

Study on the Significance of Research in Organisations as an Emerging Trend

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Abstract: *Is it truly accurate to assert that there has been minimal change in over two decades? In the present moment, it is noteworthy that management schools have recently obtained the findings of the 2014 Research Excellence Framework. Consequently, they have transitioned from a condition of anticipation, as described by Oliver, wherein management schools were awaiting the outcomes of the 1996 Research Assessment Exercise. There are still numerous exceptional management instructors who do not actively participate in research to a major degree. Additionally, new organisations generally engage in research activities that are more focused on practical application and teaching, and are still perceived as less valued. The debates around the workload pressures faced by management academics, the role of students as customers, and the vocational nature of management are so well-known to me that it is difficult to fathom that they were written almost two decades ago - a year before to the commencement of my management degree. The ongoing arguments have undergone a transformation, resulting in a more intricate and nuanced view of management education, research, and teaching. Furthermore, it may be argued that there have been significant transformations in both the Higher Education scene and the management services industry. The objective of this chapter is to question Oliver's assumptions regarding research and teaching. Unlike Oliver, I do not consider teaching and research to be entirely separate and conflicting activities. I do not perceive the same conflicts between them in terms of administration, and I see no justification for preventing even the most vocationally focused course (or student) from being guided or influenced by research.*

Keywords: Management education, research, Curiosity Technology, digital entrepreneurship, and entrepreneurship, emerging trend