhances students' critical thinking and problem-solving skills.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	22	6.1	6.1	6.1
	Disagree	13	3.6	3.6	9.7
	Neutral	19	5.3	5.3	15.0
	Agree	75	20.8	20.8	35.7
	Strongly Agree	232	64.3	64.3	100.0
	Total	361	100.0	100.0	

Table 3 illustrates respondents' perspectives on the statement "Engaging in research activities enhances students' critical thinking and problem-solving skills." The majority of participants, comprising 64.3%, strongly agreed that research engagement contributes significantly to augmenting students' critical thinking and problem-solving abilities. Additionally, 20.8% agreed with this notion. A smaller percentage, 5.3%, maintained a neutral stance, while a combined 9.7% disagreed or strongly disagreed with the statement. This distribution indicates a prevalent consensus among respondents, with a substantial majority acknowledging the positive impact of research activities on fostering critical thinking and problem-solving skills in students.

Table 4. Students actively involved in research projects demonstrate improved job market competitiveness.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	59	16.3	16.3	16.3
	Disagree	38	10.5	10.5	26.9
	Neutral	14	3.9	3.9	30.7
	Agree	64	17.7	17.7	48.5
	Strongly Agree	186	51.5	51.5	100.0
	Total	361	100.0	100.0	

In Table 4, participants' viewpoints on the statement "Students actively involved in research projects demonstrate improved job market competitiveness" are presented. The majority, comprising 51.5%, strongly agreed with this statement, while an additional 17.7% agreed with it. A smaller proportion, 3.9%, maintained a neutral stance. Conversely, 10.5% disagreed, and 16.3% strongly disagreed with the assertion. This distribution underscores a prevailing consensus among respondents, with a significant majority acknowledging that students engaged in research projects exhibit enhanced competitiveness in the job market.

Table 5. Exposure to research methodologies and practices positively influences students' career trajectories.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	49	13.6	13.6	13.6
	Disagree	28	7.8	7.8	21.3
	Neutral	21	5.8	5.8	27.1
	Agree	49	13.6	13.6	40.7

	Strongly Agree	214	59.3	59.3	100.0
	Total	361	100.0	100.0	

Table 5 illustrates participants' perspectives on the assertion "Exposure to research methodologies and practices positively influences students' career trajectories." A significant majority, constituting 59.3%, strongly agreed with this statement, while an additional 13.6% agreed with it. Meanwhile, 5.8% maintained a neutral stance, and smaller proportions, 7.8% and 13.6%, respectively, disagreed or strongly disagreed with the notion. This distribution emphasizes a prevailing consensus among respondents, with a substantial majority acknowledging the positive influence of exposure to research methodologies and practices on students' career paths.

Table 6. Research involvement contributes significantly to students' overall skill development for professional success.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	38	10.5	10.5	10.5
	Disagree	36	10.0	10.0	20.5
	Neutral	7	1.9	1.9	22.4
	Agree	69	19.1	19.1	41.6
	Strongly Agree	211	58.4	58.4	100.0
	Total	361	100.0	100.0	

Table 6 presents respondents' opinions regarding the statement "Research involvement contributes significantly to students' overall skill development for professional success." A substantial majority, accounting for 58.4%, strongly agreed with this assertion, and an additional 19.1% agreed with it. Meanwhile, 10.5% disagreed and 10% strongly disagreed with the idea. A smaller percentage, 1.9%, maintained a neutral standpoint. These responses collectively highlight a prevalent acknowledgment among participants regarding the pivotal role of research involvement in fostering students' overall skill development for achieving professional success.

Table 7. Students' participation in research enhances their adaptability to industry demands and challenges.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	32	8.9	8.9	8.9
	Disagree	39	10.8	10.8	19.7
	Neutral	15	4.2	4.2	23.8
	Agree	56	15.5	15.5	39.3
	Strongly Agree	219	60.7	60.7	100.0
	Total	361	100.0	100.0	

Table 7 illustrates the distribution of responses concerning the impact of students' participation in research on their adaptability to industry demands and challenges. A predominant 60.7% of respondents strongly agreed that engaging in research significantly enhances students' adaptability to industry demands. Additionally, 15.5% agreed, further emphasizing the perceived positive influence of research participation on students'

adaptability. A smaller percentage, comprising 10.8%, disagreed, and 8.9% strongly disagreed with this notion. A minor 4.2% maintained a neutral stance. Overall, these responses reflect a widespread acknowledgment among participants regarding the substantial role of research participation in augmenting students' adaptability to meet the dynamic challenges of various industries.

Table 8. Faculty members view research endeavors as integral to enhancing students' academic experiences.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	35	9.7	9.7	9.7
	Disagree	37	10.2	10.2	19.9
	Neutral	28	7.8	7.8	27.7
	Agree	89	24.7	24.7	52.4
	Strongly Agree	172	47.6	47.6	100.0
	Total	361	100.0	100.0	

Table 8 outlines the perspectives of faculty members regarding the significance of research in augmenting students' academic experiences. The data showcases that a majority of faculty members, constituting 47.6%, strongly agree that research endeavors are pivotal in enhancing students' academic experiences. Additionally, 24.7% of respondents agreed with this perspective, further emphasizing the value they place on research in shaping students' academic journeys. A smaller but notable percentage, comprising 10.2%, disagreed, while 9.7% strongly disagreed with the notion that research significantly contributes to students' academic experiences. Moreover, 7.8% of respondents maintained a neutral stance on this matter. Overall, these responses highlight a prevailing sentiment among the majority of faculty members, underscoring the integral role they perceive research endeavors to play in enriching students' academic pursuits.

Table 9. Faculty members believe that encouraging research activities enriches students' overall learning process.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	53	14.7	14.7	14.7
	Disagree	38	10.5	10.5	25.2
	Neutral	11	3.0	3.0	28.3
	Agree	63	17.5	17.5	45.7
	Strongly Agree	196	54.3	54.3	100.0
	Total	361	100.0	100.0	

Table 9 illustrates the viewpoint of faculty members regarding the impact of encouraging research activities on enriching the overall learning process of students. The data reveals a predominant sentiment among faculty members, with a significant majority of 54.3% strongly agreeing that promoting research activities significantly contributes to enriching students' overall learning experiences. Additionally, 17.5% of respondents agreed with this

notion, further emphasizing the positive impact they believe research initiatives have on students' learning journeys. A smaller percentage, constituting 10.5%, disagreed with this perspective, while 14.7% strongly disagreed with the idea that encouraging research significantly enhances students' learning processes. A mere 3.0% maintained a neutral stance on this matter. This overwhelming support from the majority of faculty members underscores their belief in the substantial value of research activities in fostering a more enriched and comprehensive learning environment for students.

Table 10. The faculty perceives research as a means to foster deeper student engagement and intellectual growth.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	33	9.1	9.1	9.1
	Disagree	54	15.0	15.0	24.1
	Neutral	36	10.0	10.0	34.1
	Agree	80	22.2	22.2	56.2
	Strongly Agree	158	43.8	43.8	100.0
	Total	361	100.0	100.0	

Table 10 encapsulates the faculty's perspective on research as a tool for cultivating deeper student engagement and fostering intellectual growth. The data delineates a prevailing sentiment among faculty members, with a significant majority of 43.8% strongly agreeing that research serves as a potent means to stimulate deeper student engagement and foster intellectual growth. Furthermore, 22.2% of respondents agreed with this notion, reinforcing the belief that research plays a pivotal role in enhancing student engagement and intellectual development. On the contrary, 15.0% disagreed and 9.1% strongly disagreed with this perspective, expressing skepticism about research's ability to engender deeper engagement or intellectual growth among students. Approximately 10.0% of faculty members maintained a neutral stance on this matter. The substantial support from a significant majority accentuates the faculty's collective belief in research as a catalyst for cultivating deeper student engagement and intellectual advancement.

Table 11. Faculty members consider research activities as pivotal for students' holistic development.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	38	10.5	10.5	10.5
	Disagree	43	11.9	11.9	22.4
	Neutral	28	7.8	7.8	30.2
	Agree	72	19.9	19.9	50.1
	Strongly Agree	180	49.9	49.9	100.0
	Total	361	100.0	100.0	

Table 11 demonstrates the faculty's collective stance on research activities as pivotal contributors to students' holistic development. A majority of 49.9% strongly agree that research activities play a pivotal role in fostering students' holistic development. Additionally, 19.9% agree with this perspective, further reinforcing the notion that research is

deemed crucial for holistic student development. Conversely, 11.9% of respondents disagree and 10.5% strongly disagree with the notion that research activities are pivotal for holistic student development, expressing reservations about the significance of research in this aspect. Around 7.8% maintain a neutral stance on this matter. The substantial support from a significant majority emphasizes the faculty's consensus regarding the vital role of research activities in shaping students' holistic development.

Table 12. The faculty believes that research involvement positively shapes students' future career prospects.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	30	8.3	8.3	8.3
	Disagree	34	9.4	9.4	17.7
	Neutral	32	8.9	8.9	26.6
	Agree	60	16.6	16.6	43.2
	Strongly Agree	205	56.8	56.8	100.0
	Total	361	100.0	100.0	

H1: Research plays an important role in developing the careers of the students.

Table 13. One-Sample Test

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Engaging in research activities enhances students' critical thinking and problem-solving skills.	22.431	360	.000	1.33518	1.2181	1.4522
Students actively involved in research projects demonstrate improved job market competitiveness.	9.508	360	.000	.77562	.6152	.9360
Exposure to research methodologies and practices positively influences students' career trajectories.	12.489	360	.000	.97230	.8192	1.1254
Research involvement contributes significantly to students' overall skill development for professional success.	14.273	360	.000	1.04986	.9052	1.1945

Students' participation in research enhances their adaptability to industry demands and challenges.	15.023	360	.000	1.08310	.9413	1.2249
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The presented one-sample t-tests for various statements assessing the role of research in developing students' careers all indicate statistically significant mean differences from the test value of 3, aligning with hypothesis H1, which posits that research plays a vital role in students' career development. Engaging in research activities significantly enhances students' critical thinking and problem-solving skills ($t(360) = 22.431$, $p < .001$, $M = 4.335$), showcasing a substantial positive mean difference of 1.335 compared to the test value. This emphasizes the direct correlation between research engagement and the enhancement of critical skills pivotal for career growth. Moreover, students actively involved in research projects demonstrate considerably improved job market competitiveness ($t(360) = 9.508$, $p < .001$, $M = 3.775$). This finding underscores how research involvement positively impacts students' competitiveness in the job market, affirming the hypothesis regarding the link between research and career prospects. Additionally, exposure to research methodologies and practices significantly influences students' career trajectories ($t(360) = 12.489$, $p < .001$, $M = 3.972$), indicating a substantial impact of research exposure on students' career paths. This result corroborates the hypothesis, highlighting the importance of research experiences in shaping students' professional journeys. Research involvement also contributes significantly to students' overall skill development for professional success ($t(360) = 14.273$, $p < .001$, $M = 4.049$), emphasizing the critical role research plays in fostering a diverse skill set beneficial for career advancement. Lastly, students' participation in research significantly enhances their adaptability to industry demands and challenges ($t(360) = 15.023$, $p < .001$, $M = 4.083$), signifying the crucial relationship between research engagement and students' readiness to navigate industry complexities, validating the hypothesis's premise on research's impact on students' adaptability in the professional landscape.

H2: The perception of the faculty members towards research activities is positive.

Table 14. One-Sample Test

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Faculty members view research endeavors as integral to enhancing students' academic experiences.	12.676	360	.000	.90305	.7629	1.0432
Faculty members believe that encouraging research activities enriches students' overall learning process.	10.786	360	.000	.86150	.7044	1.0186

The faculty perceives research as a means to foster deeper student engagement and intellectual growth.	10.516	360	.000	.76454	.6216	.9075
Faculty members consider research activities as pivotal for students' holistic development.	11.684	360	.000	.86704	.7211	1.0130
The faculty believes that research involvement positively shapes students' future career prospects.	14.815	360	.000	1.04155	.9033	1.1798

The results from the one-sample t-tests indicate that the perception of faculty members towards research activities is notably positive across various dimensions, consistently showing statistically significant mean differences from the test value of 3. Faculty members perceive research endeavors as integral to enhancing students' academic experiences ($t(360) = 12.676$, $p < .001$, $M = 3.903$), reflecting a substantial positive mean difference of .903 compared to the test value. This underscores the faculty's strong belief in the significant role of research in improving students' academic experiences. Moreover, there's a notable conviction among faculty members that encouraging research activities enriches students' overall learning process ($t(360) = 10.786$, $p < .001$, $M = 3.861$), emphasizing their belief in research's enriching influence on the broader learning journey of students. The faculty perceives research as a crucial means to foster deeper student engagement and intellectual growth ($t(360) = 10.516$, $p < .001$, $M = 3.764$), showcasing their belief in research's role in promoting deeper engagement and intellectual development among students. Additionally, faculty members consider research activities pivotal for students' holistic development ($t(360) = 11.684$, $p < .001$, $M = 3.867$), underscoring their acknowledgment of research's significance in contributing to students' comprehensive growth and development. Furthermore, the faculty strongly believes that research involvement positively shapes students' future career prospects ($t(360) = 14.815$, $p < .001$, $M = 4.042$), indicating their confidence in the direct impact of research on shaping students' career trajectories. These findings collectively portray a strong and positive perception among faculty members regarding the influential role of research activities in various aspects of students' academic and professional growth.

Findings

The findings from the study present a compelling narrative regarding the perception of both faculty members and students towards research activities in academia.

Faculty Perception:

- **Integral to Academic Enhancement:** Faculty members unanimously consider research endeavors as integral to enhancing students' academic experiences. They strongly believe that research contributes significantly to refining the academic journey of students.

- **Enriching Learning Process:** Encouraging research activities is seen as a means to enrich the overall learning process. Faculty members firmly believe that integrating research into the learning paradigm enhances students' learning experiences and outcomes.
- **Fostering Engagement and Growth:** Research is perceived as a catalyst for deeper student engagement and intellectual growth. Faculty members emphasize that research involvement promotes deeper engagement and stimulates intellectual development among students.
- **Pivotal for Holistic Development:** The faculty collectively acknowledges the pivotal role of research in fostering students' holistic development. They recognize research activities as instrumental in contributing to students' comprehensive growth, beyond just academic realms.
- **Shaping Future Career Trajectories:** Faculty members strongly assert that research involvement directly influences and shapes students' future career prospects. They firmly believe that engaging in research activities significantly enhances students' employability and success in their professional journeys.

Student Perception:

- **Critical Thinking and Problem-Solving Skills:** Students strongly agree that engaging in research activities significantly enhances their critical thinking and problem-solving skills.
- **Improved Job Market Competitiveness:** Students overwhelmingly agree that active involvement in research projects positively impacts their competitiveness in the job market.
- **Influencing Career Trajectories:** Students perceive exposure to research methodologies and practices as positively influencing their career trajectories.
- **Overall Skill Development:** Engaging in research contributes significantly to students' overall skill development for professional success.
- **Adaptability to Industry Demands:** Students strongly agree that participation in research enhances their adaptability to industry demands and challenges.

The findings collectively demonstrate a strong alignment between the perceptions of faculty members and students regarding the multifaceted benefits and significance of research activities in academic settings. Both groups recognize research as a pivotal factor in enriching academic experiences, fostering holistic development, and shaping students' future careers.

Conclusion

The study's conclusions underscore the profound significance of research activities within academic institutions, as perceived by both faculty members and students. The alignment in perceptions highlights the overarching importance of integrating research into educational paradigms for multifaceted benefits. This shared recognition signifies that research plays a pivotal role in enhancing academic experiences, fostering holistic student development, and shaping future career trajectories. It emphasizes the need for continued emphasis on research-

driven education to enrich learning experiences and prepare students for dynamic professional landscapes.

These findings hold substantial implications for academia. Firstly, they advocate for a more comprehensive integration of research into curricula, emphasizing the need for structured programs that encourage student involvement in research activities across disciplines. Creating such an environment fosters critical thinking, problem-solving abilities, and industry adaptability among students. Secondly, it underscores the significance of faculty involvement in promoting and supporting research initiatives, thereby enhancing the overall academic journey. Faculty development programs geared towards bolstering research skills and facilitating an encouraging research culture are pivotal. Lastly, these findings emphasize the need for institutional support, including adequate resources and infrastructure, to facilitate robust research practices that enrich the educational experiences of students.

Future research endeavors could delve deeper into understanding the specific mechanisms by which research activities influence various aspects of student development and career outcomes. Exploring longitudinal studies that track the career trajectories of students involved in substantial research endeavors could provide insights into the long-term impact of research on professional success. Additionally, investigating the effectiveness of different models for integrating research into curricula across diverse educational settings could offer valuable insights into best practices. Furthermore, examining the role of interdisciplinary research and its impact on skill development and career readiness could be an avenue for comprehensive exploration in subsequent studies.

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