A Study On Prior Industrial Experience And Teaching Effectiveness Of Management Teachers

MA Human Resource Management

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MA Human Resource Management

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Executive Summary

This study, titled "A Study on Prior Industrial Experience and Teaching Effectiveness of Management Teachers," examines whether prior industrial experience influences the teaching effectiveness of management faculty. As management education increasingly emphasizes practical learning, industry experience is often considered beneficial in connecting theoretical concepts with real-world business practices. However, limited empirical evidence exists regarding its actual impact on teaching effectiveness in the Indian context.

The study was conducted using a mixed-method research approach. Quantitative data were collected from 99 management students and 30 management teachers using structured questionnaires, while qualitative data were gathered through structured interviews with selected faculty members. Statistical techniques such as descriptive statistics, reliability analysis, Mann Whitney U Test, and Kruskal Wallis Test were used to analyse the quantitative data. The qualitative data were analysed using Braun and Clarke's (2006) Thematic Analysis.

The findings revealed that teachers with prior industrial experience were generally perceived to enrich classroom teaching by incorporating practical examples, case studies, and real-world insights. However, the statistical analysis indicated no significant difference in overall teaching effectiveness between teachers with and without prior industrial experience. Faculty without industry experience demonstrated comparable teaching effectiveness by relying on extensive teaching experience, technology-enabled instruction, continuous learning, and innovative pedagogical practices.

The study concludes that while prior industrial experience enhances the practical orientation of management education, it is not the sole determinant of teaching effectiveness. Teaching competence depends on a combination of subject expertise, pedagogical skills, continuous professional development, and commitment to student learning.

Based on the findings, the study recommends encouraging faculty industry collaboration through internships, industrial visits, guest lectures, and faculty development programmes while continuing to strengthen pedagogical training for all management teachers, regardless of their industrial background.

Chapter 1

Introduction

1.1 Introduction

In recent years, management education has increasingly emphasized the importance of faculty members who can effectively bridge the gap between theoretical knowledge and real-world business practice. Prior industrial experience is widely regarded as a valuable attribute for management teachers, as it enables them to integrate practical insights, current industry trends, and real-life business situations into classroom teaching. Such experience can enrich the learning process by making theoretical concepts more relevant and applicable to students (Dewantara, Nimri, & Yang, 2025).

Despite the growing recognition of industry exposure as a desirable qualification for management faculty, empirical evidence regarding its influence on teaching effectiveness remains limited, particularly within the Indian management education context. While some institutions give preference to candidates with industrial backgrounds during faculty recruitment, the extent to which prior industrial experience contributes to effective teaching, student engagement, classroom interaction, and learning outcomes has not been conclusively established.

Against this backdrop, the present study, **"A Study on Prior Industrial Experience and Teaching Effectiveness of Management Teachers,"** examines the relationship between faculty members' prior industrial experience and their teaching effectiveness. The study seeks to explore whether teachers with industry exposure are perceived as more effective in delivering course content, facilitating classroom discussions, integrating practical examples, and adopting learner-centred pedagogical practices that enhance students' conceptual and practical understanding (Zhao & Ko, 2024).

Furthermore, by analysing the perceptions of management students and faculty members, this study aims to provide valuable insights for educational institutions, academic administrators, and human resource professionals involved in faculty recruitment,

induction, training, and professional development. The findings are expected to contribute to strengthening industry–academia collaboration and support evidence-based decision-making in management education.

Management Education: Past, Present, and Future

"Good management is the art of making problems so interesting and their solutions so constructive that everyone wants to get to work and deal with them."

- Paul Hawken

Management education plays a pivotal role in developing future business leaders by equipping them with knowledge, analytical abilities, leadership qualities, ethical values, and decision-making skills required to navigate increasingly complex organizational environments. Although management emerged as a formal academic discipline only in the twentieth century, the principles of management have existed since ancient times.

Evidence of systematic planning, coordination, and administration can be observed in the ancient Indus Valley Civilization, particularly in the well-planned cities of Mohenjo-daro and Harappa. Similarly, classical Indian texts such as the Mahabharata, Ramayana, and the Bhagavad Gita contain valuable lessons on leadership, governance, strategic decision-making, conflict resolution, ethics, and organizational behaviour. These historical foundations demonstrate that management principles have long been embedded in Indian civilization.

Management education in India began to emerge as an academic discipline during the 1940s. However, it gained significant momentum after Independence with the establishment of premier management institutions. A landmark development was the establishment of the Indian Institute of Management Calcutta (IIM Calcutta) and the Indian Institute of Management Ahmedabad (IIM Ahmedabad) in 1961 through collaborations with leading international institutions. These institutes were established to develop

professional managers capable of supporting India's industrial and economic growth. During the subsequent decades, additional Indian Institutes of Management and university departments were established, transforming management education from informal commerce-based instruction into structured postgraduate programmes focused on professional management.

Today, management education has become one of the fastest-growing sectors of higher education in India. Thousands of universities, autonomous institutions, and business schools offer programmes such as the Master of Business Administration (MBA), Post Graduate Diploma in Management (PGDM), Bachelor of Business Administration (BBA), and various specialized management courses. Contemporary management education emphasizes experiential learning through case studies, internships, simulations, industry projects, digital technologies, entrepreneurship, sustainability, and global business perspectives to prepare graduates for dynamic organizational environments.

Management Education in Kerala

Management education in Kerala has experienced remarkable growth over the past two decades. The state is home to more than 300 institutions offering undergraduate and postgraduate programmes in management and business administration. These include nationally recognized institutions such as the Indian Institute of Management Kozhikode (IIM Kozhikode), the Institute of Management in Kerala (IMK) under the University of Kerala, along with several autonomous colleges, university departments, and private business schools.

Admission to management programmes is primarily based on national and state-level entrance examinations such as CAT, CMAT, MAT, and KMAT Kerala, followed by group discussions and personal interviews. The curriculum has evolved considerably to include specialized areas such as Finance, Marketing, Human Resource Management, Operations,

Business Analytics, International Business, and Entrepreneurship. Greater emphasis is now placed on internships, live industry projects, skill-based learning, and experiential pedagogy to improve students' employability and practical competence.

In recent years, management institutions in Kerala have increasingly focused on quality assurance, accreditation, and stronger industry–academia collaboration. Many colleges have obtained or are pursuing NAAC accreditation and collaborate with corporate organizations for internships, guest lectures, consultancy assignments, live projects, and campus recruitment. Autonomous institutions and university departments are also introducing innovative pedagogical practices, including case-based teaching, flipped classrooms, digital learning platforms, simulation exercises, and value-added courses in entrepreneurship, digital transformation, artificial intelligence, sustainability, and corporate social responsibility.

These developments reflect Kerala's commitment to producing management graduates who possess not only technical and managerial competence but also ethical values, critical thinking abilities, leadership skills, and adaptability to meet the evolving demands of organizations at the regional, national, and global levels. Consequently, the quality of management educators has become increasingly important, making it essential to examine how faculty members' prior industrial experience contributes to effective teaching and meaningful student learning.

1.2 Statement Of The Problem

Management education in India faces a critical employability crisis despite producing thousands of graduates annually. In recent years management education has increasingly emphasized the need for practical, industry relevant teaching to prepare students for dynamic work environments. all the institutions expects that management teachers go beyond the theoretical knowledge and accommodating effective teaching practices that increase student

engagement, critical thinking, problem solving and employability skills. These practices can be incorporated through the blend of technology enhanced tools, teamwork facilitation, active learning methods, learning management systems, and by promoting self directed learning among the students.

Prior industrial experience is often considered as a valuable asset for management teachers, because that may help the teachers to bring the real world examples, case studies, practical insights to the classroom. However, there is limited empirical clarity on whether and to what extent such prior industry experience actually translates into improved teaching effectiveness. Teaching effectiveness itself is a multidimensional concept, encompassing communication quality, use of innovative teaching practices, ability to foster critical thinking, and support for collaborative and independent learning among students.

Therefore, this study seeks to analyse the influence of prior industrial experience on the teaching practices and overall teaching effectiveness of management teachers, while accounting for relevant control variables.

1.3 Significance Of The Study

This study is important because it examines the role of prior industrial experience in the teaching effectiveness of management teachers. The findings will help improve the quality of management education by providing a better understanding of how industry experience influences teaching practices. The study will be useful for management institutions and Human Resource (HR) departments in developing better faculty recruitment, selection, and training policies. It can help institutions make informed decisions about the importance of prior industrial experience when appointing and developing management teachers. The study will also help management teachers understand how industrial experience can be effectively used in the classroom. Teachers with industry experience can include real-life

examples, case studies, and practical business situations in their teaching to make learning more meaningful. Teachers without industry experience can use technology, industry interactions, and other practical teaching methods to connect theory with practice.

Finally, this study adds to the existing knowledge on management education and provides a reference for future researchers who wish to study teaching effectiveness and the role of industrial experience in higher education.

1.4 Objectives Of The Study

General Objective:

To compare management faculty members with prior industrial experience and without industrial experience and their teaching effectiveness.

Specific Objectives:

- To assess the level of prior industry experience among management teachers.
- To examine the relationship between prior industry experience and technology-enhanced teaching practices among management teachers.
- To analyse the perceived influence of prior industry experience on teaching effectiveness dimensions. such as communication, active learning, teamwork facilitation, problem-solving, and self - learning.

1.5 Definition Of Concepts

1.5.1 Industrial experience

- **Theoretical definition**:

Theoretically industrial experience refers to the practical knowledge, skills, and exposure an individual gains by working in real business or industrial setting, outside the academic environment. It include activities such as handling live projects, managing people ,applying

management concepts in organisational contexts and experiencing organisational culture, decision making and operational procedures.

According to the RMIT vocational Education Workplace Agreement 2016 Industrial experience means experience that normally gained after the commencement of the relevant qualification and includes relevant paid employment; relevant performance or exhibition; relevant unpaid experiences; approved alternative employment where no employment of direct relevance to the teaching area and the qualification can reasonably be expected.

- **Operational definition**:

for the purpose of this study industrial experience is operationally defined as the number of years of full time paid work experience management teachers had in business organisations, industries, or corporate setting, prior to joining as a teacher, including roles in the functions like HR, Marketing, Operations or general management. It may be measured using self reported data on years of experience, types of organisations, and functional areas.

1.5.2 Teaching effectiveness

- **Theoretical definition**

In theory teaching effectiveness is the degree to which a teacher's instructed practices success fully facilitates student learning, understanding, and development.it is often viewed through dimensions, such as clarity of explanation, interaction with students, use of appropriate methods, feedback, and the ability to create a positive learning environment leading to desired learning outcomes.

- **Operational definition**

In this study teaching effectiveness is operationally defined as the extend to which student perceive management teachers as being clear, engaging, knowledgeable and able to apply concepts in the real world contexts. It is measured through structured questionnaire items rated by students on aspects such as clarity of explanation, Use of technology-enhanced teaching

practices (e.g., use of PPT, LMS, videos, simulations, AI tools), Quality of communication with students (clarity, feedback, responsiveness), Use of active learning methods (case studies, role plays, group discussions, projects), Teamwork facilitation (how the teacher organises and manages student teamwork), Problem-solving and critical thinking emphasis (how often they use real-life problems, analytical tasks), Support for self-directed learning (assignments encouraging independent reading, research, reflection).

1.5.3 Management teachers /lecturers

- **Theoretical definition**

A management teacher is an educator and researcher specializing in various aspects of business administration and management. They teach courses at undergraduate and graduate levels, covering topics such as organisation behaviour, strategic management, marketing, finance and human resources.

- **Operational definition**

In this study management faculty are operationally defined as regular staff working in selected management colleges under university of Kerala who offer undergraduate and post graduate courses in management subjects, such as HR, marketing, operation ,etc..

1.6 Chapterization

● Chapter 1 - Introduction, Statement of the Problem, Significance of the Study, Objectives of the Study, Definition of Concepts, Chapterization

● Chapter 2 - Introduction, Reviews, Research Gap, Conclusion

● Chapter 3 -Introduction, Title of the Study, Research Design, Universe and Unit, Sampling, Research Data, Pre-test, Tools for Data Collection, Sources of Data, Data Collection, Data Analysis, Limitations of the Study

● Chapter 4 -Data Analysis and Interpretation

- Chapter 5 -Findings, Suggestions and Conclusion

Chapter 2

Literature review

2.1 Introduction

The quality of management education largely depends on the effectiveness of teachers in delivering knowledge, developing practical skills, and preparing students for real-world business challenges. In recent years, there has been growing attention toward the role of prior industrial experience in enhancing the teaching effectiveness of management teachers. Industrial experience enables educators to integrate practical insights, real-life examples, and industry-oriented approaches into classroom teaching, thereby bridging the gap between theoretical concepts and practical application. Management teachers with industry exposure are often believed to possess better problem-solving abilities, communication skills, and an improved understanding of current business practices, which may positively influence students' learning experiences. At the same time, teaching effectiveness is influenced by various factors such as instructional methods, classroom interaction, use of technology, student engagement, and evaluation practices. Several researchers have examined the relationship between industry experience and teaching performance, highlighting both the advantages and challenges associated with integrating professional experience into academic teaching. Therefore, understanding how prior industrial experience contributes to the teaching effectiveness of management teachers is essential for improving the quality of management education. This review of literature examines existing studies related to prior industrial experience and its influence on the teaching effectiveness of management teachers.

2.2 Theoretical Reviews

2.2.1 Kolb's Experiential Learning Theory

David Kolb is best known for his work on the experiential learning theory or ELT. Kolb published this model in 1984, getting his influence from other great theorists including John Dewey, Kurt Lewin, and Jean Piaget. The experiential learning theory works in four stages concrete learning, reflective observation, abstract conceptualization, and active

experimentation. The first two stages of the cycle involve grasping an experience, the second two focus on transforming an experience. Kolb argues that effective learning is seen as the learner goes through the cycle, and that they can enter into the cycle at any time.

Concrete learning is when a learner gets a new experience, or interprets a past experience in a new way. Reflective observation comes next, where the learner reflects on their experience personally. They use the lens of their experience and understanding to reflect on what this experience means. Abstract conceptualization happens as the learner forms new ideas or adjusts their thinking based on the experience and their reflection about it.

Active experimentation is where the learner applies the new ideas to the world around them, to see if there are any modifications to be made. This process can happen over a short period of time, or over a long span of time. Kolb went on to explain that learners will have their own preferences for how they enter the cycle of experiential learning, and that these preferences boil down to a learning cycle.

Kolb's experiential learning cycle model.

The experiential learning cycle rests on the idea that each person has a specific type of learning tendencies, and they are thus dominant in certain stages of experiential learning. For example, some learners will be more dominant in concrete learning and reflective observation, while others will be dominant in abstract conceptualization and active experimentation.

The four learning styles are:

Diverging: The diverging learning style is full of learners who look at things with a unique perspective. They want to watch instead of do, and they also have a strong capacity to imagine. These learners usually prefer to work in groups, have broad interests in cultures and people, and more. They usually focus on concrete learning and reflective observation, wanting to observe and see the situation before diving in.

Assimilating: This learning style involves learners getting clear information. These learners prefer concepts and abstracts to people, and explore using analytic models. These learners focus on abstract conceptualization and reflective observation in the experiential learning style.

Converging: Converging learners solve problems. They apply what they've learned to practical issues, and prefer technical tasks. They are also known to experiment with new ideas, and their learning focuses on abstract conceptualization and active experimentation.

Accommodating: These learners prefer practicality. They enjoy new challenges and use intuition to help solve problems. These learners utilize concrete learning and active experimentation when they learn.

2.2.2social learning theory

social learning theory is the idea that children learn from observing others. This learning can be acted on, a child sees a sibling politely ask for a treat and get one, or not acted on, a teenager hears a friend talking picking a lock and they learn something new, but don't try it themselves. Especially when it comes to aggressive behavior, social learning theory plays a big role in how all people and especially children learn.

There are four elements to social learning theory including:

- Attention: Children can't learn if they aren't focused on the task. Students who see something unique or different are more likely to focus on it, helping them to learn.
- Retention: People learn by internalizing information. We can then recall that information later when we want to respond to a situation in the same way which we saw. In order to learn from what we see, we have to retain that information.

- Reproduction: We reproduce our previously learned behaviour or knowledge when it's required. Practicing our response in our head or in actions can improve the way we respond.
- Motivation: Motivation is required in order to do anything. Usually our motivation comes from seeing someone else be rewarded or punished for something they have done. This can motivate us to do or not do that same thing.

Teachers have found that social modeling and examples are a very powerful tool in education. If children see positive consequences from an action, they are likely to do that action themselves. And if they see negative consequences, they are likely to avoid that behaviour. Unique, novel, and different situations often catch a student's attention and can stand out to them.

If students see other students paying attention, they are more likely to pay attention. So teachers utilize reward systems and punishments to help students learn from the examples of others. Social learning theory also has a great root in encouraging self-efficacy by using constructive feedback. Students who get positive reinforcement have more confidence in themselves and their abilities—this stands out in their mind and they want to repeat this behaviour.

2.3 Relevance Of Industrial Experience On Teaching Effectiveness

- According to **Richter and Loendorf (2007)**, theory is undeniably important, but equally vital is the ability to connect it to the curriculum through real-life examples of its application in solving practical problems. Professors with industrial experience are uniquely positioned to achieve this by drawing on past case studies that demonstrate direct relevance to the theory being taught. Moreover, their approach to subject matter differs from that of pure researchers, offering students both practitioner and academic perspectives.

The value of such professors in forging relationships with industry partners cannot be overstated. These partners often connect more readily due to shared experiences "having walked the same roads," as it were treating the faculty member as one of their own. This fosters open conversations and smoother input from local industry, whether through formal advisory meetings, alumni networks, or informal discussions. Faculty with industrial backgrounds excel at facilitating curriculum changes driven by industry needs, bridging the gap between practitioner demands and academic adoption.

They also added that the value of industrial experience in the class room cannot be over emphasized. Professors who have industrial experience bring a different and innovative viewpoint and perspective into the classroom. Importance of industrial experience is inevitable and invaluable in the classroom.

Integrating this industrial knowledge into the classroom experience is really a multi-faceted task. Almost every aspect of the course can include some level of exposure. It is easy to see where laboratory experiments and projects could address industrial applications. However, everything from lectures to class discussions can be affected and enhanced as well. Perhaps it is during lectures that the biggest impact can be made. Rather than just doing example problems from the textbook on the whiteboard, utilize problems from industrial experience to solve. After all the students can read the textbook and follow the solution of those problems while they study. However, solving real problems actually encountered in industry adds a new dimension to the course. The student's interest level increases as they realize a practical use of the material being studied. Of course, this take extra preparation time on the professors behalf but the results are well worth it. Care must also be exercised by the professor in order to prevent any proprietary information from being disclosed from the industrial contact.

Theory is very important but just as important is the ability to bring relevance to the curriculum through real life examples of how that theory has been applied to solve real world

problems. Professors with industrial experience are in a unique position to accomplish this drawing from their past experience case studies that show direct relevance to the student on the theory being presented. There is also a difference in approach to the subject matter from a practicing professional's view point and that of the researcher. Students need both perspectives.

The ease with which the professor with past industrial experience can form relationships with industrial partners can not be over emphasized. The industrial partners seem to form relationships faster due to the common bond of both having "walked the same roads" so to speak. The local industry seems more willing to treat the faculty member as one of their own and often seems more at ease with the faculty member. This leads to a better free flow of the conversation and input from the local industry partner. The faculty with industrial experience is better at facilitating change in the curriculum initiated by the local industry requests. This input from industry could be from formal industrial advisory meetings, alumni, or from informal conversations with industrial partners. Often since the faculty member has a leg in both worlds so to speak he/she can relate to need being articulated by the industrial partner and then is able to help facilitate the acceptance of the idea to the rest of the faculty.

The trend for the future is to include real world industrial problems in additional courses offered by other professors and continue to build the industrial relationships. The example stated above for the robotics and automation course mirrors the experience in at least four other courses currently offered in the E&D Department with similar results. With this positive feedback in mind, the concepts of transferring real world industrial experience directly into the classroom have therefore proven advantageous and it is intended to expand this methodology into as many other courses in the Department as possible. Finally, it is suggested that this type of model could be of benefit to other engineering schools as well with the aim of demonstrating to the student real world relevance through the use of industrial experience from instructors.

- **Matthew T. Hora and Changhee Lee** states that industry experience is significantly associated with teaching oral communication, teamwork, and problem-solving skills. Other factors, including race and perceptions of departmental teaching norms, also influenced skills-focused instruction. Industry experience also informed problem-based learning activities, knowledge of desired workplace skills, and a focus on divergent thinking. Given that industry experience is an important, but not the only influence on skills-focused instruction, policies aimed solely at hiring faculty with industry experience will be of limited utility without a corresponding focus on training in teaching and instructional design.
- **Harmer (2009)** One idea growing in popularity to improve teaching in postsecondary institutions, especially with respect to students' skills and future employability, is that instructors with experience in industry or other non academic workplaces will be more effective teachers. While mechanisms governing the relationship between industry experience and classroom teaching are rarely explicated, some argue that the "real-life" experiences of non academics will result in more authentic anecdotes shared in the classroom.
- **Chi & Wylie (2014)** The claim that those with industry experience are more predisposed to teach using active learning strategies is especially relevant for skills such as communication and teamwork, which are often taught using non lecture modalities such as groupwork, peer instruction, or problem-based learning
- **Beck (2015)** This belief in the importance and value of industry experience has resulted in the not uncommon policy of workplace experience being required to teach in technical or community colleges, and even proposals to make industry or "real-life" experience sufficient to obtain a teaching license.
- **Pengfei Xue (2025)** explains that teachers with prior industry experience possess a substantial level of tacit knowledge, which refers to practical expertise that is often difficult to clearly articulate. Drawing on Michael Polanyi's concept of tacit knowledge, the study highlights that

expert teachers are able to communicate this hidden expertise by referring to unusual workplace situations, unexpected events, and extreme cases. Through such examples, students gain a clearer understanding of the distinction between routine work conditions and exceptional situations, while also recognizing the importance of developing experience through practical exposure. Teachers with production or industrial backgrounds contribute significantly by providing real-life case examples that help convert practical expertise into meaningful teaching content.

The study further indicates that teachers with prior production or industry experience are often more effective in motivating students. Their familiarity with workplace culture and workers' mindsets enables them to better understand the perspectives, expectations, and learning needs of vocational education and training (VET) students. This stronger connection with students helps create greater engagement, encouragement, and enthusiasm for learning.

Overall, the findings suggest that experienced teachers successfully integrate their industry expertise into teaching practices by using practical workplace situations to explain tacit knowledge and professional realities. Their industrial exposure not only enriches classroom learning with real-world insights but also enhances their ability to motivate students and support effective learning outcomes.

- **Fairweather, James, and Karen Paulson** states that faculty with industrial experience spend a greater percentage of their time on teaching above and beyond their work assignment, are more likely to teach undergraduates, are less likely to think about changing jobs to spend more time on research, and are less likely to believe that publishing should be the primary criterion in promotion and tenure decisions.
- **Bowen** states that North Dakota State University's "Educators in Industry" program places K–12 teachers in summer, industry-based work experiences that provide opportunities to learn authentic applications of knowledge not covered in traditional teacher-preparation programs or

typical professional development activities. Through these externships, teachers gain first-hand knowledge of how engineering-based companies use problem-solving processes to address technological challenges. They then bring this knowledge back to the classroom, making course content more relevant and engaging for their students by connecting instruction to the teacher's real-world industry experience. Bowen notes that, when properly designed, research shows externship programs change teachers' classroom practices to include more problem-solving processes and increase the use of STEM teaching techniques.

- **Maknun and Rahmawati** argue that for industry-based learning to succeed, teachers must have experience in the relevant industry, which can be achieved by providing opportunities for teachers to undertake internships that acquaint them with job-market needs. They **conclude** that implementing industrial internships for teachers is crucial, with benefits including (1) work experience in the industry, (2) ownership of a recognized certificate, (3) adequate industrial-standard vocational competence, (4) learning based on real work, and (5) cultivation of work culture through industrial learning.
- **Balaganapathy and Subasri** point out that management education, once regarded as one of the most prestigious professional pathways, is now undergoing significant upheaval due to a rapidly changing economic landscape that demands a rethinking of course design and delivery. They maintain that universities and institutions worldwide are increasingly expected to prioritize skill development over mere knowledge acquisition, so that management curricula focus on cultivating managerial skills as the primary outcome of what is taught and learned. They observe that both industry practitioners and students note a common problem: faculty members often emphasize theoretical concepts and prescribed readings rather than providing hands-on, applied learning experiences. This approach can leave students feeling unprepared for real-world scenarios, and industry practitioners may perceive graduates as lacking practical skills. Balaganapathy and Subasri highlight that their findings are especially relevant for

numerous tier-II management schools, which struggle with shortages of skilled faculty and find it difficult to meet industry expectations. They stress that there is a pressing need for faculty members to possess industry experience and exposure, enabling them to transmit not only essential conceptual knowledge but also on-the-job skills to their students.

- **Vaidya and Prasad (2022)** explain that business administration faculty teach management students theoretical business concepts while also providing insight into the practical aspects of real business situations. They describe how faculty simulate real-time challenges to prepare students to accept and resolve difficult situations in actual industrial settings. The authors note that the recent COVID-19 pandemic made the role of business management faculty even more critical, as virtual learning and online teaching of theory—along with the application of theory in practice—played a key role. Vaidya and Prasad present an analysis of faculty effectiveness by comparing those with and without industrial experience, using competency factors, personal factors, job factors, and pandemic-related factors to examine their impact on the performance of both types of faculty.

  The authors highlight that the role of faculty is critical in management education, especially given rapid and continuous changes in the business environment and industry demand for a pool of talented, productive management-educated manpower. They point out that the management education landscape is undergoing rapid transformation due to intense competition among management colleges and changing student preferences toward management education. With the increased number of management institutes, the field now presents a completely different picture, and as a result, management institutes are hiring faculty both with and without industry experience based on their potential, worthiness, and affordable salary levels.

- **Gasper and Lipinski** assert that vehicles such as experiential learning, service learning, and, to some extent, the flipped classroom exist to open the classroom to industry experience by allowing faculty to bring real-world projects into teaching. However, they stress that strong ties

to industry and relevant industry experience are essential to ensure these projects remain relevant and impart valuable, timely knowledge to students. The authors propose that strengthening university–industry ties by giving faculty industry experience and leveraging the knowledge of practicing adjuncts and executives in residence is a win-win strategy that will produce a multiplicative effect on learning outcomes.

- According to **James A. Potter** and colleagues, executives with strong industry connections can recruit high-quality guest speakers and effectively identify important strategic issues within organizations. This highlights how industry-linked professionals contribute practical insights and improve strategic diagnosis processes in management settings.
- **Job Momoh and co-authors** argue that education in the construction and built environment sector has long balanced academic learning with industry work experience. They emphasize that theoretical knowledge, continuous professional development, and practical work experience should support one another to improve apprenticeship students' learning experiences and professional preparation.
- **Md. Arfan Khan Sohan and Sanjida Alam Orpa** explain that technology is transforming higher education by improving student learning, accessibility, engagement, and personalized instruction. Tools such as artificial intelligence, mobile learning, virtual reality, and learning management systems enhance teaching effectiveness and student outcomes. However, they also note concerns regarding the long-term effects of technology integration and its impact on educational equity.
- **Lynne Parmenter and Nigel Robertson** identified four major themes that students associate with effective university teaching: communication, clarity, commitment, and care. Their study highlights that students value teachers who explain concepts clearly, communicate effectively, show dedication to teaching, and demonstrate genuine concern for student learning and well-being.

2.4 Teaching effectiveness and management education

- **Mehdi Farashahi and Mahdi Tajeddin** compared simulation, case study, and lecture methods in business education using responses from undergraduate and MBA students. Their study found that students perceived simulation as the most effective method for developing interpersonal skills and self-awareness, followed by case studies and lectures. For problem-solving skills, both simulation and case studies were viewed as more effective than lectures. The study also introduced a comparative approach by evaluating teaching methods through cognitive, skill-based, and affective learning outcomes.

- **Earl Simendinger, Abdul-Nasser El-Kassar, Maria Alejandra Gonzalez-Perez, John Crawford, Stephanie Thomason, Philippe Reynet, Björn Kjellander, and Judson Edwards** conducted a cross-country comparative study examining perceived teaching attributes in business education. The study ranked the importance of teaching attributes as perceived by both faculty members and students and analyzed them across different teaching taxonomies and countries.

  The findings provide practical insights for instructors seeking to improve teaching effectiveness and for universities aiming to redesign student evaluation systems. The study's originality lies in its inclusion of participants from culturally diverse countries, which enhances the international applicability of its findings and contributes to cross-cultural understanding of effective teaching practices.

- **Alison Reid, Jonathan Cook, Conrad Viedge, and Caren Brenda Scheepers** examined the complementary roles of teaching and coaching in executive education to create a more holistic and individualized learning experience. Their study explains that teaching generally

focuses on broad theoretical knowledge and directive instruction, whereas coaching emphasizes personalized, context-specific learning and supportive guidance.

The authors argue that each approach has limitations that can be addressed by the other. They conclude that the greatest benefits for adult learning and management performance arise when educators integrate both teaching and coaching methods, combining theoretical expertise with personalized developmental support.

2.5 Research Gap

Although several studies have examined teaching effectiveness, teaching methods, technology integration, coaching, and professional development in higher education, limited research has specifically focused on the influence of prior industrial experience on the teaching effectiveness of management teachers. Existing studies mainly discuss general teaching attributes such as communication, clarity, commitment, care, and the use of simulations, case studies, and technology-enhanced learning, but they provide insufficient attention to how industry exposure shapes these teaching practices. Research related to work experience is more concentrated in technical and construction education sectors, while management education remains comparatively underexplored, particularly in the Indian higher education context. Furthermore, previous studies often analyze theoretical knowledge and practical experience separately rather than examining how academic expertise and industrial exposure can be integrated to improve classroom effectiveness. There is also limited evidence regarding the impact of prior industrial experience on student engagement, employability-oriented learning, interpersonal skill development, problem-solving ability, and practical classroom interaction. In addition, few studies compare students' perceptions of teachers with and without industrial experience, creating a significant gap in understanding the practical contribution of industry exposure to management education.

2.6 conclusion

In conclusion, the reviewed literature highlights that teaching effectiveness in higher education is influenced by several factors such as communication skills, clarity in instruction, commitment, care, use of technology, innovative teaching methods, coaching approaches, and practical exposure. Studies emphasize that simulations, case studies, technology-enhanced learning, and industry-oriented practices improve students' problem-solving abilities, interpersonal skills, and overall learning experience. Research also suggests that work experience and professional exposure contribute to subject knowledge, practical understanding, and professional development among educators. However, despite the growing importance of industry-oriented management education, limited studies have specifically examined the influence of prior industrial experience on the teaching effectiveness of management teachers, particularly in the Indian context. Therefore, the present study attempts to bridge this gap by analyzing how prior industrial experience contributes to effective teaching practices and enhances student learning in management education.

Chapter 3

Methodology

3.1 Introduction

Research methodology is a systematic approach that outlines the procedures and techniques used to conduct a research study. It provides a clear framework for identifying the research problem, selecting an appropriate research design, collecting relevant data, analysing the findings, and drawing meaningful conclusions. A well-defined methodology ensures that the research process is organized, objective, and aligned with the objectives of the study.

The selection of an appropriate research methodology is crucial because it determines the quality and accuracy of the research outcomes. It helps the researcher choose suitable methods for data collection, such as surveys, interviews, observations, or secondary sources, and identifies the most appropriate techniques for analysing the collected information. By following a structured methodology, researchers can minimize errors, reduce bias, and improve the overall credibility of the study.

A sound research methodology also enhances the reliability and validity of the research. Reliability ensures that the research process produces consistent results when repeated under similar conditions, while validity confirms that the methods and instruments accurately measure what they are intended to measure. In addition, the methodology incorporates appropriate sampling procedures and ethical practices to ensure that the data collected is representative, accurate, and obtained responsibly.

Moreover, a clearly defined methodology increases the transparency and reproducibility of the research by documenting each step of the investigation. This enables readers and future researchers to understand, evaluate, and replicate the study if necessary. Overall, research methodology serves as the backbone of any research project, ensuring that the study is

conducted in a scientific, ethical, and systematic manner and that the findings contribute meaningfully to academic knowledge and practical decision-making.

3.2 Title of the Study

"A Study On Prior Industrial Experience And Teaching Effectiveness Of Management Teachers "

3.3 Research Design

This study adopts an convergent parallel method in mixed-method design, in which quantitative data are collected and analysed first, followed by qualitative data collection. The quantitative phase uses structured questionnaires to examine the relationship between prior industrial experience and teaching effectiveness. data collected from both teachers and students. Based on the findings, qualitative interviews are conducted with selected management teachers to gain deeper insights into the results and explain the observed patterns. The integration of both types of data provides a more comprehensive understanding of the research problem.

3.4 Universe and Unit

Universe of the study

The universe of the study comprise of all the management teachers employed in various management or business schools in Kerala. Teachers poses a target population which constitute higher level of experience and knowledge. This is very relevant to this research to study the relationship between prior industry experience and teaching effectiveness. depending on the objective of my study management students (those who are pursuing or just

completed the programmes like MBA/BBA/MA HRM) also added to this study as respondents to get a overall picture.

Unit

The unit of the study is individual management teachers working in selected management institution especially under university of Kerala. Each teacher serves as a primary unit of analysis as the research focus on the industry experience and teaching effectiveness and helped to analyse the relationship between the prior industrial experience and teaching effectiveness including various dimensions such as quality, classroom engagement, practical knowledge and overall knowledge of the teachers.

3.5 Sampling

Sampling is the process of selecting a representative subset of individuals from the target population to participate in a research study. It enables the researcher to collect relevant data efficiently while ensuring that the findings can be generalized to the population under study. An appropriate sampling technique enhances the accuracy, reliability, and validity of the research outcomes.

In this study, purposive sampling is used to select respondents. Management teachers with and without prior industrial experience are deliberately chosen because they possess the knowledge and experience necessary to provide meaningful information related to the research objectives. Where required, management students may also be selected to assess the teaching effectiveness of the participating teachers. The respondents are chosen based on predefined criteria relevant to the study, ensuring that the collected data adequately address the research problem.

Sample Size

The sample for the study comprises of 30 management faculty;15 with industrial experience and 15 without industrial experience,99 management students (MBA/BBA/MA HRM) for quantitative study and 4 management faculties (2 with industrial experience and 2 without industrial experience) for the qualitative study.

3.6 Sources of Data

For this study data collected from both primary and secondary data to get a comprehensive idea about the industrial experience and teaching effectiveness of teaching.

Primary Data

Primary data collected through two types of instruments such standardised questionnaire for quantitative study and structured interview schedule for the qualitative study. separate questionnaire used for collecting data from teachers and students including variables like Use of technology-enhanced teaching practices (e.g., use of PPT, LMS, videos, simulations, AI tools) Quality of communication with students (clarity, feedback, responsiveness),Use of active learning methods (case studies, role plays, group discussions, projects) Teamwork facilitation (how the teacher organises and manages student teamwork),Problem-solving and critical thinking emphasis (how often they use real-life problems, analytical tasks),Support for self-directed learning (assignments encouraging independent reading, research, reflection)as independent variable and Years of industry experience in relevant field (e.g., years worked in corporate / HR / management roles before joining teaching) and depended variables were Domain of working, Recency of work experience.

Secondary Data

Secondary data was collected through existing literature related with the study, articles and reports.

3.7 Tool for Data Collection

The term tool refers to the instrument used by the researcher to collect data from respondents. For the present study, a standardized questionnaire was used as the primary tool for data collection. A questionnaire is a structured research instrument consisting of a series of questions designed to gather relevant information from respondents in a systematic manner.

For this study, two separate standardized questionnaires were used one for management teachers and another for management students. The teacher questionnaire was designed to collect information regarding prior industrial experience and teaching practices, whereas the student questionnaire was intended to assess the teaching effectiveness of management teachers.

The questionnaires consisted of closed-ended questions using Likert scales and multiple-choice responses, along with a few demographic questions. In addition, an interview schedule containing open-ended questions was prepared to collect qualitative insights from selected faculty members.

The teacher questionnaire consisted of 28 items, organized into two major sections:

- Section I (7 items): Demographic Profile of Management Teachers -This section collects the personal and professional characteristics of the respondents, including academic qualification, years of teaching experience, average class size, type of institution, and other demographic details relevant to the study.

- Section II (12 items): Prior Industrial Experience of Management Teachers- This section gathers information on the respondents' industrial background, including the duration, domain, recency, relevance, and extent of prior industrial experience, as well as their exposure to real-world business practices and professional responsibilities.
- Section III (16 items): Teaching Practices in Management Education - This section assesses various dimensions of teaching practices, including technology-enhanced teaching, quality of communication, active learning methods, teamwork facilitation, problem-solving and critical thinking, and the promotion of self-directed learning among students.

The student questionnaire consisted of 34 items, organized into two sections:

- Section I (9 items): Demographic information of the students and their awareness of the teacher's industrial experience.
- Section II (25 items): Assessment of teaching effectiveness covering teacher knowledge, communication, presentation skills, use of technology, student engagement, learning support, critical thinking, and overall teaching impact.

Further, a semi-structured interview schedule containing 28 open-ended questions was administered to selected management teachers to obtain detailed qualitative information regarding the influence of prior industrial experience on teaching effectiveness, institutional practices, and suggestions for improving industry-academia integration.

3.8Variables Of The Research

1. Dependent Variable : Teaching Effectiveness

- Use of technology-enhanced teaching practices (e.g., use of PPT, LMS, videos, simulations, AI tools)
- Quality of communication with students (clarity, feedback, responsiveness.
- Use of active learning methods (case studies, role plays, group discussions, projects)
- Teamwork facilitation (how the teacher organises and manages student teamwork)
- Problem-solving and critical thinking emphasis (how often they use real-life problems, analytical tasks)
- Support for self-directed learning (assignments encouraging independent reading, research, reflection)

2.Independent Variable: **Prior Industrial Experience**

- Years of industry experience in relevant field (e.g., years worked in corporate / HR / management roles before joining teaching)
- Domain of working
- Recency of work experience.

3.9 Hypothesis

- **H_0**: There is no significant difference in teaching effectiveness among management teachers with different levels of prior industrial experience.
- **H_1**: There is a significant difference in teaching effectiveness among management teachers with different levels of prior industrial experience.

3.10 Data Collection

The data for the present study were collected from management teachers and management students affiliated with colleges under Kerala University. Primary data were collected using Google Forms, which enabled efficient distribution of questionnaires among respondents.

The teacher questionnaire was circulated to management faculty members, while the student questionnaire was distributed to students studying management programmes such as BBA, MBA, and related courses. A total of 30 teacher responses and 99 student responses were collected for the quantitative analysis.

To complement the questionnaire data, semi-structured interviews were conducted with selected management teachers. These interviews provided in-depth qualitative information regarding the role of prior industrial experience in teaching effectiveness, classroom practices, and institutional support.

Secondary data were collected from books, journals, research articles, dissertations, university publications, and other authentic online sources to support the theoretical framework of the study.

3.11 Data Analysis

The collected data were coded, classified, and analysed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics such as frequency, percentage, mean, and standard deviation were employed to summarize the demographic characteristics and responses of the participants.

Since the study adopted a Mixed Methods Research Design (Convergent Parallel Design), both quantitative and qualitative analyses were performed.

The quantitative data obtained from the questionnaires were analysed using appropriate statistical techniques to examine the relationship between teachers' prior industrial experience and teaching effectiveness.

The qualitative data obtained through interviews were analysed using thematic analysis, where the responses were carefully examined to identify recurring themes, patterns, and meaningful insights. The findings from both quantitative and qualitative analyses were then integrated to provide a comprehensive understanding of the research problem.

3.12 Limitations Of The Study

The study has the following limitations:

- The study was confined to management teachers and management students affiliated with University of Kerala; therefore, the findings cannot be generalized to all higher education institutions in India.
- The study included 30 teacher respondents and 99 student respondents, which may not fully represent the views of the entire population.
- Data were collected through self-administered questionnaires; therefore, the responses depended on the honesty and understanding of the respondents.
- Some respondents were reluctant to participate or complete the questionnaire because of their academic workload and time constraints.
- The findings were based on the perceptions of respondents at a particular point in time and may vary with changing institutional or professional circumstances.
- The qualitative interview findings were based on a limited number of participants and may not capture every possible perspective.

Chapter-4

Data Analysis And Interpretation

4.1 Overview

This chapter presents the systematic analysis and interpretation of the data collected for the study titled "A Study on Prior Industrial Experience and Teaching Effectiveness of Management Teachers." The primary objective of this chapter is to analyze the data collected from management teachers and students and interpret the findings in relation to the objectives of the study. The analysis provides insights into the demographic characteristics of the respondents, the extent of prior industrial experience among management teachers, and students' perceptions of teaching effectiveness.

The data used in this study were collected through structured questionnaires administered to 30 management teachers and 99 postgraduate management students affiliated with colleges under Kerala University. The collected data were coded and analyzed using the Statistical Package for the Social Sciences (SPSS). Appropriate statistical tools such as frequency distributions, percentages, descriptive statistics, cross-tabulation, contingency coefficient, Mann–Whitney U test, Kruskal–Wallis test, Spearman's Rank Correlation, and multiple regression analysis were employed to achieve the objectives of the study and test the formulated hypotheses.

The chapter begins with an analysis of the demographic profile of the management teachers, presenting information on variables such as qualification, gender, prior industrial experience, and years of industrial experience. This section provides a comprehensive understanding of the background characteristics of the teacher respondents.

Subsequently, the chapter presents descriptive statistics and inferential analyses related to the major variables of the study. The teachers' questionnaire examines prior industrial experience and teaching practices, while the students' questionnaire assesses teaching

effectiveness across various dimensions. These analyses help identify patterns, relationships, and significant differences among the variables under investigation.

The findings obtained from the statistical analyses provide empirical evidence regarding the influence of prior industrial experience on the teaching effectiveness of management teachers. The results are interpreted in line with the objectives of the study and serve as the basis for the discussion, conclusions, and recommendations presented in the subsequent chapters.

4.2 Analysis Of Teacher's Responses

Demographic Profile of Respondents

The demographic profile of the respondents provides an overview of the background characteristics of the management teachers who participated in the study. Understanding these characteristics is essential for interpreting the findings and evaluating the relationship between prior industrial experience and teaching effectiveness.

The demographic variables considered in this study include qualification, gender, prior industrial experience, and years of industrial experience. These variables provide valuable information regarding the academic and professional background of the respondents and help explain possible variations in teaching effectiveness.

The qualification of management teachers reflects their academic credentials and indicates the level of educational attainment among the respondents. It provides an understanding of the professional qualifications possessed by teachers engaged in management education.

The gender distribution illustrates the representation of male and female management teachers in the sample, enabling an understanding of the demographic composition of the respondents.

The variable prior industrial experience distinguishes teachers who have worked in industry before entering academia from those who have not. Since this study focuses on examining the influence of industrial experience on teaching effectiveness, this variable forms the central demographic characteristic of the research.

The years of industrial experience further classify teachers based on the duration of their work experience in industry. This variable helps assess whether the length of industrial exposure varies among respondents and provides additional context for understanding its potential contribution to teaching effectiveness.

Together, these demographic characteristics establish the profile of the teacher respondents and provide a foundation for interpreting the descriptive and inferential statistical analyses presented in the subsequent sections of this chapter.

This version is specifically aligned with your research title, objectives, variables, methodology, and SPSS analyses, making it suitable for inclusion in your dissertation. If you are also including the 99 student respondents under demographic analysis, I can prepare a separate Section 4.3: Demographic Profile of Student Respondents in the same thesis style.

Table 4.2.1 Descriptive Statistics of Demographic Profile

	N	Minimum	Maximum	Mean	Std. Deviation
Qualification	30	1	2	1.50	.509
Gender	30	1	2	1.10	.305
With or without industrial experience	30	1	2	1.50	.509
Valid N (listwise)	30				

Inference

The descriptive statistics indicate that the sample consists predominantly of female management teachers, while the respondents are equally distributed in terms of qualification and prior industrial experience. The low standard deviation values suggest that the demographic variables are fairly homogeneous across the sample.

Interpretation

Table 4.2.1 presents the descriptive statistics of the demographic profile of the 30 management teachers included in the study. The variables considered are qualification, gender, and prior industrial experience.

The variable qualification has a mean score of 1.50 with a standard deviation of 0.509, indicating that the respondents are almost equally distributed between the two qualification categories (e.g., PG and Ph.D., depending on the coding scheme).

The variable gender has a mean of 1.10 and a standard deviation of 0.305. This low mean value reflects that the majority of respondents belong to the category coded as 1 (female), indicating that female teachers constitute the dominant proportion of the sample.

The variable with or without industrial experience has a mean of 1.50 and a standard deviation of 0.509, showing an equal distribution between teachers with prior industrial experience and those without it.

The standard deviation values for all variables are relatively low, indicating limited variation among respondents with respect to these demographic characteristics.

Conclusion

The demographic profile of the respondents demonstrates a female-dominated sample, with equal representation across qualification categories and prior industrial experience status. These characteristics provide a balanced demographic foundation for further analyses examining the relationship between prior industrial experience and teaching effectiveness among management teachers.

Frequency Table

Table 4.2.2 Qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Postgratuate	15	50.0	50.0	50.0
	Phd	15	50.0	50.0	100.0
	Total	30	100.0	100.0	

Interpretation

The qualification-wise distribution of respondents indicates that out of the 30 management teachers surveyed, 15 respondents (50%) were Postgraduates and 15 respondents (50%) were PhD holders. The equal proportion of respondents in both categories demonstrates that the sample includes teachers with different levels of academic qualifications, thereby ensuring balanced representation within the study.

Inference

The equal representation of postgraduate and doctoral-qualified teachers suggests that academic qualification is evenly distributed among the respondents. This balanced composition minimizes the likelihood of overrepresentation of any one qualification group and provides a suitable basis for examining the influence of prior industry experience on teaching effectiveness.

Conclusion

The study sample comprises an equal number of Postgraduate and PhD-qualified management teachers. This balanced distribution strengthens the validity of the analysis by ensuring that the findings regarding prior industry experience and teaching effectiveness are not disproportionately influenced by a particular qualification group.

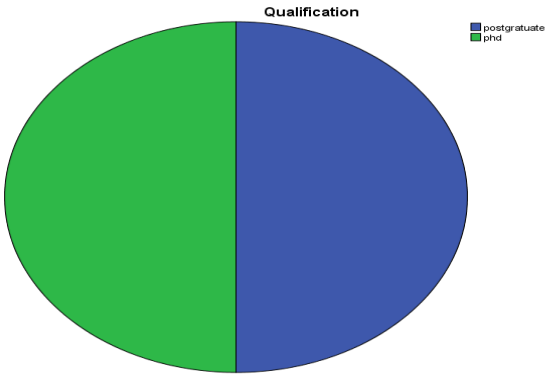

Figure 4.2.2

Table 4.2.3 Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	female	27	90.0	90.0	90.0
	male	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

Inference

The predominance of female respondents suggests that the management teaching workforce represented in the study is largely female. As a result, the perceptions and experiences captured in the study are more reflective of female management teachers. The unequal gender distribution may also indicate greater participation or representation of female faculty members in the institutions included in the study.

Interpretation

The gender-wise distribution of respondents indicates that out of the 30 management teachers surveyed, 27 respondents (90%) were female and 3 respondents (10%) were male. This shows that female teachers constituted the overwhelming majority of the study sample, whereas male teachers represented only a small proportion of the respondents.

Conclusion

The study sample was predominantly composed of female management teachers, who accounted for 90% of the respondents. Therefore, the findings regarding prior industry experience and teaching effectiveness are largely influenced by the perspectives of female teachers, while the views of male teachers are comparatively less represented in the study.

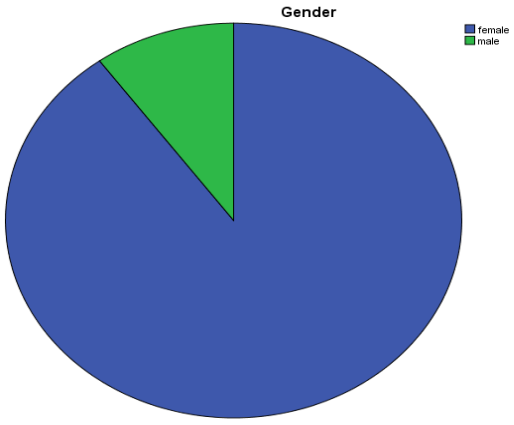

Figure 4.2.3

Table 4.2.4 With or without industrial experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	15	50.0	50.0	50.0
	no	15	50.0	50.0	100.0
	Total	30	100.0	100.0	

Inference

Since both groups have an equal number of respondents, it is easier to compare their teaching effectiveness. The equal distribution helps ensure a fair analysis of the influence of industrial experience.

Interpretation

The table shows that out of the 30 management teachers surveyed, 15 teachers (50%) had prior industrial experience and 15 teachers (50%) had no prior industrial experience. This indicates that both groups were equally represented in the study.

Conclusion

The study included an equal number of teachers with and without prior industrial experience. This balanced representation improves the reliability of the comparison and helps in accurately examining the relationship between prior industrial experience and teaching effectiveness.

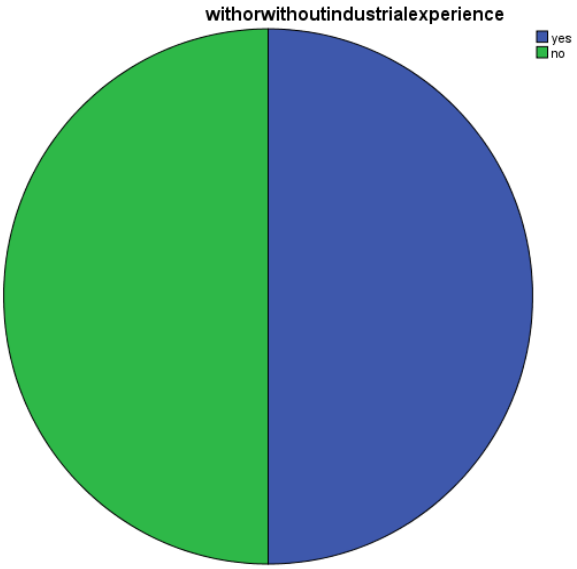

Figure 4.2.4

Objective1: To assess the level of prior industry experience among management teachers.

Table 4.2.5 years of industry experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	nil	15	50.0	50.0	50.0
	<2years	8	26.7	26.7	76.7
	3-5years	6	20.0	20.0	96.7
	6-10years	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Inference

The data suggest that prior industrial experience among management teachers is relatively limited. Half of the teachers have never worked in industry, and among those with industry

exposure, most have accumulated less than five years of experience. This indicates that extensive industrial experience is uncommon among the sampled management teachers**.**

Interpretation

The distribution of years of prior industrial experience among the 30 management teachers shows that 15 respondents (50.0%) had no prior industrial experience (Nil). Among those with industrial experience, 8 respondents (26.7%) had less than 2 years of experience, 6 respondents (20.0%) had 3–5 years of experience, and 1 respondent (3.3%) had 6–10 years of experience. No respondent reported having more than 10 years of industrial experience.

The findings indicate that while half of the respondents possess some level of prior industrial experience, the majority of those experienced teachers have less than five years of industry exposure.

Conclusion

The analysis concludes that 50% of the management teachers do not possess prior industrial experience, whereas the remaining 50% have varying levels of industry experience, predominantly below five years. The results imply that the teaching workforce is largely composed of teachers with either no industrial background or only limited industry exposure, which may have implications for the practical orientation of management education and forms a basis for examining its influence on teaching effectiveness in the subsequent analysis.

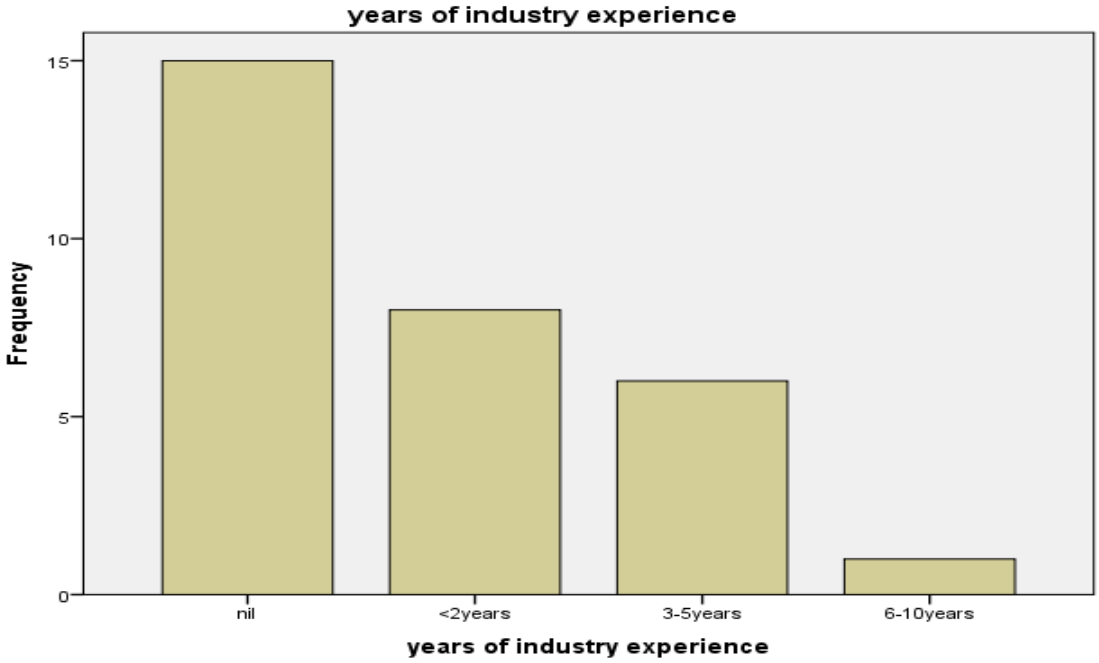

Figure 4.2.5

Table 4.2.6 Qualification * with or without industrial experience Crosstabulation

		With or without industrial experience		
		yes	no	Total
Gender	female	14	13	27
	male	1	2	3
Total		15	15	30

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	.110	.543
N of Valid Cases		30	

Inference

Since the p-value (0.543) > 0.05, the association between gender and prior industrial experience is not statistically significant. Therefore, there is insufficient evidence to conclude that gender is related to whether management teachers possess prior industrial experience.

Interpretation

The relationship between gender and prior industrial experience among management teachers was examined using the Contingency Coefficient. Out of the 30 respondents, 27 (90%) were female and 3 (10%) were male. Among female teachers, 14 had prior industrial experience while 13 did not. Among male teachers, 1 had prior industrial experience and 2 did not.

The Contingency Coefficient value was 0.110, indicating a very weak association between gender and prior industrial experience. The approximate significance (p-value) was 0.543, which is greater than the conventional significance level of 0.05.

Conclusion

The analysis concludes that gender does not have a significant association with prior industrial experience among the management teachers surveyed. The distribution of industrial experience is similar across male and female respondents, suggesting that prior industrial experience is independent of gender in this sample. Therefore, the null hypothesis stating that there is no

significant association between gender and prior industrial experience is accepted (or failed to be rejected).

Table 4.2.7 Gender * with or without industrial experience

		With or without industrial experience		
		yes	no	Total
Gender	Female	14	13	27
	Male	1	2	3
	Total	15	15	30

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	.110	.543
N of Valid Cases		30	

Inference

Since the p-value (0.543) is greater than 0.05, there is no statistically significant association between gender and prior industrial experience among the management teachers. Therefore, gender does not appear to influence whether a teacher has prior industrial experience.

Interpretation

The association between gender and prior industrial experience among the 30 management teachers was examined using a cross-tabulation and the Contingency Coefficient. Of the total respondents, 27 (90.0%) were female and 3 (10.0%) were male. Among the female teachers, 14 (51.9%) had prior industrial experience, while 13 (48.1%) did not. Among the male teachers, 1 (33.3%) had prior industrial experience, whereas 2 (66.7%) did not.

The Contingency Coefficient value was 0.110, indicating a very weak association between gender and prior industrial experience.

The Approximate Significance (p-value) was 0.543, which is greater than the 0.05 level of significance.

Conclusion

The study concludes that gender is not significantly associated with prior industrial experience among the sampled management teachers. The very weak contingency coefficient (0.110) and the non-significant p-value (0.543) indicate that the distribution of industrial experience is similar across male and female teachers. Hence, the null hypothesis (H_0), stating that there is no significant association between gender and prior industrial experience, is accepted (or, more precisely, failed to be rejected).

Objective 2: To examine the relationship between prior industry experience and technology-enhanced teaching practices among management teachers.

Table 4.2.8 years of industry experience * I integrate Learning Management Systems (LMS), videos, simulations, or AI tools for interactive learning. Crosstabulation

	I integrate Learning Management Systems (LMS), videos, simulations, or AI tools for interactive learning.				
	RARELY	OCCATIONALLY	VERY FREQUENTLY	ALWAYS	Total
years of industrynil experience	2	6	2	5	15
<2years	0	5	1	2	8
3-5years	0	4	1	1	6
6-10years	0	0	0	1	1
Total	2	15	4	9	30

Inference

The findings indicate that technology integration is a common teaching practice among management teachers regardless of their years of industrial experience. The majority of respondents across all experience categories reported occasionally or always using LMS, videos, simulations, or AI tools in their classrooms. Teachers with 6–10 years of industrial experience consistently reported always using these technologies; however, this observation is based on only one respondent and should be interpreted cautiously.

Interpretation

The cross-tabulation between years of prior industrial experience and the statement "I integrate Learning Management Systems (LMS), videos, simulations, or AI tools for interactive

learning" shows variations in the frequency of technology integration among management teachers.

Among the 15 teachers with no prior industrial experience, 6 (40.0%) reported occasionally integrating LMS, videos, simulations, or AI tools into their teaching, 5 (33.3%) reported always integrating these technologies, 2 (13.3%) reported very frequently, and 2 (13.3%) reported rarely using them.

Among the 8 teachers with less than 2 years of industrial experience, 5 (62.5%) indicated that they occasionally integrated these technologies, 2 (25.0%) reported always, and 1 (12.5%) reported very frequently. None of them selected the rarely category.

Of the 6 teachers with 3–5 years of industrial experience, 4 (66.7%) stated that they occasionally integrated technology, while 1 (16.7%) each reported very frequently and always.

The single respondent with 6–10 years of industrial experience reported always integrating LMS, videos, simulations, or AI tools into teaching.

Overall, 15 respondents (50.0%) reported occasionally integrating digital learning technologies, 9 (30.0%) reported always, 4 (13.3%) reported very frequently, and 2 (6.7%) reported rarely.

Conclusion

The cross-tabulation suggests that management teachers, irrespective of their industrial experience, generally incorporate digital learning technologies into their teaching practices. Most respondents reported integrating LMS, videos, simulations, or AI tools either occasionally or always, indicating a positive adoption of technology-enhanced teaching. However, based on the descriptive data alone, no conclusion can be drawn regarding whether years of industrial experience significantly influence the integration of these technologies.

Objective 3:To analyze the perceived influence of prior industry experience on teaching effectiveness dimensions.

Table 4.2.9 With or without industrial experience * I use real-life problems or analytical tasks to develop students' critical thinking. Crosstabulation

		I use real-life problems or analytical tasks to develop students' critical thinking.				
		RARELY	OCCATIONALLY	VERY FREQUENTLY	ALWAYS	Total
With or without industrial experience	yes	0	5	4	6	15
	no	2	6	2	5	15
	Total	2	11	6	11	30

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	.294	.416
N of Valid Cases		30	

Inference

Since the p-value (0.416) is greater than 0.05, there is no statistically significant association between prior industrial experience and the use of real-life problems or analytical tasks to

develop students' critical thinking. Although teachers with industrial experience appear to report higher frequencies of "Always" and "Very Frequently" and none reported "Rarely," these differences are not statistically significant.

Interpretation

The association between prior industrial experience and the teaching practice statement "I use real-life problems or analytical tasks to develop students' critical thinking" was examined using a cross-tabulation and the Contingency Coefficient.

Among the 15 management teachers with prior industrial experience, 6 (40.0%) reported always using real-life problems or analytical tasks, 4 (26.7%) reported very frequently, and 5 (33.3%) reported occasionally. None of the teachers with industrial experience reported rarely using this teaching practice.

Among the 15 teachers without prior industrial experience, 5 (33.3%) reported always, 2 (13.3%) reported very frequently, 6 (40.0%) reported occasionally, and 2 (13.3%) reported rarely using real-life problems or analytical tasks in their teaching. The Contingency Coefficient value is 0.294, indicating a weak association between prior industrial experience and the use of real-life problems or analytical tasks. The Approximate Significance (p-value) is 0.416, which is greater than the 0.05 level of significance.

Conclusion

The analysis concludes that prior industrial experience is not significantly associated with the use of real-life problems or analytical tasks in teaching among the management teachers surveyed. The weak contingency coefficient (0.294) and the non-significant p-value (0.416) indicate that the observed differences between teachers with and without industrial experience are likely due to chance. Therefore, the null hypothesis (H_0), stating that there is no significant

association between prior industrial experience and the use of real-life problems or analytical tasks to develop students' critical thinking, is accepted (or more precisely, failed to be rejected).

Table 4.2.10years of industry experience * I provide clear explanations and examples during lectures on complex HR/management topics. Crosstabulation

		I provide clear explanations and examples during lectures on complex HR/management topics.				
		RARELY	OCCATIONALLY	VERY FREQUENTLY	ALWAYS	Total
years of industry experience	Nil	2	6	2	5	15
	<2years	0	2	3	3	8
	3-5years	0	3	1	2	6
	6-10years	0	0	0	1	1
Total		2	11	6	11	30

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	.407	.745
N of Valid Cases		30	

Inference

Since the p-value (0.745) > 0.05, there is no statistically significant association between years of prior industrial experience and the practice of providing clear explanations and examples during lectures on complex HR/management topics. Although teachers with industrial experience appear to report higher frequencies of "Very Frequently" and "Always", these differences are not statistically significant.

Interpretation

The relationship between years of prior industrial experience and the teaching practice statement "I provide clear explanations and examples during lectures on complex HR/management topics" was examined using a cross-tabulation and the Contingency Coefficient.

Among the 15 teachers with no prior industrial experience, 6 (40.0%) reported occasionally providing clear explanations and examples, 5 (33.3%) reported always, 2 (13.3%) reported very frequently, and 2 (13.3%) reported rarely doing so.

Among the 8 teachers with less than 2 years of industrial experience, 3 (37.5%) reported very frequently, 3 (37.5%) reported always, and 2 (25.0%) reported occasionally providing clear explanations and examples. None of these respondents selected rarely.

Of the 6 teachers with 3–5 years of industrial experience, 3 (50.0%) reported occasionally, 2 (33.3%) reported always, and 1 (16.7%) reported very frequently providing clear explanations and examples.

The single teacher with 6–10 years of industrial experience reported always providing clear explanations and examples during lectures.

The Contingency Coefficient value is 0.407, indicating a moderate association between years of industrial experience and this teaching practice. However, the Approximate Significance (p-value) is 0.745, which is greater than the 0.05 level of significance.

Conclusion

The analysis concludes that years of prior industrial experience do not have a statistically significant association with the practice of providing clear explanations and examples during lectures. Although the contingency coefficient indicates a moderate level of association (0.407), the relationship is not statistically significant due to the high p-value (0.745). Therefore, the null hypothesis (H_0), stating that there is no significant association between years of industrial experience and the provision of clear explanations and examples during lectures, is accepted (or more precisely, failed to be rejected).

Table 4.2.11 My industry experience is relevant to the subjects I teach. * I provide clear explanations and examples during lectures on complex HR/management topics. Crosstabulation

		I provide clear explanations and examples during lectures on complex HR/management topics.				
		RARELY	OCCATIONALLY	VERY FREQUENTLY	ALWAYS	Total
My industry experience is relevant to the subjects I teach.	NIL	2	6	2	5	15
	STRONGLY DISAGREE	0	0	0	1	1
	DISAGREE	0	0	0	1	1
	AGREE	0	5	1	4	10
	STRONGLY AGREE	0	0	3	0	3
Total		2	11	6	11	30

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	.618	.100
N of Valid Cases		30	

Inference

Since the p-value (0.100) > 0.05, there is no statistically significant association between the perceived relevance of industrial experience to the subjects taught and the practice of providing clear explanations and examples during lectures. Although teachers who strongly agreed that their industry experience was relevant tended to report providing explanations very frequently, the observed relationship is not statistically significant, possibly due to the small number of respondents in some categories.

Interpretation

The relationship between teachers' agreement with the statement "My industry experience is relevant to the subjects I teach" and the teaching practice statement "I provide clear explanations and examples during lectures on complex HR/management topics" was examined using a cross-tabulation and the Contingency Coefficient.

Among the 15 teachers with no industrial experience (Nil), 6 (40.0%) reported occasionally providing clear explanations and examples, 5 (33.3%) reported always, 2 (13.3%) reported very frequently, and 2 (13.3%) reported rarely.

The one teacher who strongly disagreed that their industry experience was relevant reported always providing clear explanations and examples. Similarly, the one teacher who disagreed also reported always providing clear explanations.

Among the 10 teachers who agreed that their industry experience was relevant to the subjects they teach, 5 (50.0%) reported occasionally, 4 (40.0%) reported always, and 1 (10.0%) reported very frequently providing clear explanations and examples.

Among the 3 teachers who strongly agreed, all three (100%) reported very frequently providing clear explanations and examples during lectures.

The Contingency Coefficient was 0.618, indicating a relatively strong association between the perceived relevance of industrial experience and the practice of providing clear explanations and examples. However, the Approximate Significance (p-value) was 0.100, which is greater than the 0.05 level of significance.

Conclusion

The analysis concludes that the perceived relevance of industry experience to the subjects taught is not significantly associated with providing clear explanations and examples during class time.

Table 4.2.12with or without industrial experience * I use real-life problems or analytical tasks to develop students' critical thinking. Crosstabulation

		I Use Real-Life Problems Or Analytical Tasks To Develop Students' Critical Thinking.				
		RARELY	OCCATIONALLY	VERY FREQUENTLY	ALWAYS	Total
With Or Without Industrial Experience	Yes	0	5	4	6	15
	No	2	6	2	5	15
Total		2	11	6	11	30

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	.294	.416
N of Valid Cases		30	

Inference

Since the p-value (0.416) > 0.05, there is no statistically significant association between prior industrial experience and the use of real-life problems or analytical tasks to develop students' critical thinking. Although teachers with industrial experience show slightly higher proportions in the “always” and “very frequently” categories, the differences are not statistically meaningful.

Interpretation

The relationship between prior industrial experience (with or without) and the teaching practice "I use real-life problems or analytical tasks to develop students' critical thinking" was examined using a cross-tabulation and the Contingency Coefficient.

Among the 15 teachers with prior industrial experience (Yes), 6 (40.0%) reported always using real-life problems or analytical tasks, 4 (26.7%) reported very frequently, and 5 (33.3%) reported occasionally. None of the teachers with industrial experience reported rarely using this method.

Among the 15 teachers without prior industrial experience (No), 5 (33.3%) reported always, 2 (13.3%) reported very frequently, 6 (40.0%) reported occasionally, and 2 (13.3%) reported rarely using real-life problems or analytical tasks in their teaching.

The Contingency Coefficient value is 0.294, indicating a weak association between prior industrial experience and the use of real-life problems or analytical tasks. The Approximate Significance (p-value) is 0.416, which is greater than 0.05.

Conclusion

The study concludes that prior industrial experience does not have a significant influence on the use of real-life problems or analytical tasks in teaching. The weak contingency coefficient (0.294) and the non-significant p-value (0.416) indicate that the observed differences between teachers with and without industrial experience are likely due to chance. Therefore, the null hypothesis (H_0), stating that there is no significant association between prior industrial experience and the use of real-life problem-based teaching methods, is accepted (or more precisely, failed to be rejected).

General Objective: To compare management faculty members with prior industrial experience and without industrial experience and their teaching effectiveness.

Table 4.2.13 Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	With or without industrial experience	Statistic	df	Sig.	Statistic	df	Sig.
Teaching effectiveness	yes	.197	15	.121	.843	15	.014
	no	.254	15	.010	.844	15	.014

Inference

Since the Shapiro–Wilk test is more appropriate for small samples ($n < 50$), its results are given greater weight. The Shapiro–Wilk significance values for both groups ($0.014 < 0.05$) indicate

that the variable teaching effectiveness is not normally distributed for both teachers with and without industrial experience.

Interpretation

The normality of the variable teaching effectiveness was assessed separately for teachers with industrial experience (yes) and without industrial experience (no) using the Kolmogorov–Smirnov test and the Shapiro–Wilk test.

For teachers with industrial experience (n = 15), the Kolmogorov–Smirnov test shows a statistic of 0.197 with a significance value of 0.121, which is greater than 0.05, indicating approximate normality. However, the Shapiro–Wilk test shows a statistic of 0.843 with a significance value of 0.014, which is less than 0.05, indicating a departure from normality.

For teachers without industrial experience (n = 15), the Kolmogorov–Smirnov test shows a statistic of 0.254 with a significance value of 0.010, which is less than 0.05, indicating non-normal distribution. Similarly, the Shapiro–Wilk test shows a statistic of 0.844 with a significance value of 0.014, also indicating non-normality.

Conclusion

The analysis concludes that the data on teaching effectiveness does not follow a normal distribution in both groups. Therefore, the assumption of normality is violated. As a result, non-parametric tests such as the Mann–Whitney U test are appropriate for comparing teaching effectiveness between teachers with and without industrial experience.

Non parametric test

Table 4.2.14 Mann-Whitney Test

Ranks

	With or without industrial experience	N	Mean Rank	Sum of Ranks
Teaching effectiveness	yes	15	16.43	246.50
	no	15	14.57	218.50
	Total	30		

	Teaching effectiveness
Mann-Whitney U	98.500
Wilcoxon W	218.500
Z	-.592
Asymp. Sig. (2-tailed)	.554
Exact Sig. [2*(1-tailed Sig.)]	.567[b]

Inference

Since the p-value (0.554) is greater than 0.05, there is no statistically significant difference in teaching effectiveness between teachers with industrial experience and those without industrial

experience. Although teachers with industrial experience have a slightly higher mean rank, the difference is not strong enough to be considered statistically significant

Interpretation: Mann–Whitney U Test

The Mann–Whitney U test was conducted to examine whether there is a significant difference in teaching effectiveness between management teachers with industrial experience (yes) and without industrial experience (no).

The results show that teachers with industrial experience (N = 15) have a mean rank of 16.43 with a sum of ranks of 246.50, while teachers without industrial experience (N = 15) have a mean rank of 14.57 with a sum of ranks of 218.50. This indicates that teachers with industrial experience have a slightly higher ranking in teaching effectiveness. However, the test statistics reveal that the difference is not statistically significant. The Mann–Whitney U value is 98.500, with a Z value of -0.592, and the Asymp. Sig. (2-tailed) value is 0.554 (Exact Sig. = 0.567), which is greater than the significance level of 0.05..

Conclusion

The study concludes that there is no significant difference in teaching effectiveness between management teachers with and without industrial experience. Therefore, the null hypothesis (H_0), stating that there is no significant difference in teaching effectiveness based on industrial experience, is accepted (or more precisely, failed to be rejected). This suggests that prior industrial experience does not have a measurable impact on teaching effectiveness in this sample.

Table 4.2.15 Reliability

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.991	13

a. Listwise deletion based on all variables in the procedure.

Interpretation

The reliability analysis of the Teaching Effectiveness Scale, consisting of 13 items, yielded a Cronbach's Alpha coefficient of 0.991.

Since the Cronbach's Alpha value is greater than 0.90, the scale demonstrates excellent internal consistency and reliability. This indicates that all 13 items are highly consistent in measuring the construct of teaching effectiveness.

Conclusion

The Teaching Effectiveness Scale is highly reliable and suitable for further statistical analysis. The high reliability coefficient suggests that the items effectively measure the same underlying concept and produce consistent results.

4.3 Analysis Of Student's Responses

Table 4.3.1 Descriptive Statistics of Demographic Profile

	N	Minimum	Maximum	Mean	Std. Deviation
GENDER	98	1	2	1.39	.490
AGE	99	3	4	3.39	.491
COURSE	99	1	4	2.90	1.111
YEAR	99	1	4	3.10	1.290
SPECIALISATION	99	1	5	1.95	1.297
Valid N (listwise)	98				

Inference

The descriptive statistics indicate that the student respondents represent diverse demographic characteristics in terms of age, course, year of study, and specialization. While the gender and age variables exhibit relatively low variability, the course, year of study, and specialization variables show greater variation, suggesting that the sample includes students from different academic backgrounds within management education.

Interpretation

Table 4.3.1 presents the descriptive statistics of the demographic profile of the student respondents. The demographic variables considered include gender, age, course, year of study, and specialization. The variable gender has 98 valid responses, with a mean score of 1.39 and a standard deviation of 0.490. The low standard deviation indicates relatively little variation in the gender distribution of the respondents. The variable age has 99 valid responses, with a mean

of 3.39 and a standard deviation of 0.491, indicating that most respondents belong to the age category represented by the coding value 3, with minimal variation among age groups.

The variable course has a mean of 2.90 and a standard deviation of 1.111, suggesting that respondents are drawn from different management programmes, with a moderate level of variation across course categories. The variable year of study records a mean score of 3.10 and a standard deviation of 1.290, indicating that respondents belong to different years of study, with comparatively greater variation than the other demographic variables. The variable specialization has a mean of 1.95 and a standard deviation of 1.297, reflecting that the respondents represent multiple management specializations with a relatively wide distribution. The table also shows that the Valid N (listwise) is 98, indicating that one respondent had missing data for at least one demographic variable.

Conclusion

The demographic profile demonstrates that the study includes a heterogeneous sample of management students, representing different courses, years of study, and specializations. This diversity enhances the representativeness of the sample and provides a suitable basis for evaluating students' perceptions of the teaching effectiveness of management teachers. The presence of 98 valid cases ensures adequate data for subsequent statistical analyses.

Frequency Table

Table 4.3.2 Gender

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	female	61	61.6	61.6	61.6
	male	38	38.4	38.4	100.0
	Total	99	100.0	100.0	

Inference

The distribution indicates that the sample is skewed towards one gender group, which forms the majority (61.6%). This suggests that the study has a relatively higher representation of one gender compared to the other.

Interpretation

The table presents the gender-wise distribution of the 99 student respondents included in the study.

Out of the total respondents, 61 students (61.6%) belong to the first gender category (coded as 1), while 38 students (38.4%) belong to the second gender category (coded as 2). The cumulative percentage shows that after the first category, 61.6% of respondents are covered, and after the second category, the total reaches 100%.

Conclusion

The gender profile of student respondents shows a uneven but acceptable distribution, with a majority belonging to one gender category. This composition should be considered while interpreting students' perceptions of teaching effectiveness, as gender imbalance may have a minor influence on response patterns in the study.

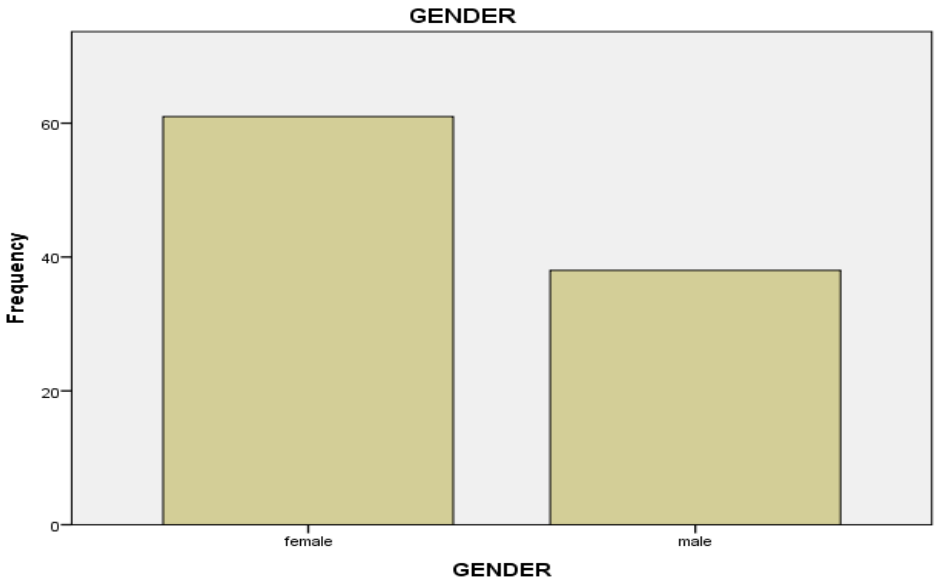

Figure 4.3.2

Table 4.3.3 Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21-23	60	60.6	60.6	60.6
	above 23	39	39.4	39.4	100.0
	Total	99	100.0	100.0	

Inference

The data shows that the majority of respondents are in the 21–23 age group, indicating that the sample primarily consists of younger postgraduate students. A comparatively smaller proportion belongs to the above 23 age category

Interpretation

The table presents the age-wise distribution of the 99 student respondents included in the study. Out of the total respondents, 60 students (60.6%) belong to the age group 21–23 years, while 39 students (39.4%) fall under the category of above 23 years. The cumulative percentage indicates that after the first age group, 60.6% of respondents are covered, and the total reaches 100% after including the second group.

.**Conclusion**

The age profile of student respondents indicates that the sample is predominantly composed of young adults (21–23 years). This suggests that the findings of the study largely reflect the perceptions of early-stage postgraduate management students, which is appropriate for assessing teaching effectiveness in management education.

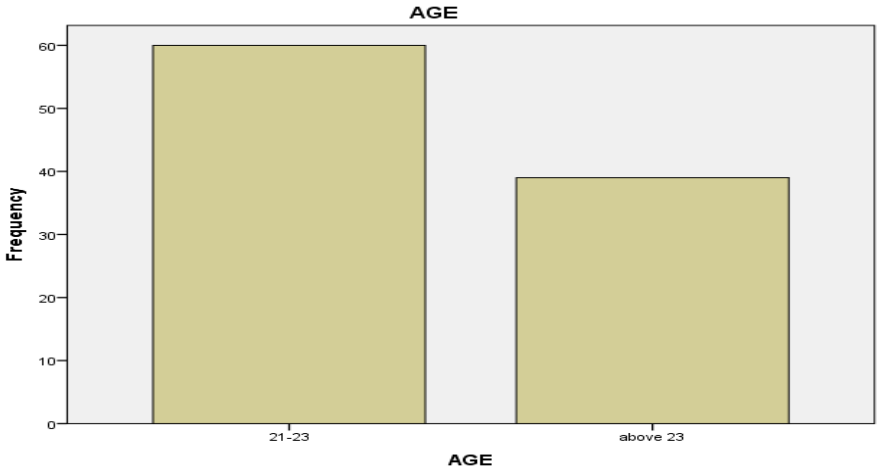

Figure 4.3.

Table 4.3.4 Course

Course

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BBA	22	22.2	22.2	22.2
	MBA	43	43.4	43.4	65.7
	OTHER	34	34.3	34.3	100.0
	Total	99	100.0	100.0	

Inference

The data indicates that the largest proportion of respondents are MBA students (43.4%), followed by students from other management programmes (34.3%), and BBA students forming the smallest group (22.2%). This shows that the sample is primarily composed of postgraduate management students.

Interpretation:

The table presents the specialization-wise distribution of the 99 student respondents included in the study. Out of the total respondents, 22 students (22.2%) are from BBA, 43 students (43.4%) are from MBA, and 34 students (34.3%) belong to other management-related courses. The cumulative percentage indicates that after MBA students, 65.7% of the respondents are covered, and the total reaches 100% after including all categories.

Conclusion

The specialization profile shows that the sample is well-represented across different management programmes, with a dominance of MBA students. This composition ensures that

the study captures perceptions from both undergraduate and postgraduate management learners, thereby enhancing the relevance of findings on teaching effectiveness in management education.

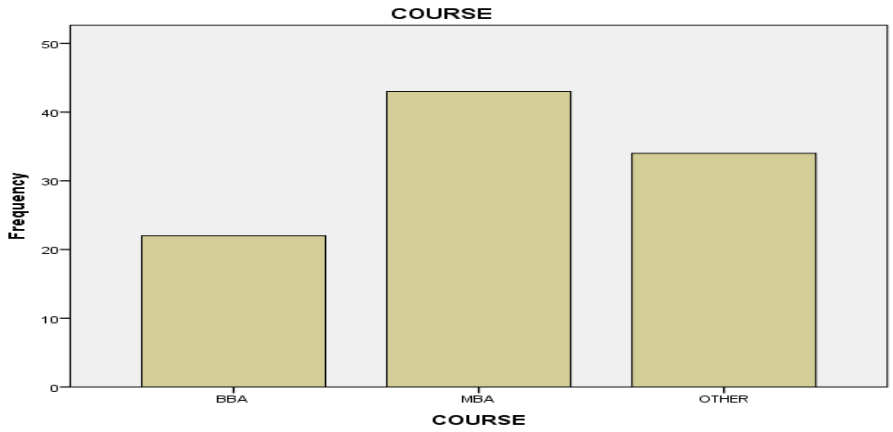

Figure 4.3.4

Table 4.3.5 Year

Year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1ST YEAR	22	22.2	22.2	22.2
	SECOND YEAR	11	11.1	11.1	33.3
	THIERD YEAR	1	1.0	1.0	34.3
	FINAL YEAR/PG	65	65.7	65.7	100.0
	Total	99	100.0	100.0	

Inference

The data indicates that the majority of respondents are final year or postgraduate students (65.7%), while very few are from intermediate years, particularly the third year, which has only one respondent. This shows a strong concentration of advanced-level students in the sample.

Interpretation

The table presents the year-wise distribution of the 99 student respondents included in the study. Out of the total respondents, 22 students (22.2%) are from the 1st year, 11 students (11.1%) are from the second year, 1 student (1.0%) is from the third year, and the majority, 65 students (65.7%), are from the final year/PG category. The cumulative percentage shows that after the final year/PG group, the total reaches 100%.

Conclusion

The year-wise distribution shows that the sample is predominantly composed of final year and postgraduate students, which is appropriate for the study as these students have relatively greater exposure to teaching practices and are better positioned to evaluate teaching effectiveness in management education.

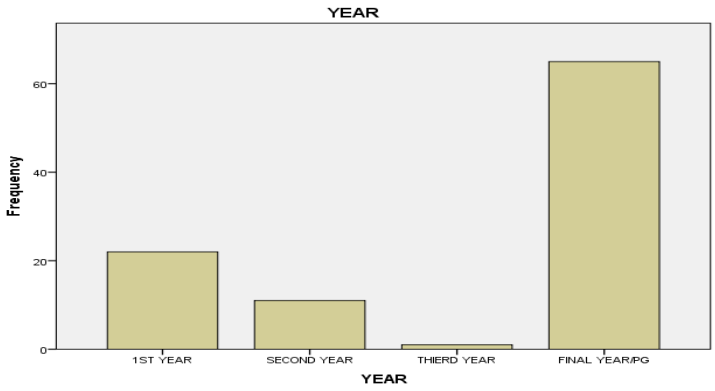

Figure 4.3.5

Table 4.3.6 Specialisation

Specialisation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	HR	60	60.6	60.6	60.6
	MARKETING	5	5.1	5.1	65.7
	FINANCE	17	17.2	17.2	82.8
	OPERATION	13	13.1	13.1	96.0
	OTHER	4	4.0	4.0	100.0
	Total	99	100.0	100.0	

Inference

The data shows that the sample is heavily dominated by HR students, while other specialisations such as Marketing, Finance, and Operations have comparatively lower representation. This indicates an uneven distribution across specialisations, with HR forming the core group in the study.

Interpretation

The table presents the distribution of the 99 student respondents based on their area of specialisation. Out of the total respondents, 60 students (60.6%) are specialised in HR, 5 students (5.1%) are from Marketing, 17 students (17.2%) belong to Finance, 13 students (13.1%) are from Operations, and 4 students (4.0%) fall under Other specialisations. The cumulative percentage indicates that the HR group alone accounts for more than half of the respondents, and all categories together make up 100% of the sample.

Conclusion

The specialisation profile reveals that the sample is largely HR-focused, with limited representation from other management disciplines. This composition should be considered while interpreting the findings, as the perceptions of teaching effectiveness in the study are predominantly influenced by HR students, which may slightly bias the overall results toward HR-related academic experiences.

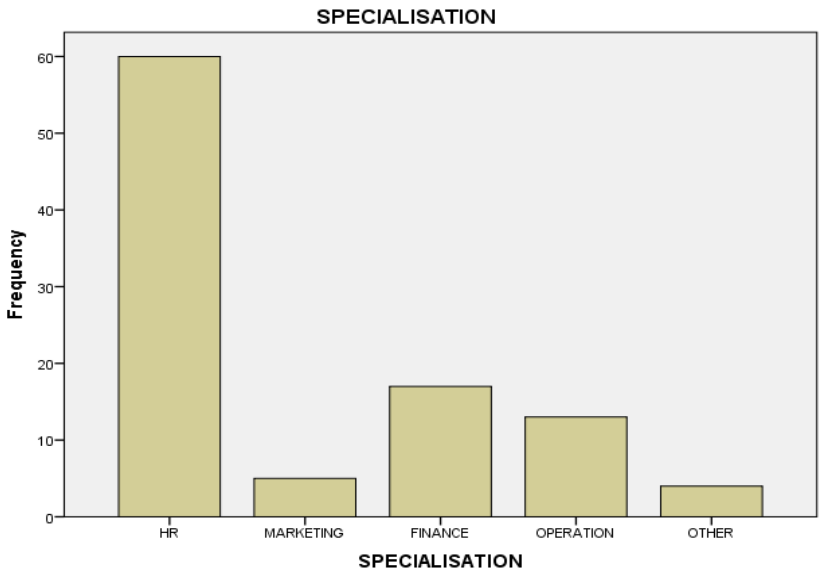

Figure 4.3.6

Table 4.3.7 Institution

Institution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	GOVERNMENT	20	20.2	20.2	20.2
	PRIVATE	16	16.2	16.2	36.4
	AUTONOMOUS	45	45.5	45.5	81.8
	AFFILIATED	10	10.1	10.1	91.9
	SELFFINANCING	8	8.1	8.1	100.0
	Total	99	100.0	100.0	

Inference

The data indicates that the majority of respondents are from Autonomous institutions, followed by Government and Private institutions. A comparatively smaller proportion of students are from Affiliated and Self-financing institutions. This shows that the sample is moderately skewed toward Autonomous colleges.

Interpretation

The table presents the institutional distribution of the 99 student respondents included in the study. Out of the total respondents, 20 students (20.2%) are from Government institutions, 16 students (16.2%) are from Private institutions, 45 students (45.5%) are from Autonomous institutions, 10 students (10.1%) are from Affiliated colleges, and 8 students (8.1%) are from Self-financing institutions. The cumulative percentage shows that Autonomous institutions alone account for nearly half of the respondents, and all categories together constitute 100% of the sample.

Conclusion

The institutional profile of the respondents reveals that the sample is primarily drawn from Autonomous institutions, with representation from other types of institutions as well. This diversity enhances the scope of the study by incorporating perceptions from different institutional settings, although the dominance of Autonomous college students should be considered while interpreting the findings on teaching effectiveness.

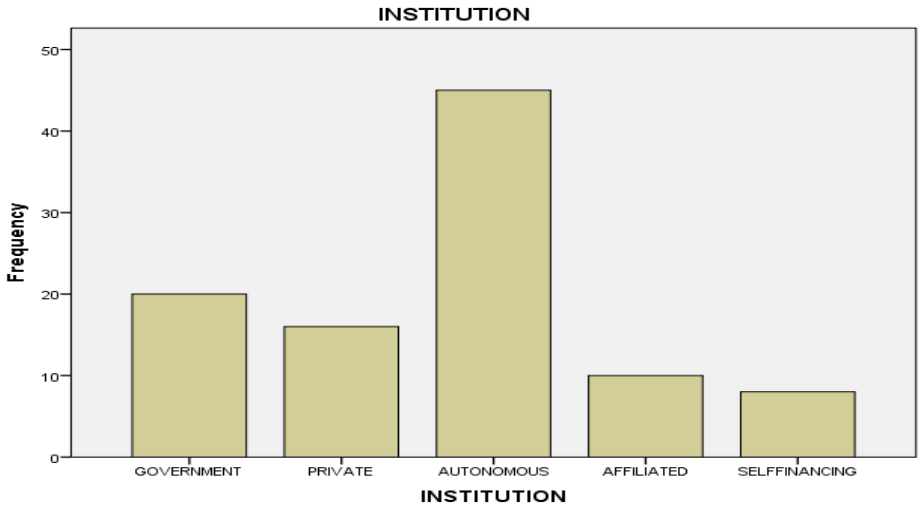

Figure 4.3.7

Table 4.3.8 Prior industrial experience of teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not aware	23	23.2	23.2	23.2
	No prior experience	8	8.1	8.1	31.3
	Less Than 2 Years	27	27.3	27.3	58.6
	2-5 Years	24	24.2	24.2	82.8
	6-10 Years	8	8.1	8.1	90.9
	More than 10 Years	9	9.1	9.1	100.0
	Total	99	100.0	100.0	

Inference

The data suggests that a significant proportion of students perceive their teachers as having limited teaching/industry experience, particularly in the categories of less than 2 years and 2–5 years, which together form the largest share. A notable percentage of respondents (23.2%) are also not aware of their teachers' experience, indicating limited student awareness regarding faculty background.

Interpretation

The table presents the distribution of students' responses regarding the teaching experience of their management teachers.

Out of the 99 student respondents, 23 students (23.2%) reported "Not aware" of their teachers' experience.

8 students (8.1%) indicated that their teachers had no prior experience, while 27 students (27.3%) stated that their teachers had less than 2 years of experience.

Further, 24 students (24.2%) reported that their teachers had 2–5 years of experience, 8 students (8.1%) indicated 6–10 years of experience, and 9 students (9.1%) reported that their teachers had more than 10 years of experience.

Conclusion

The experience profile of teachers, as perceived by students, indicates that the sample includes a mix of early-career and moderately experienced faculty, with fewer highly experienced teachers. The presence of a considerable "not aware" category also suggests that students may not closely associate or observe faculty experience levels. This distribution should be considered while interpreting students' evaluations of teaching effectiveness, as perceived experience may influence their responses.

Crosstabs

Table 4.3.9 My teacher is knowledgeable about the subject that was covered. * My teacher prepares thoroughly for each class session. Crosstabulation

		My teacher prepares thoroughly for each class session.					
		STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	Total
My teacher is knowledgeable about the subject that was covered.	STRONGLY DISAGREE	12	3	0	0	0	15
	NEUTRAL	0	0	2	7	2	11
	AGREE	0	0	11	26	5	42
	STRONGLY AGREE	0	0	3	13	15	31
	Total	12	3	16	46	22	99

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	.733	.000
N of Valid Cases		99	

Inference

Since the p-value is less than 0.05, there is a statistically significant and strong association between teacher knowledge and preparation for class sessions. This suggests that students who perceive their teachers as knowledgeable are also highly likely to perceive them as well-prepared for classes.

Interpretation

The cross-tabulation examines the relationship between students' perceptions of "My teacher is knowledgeable about the subject that was covered" and "My teacher prepares thoroughly for each class session." Among the 15 students who strongly disagreed that their teacher was knowledgeable, all responses regarding preparation were also negative, with 12 (80.0%) strongly disagreeing and 3 (20.0%) disagreeing on teacher preparation. Among the 11 students who remained neutral about teacher knowledge, responses on preparation were mixed: 2 (18.2%) were neutral, 7 (63.6%) agreed, and 2 (18.2%) strongly agreed. Among the 42 students who agreed that their teacher was knowledgeable, the majority reported positive preparation levels, with 26 (61.9%) agreeing, 11 (26.2%) remaining neutral, and 5 (11.9%) strongly agreeing. Among the 31 students who strongly agreed that their teacher was knowledgeable, most also rated preparation highly, with 15 (48.4%) strongly agreeing and 13 (41.9%) agreeing, while only 3 (9.7%) remained neutral. Overall, the majority of responses cluster in the agree and strongly agree categories for both variables, indicating a consistent positive perception of teaching quality. The Contingency Coefficient value is 0.733, which indicates a strong association between perceived teacher knowledge and thorough class preparation. The p-value (0.000) is less than 0.05, indicating that this relationship is statistically significant.

Conclusion

The analysis concludes that there is a strong and significant relationship between teacher subject knowledge and class preparation. Therefore, the null hypothesis is rejected, indicating that teacher knowledge positively influences perceived preparation levels in the classroom. This highlights that better subject expertise is closely associated with better instructional planning and delivery in management education.

Table 4.3.10 My teacher keeps students interested and engaged during the class. * My teacher encourages student participation through questions and discussions.

		My teacher encourages student participation through questions and discussions.					
		STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	Total
My teacher keeps students interested and engaged during the class.	STRONGLY DISAGREE	6	0	3	0	0	9
	DISAGREE	0	6	3	0	0	9
	NEUTRAL	3	4	7	3	0	17
	AGREE	0	0	5	34	6	45
	STRONGLY AGREE	0	0	6	2	11	19
	Total	9	10	24	39	17	99

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	.764	.000
N of Valid Cases		99	

Inference

Since the p-value is less than 0.05, there is a statistically significant strong association between classroom engagement and encouragement of student participation. This indicates that teachers who are perceived as engaging are also perceived as actively encouraging student participation through questions and discussions.

Interpretation

The cross-tabulation examines the relationship between “My teacher keeps students interested and engaged during the class” and “My teacher encourages student participation through questions and discussions.”

Among the 9 students who strongly disagreed that their teacher kept them engaged, responses regarding participation encouragement were mainly negative, with 6 (66.7%) disagreeing and 3 (33.3%) neutral.

Among the 9 students who disagreed about classroom engagement, 6 (66.7%) also disagreed regarding participation encouragement, while 3 (33.3%) were neutral.

Among the 17 students who were neutral about engagement, responses were mixed: 7 (41.2%) were neutral, 4 (23.5%) disagreed, 3 (17.6%) strongly disagreed, and 3 (17.6%) agreed on participation encouragement.

Among the 45 students who agreed that their teacher kept them engaged, the majority also reported positive participation practices, with 34 (75.6%) agreeing and 6 (13.3%) strongly agreeing that teachers encouraged participation.

Among the 19 students who strongly agreed about engagement, 11 (57.9%) strongly agreed and 2 (10.5%) agreed regarding participation encouragement, while 6 (31.6%) remained neutral.

Overall, the majority of responses fall within the agree and strongly agree categories, indicating generally positive perceptions of both engagement and participation practices.

The Contingency Coefficient value is 0.764, indicating a strong association between student engagement and teacher encouragement of participation. The p-value (0.000) shows that this relationship is statistically significant.

Conclusion

The analysis concludes that there is a strong and significant relationship between classroom engagement and student participation encouragement. Therefore, the null hypothesis is rejected. This finding highlights that interactive teaching practices such as engagement and participation reinforcement are closely interconnected and play a key role in enhancing classroom effectiveness in management education.

Table 4.3.11 My teacher is enthusiastic about the subject being taught. * My teacher shares useful digital learning resources beyond class notes.

		My teacher shares useful digital learning resources beyond class notes.					
		STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	Total
My teacher is enthusiastic about the subject being taught.	STRONGLY DISAGREE	9	0	0	0	0	9
	DISAGREE	0	3	0	0	0	3
	NEUTRAL	3	10	10	4	0	27
	AGREE	0	3	5	35	4	47
	STRONGLY AGREE	0	0	0	4	9	13
Total		12	16	15	43	13	99

Inference

The results indicate a clear positive association between teacher enthusiasm and the sharing of digital learning resources. Students who perceive their teachers as enthusiastic are more likely to report that their teachers provide additional digital materials beyond class notes.

Interpretation

The cross-tabulation examines the relationship between “My teacher is enthusiastic about the subject being taught” and “My teacher shares useful digital learning resources beyond class notes.”

Among the 9 students who strongly disagreed that their teacher was enthusiastic, all respondents (100%) also strongly disagreed that digital learning resources were shared.

Among the 3 students who disagreed about teacher enthusiasm, all (100%) also disagreed regarding sharing of digital resources.

Among the 27 students who were neutral about teacher enthusiasm, responses were mixed: 10 (37.0%) disagreed, 10 (37.0%) were neutral, 4 (14.8%) agreed, and 3 (11.1%) strongly disagreed regarding digital resource sharing.

Among the 47 students who agreed that their teacher was enthusiastic, the majority reported positive digital support, with 35 (74.5%) agreeing, 4 (8.5%) strongly agreeing, while 5 (10.6%) were neutral and 3 (6.4%) disagreed.

Among the 13 students who strongly agreed about teacher enthusiasm, most also reported strong digital engagement, with 9 (69.2%) strongly agreeing and 4 (30.8%) agreeing that teachers share digital learning resources.

Overall, the pattern shows that higher perceived enthusiasm is associated with higher levels of digital resource sharing.

Conclusion

The analysis concludes that there is a strong and meaningful relationship between teacher enthusiasm and the use of digital learning resources. Therefore, the null hypothesis is rejected,

indicating that enthusiastic teachers are more likely to integrate and share digital learning materials, thereby enhancing students' learning experience in management education.

Table 4.3.12 My teacher keeps students interested and engaged during the class. * My teacher encourages student participation through questions and discussions. Crosstabulation

		My teacher encourages student participation through questions and discussions.					
		STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	Total
My teacher keeps students interested and engaged during the class.	STRONGLY DISAGREE	6	0	3	0	0	9
	DISAGREE	0	6	3	0	0	9
	NEUTRAL	3	4	7	3	0	17
	AGREE	0	0	5	34	6	45
	STRONGLY AGREE	0	0	6	2	11	19
	Total	9	10	24	39	17	99

Inference

The results indicate a strong positive association between classroom engagement and encouragement of student participation. Students who perceive their teachers as engaging are also more likely to report that they are encouraged to participate actively through questions and discussions.

Interpretation

The cross-tabulation examines the relationship between "My teacher keeps students interested and engaged during the class" and "My teacher encourages student participation through questions and discussions."

Among the 9 students who strongly disagreed that their teacher kept them engaged, responses were mainly negative, with 6 (66.7%) disagreeing and 3 (33.3%) neutral regarding participation encouragement.

Among the 9 students who disagreed about engagement, 6 (66.7%) also disagreed, while 3 (33.3%) were neutral regarding participation encouragement.

Among the 17 students who were neutral about engagement, responses were mixed: 7 (41.2%) were neutral, 5 (29.4%) agreed, 4 (23.5%) disagreed, and 3 (17.6%) strongly disagreed on participation encouragement.

Among the 45 students who agreed that their teacher kept them engaged, most also reported positive participation practices, with 34 (75.6%) agreeing and 6 (13.3%) strongly agreeing that teachers encouraged participation.

Among the 19 students who strongly agreed about engagement, 11 (57.9%) strongly agreed, 2 (10.5%) agreed, while 6 (31.6%) were neutral regarding participation encouragement.

Overall, the majority of responses fall under the agree and strongly agree categories, indicating generally positive perceptions of both engagement and participation encouragement.

Conclusion

The analysis concludes that there is a strong and significant relationship between classroom engagement and student participation encouragement. Therefore, the null hypothesis is rejected, indicating that effective classroom engagement plays a key role in promoting active student participation in management education.

Table 4.3.13 Experience * My Teacher Is Knowledgeable About The Subject That Was Covered. Crosstabulation

		My Teacher Is Knowledgeable About The Subject That Was Covered.				
		Strongly Disagree	Neutral	Agree	Strongly Agree	Total
Experience	Not Aware	3	5	6	9	23
	Nopriorexperience	0	0	8	0	8
	Less Than 2 Years	6	4	10	7	27
	2-5 Years	3	2	12	7	24
	6-10 Years	0	0	6	2	8

	MORETHAN 10 YEARS	3	0	0	6	9
Total		15	11	42	31	99

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	.494	.006
N of Valid Cases		99	

Inference

Since the p-value is less than 0.05, there is a statistically significant association between teachers' experience and students' perception of subject knowledge. This suggests that experience level influences how students perceive the subject expertise of their teachers.

Interpretation

The cross-tabulation examines the relationship between teachers' experience level and students' perception of "My teacher is knowledgeable about the subject that was covered."

Among the 23 students who were not aware of their teacher's experience, responses were distributed as 3 (13.0%) strongly disagree, 5 (21.7%) neutral, 6 (26.1%) agree, and 9 (39.1%) strongly agree, indicating generally positive perceptions even when experience is unknown.

For teachers with no prior experience (8 students), all respondents (100%) reported agree, indicating a consistently positive perception of subject knowledge.

Among teachers with less than 2 years of experience (27 students), responses included 6 (22.2%) strongly disagree, 4 (14.8%) neutral, 10 (37.0%) agree, and 7 (25.9%) strongly agree, showing mixed perceptions but a tendency toward positive ratings.

For the 2–5 years experience group (24 students), most responses were positive, with 12 (50.0%) agree and 7 (29.2%) strongly agree, while 3 (12.5%) strongly disagree and 2 (8.3%) neutral.

Among the 6–10 years experience group (8 students), responses were entirely positive, with 6 (75.0%) agree and 2 (25.0%) strongly agree, indicating strong perceived subject knowledge.

For teachers with more than 10 years of experience (9 students), responses were highly polarized toward the extremes, with 6 (66.7%) strongly agree and 3 (33.3%) strongly disagree, suggesting varied student perceptions.

Overall, the majority of responses fall under the agree and strongly agree categories, indicating generally positive perceptions of teacher knowledge across experience levels.

The Contingency Coefficient value is 0.494, indicating a moderate association between teacher experience and perceived subject knowledge. The p-value (0.006) is less than 0.05, indicating that the relationship is statistically significant.

Conclusion

The analysis concludes that there is a significant relationship between teaching experience and perceived subject knowledge. Therefore, the null hypothesis is rejected, indicating that teachers' experience positively influences students' perception of their knowledge in management education.

Table 4.3.14 Test Of Normality

	EXPERIENCE	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Teaching effectiveness	NOT AWARE	.215	23	.007	.769	23	.000
	NO PRIOR EXPERIENCE	.325	8	.013	.665	8	.001
	LESS THAN 2 YEARS	.258	27	.000	.739	27	.000
	2-5 YEARS	.232	24	.002	.853	24	.002
	6-10 YEARS	.372	8	.002	.755	8	.009
	MORETHAN 10 YEARS	.324	9	.007	.747	9	.005

a. Lilliefors Significance Correction

Inference

The results indicate that teaching effectiveness is not normally distributed across any of the experience categories. This confirms that the assumption of normality is violated for all groups, making parametric tests inappropriate for comparing teaching effectiveness based on experience.

Interpretation

The normality of the variable Teaching Effectiveness was tested across different teacher experience categories using both the Kolmogorov–Smirnov test (with Lilliefors correction) and the Shapiro Wilk test.

For all experience groups Not Aware, No Prior Experience, Less than 2 years, 2–5 years, 6–10 years, and More than 10 years the results of both tests show significance values less than 0.05.

- Not Aware: K-S = 0.007, S-W = 0.000
- No Prior Experience: K-S = 0.013, S-W = 0.001
- Less than 2 years: K-S = 0.000, S-W = 0.000
- 2–5 years: K-S = 0.002, S-W = 0.002
- 6–10 years: K-S = 0.002, S-W = 0.009
- More than 10 years: K-S = 0.007, S-W = 0.005

Since all Shapiro Wilk p-values are below 0.05, the data for teaching effectiveness in each experience group significantly deviates from a normal distribution.

Conclusion

The study concludes that teaching effectiveness scores do not follow a normal distribution across different experience levels of teachers. Therefore, the use of non-parametric tests such as Kruskal Wallis or Mann–Whitney U test is justified for further analysis.

Table 4.3.15 Kruskal-Wallis Test

Kruskal-Wallis Test

	EXPERIENCE	N	Mean Rank
Teaching effectiveness	NOTAWARE	23	42.26
	NOPRIOREXPERIENCE	8	37.25
	LESS THAN 2 YEARS	27	34.67
	2-5 YEARS	24	49.88
	Total	82	

	Teaching effectiveness
Chi-Square	5.526
df	3
Asymp. Sig.	.137
a. Kruskal Wallis Test	
b. Grouping Variable: EXPERIENCE	

Inference

Since the p-value (0.137) is greater than 0.05, there found to have no statistically significant difference in teaching effectiveness among teachers with different levels of experience. Although slight variations exist between mean ranks, these differences are not strong enough to be considered statistically meaningful.

Interpretation

The Kruskal Wallis test was conducted to examine whether there is a statistically significant difference in teaching effectiveness across different categories of teacher experience.

The mean rank values show variation across groups. Teachers in the 2–5 years experience group recorded the highest mean rank (49.88), indicating relatively higher teaching effectiveness. This is followed by the Not Aware group (42.26), No Prior Experience group (37.25), and Less than 2 years group (34.67), which recorded the lowest mean rank.

However, the test statistics show that the observed differences are not statistically significant. The Chi-square value is 5.526 with df = 3, and the Asump. Sig. value is 0.137, which is greater than the significance level of 0.05.

Conclusion

The analysis concludes that teacher experience does not have a statistically significant effect on teaching effectiveness. Therefore, the null hypothesis is accepted. This suggests that teaching effectiveness among management teachers is relatively consistent across different experience levels in this study.

Table 4.3.16 Reliability

Scale: teaching effectiveness

Case Processing Summary

		N	%
Cases	Valid	99	100.0
	Excluded[a]	0	.0
	Total	99	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.989	24

Interpretation

The reliability analysis of the students' questionnaire, consisting of 24 items measuring teaching effectiveness, yielded a Cronbach's Alpha value of **0.989**. This value exceeds the recommended threshold of 0.70, indicating **excellent internal consistency** among the items. Therefore, the questionnaire is highly reliable for assessing the teaching effectiveness of management teachers from the students' perspective.

Conclusion

Reliability analysis was conducted to assess the internal consistency of the students' questionnaire used to measure teaching effectiveness. The questionnaire consisted of 24 items and yielded a Cronbach's Alpha coefficient of 0.989. Since the coefficient is well above the acceptable threshold of 0.70, the instrument demonstrates excellent reliability. This indicates that the items consistently measure the construct of teaching effectiveness and are suitable for further analysis.

Table 4.3.17 Scale: prior industry experience

Case Processing Summary

		N	%
Cases	Valid	99	100.0
	Excluded[a]	0	.0
	Total	99	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.801	5

Interpretation

The reliability analysis of the Prior Industry Experience Scale, consisting of 5 items, produced a Cronbach's Alpha value of 0.801.

A Cronbach's Alpha value of 0.801 indicates good internal consistency among the items. Since the value exceeds the minimum acceptable threshold of 0.70, the scale is considered reliable for measuring students' perceptions regarding the contribution of teachers' prior industry experience.

Conclusion

The Prior Industry Experience Scale demonstrates good reliability and is suitable for further statistical analysis. The items are sufficiently consistent in measuring the intended construct.

4.4 Thematic Analysis

4.4 Braun and Clarke's Thematic Analysis

Braun and Clarke's (2006) thematic analysis is one of the most widely recognized and applied methods for analysing qualitative data. It offers a systematic and flexible framework for identifying, analysing, and reporting patterns or themes within a dataset. The method enables researchers to organize large volumes of qualitative information into meaningful themes while remaining closely connected to participants' perspectives and experiences.

The approach is not restricted to a specific theoretical framework, making it suitable for a wide range of qualitative research designs. Braun and Clarke's model emphasizes rigorous analysis through a structured six-phase process, allowing researchers to move from familiarization with the data to the development and interpretation of themes. This process enhances the credibility and transparency of qualitative findings.

In the present study, Braun and Clarke's (2006) six-phase thematic analysis was adopted to analyze the interview data collected from management teachers with and without prior industrial experience. The framework facilitated the identification of key themes related to teaching effectiveness, the integration of practical industry knowledge into classroom teaching,

challenges encountered by teachers, and the strategies employed to enhance student learning. The use of this model ensured a systematic and comprehensive interpretation of participants' experiences, contributing to a deeper understanding of the relationship between prior industrial experience and teaching effectiveness.

4.4.1 Introduction

As part of the qualitative component of the study titled **"A Study on Prior Industrial Experience and Teaching Effectiveness of Management Teachers,"** in-depth insights were gathered through case-based interviews with management teachers possessing prior industrial experience. These interviews aimed to explore how industrial exposure influences teaching effectiveness, instructional practices, student learning, professional development, and the integration of practical industry knowledge into management education.

To analyse these interview narratives, **Braun and Clarke's (2006) Thematic Analysis** method was adopted. This widely recognized qualitative approach provides a systematic yet flexible framework for identifying, analysing, and interpreting meaningful patterns (themes) within qualitative data. It enables researchers to gain a deeper understanding of participants' lived experiences, perceptions, and viewpoints while maintaining the richness and context of their narratives.

The participants in this analysis represent management teachers affiliated with colleges under the University of Kerala, each possessing prior industrial experience before entering academia. Their experiences provide valuable insights into the role of industry exposure in enhancing teaching effectiveness and preparing students for professional careers.

Both cases generated rich qualitative evidence relating to the following aspects:

- The influence of prior industrial experience on teaching effectiveness.

- Integration of practical industrial knowledge into classroom teaching.
- Use of innovative and experiential teaching methods.
- Development of students' critical thinking, analytical, leadership, and decision-making skills.
- Professional competencies gained through industrial experience, including discipline, professionalism, time management, and workplace ethics.
- The role of industry networks in facilitating internships, industrial visits, guest lectures, and placement opportunities.
- Bridging the gap between theoretical concepts and real-world organizational practices.
- Suggestions for strengthening management education through greater industry exposure for faculty members.

By applying Braun and Clarke's six-phase framework familiarization with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report this analysis seeks to provide a comprehensive understanding of how prior industrial experience contributes to teaching effectiveness in management education. Furthermore, it demonstrates how the personal experiences of management teachers reflect broader educational needs for strengthening industry–academia collaboration and promoting practice-oriented learning within higher education institutions.

4.4.2 Case 1

Details of the Participant

- **Prior Industrial Experience:** 3 years
- **Teaching Experience:** 14 years

- **Institution Type:** Affiliated College under University of Kerala
- **Subject Area:** Management Education

1. Familiarization with the Data

The participant, a management teacher with three years of prior industrial experience and fourteen years of teaching experience, reflects on how industry exposure has enhanced teaching effectiveness. The narrative emphasizes that practical workplace experience enables teachers to relate theoretical concepts to real organizational situations, thereby making classroom learning more meaningful and engaging. The participant highlights the importance of industrial experience in developing professionalism, discipline, maturity, time management, and workplace ethics. The interview also underscores the role of industrial networks in creating opportunities for internships, industrial visits, guest lectures, and placements. Furthermore, the participant discusses the integration of PowerPoint presentations, videos, real-life examples, case discussions, and collaborative activities to promote critical thinking, analytical ability, and leadership skills among students. Overall, the narrative advocates that industrial exposure should be encouraged for management teachers as it bridges the gap between theory and practice and contributes positively to teaching effectiveness.

2. Generating Initial Codes

Table 4.4.2.1

Initial Codes

• Three years of prior industrial experience
• Transition from industry to academia
• Practical understanding of organizational functioning
• Real-world application of management concepts

• Improved teaching effectiveness
• Recommendation of one-year mandatory industrial exposure
• Professionalism developed through industry
• Time management and discipline
• Maturity and decision-making ability
• Professional networking for internships and placements
• Integration of real-life industrial experiences
• Use of PowerPoint presentations
• Use of videos for concept demonstration
• Student-centered classroom discussions
• Promotion of critical thinking
• Leadership development through group activities
• Bridging theory and practice
• Practical orientation towards management education

3. Searching for Themes

From the initial codes, the following themes emerged:

1. Industrial Experience as a Foundation for Teaching Effectiveness
2. Professional Competency Developed through Industry Exposure
3. Experiential Teaching Practices
4. Student Skill Development through Interactive Learning
5. Industry Academia Linkages
6. Bridging Theory and Practice

7. Recommendations for Strengthening Management Education

4. Reviewing Themes

Table 4.4.2.2

Theme	**Description**	**Supporting verbatim**
1.Industrial Experience as a Foundation for Teaching Effectiveness	Prior industrial experience enables teachers to explain management concepts using practical examples, thereby enhancing students' understanding and overall teaching effectiveness.	*"My industrial experience has had a significant impact on my teaching effectiveness... Students often find it easier to understand concepts when they are linked to real-world situations."*
2. Professional Competency Developed through Industry Exposure	Industrial experience contributes to professionalism, discipline, time management, maturity, decision-making ability, and workplace ethics, which positively influence teaching performance.	*"Industrial experience develops professionalism... improves time management... instills discipline... and helps individuals develop better judgment and maturity."*
3. Experiential Teaching Practices	The participant incorporates practical experiences, PowerPoint presentations, videos, and real-life business examples to make classroom	*"Whenever I teach a management concept, I relate it to actual situations that I encountered during my industry career."*

	teaching interactive and application-oriented.	
4. Student Skill Development through Interactive Learning	Teaching strategies such as case discussions, presentations, group activities, and problem-solving exercises foster students' critical thinking, analytical ability, leadership, and decision-making skills.	*"I encourage students to analyse situations rather than simply memorize concepts... I also encourage group activities and case analyses."*
5. Industry–Academia Linkages	Professional contacts established during industrial employment facilitate internships, industrial visits, guest lectures, and placement opportunities, strengthening students' industry exposure.	*"These contacts can be useful for arranging internships, industrial visits, guest lectures, and placement opportunities for students."*
6. Bridging Theory and Practice	Industrial experience helps teachers connect academic theories with workplace realities, making management education more relevant and applicable.	*"Industrial exposure adds significant value by making education more relevant to the needs of students and the workplace."*
7. Recommendations for Strengthening	The participant recommends that management teachers	*"Institutions should encourage management faculty members*

Management Education	should acquire at least one year of industrial experience to improve teaching quality and student learning outcomes.	*to gain at least one year of industrial exposure before entering academia or during their academic careers."*

5. Defining and Naming Themes

The analysis demonstrates that prior industrial experience plays a significant role in improving teaching effectiveness in management education. The participant perceives industry exposure as a valuable source of practical knowledge that strengthens classroom instruction through real-life examples and application-oriented teaching methods. Beyond subject expertise, industrial experience contributes to the development of professionalism, discipline, time management, maturity, and workplace ethics, which positively influence teaching practices. The participant also emphasizes the importance of experiential teaching methods, including case discussions, multimedia resources, and collaborative learning activities, in promoting students' critical thinking, analytical ability, and leadership skills. Furthermore, industry networks established through professional experience create valuable opportunities for internships, industrial visits, guest lectures, and placements. Overall, the findings suggest that industrial experience enables teachers to bridge the gap between theoretical knowledge and practical application, thereby enhancing the quality and relevance of management education. The participant strongly recommends that management faculty should possess at least one year of industrial exposure to better prepare students for professional careers.

4.4.3 Case 2

Details of the Participant

- **Prior Industrial Experience:** No prior industrial experience
- **Teaching Experience:** 10 years
- **Institution Type:** Affiliated College under the University of Kerala
- **Subject Area:** Human Resource Management and Finance

1. Familiarization with the Data

The participant is a management teacher with ten years of teaching experience but without prior industrial experience. She reflects on her experiences as an MBA faculty member, highlighting both the strengths and limitations of her professional journey. The narrative reveals that she relies on structured teaching methods, particularly PowerPoint presentations, to ensure systematic content delivery and conceptual clarity. Despite her efforts to engage students, she perceives that student interest and classroom participation remain comparatively low. A major concern expressed by the participant is the absence of industrial exposure, which limits her professional network and restricts opportunities for arranging internships, placements, industrial visits, and interactions with industry professionals. She acknowledges that colleagues with prior industrial experience possess practical insights and stronger industry connections, enabling them to provide students with richer learning experiences. Overall, the narrative reflects the challenges faced by management teachers without industrial experience while simultaneously recognizing the importance of bridging the gap between academic knowledge and industry practice.

2. Generating Initial Codes

Table 4.4.3.1

Initial Codes

• Ten years of teaching experience
• No prior industrial experience
• Teaching HR and Finance subjects
• Structured classroom teaching
• Use of PowerPoint presentations
• Systematic content delivery
• Focus on conceptual clarity
• Low student interest and engagement
• Limited practical exposure
• Lack of professional industry network
• Difficulty facilitating internships
• Limited placement opportunities
• Restricted industry interaction
• Recognition of benefits of industrial exposure
• Comparison with teachers having industry experience
• Gap between academic teaching and industry practice

3. Searching for Themes

From the initial codes, the following themes emerged:

1. Teaching Effectiveness without Industrial Experience

2. Structured Teaching Practices
3. Challenges in Student Engagement
4. Limited Industry Networking
5. Recognition of the Value of Industrial Experience
6. Gap between Theory and Practice

4. Reviewing Themes

Table 4.4.3.2

Theme	**Description**	**Supporting verbatim**
1. Teaching Effectiveness without Industrial Experience	The participant demonstrates commitment to teaching through structured instruction but recognizes that the absence of industrial experience limits the practical dimension of classroom learning.	*"njan ente vishayangal clarityyodum systemattikkayum edukkan power point upayogikkarund."* *I utilize PowerPoint presentations to deliver topics systematically, ensuring clarity in my teaching*
2. Structured Teaching Practices	The participant adopts organized instructional methods and technology to facilitate effective	*"I use PowerPoint presentations to deliver topics systematically, ensuring clarity in my teaching."*

	content delivery and improve conceptual understanding.	
3. Challenges in Student Engagement	Despite systematic teaching approaches, sustaining student interest remains a challenge due to limited integration of practical industry experiences.	*"ethra systematikayum eduthalum ellavareyum engage cheyyikkan ethokke vidykal upayogichalumm studentsnte bhagathuninnum ulla interest valare kuravanu."* *Despite my structured approach and engagement tactics, student interest remains low*
4. Limited Industry Networking	The absence of prior industrial experience restricts professional networking opportunities, reducing the ability to facilitate internships, placements, and industry exposure for students.	*"enikk industrial experience illathathukond industrial connections valere kuravanu."* *My lack of industrial ties limits my ability to offer these benefits."*
5. Recognition of the Value of Industrial Experience	The participant acknowledges that teachers with industrial backgrounds possess stronger professional networks and practical knowledge that benefit students.	*"Teachers with prior industry experience often have more professional connections, which can be leveraged for student placements and industry exposure."*

6. Gap between Theory and Practice	The participant recognizes that the lack of industrial exposure limits opportunities to connect classroom instruction with real-world organizational practices.	*"My work-life and industry exposure are minimal compared to peers with industry backgrounds."*

5. Defining and Naming Themes

The thematic analysis indicates that although the participant is an experienced and committed management educator, the absence of prior industrial experience presents certain professional limitations. Her teaching primarily relies on structured instructional methods and technology-based content delivery, which support conceptual clarity but offer limited opportunities to integrate practical workplace experiences into classroom discussions. The participant acknowledges that colleagues with industrial backgrounds are better positioned to provide real-world examples, establish professional networks, and facilitate internships, placements, and industry interactions for students. She also recognizes that industrial exposure enhances the relevance of management education by strengthening the connection between theoretical concepts and organizational practice. Overall, the findings suggest that while pedagogical competence remains fundamental to effective teaching, prior industrial experience contributes additional value by enriching classroom learning, improving student engagement, and fostering stronger industry–academia linkages.

4.4.4 Case 3

Details of the Participant

- **Prior Industrial Experience:** 2 years
- **Teaching Experience:** 2 years

- **Institution Type:** Affiliated College under the University of Kerala
- **Subject Area:** Human Resource Management and Organizational Behaviour

1. Familiarization with the Data

The participant is a management teacher with two years of prior industrial experience and two years of teaching experience. The narrative highlights how industrial exposure has strengthened classroom teaching by enabling the integration of practical workplace experiences into management education. The participant explains that industry experience facilitates the use of real-life organizational examples, making theoretical concepts more relevant and understandable for students. The interview also emphasizes the importance of industrial experience in developing professional competencies such as organizational awareness, teamwork, professional ethics, communication skills, and technical proficiency. In addition to conventional teaching methods, the participant incorporates PowerPoint presentations, case studies, seminars, classroom discussions, and practical business scenarios to promote active learning. The participant further stresses the importance of introducing students to workplace technologies such as Microsoft Excel, PowerPoint, and artificial intelligence (AI) tools to improve their employability. Overall, the narrative advocates that industrial experience enhances teaching effectiveness by bridging the gap between theoretical knowledge and real-world organizational practices while preparing students for professional careers.

2. Generating Initial Codes

Table 4.4.4.1

Initial Codes

• Two years of prior industrial experience
• Transition from industry to teaching
• Practical understanding of organizational behaviour
• Teaching Human Resource Management and Organizational Behavior
• Integration of real-life workplace experiences
• Improved student engagement through practical examples
• Recommendation of two to three years of industrial exposure
• Professional ethics and organizational culture
• Teamwork and communication skills
• Technical competency in Microsoft Excel and PowerPoint
• Use of AI tools in management education
• Case study-based teaching
• Classroom discussions and seminars
• Student-centred learning approach
• Development of critical thinking and decision-making
• Preparation for workplace expectations
• Bridging theory and practice
• Enhanced teaching effectiveness through industrial exposure

3. Searching for Themes

From the initial codes, the following themes emerged:

1. Industrial Experience as a Catalyst for Teaching Effectiveness

2. Professional and Technical Competency Development

3. Experiential and Student-Centred Teaching Practices
4. Development of Critical Thinking and Workplace Readiness
5. Integration of Digital Competencies in Management Education
6. Bridging Theory and Practice
7. Recommendations for Strengthening Management Education

4. Reviewing Themes

Table 4.4.4.2

Theme	**Description**	**Supporting Extracts**
1. Industrial Experience as a Catalyst for Teaching Effectiveness	Prior industrial experience enables the teacher to explain management concepts through practical workplace examples, thereby improving student understanding and engagement.	*"I am able to explain management concepts by connecting them with actual workplace situations. Students find these examples interesting and relatable."*
2. Professional and Technical Competency Development	Industrial experience contributes to the development of professional ethics, teamwork, communication, organizational understanding, and technical skills required for effective teaching.	*"Industrial experience helps teachers understand organizational culture, professional ethics, teamwork, and workplace expectations."*

3. Experiential and Student-Centred Teaching Practices	The participant adopts interactive teaching methods, including PowerPoint presentations, case studies, seminars, discussions, and workplace examples, to create an engaging learning environment.	*"I use case studies, seminars, and real-life organizational examples to make learning interactive and student-centred."*
4. Development of Critical Thinking and Workplace Readiness	Classroom discussions and case analyses encourage students to develop analytical thinking, problem-solving, and decision-making skills while preparing them for professional careers.	*"Students are encouraged to identify possible solutions and justify their decisions."*
5. Integration of Digital Competencies in Management Education	Technical skills acquired through industrial experience, including Microsoft Excel, PowerPoint, and AI tools, are integrated into teaching to improve students' technological competence and employability.	*"I also introduce them to digital tools such as Excel, PowerPoint, and AI applications that are commonly used in professional environments."*
6. Bridging Theory and Practice	Industrial experience enables teachers to connect management theories with actual organizational practices, making learning more relevant and application-oriented.	*"This approach enables students to understand how management theories are applied in real business environments."*

7. Recommendations for Strengthening Management Education	The participant recommends that management teachers should acquire two to three years of industrial experience before entering academia to improve teaching quality and student preparedness.	*"Educational institutions should encourage management teachers to gain at least two to three years of industrial experience before entering academia."*

5. Defining and Naming Themes

The thematic analysis reveals that prior industrial experience significantly enhances teaching effectiveness by enabling teachers to integrate practical workplace knowledge into classroom instruction. The participant believes that industry exposure strengthens professional competencies, including organizational understanding, communication, teamwork, ethical behaviour, and technical proficiency, all of which contribute to improved teaching quality. Interactive teaching practices such as case studies, seminars, classroom discussions, and real-life organizational examples encourage active student participation and facilitate deeper conceptual understanding. Furthermore, the integration of digital competencies, including Microsoft Excel, PowerPoint, and AI-based tools, equips students with practical skills that are increasingly valued in modern workplaces. The findings also demonstrate that industrial experience helps bridge the gap between theoretical knowledge and professional practice while promoting critical thinking, decision-making, and workplace readiness. Overall, the participant strongly recommends that management educators should possess two to three years of industrial experience before entering academia to better prepare students for the evolving demands of the business environment.

4.4.5 Case 4

Details of the Participant

- **Prior Industrial Experience:** No industrial experience
- **Teaching Experience:** 15 years
- **Age:** 40 years
- **Educational Qualification:** MBA; currently pursuing PhD
- **Institution Type:** Affiliated College under the University of Kerala
- **Subject Area:** Human Resource Management and Finance

1. Familiarization with the Data

The participant is a management teacher with fifteen years of teaching experience but no prior industrial experience. The narrative explores the participant's perspective on the relationship between industrial exposure and teaching effectiveness. While acknowledging that industrial experience provides valuable practical knowledge and facilitates the integration of real-world examples into classroom teaching, the participant argues that it is not a prerequisite for becoming an effective educator. Instead, teaching effectiveness is viewed as the result of long-term classroom experience, continuous professional learning, and the adoption of effective instructional practices. The participant emphasizes the use of digital teaching technologies, particularly Learning Management Systems (LMS), to enhance student engagement and improve learning outcomes. Although the absence of industrial experience initially limited professional networking opportunities, these limitations were gradually overcome by maintaining relationships with former students who are now employed in various industries. Overall, the participant highlights that both industrial exposure and extensive teaching

experience contribute to effective management education, with continuous learning and technological adaptation playing equally important roles.

2. Generating Initial Codes

Table 4.4.5.1

Initial Codes

• Fifteen years of teaching experience
• No prior industrial experience
• MBA qualification and PhD pursuit
• Teaching HRM and Finance
• Industrial experience is beneficial but not compulsory
• Teaching effectiveness developed through classroom experience
• Continuous professional learning
• Student engagement through teaching practice
• Clear communication of concepts
• Interactive classroom environment
• Use of Learning Management System (LMS)
• Integration of digital teaching technologies
• Technology-enhanced learning
• Initial lack of industrial networking
• Professional networking through alumni
• Industry insights gained from former students
• Continuous improvement in teaching practices
• Equal importance of teaching experience and industrial exposure

3. Searching for Themes

From the initial codes, the following themes emerged:

1. Teaching Effectiveness through Professional Teaching Experience
2. Value of Industrial Experience without Mandatory Requirement
3. Technology-Enabled Teaching Practices
4. Professional Networking through Academic Relationships
5. Continuous Professional Development
6. Complementary Role of Teaching and Industrial Experience

4. Reviewing Themes

Table 4.4.5.2

Theme	**Description**	**Supporting Extracts**
1. Teaching Effectiveness through Professional Teaching Experience	The participant believes that teaching effectiveness develops through long-term classroom experience, effective communication, and continuous refinement of instructional practices.	*"ente teaching effectiveness develop cheythathu kure varshangalayulla ente teaching experience kondanu."* *"My teaching effectiveness has developed through my long teaching experience. Over the years, I have learned how to*

		engage students effectively and communicate concepts clearly."
2. Value of Industrial Experience without Mandatory Requirement	Although industrial experience enhances teaching by providing practical insights, it is viewed as beneficial rather than essential for becoming an effective management teacher.	*"prior industrial experience beneficial thanneyanennu njan viswasikkunnu. Ennal oru effective teacherakunnathinu industrial experience compulsory anennu parayanakilla"* *"I believe that prior industrial experience is certainly beneficial... However, I do not think industrial experience is compulsory for becoming an effective teacher."*
3. Technology-Enabled Teaching Practices	The participant incorporates digital teaching tools, particularly the Learning Management System (LMS), to improve student engagement, accessibility, and instructional effectiveness.	*"One of the important tools I use is the Learning Management System (LMS)... Technology has become an essential part of management education."*
4. Professional Networking through	Although industrial networking was initially limited, professional	*"I have gradually built professional networks through my former students... These*

Academic Relationships	relationships with former students have gradually expanded industry connections and provided valuable workplace insights.	*relationships provide valuable insights into current industry practices."*
5. Continuous Professional Development	The participant attributes teaching effectiveness to continuous learning, classroom experience, and the willingness to adopt new instructional strategies and technologies.	*"Every academic year provides opportunities to refine teaching methods and adopt better instructional strategies."*
6. Complementary Role of Teaching and Industrial Experience	The participant concludes that both industrial exposure and teaching experience contribute to quality management education, each offering distinct but complementary advantages.	*"Both industrial exposure and teaching experience contribute to quality education, and each has its own significance."*

5. Defining and Naming Themes

The thematic analysis indicates that teaching effectiveness can be achieved through sustained professional teaching experience, even in the absence of prior industrial exposure. The participant acknowledges the value of industrial experience in enriching classroom instruction with practical examples and workplace perspectives but argues that it should not be regarded

as a mandatory requirement for management educators. Instead, continuous classroom practice, professional development, and reflective teaching contribute significantly to instructional effectiveness. The participant also demonstrates the importance of integrating digital technologies, particularly Learning Management Systems (LMS), to enhance student engagement and facilitate effective learning. Furthermore, although the absence of industrial experience initially limited professional networking opportunities, long-term relationships with former students enabled the participant to establish meaningful industry connections. Overall, the findings suggest that while industrial exposure strengthens practice-oriented teaching, extensive teaching experience, technological adaptability, continuous learning, and academic networking can equally contribute to effective management education. These findings reinforce the complementary roles of industrial experience and pedagogical expertise in developing competent and effective management teachers.

Table 4.4.6.2 Consolidated Reviewing of Themes Across Four Cases

Theme	**Description**	**Representative Verbatim Extracts**
1. Teaching Effectiveness and Professional Experience	Teaching effectiveness develops through a combination of classroom experience and practical workplace exposure. Teachers with industrial experience use real-life examples, while experienced teachers without industrial	**Case 1:** *"My industrial experience has had a significant impact on my teaching effectiveness... Students often find it easier to understand concepts when they are linked to real-world situations."* **Case 2:** *"I utilize PowerPoint presentations to*

	experience rely on long-term teaching practice and effective communication.	*deliver topics systematically, ensuring clarity in my teaching."* **Case 4:** *"My teaching effectiveness has developed through my long teaching experience. Over the years, I have learned how to engage students effectively and communicate concepts clearly."*
2. Role of Industrial Experience in Management Education	Industrial experience is perceived as valuable because it provides practical knowledge and workplace perspectives. However, it is viewed as beneficial rather than compulsory by experienced teachers without industrial exposure.	**Case 1:** *"Industrial exposure adds significant value by making education more relevant to the needs of students and the workplace."* **Case 2:** *"Teachers with prior industry experience often have more professional connections, which can be leveraged for student placements and industry exposure."* **Case 3:** *"Industrial experience helps teachers understand organizational culture,*

		professional ethics, teamwork, and workplace expectations." **Case 4:** *"I believe that prior industrial experience is certainly beneficial... However, I do not think industrial experience is compulsory for becoming an effective teacher."*
3.Experiential, Structured and Technology-Enabled Teaching Practices	Participants employ structured, experiential and technology-supported teaching strategies including PowerPoint, case studies, seminars, LMS, AI tools and workplace examples to improve student learning.	**Case 1:** *"Whenever I teach a management concept, I relate it to actual situations that I encountered during my industry career."* **Case 2:** *"I use PowerPoint presentations to deliver topics systematically, ensuring clarity in my teaching."* **Case 3:** *"I use case studies, seminars, and real-life organizational examples to make learning interactive and student-centred."* **Case 4:** *"One of the*

		important tools I use is the Learning Management System (LMS)... Technology has become an essential part of management education."
4.Student Engagement, Critical Thinking and Workplace Readiness	Interactive teaching approaches promote analytical thinking, decision-making, teamwork and workplace readiness. Teachers without industrial experience reported comparatively greater difficulty in maintaining student engagement.	**Case 1:** *"I encourage students to analyze situations rather than simply memorize concepts... I also encourage group activities and case analyses."* **Case 2:** *"Despite my structured approach and engagement tactics, student interest remains low."* **Case 3:** *"Students are encouraged to identify possible solutions and justify their decisions."*
5.Bridging Theory and Practice	Industrial experience enables teachers to connect management theories with workplace realities. Teachers without industrial experience recognize this limitation and attempt to compensate	**Case 1:** *"Industrial exposure adds significant value by making education more relevant to the needs of students and the workplace."* **Case 2:** *"My work-life and industry exposure are minimal compared to peers*

	through effective pedagogy and technology.	*with industry backgrounds."* **Case 3:** *"This approach enables students to understand how management theories are applied in real business environments."* **Case 4:** *"Both industrial exposure and teaching experience contribute to quality education, and each has its own significance."*
6. Professional Competency and Continuous Professional Development	Professional competence develops through workplace exposure, continuous learning, reflective teaching and adoption of new technologies.	**Case 1:** *"Industrial experience develops professionalism... improves time management... instills discipline... and helps individuals develop better judgment and maturity."* **Case 3:** *"Industrial experience helps teachers understand organizational culture, professional ethics, teamwork, and workplace expectations."* **Case 4:**

		"Every academic year provides opportunities to refine teaching methods and adopt better instructional strategies."
7. Professional Networking and Industry–Academia Linkages	Industrial experience strengthens professional networking that facilitates internships, industrial visits, guest lectures and placements. Teachers without industrial experience develop alternative networks through alumni.	**Case 1:** *"These contacts can be useful for arranging internships, industrial visits, guest lectures, and placement opportunities for students."* **Case 2:** *"My lack of industrial ties limits my ability to offer these benefits."* **Case 4:** *"I have gradually built professional networks through my former students... These relationships provide valuable insights into current industry practices."*
8. Challenges Faced by Teachers without Industrial Experience	Teachers without industrial experience reported limitations in connecting theory with practice, maintaining student	**Case 2:** *"Despite my structured approach and engagement tactics, student interest remains low."* **Case 2:** *"My work-life and*

	engagement and establishing industry networks, but they compensated through structured teaching and continuous improvement.	*industry exposure are minimal compared to peers with industry backgrounds."* **Case 4:** *"My teaching effectiveness has developed through my long teaching experience."*
9. Recommendations for Strengthening Management Education	Most participants recommended prior industrial experience for management teachers while recognizing that teaching effectiveness also depends on continuous professional development and teaching experience.	**Case 1:** *"Institutions should encourage management faculty members to gain at least one year of industrial exposure before entering academia or during their academic careers."* **Case 3:** *"Educational institutions should encourage management teachers to gain at least two to three years of industrial experience before entering academia."* **Case 4:** *"Both industrial exposure and teaching experience contribute to quality education, and each has its own significance."*

Chapter 5

Findings and Suggestions

5.1 Findings

The major findings related to the demographic profile and the level of prior industrial experience among management teachers are summarized below:

1. The study consisted of 30 management teachers from affiliated colleges under the University of Kerala.
2. The respondents were equally distributed based on educational qualification, with 15 (50%) Postgraduate teachers and 15 (50%) PhD holders, ensuring balanced representation of both qualification categories.
3. The sample was predominantly female, with 27 respondents (90%) being female and 3 respondents (10%) being male, indicating that the study largely reflects the perspectives of female management teachers.
4. The respondents were equally divided based on prior industrial experience, with 15 teachers (50%) having prior industrial experience and 15 teachers (50%) having no industrial experience.
5. The descriptive statistics showed a mean score of 1.50 for qualification and prior industrial experience, confirming the equal distribution of respondents across these categories. The mean score for gender was 1.10, reflecting the predominance of female respondents.
6. The standard deviation values for qualification (0.509), gender (0.305), and prior industrial experience (0.509) were relatively low, indicating limited variation in the demographic characteristics of the respondents.

7. With respect to the years of prior industrial experience, 15 respondents (50%) reported no industrial experience, 8 respondents (26.7%) had less than two years of experience, 6 respondents (20.0%) had three to five years of experience, and only 1 respondent (3.3%) had six to ten years of industrial experience. None of the respondents had more than ten years of industrial experience.

8. Among teachers with prior industrial experience, the majority had less than five years of industry exposure, indicating that extensive industrial experience is relatively uncommon among the sampled management teachers.

9. Overall, the findings reveal that while half of the respondents possess prior industrial experience, the level of such experience is generally limited. The teaching workforce is therefore characterized by an equal proportion of teachers with and without industry exposure, with most experienced teachers having relatively short industry careers. This provides an appropriate basis for examining the influence of prior industrial experience on teaching effectiveness in the subsequent analysis.

10. The cross-tabulation between gender and prior industrial experience revealed that 14 female teachers had industrial experience while 13 did not. Among males, 1 had industrial experience and 2 did not. The Contingency Coefficient value (0.110) and p-value (0.543) indicated that there is no statistically significant association between gender and prior industrial experience.

11. The analysis of years of industrial experience and integration of digital learning tools (LMS, videos, simulations, AI tools) showed that 50% of teachers used such tools occasionally, while 30% used them always. However, no statistically testable relationship was confirmed in the analysis, suggesting that technology adoption is generally high across all experience levels.

12. The relationship between prior industrial experience and the use of real-life problems to develop critical thinking showed a weak association (Contingency Coefficient = 0.294) and was not statistically significant (p = 0.416). Hence, industrial experience does not significantly influence this teaching practice.
13. The association between years of industrial experience and providing clear explanations and examples in lectures showed a moderate coefficient (0.407) but was not statistically significant (p = 0.745). This indicates that teaching clarity is not significantly influenced by industrial experience.
14. The analysis between perceived relevance of industry experience and providing clear explanations revealed a relatively strong association (Contingency Coefficient = 0.618), but it was not statistically significant (p = 0.100). This suggests that perception of relevance may influence teaching practice descriptively but not statistically.
15. The repeated test between industrial experience and real-life problem-based teaching again confirmed a weak, non-significant association (p = 0.416), reinforcing that industrial experience does not significantly shape critical thinking-oriented teaching methods.
16. The tests of normality (Shapiro–Wilk and Kolmogorov–Smirnov) indicated that teaching effectiveness scores were not normally distributed in both groups (with and without industrial experience). This justified the use of a non-parametric test for hypothesis testing.
17. The Mann–Whitney U test results showed that teachers with industrial experience (mean rank = 16.43) had slightly higher teaching effectiveness scores than those without industrial experience (mean rank = 14.57). However, this difference was not statistically significant (U = 98.500, p = 0.554).

18. Overall, the hypothesis testing results consistently show that there is no statistically significant difference in teaching effectiveness between teachers with and without prior industrial experience.
19. Although minor differences were observed in mean ranks and descriptive patterns, these differences are statistically insignificant, indicating that industrial experience does not have a measurable impact on teaching effectiveness in this sample.

The major findings derived from the analysis of students' demographic profile and perceptions are summarized below:

1. The study included 99 student respondents, with 98 valid cases for analysis, indicating minimal missing data.

2. The gender distribution shows that 61 students (61.6%) were female and 38 students (38.4%) were male, indicating a moderate gender imbalance with a female majority.

3. The age profile reveals that 60.6% of respondents belonged to the 21–23 age group, while 39.4% were above 23 years, indicating that the sample primarily consists of young postgraduate students.

4. Based on course distribution, MBA students formed the largest group (43.4%), followed by other management programmes (34.3%), and BBA students (22.2%), indicating a mix of undergraduate and postgraduate learners.

5. The year-wise distribution shows that final year/PG students constituted the majority (65.7%), while first-year students formed 22.2%, second-year 11.1%, and third-year only 1%, indicating a strong dominance of advanced-level students.

6. The specialization profile reveals that HR students formed the majority (60.6%), followed by Finance (17.2%), Operations (13.1%), Marketing (5.1%), and Other specializations (4.0%), indicating a heavy concentration of HR respondents.

7. The institutional distribution indicates that Autonomous colleges contributed the largest share (45.5%), followed by Government (20.2%), Private (16.2%), Affiliated (10.1%), and Self-financing institutions (8.1%), showing moderate institutional diversity with dominance of Autonomous colleges.

8. Regarding perceived teaching experience of faculty, 27.3% of students reported their teachers had less than 2 years of experience, followed by 24.2% reporting 2–5 years, 8.1% reporting 6–10 years, and 9.1% reporting more than 10 years. Notably, 23.2% of students were not aware of their teachers' experience, indicating limited awareness among students regarding faculty background.

9. Overall, the student sample is largely composed of young, final-year/postgraduate HR-specialization students from autonomous institutions, which significantly shapes the perception data.

10. The presence of variation in specialization, institution type, and year of study enhances the diversity of the sample, although certain categories (HR, final year/PG, autonomous institutions) are disproportionately represented.

11. There exists a strong and statistically significant association between teacher subject knowledge and thorough class preparation (Contingency Coefficient = 0.733, p = 0.000). Students who perceive teachers as knowledgeable are more likely to perceive them as well-prepared for classes.

12. A strong and significant relationship is found between classroom engagement and encouragement of student participation (Contingency Coefficient = 0.764, p = 0.000).

This indicates that teachers who are engaging are also perceived as actively encouraging discussions and student interaction.

13. There is a positive relationship between teacher enthusiasm and sharing of digital learning resources. Highly enthusiastic teachers are more likely to provide additional digital learning materials beyond class notes, and this association is statistically significant.

14. The analysis confirms a strong association between student engagement and participation encouragement ($p = 0.000$), indicating that interactive teaching practices such as engagement and participation are closely linked.

15. A significant association exists between teachers' prior industry experience and students' perception of subject knowledge (Contingency Coefficient = 0.494, $p = 0.006$). Students tend to perceive more experienced teachers as more knowledgeable in their subject area.

16. Across all teaching quality indicators, student responses generally cluster in the agree and strongly agree categories, indicating overall positive perceptions of teaching effectiveness.

17. The tests of normality (Kolmogorov–Smirnov and Shapiro–Wilk) revealed that teaching effectiveness scores are not normally distributed across any teacher experience group (all p-values < 0.05). This confirms violation of the normality assumption.

18. Based on non-normal distribution, a Kruskal–Wallis test was conducted to compare teaching effectiveness across different teacher experience levels.

19. The Kruskal–Wallis test results showed that although the 2–5 years experience group had the highest mean rank (49.88), the differences among experience groups were not statistically significant ($\chi^2 = 5.526$, $p = 0.137$).
20. This indicates that teacher prior industry experience does not significantly influence overall teaching effectiveness as perceived by students.

Overall, while certain teaching attributes such as knowledge, engagement, enthusiasm, and participation show strong and significant relationships with each other, teaching effectiveness does not significantly vary based on teacher experience levels.

overall Findings from Thematic Analysis

1. Prior industrial experience is perceived as a significant contributor to teaching effectiveness, particularly in enhancing the practical orientation of management education.
2. Teachers with industrial experience are better able to connect theoretical concepts with real-life organizational practices, making classroom teaching more relevant and understandable for students.
3. Industrial exposure helps in the development of professional competencies such as discipline, communication skills, teamwork, decision-making ability, and workplace ethics, which positively influence teaching effectiveness.
4. Teachers with industrial experience demonstrate stronger industry–academia linkages, enabling them to facilitate internships, industrial visits, guest lectures, and placement opportunities for students.
5. Experiential teaching methods such as case studies, real-life examples, group discussions, seminars, and problem-solving activities are commonly used by teachers with industrial exposure to improve student engagement.

6. Teachers without industrial experience rely more on structured teaching methods, classroom experience, and academic preparation, which support conceptual clarity but may limit practical orientation.
7. Student engagement and participation are higher when teaching includes real-life examples, interactive activities, and practical applications.
8. The use of digital teaching tools such as PowerPoint, LMS, videos, and AI-based tools enhances teaching effectiveness regardless of industrial experience.
9. Teachers without industrial experience acknowledge the importance of industrial exposure, but do not consider it a mandatory requirement for effective teaching.
10. Teaching experience and continuous professional development are identified as key factors that can compensate for the absence of industrial experience.
11. A common agreement among all participants is that bridging theory and practice is essential for effective management education.
12. Industrial experience is seen as a supportive but not exclusive factor in determining teaching effectiveness.
13. Professional networking developed through industrial experience or alumni connections plays an important role in improving student opportunities such as internships and placements.
14. Teachers with industrial exposure recommend that management faculty should have at least 1–3 years of industrial experience before entering academia.
15. Overall, teaching effectiveness in management education is found to be multi-dimensional, influenced by both industrial exposure and pedagogical experience.

16. Teachers with out industry experience found to have minor difficulties in connecting management theories with practice, it is evident that faculties without industrial experience also tend to project themselves worthy in imparting such leakage.this may be attributed to their extra effort or reliance to technology to bridge the gap.

Suggestions of the Study

Based on the findings of the study on prior industrial experience and teaching effectiveness of management teachers, the following suggestions are offered:

- **Encourage industrial exposure for faculty.**

  Management institutions should encourage faculty members to gain short-term industrial exposure through internships, industry visits, consultancy projects, or industry attachments to strengthen their practical understanding of business operations.

- **Strengthen Industry–Academia Collaboration**

  Colleges should establish stronger partnerships with industries to facilitate guest lectures, industrial visits, internships, live projects, and regular interactions that bridge the gap between theory and practice.

- **Enhance Faculty Development Programmes**

  Institutions should organize regular Faculty Development Programmes (FDPs), workshops, and training sessions focusing on pedagogy, classroom management, communication skills, assessment strategies, and student engagement.

- **Promote Experiential and Student-Centred Learning**

  Teachers should be encouraged to adopt interactive teaching methods such as case studies, simulations, role plays, group discussions, problem-based learning, and collaborative learning to improve critical thinking and classroom participation.

- **Increase the Use of Technology in Teaching**

  Faculty should make greater use of Learning Management Systems (LMS), artificial intelligence (AI) tools, multimedia presentations, educational videos, and other digital technologies to enhance teaching effectiveness.

- **Ensure Continuous Professional and Industry-Oriented Development**

  Teachers should continuously update themselves through research, workshops, seminars, conferences, industry interaction programmes, and professional networking with alumni and industry experts to remain current with industry practices.

- **Adopt a Balanced Faculty Recruitment Policy**

  While prior industrial experience should be considered an added advantage, recruitment policies should place equal emphasis on teaching ability, subject expertise, communication skills, and overall professional competence rather than making industrial experience mandatory.

- **Strengthen Practical Orientation in the Curriculum**

  Management programmes should incorporate more industry-based assignments, live projects, case analyses, practical applications, and real-world business examples to enhance students' practical learning experiences.

- **Encourage Reflective and Lifelong Teaching Practices**

  Faculty members should be motivated to engage in self-evaluation, reflective teaching, and continuous improvement to enhance their instructional effectiveness throughout their careers.

- **Support Teachers without Industrial Experience**

  Institutions should provide adequate support to faculty without prior industrial experience by offering industry exposure opportunities, mentoring, practical teaching resources, and training that enable them to effectively integrate real-life examples and industry perspectives into classroom teaching.

Conclusion

This study examined the relationship between prior industrial experience and the teaching effectiveness of management teachers in affiliated colleges under the University of Kerala using a mixed-method approach. The quantitative findings revealed that there is no statistically significant difference in the teaching effectiveness of management teachers with and without prior industrial experience. Similarly, students' perceptions of teaching effectiveness did not differ significantly across teachers with different levels of industrial experience. These findings suggest that prior industrial experience alone does not determine the overall effectiveness of management teachers.

However, the qualitative findings provide a broader understanding of the role of industrial experience in management education. Teachers with prior industrial experience were found to be more confident in connecting theoretical concepts with practical business situations through real-life examples, case studies, and experiential learning activities. They also contributed to strengthening industry–academia collaboration by facilitating internships, industrial visits, guest lectures, and placement opportunities. At the same time, teachers without industrial experience demonstrated effective teaching through strong pedagogical skills, subject knowledge, continuous professional development, and the use of technology to bridge the gap between theory and practice.

The study also found that interactive teaching methods, effective communication, student engagement, technology-enhanced teaching, and continuous learning are important factors influencing teaching effectiveness irrespective of prior industrial experience. Thus, teaching effectiveness is a multidimensional concept that depends on a combination of pedagogical competence, subject expertise, professional commitment, and practical orientation rather than industrial experience alone.

Overall, the study concludes that prior industrial experience should be viewed as an added advantage rather than a mandatory requirement for management teachers. While it enriches classroom teaching by providing practical insights and strengthening industry relevance, it is not the sole determinant of effective teaching. Therefore, management institutions should encourage industry exposure and continuous faculty development while also recognizing the importance of teaching skills, subject expertise, and lifelong professional learning in achieving quality management education.

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Appendix

Questionnaire for teachers

Section 1: Respondent Demographics (Control & Independent Variables)

1. Name (optional) :
2. Name of the college:
3. Highest academic qualification:

(a) Postgraduate

(b) M.Phil

(c) PhD

(d) Other

Q1. Industry Experience Evaluation

Q1.1 Prior industry experience

- Nil
- < 2 years
- 3–5 years
- 6–10 years
- > 10 years

Q1.2. Primary domain of industry experience:

(a) HR

(b) Operations

(c) Marketing

(d) Finance

(e) Other

Q1.3 Recency of industry experience (years since last corporate role):

(a) <5 years

(b) 5-10 years

(c) >10 years

(d) None

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Q1.4	I have substantial exposure to real-world industry practices.					
Q1.5	I have handled practical responsibilities in a professional work environment.					
Q1.6	My industry experience covers multiple functional areas (e.g., HR, operations, marketing, finance).					
Q1.7	I have been involved in decision-making processes in my industry role.					
Q1.8	I have experience dealing with real organizational challenges.					
Q1.9	I have actively participated in team-based projects in an industry setting.					
Q1.10	I have worked in roles that required problem-solving in real business situations.					
Q1.11	I regularly update my industry knowledge through professional exposure (consulting, training, networking, etc.).					
Q1.12	My industry experience is relevant to the subjects I teach.					

Q2 Teaching Practices in Management Education

Q2.1 Years of teaching experience:

- o < 2 years
- o 3–5 years

- 6–10 years
- > 10 years

Q2.2 Average class size :

(a) <30

(b) 30-50

(c) >50

Q2.3 Type of institution:

(a) Government

(b) Private

(c) Autonomous

(d) Affiliated

(e)self financing

Use of Technology-Enhanced Teaching Practices							
		Always	Very Frequently	Occasionally	Rarely	Very Rarely	Never
Q2.4	I use PowerPoint presentations or slides to explain management concepts visually.						
Q2.5	I integrate Learning Management Systems (LMS), videos, simulations, or AI tools for interactive learning.						
Q2.6	I share digital resources (e.g., online videos, apps) to supplement classroom teaching.						
Quality of Communication with Students							
Q2.7	I provide clear explanations and examples during lectures on complex HR/management topics.						

Q2.8	I offer timely and detailed feedback on assignments, projects, or quizzes.						
Q2.9	I respond promptly to student queries via email, chat, or office hours.						
Use of Active Learning Methods							
Q2.10	I incorporate case studies, role plays, group discussions, or projects in my classes.						
Q2.11	I design activities that require students to apply management theories to real scenarios.						
Teamwork Facilitation							
Q2.12	I organize and assign student teams for collaborative tasks or group projects.						
Q2.13	I guide teams by monitoring progress, resolving conflicts, and providing facilitation tips.						
Problem-Solving and Critical Thinking Emphasis + Support for Self-Directed Learning							
Q2.14	I use real-life problems or analytical tasks to develop students' critical thinking.						
Q2.15	I assign independent reading, research, or reflection tasks for self-directed learning.						
Q2.16	I encourage students to explore management topics beyond the prescribed curriculum.						

Student Evaluation of Teaching Performance: Facilitation Assessment Model

1.Name (optional)

2.Name of the college

3. Gender

- Male
- Female
- Prefer not to say

4. Age Group
   - Below 18
   - 18 – 20
   - 21 – 23
   - Above 23
5. Course/Program
   - BBA
   - B.Com
   - MBA
   - Other

6. Year of Study

- 1st Year
- 2nd Year
- 3rd Year
- Final Year / PG

7. Specialization (if applicable)

- HR
- Marketing
- Finance
- Operations
- Others

8. Type of Institution

- Government
- Private
- Autonomous
- Affiliated
- self financing

9. **Based on your knowledge, how much prior industrial (work) experience does the teacher you are evaluating have?**

- Not aware
- No prior industrial experience
- Less than 2 years
- 2 – 5 years
- 6 – 10 years
- More than 10 years

Teacher Knowledge and Communication					
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
My teacher is knowledgeable about the subject that was covered.					
My teacher explains management concepts clearly with relevant examples.					
My teacher is able to explain difficult or abstract concepts clearly.					
My teacher communicates at a level that students can easily understand.					
My teacher keeps students interested and engaged during the class.					
My teacher is enthusiastic about the subject being taught.					
Assessment of the facilitator's presentation and teaching skills					
I can clearly hear and understand my teacher during the class.					
My teacher prepares thoroughly for each class session.					

My teacher uses teaching aids effectively (slides, board work, etc.).					
My teacher gives a clear overview of the topic at the beginning of the class.					
My teacher summarizes important points at the end of the class.					
Technology and Learning Resources					
My teacher uses PowerPoint or slides effectively to explain management concepts.					
My teacher integrates technology (LMS, videos, simulations, or AI tools) for learning.					
My teacher shares useful digital learning resources beyond class notes.					
Student Engagement and Active Learning					
My teacher encourages student participation through questions and discussions.					
My teacher regularly uses case studies, role plays, or project activities.					
Class activities help me apply management theories to real-world situations.					
My teacher effectively organizes group or team activities.					
Learning Support and Skill Development					

My teacher provides timely and helpful feedback on assignments or quizzes.					
My teacher responds to students' questions when clarification is needed.					
My teacher encourages independent learning, reading, or research.					
My teacher promotes critical thinking through real-life problems and analytical tasks.					
The examples used in class improve my problem-solving skills.					
Overall Impact					
I feel that the workshop will help me cope better with the challenges of life.					
The knowledge and skills gained from the class will help me in my academic or professional life.					

Interview schedule for teachers

1. an you briefly describe your academic and professional background?
2. How many years of teaching experience do you have?
3. Do you have any prior industrial or corporate work experience? If yes, please describe it.
4. What subjects do you currently teach?

Section B: Teaching Effectiveness

5. How would you describe your approach to teaching management students?
6. What methods do you use to make classroom learning more effective and engaging?
7. How do you connect theoretical concepts with practical business situations in your teaching?
8. In your opinion, what factors contribute most to teaching effectiveness in management education?
9. How do you assess whether students have understood and applied the concepts taught in class?
10. Can you share an example of a teaching practice that has been particularly successful in improving student learning?

Section C: Influence of Industrial Experience on Teaching

11. How has your industrial experience (or lack of industrial experience) influenced your teaching methods?
12. In what ways do you think prior industry experience contributes to teaching management subjects?
13. What advantages do teachers with industrial experience bring to the classroom?
14. What challenges do teachers without industrial experience face while teaching management subjects?
15. Do you believe industrial experience is essential for effective management teaching? Why or why not?

Section D: Initiatives to Bridge the Experience Gap

16. What strategies do you use to compensate for the absence of industrial experience, if applicable?
17. How do you stay updated with current industry trends and business practices?

18. Do you use case studies, industry projects, guest lectures, or internships to enhance practical learning? Please explain.
19. Have you participated in industry training programs, consultancy assignments, or faculty development programs? How have these influenced your teaching?
20. What additional support would help teachers bridge the gap between academic knowledge and industry practice?

Section E: Institutional Policies and Practices

21. What importance does your institution place on industrial experience during faculty recruitment?
22. Can you describe the faculty induction process followed in your institution?
23. What opportunities does your institution provide for faculty development and industry exposure?
24. How does the institution encourage collaboration between faculty members and industry professionals?
25. In your opinion, how can faculty recruitment and development policies be improved to strengthen industry-academia integration?

Section F: Suggestions and Conclusion

26. What recommendations would you give to management teachers who do not have prior industrial experience?
27. How can management education better prepare students for industry requirements?
28. Is there anything else you would like to share regarding industrial experience and teaching effectiveness?