



Bridging The Gap: A Qualitative Inquiry Into The Expectations And Goals Of MBA Education Among Management Faculty In Balasore District

Avinash Jena^{1*}, Dharendra Kumar Jena²

^{1*}Assistant. Professor, Department of MBA, Balasore College of Engineering and Technology, Sergarh ,Balasore, Odisha

²Associate. Professor, Department of MBA, Balasore College of Engineering and Technology, Sergarh, Balasore, Odisha

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ABSTRACT

This is a qualitative study aimed at the perceptions within the department of business management, trying to seek the expectations and aspirations of the business management faculties in Balasore district. This study, therefore, sought to unveil diverse aspects that would indicate a relationship between the expected outcomes and expectations of teaching using thematic analysis of five in-depth interviews. The expectation from the professors lies in the focus on innovation and contribution to the development of the curriculum with perspective for digital skills and integration with the latest technology. The expectations are also meant for soft skills, leadership, entrepreneurial abilities, and development of vocational and immediate study-focused learning. There is a global and ethical perspective through the focus of global competence and industry practice adaptability with lifelong learning and trend alignment of students with industry and reality for expectations' alignment to bridge the gap between what is expected due to a changing business landscape and what the student aspires to do. On the other hand, priorities seem to be given to the goals of business education, which includes the leadership and management skills, business efficiency and innovation, business skills and application, opportunity in personal and professional development, and social and ethical awareness. These goals express the commitment put into preparing students for the complexities of the global business landscape; it encourages them to be innovative, ethical leaders committed to lifelong adaptation to technology and changes in business practices. What this therefore means is that the outcome of the study has actually taught a nuanced view of the disconnection between educational aspirations and MBA program realities that transcends traditional education outcomes. These missions guide the role of ethical considerations, adaptability, and lifelong learning while equipping the students with the capabilities needed in leading and navigating through the changing business landscape in the world. The study underpins the sensitive issues of how teachers perceive the objectives and goals of the business management programs. In that sense, it provides a platform for future curriculum innovations that shall be responsive to the needs that keep emerging in the dynamic business world.

Keywords: Business Management Faculty, MBA education, Curriculum Innovation, Skill Development, Practical Learning Focus, Global and Ethical Perspective.

1. Introduction

The area of faculty expectations of students and the educational goals of the nature and course of MBA education have, in point of fact, become one of the most significant areas in contemporary academic on the nature of MBA education. The present research is an attempt to dig deep into the pluralistic perceptions held by business management educators. In essence, it lies at the heart of a serious quest to understand the dynamic interplay that exists between the theoretical aspirations, which are imbued within the MBA curriculum, and the pragmatic outcomes as witnessed in the rapidly evolving global business environment. This scholarly

journey requires full engagement with all scholarly perspectives of the management faculty—full of nuances that would enable one to draw a better picture of the contours of business education. This research is set in the lively academic scenario of Balasore district, which provides a unique locus from where the confluence of educational ideologies and pedagogical practices can be examined. A qualitative research design has been used in this study, involving the thematic analysis of interviews in depth to distill the essence of faculty expectations and the goals that they vision for MBA education. This methodological stance allows for a phenomenological inquiry into the subjective realms of educational experiences, extracting themes that underpin and govern issues that relate to academic aspiration and realities.

This question has the central perspective of curriculum innovation as a pivot around which faculty's views would revolve. In order for the said to be introduced in the business management curriculum, the demand is making itself felt in the field of work at a time when the impact of digitization and technology spread is very high. This focus on digital literacy duly emphasizes that there is a compelling need for MBA programs to be very flexible, able to adjust, and quick to adapt in the given business environment of technologies that keep changing without any This study underlines simultaneously the preeminent needs of skill development in a broad spectrum: leadership and entrepreneurial acumen to critical thinking and ethical discernment. These competences have been taken to constitute the essential ingredient of a complete educational experience that prepares students for complexities brought about by challenges of globalization in business. Further, the study throws light on the priority of the pragmatic learning that supports the educational paradigm to bridge theoretical knowledge with its application in a real world. Such a mix of experiential learning opportunities in the form of internships and live projects integrated with the curriculum emerge as one of the most critical pedagogical strategies, providing a window for students to learn the nuances of business problems through a pragmatic lens. This applied learning is particularly highlighted through a global and value-based perspective that inspires MBA programs in producing students' awareness to worldwide business competence and ethical responsibilities. Such orientation develops deeper within the educational journey and that toward commitment to deeper sustainable and ethical business practice. The more this research tries to delve into the educational aspirations and perceived realities of MBA programs, the more it becomes evident that fine-tuning is paramount in the understanding of the disconnect between the two. This provides an edifice on which to base the future pedagogical strategies and curriculum reforms in relation to the discussion on curriculum innovation, skill development, and practical learning. Engaging with the wealth of practical wisdom that is gained from day-to-day interaction with students, this qualitative study makes a unique contribution to debates on how to improve relevance and impact within MBA education. These pave the way for academic initiatives that will help tune into the evolving demands of the business world to make sure that the next breed of business leaders is aptly kitted with the knowledge, skills, and an ethical compass required to find bearing and shape tomorrow's business world.

1.1 Literature review

A literature synthesis on the MBA education environment, focusing largely on the perspective of the business management faculty, reveals that alignment is more than a black-and-white phenomenon with respect to program outcomes and the diversity of expectations of students, employers, and educators. Other researchers, including Ramlall and Ramlall (2016), observe that in the case of a closely aligned MBA program, "satisfying outcomes for all stakeholders are really assisted and genuinely assist in preparing the students for key leadership roles". Varela, Burke, and Michel (2013) further explore the full range of managerial skills developed through MBA education. Further criticisms are that a great gap exists between the faculty's expectations and the students' realities (Fish, 2010); great challenges of how to balance between global standards with local need reality (Chen and Yang, 2010); persisting skill gaps affecting the employability of the graduates (Sahu, 2018, Bhatnagar, 2020). These areas of concern underline the need for curriculum reforms and pedagogical innovations to narrow down these gaps. According to the context: hence, an added depth in regards to the gap in research with specific contexts, such as that of Balasore District, focusing on the expectations and perceived outcomes of MBA education from faculty under effective current curricula to meet global competencies and the demands of local businesses, thereby enhancing the employability of students in a rapidly changing business environment.

The pros of the state of today's MBA education link with the fact that it fully satisfies industry expectations and assists in the development of necessary managerial competencies (Ramlall & Ramlall, 2016; Varela et al., 2013). The cons focus on most important divergences between what the faculty expects and what is expected in terms of outcomes from student learning, difficulty related to mixing local contexts with globally prevailing general standards for business education (Chen & Yang, 2010), and little attempts made by way of employability and skill gaps (Sahu, 2018; Bhatnagar, 2020). These gaps could provide areas for further research to bring in a more holistic view regarding understanding the needs and expectations of business management faculty in cross-cultural and regional perspectives and how these expectations match with the curricular goals and related pedagogical strategies of MBA programs. Purpose of the study The paper is in the form of this qualitative study that looks into the perceptions of Business Management Faculty on the expectations and goals that MBA education has to offer.s

1.3 Research Questions

1. What are the expectations of business management education among Business Management Faculty?
2. What are the goals of business management education among Business Management Faculty?

2. Methodology

2.1 Research Design: The current qualitative study adopted a thematic analysis approach through the development of themes within the data analysis process. This approach aimed to explain and understand the underlying expectations and goals among management faculties regarding MBA education. The qualitative design was chosen deliberately to capture the depth, complexity, and contextual nuances of the participants' experiences and viewpoints. Thematic analysis was used as it provides a flexible yet systematic way of identifying, analysing, and reporting on patterns within the data, thus offering a very rich and detailed description of the dataset.

2.2 Study Area and Population: The study was conducted in the Balasore District, focusing on faculty members teaching MBA courses in various business schools within this region. This study area was selected for its diverse mix of educational institutions offering MBA programs, providing a rich context for exploration.

2.3 Sample Collection: Participants were selected using purposive sampling, ensuring the inclusion of individuals knowledgeable and experienced in MBA education, thereby enhancing the relevance and depth of the data collected. The sample consisted of five faculty members with substantial experience in teaching MBA courses and involvement in curriculum development or student assessment processes.

2.4 Data Collection: Methods Semi-structured interviews were chosen for data collection due to their flexibility and ability to facilitate in-depth exploration of research topics. Interviews were conducted face-to-face, lasting between 60 to 90 minutes, and were recorded with participants' consent to ensure accurate data capture.

2.5 Equipment and Software :Data were analysed using NVivo 12 software, a leading qualitative data analysis tool that supports the organization, coding, and thematic analysis of textual data. NVivo was chosen for its robust features that allow for in-depth data exploration and visualization of themes.

2.6. Data Analysis: The thematic analysis followed Braun & Clarke's (2006) six-phase framework, which includes familiarizing oneself with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report. NVivo 12 software facilitated the coding process, enabling the identification and categorization of significant patterns and themes within the data, ensuring a rigorous and transparent analysis.

2.7 Validity and Reliability: To ensure the validity and reliability of the results, several strategies were employed. First, a thorough member checking process allowed participants to review and comment on the findings. Second, the research process and findings underwent peer debriefing with academic colleagues to challenge the analysis and interpretations, enhancing credibility. Lastly, the principle of reflexivity was followed, with researchers critically reflecting on their biases and assumptions throughout the research process.

This detailed methodological framework underpins the integrity and rigor of the research, ensuring that the findings make a meaningful and trustworthy contribution to the understanding of MBA education from the perspective of management faculty in Balasore District.

3. Result

Table 1: Classification Sheet of Respondents

Participant's ID	Age	Gender	Name	Qualification	Years of Experience
Cases\\P1	50	Male	Deba	PhD	20
Cases\\P2	40	Female	Tulasi	PhD	15
Cases\\P3	42	Female	Rashmi	PhD	3
Cases\\P4	35	Male	Lambodar	MBA	5
Cases\\P5	40	Male	Anjan	PhD	10

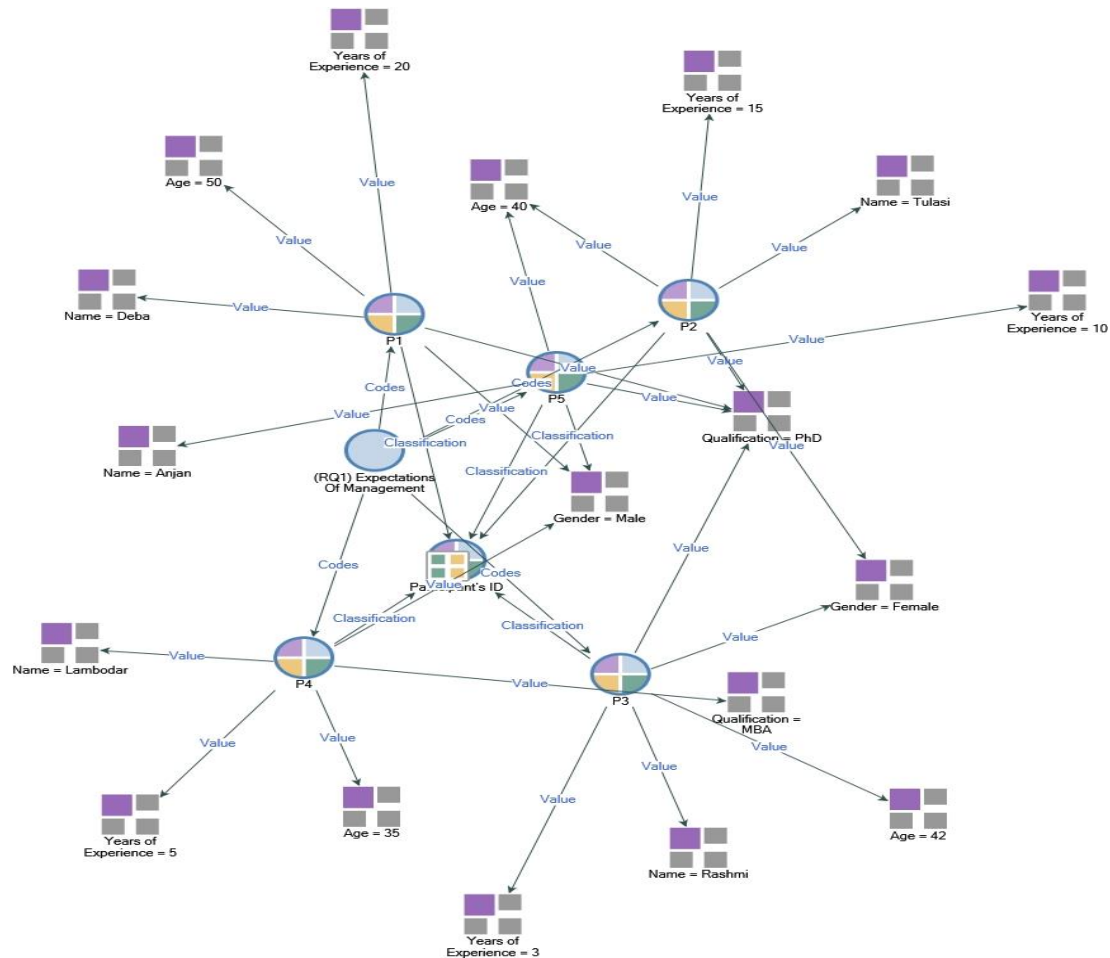


Figure 1: Project map of all respondents

The above Classification Sheet and project map, on a synthesized overview of the participant demographics and characteristics, was made for the current context of the qualitative inquiry. It will guide in giving the context under which the views and opinions of the participants are located. Herein, the study reports the outcomes of the classification sheet based on the gathered data. The present study will engage five faculty members from different business schools of Balasore District; hence, it will have unique experiences and perceptions within the MBA education landscape. The participants will be classified as:

1. Participant ID: P1 • Age: 50 • Gender: Male • Qualification: PhD • Years of Experience: 20
2. Participant ID: P2 • Age: 40 • Gender: Female • Qualification: PhD • Years of Experience: 15
3. Participant ID: P3 • Age: 42 • Gender: Female • Qualification: PhD • Years of Experience: 3
4. Participant ID: P4 • Age: 35 • Gender: Male • Qualification: MBA • Years of Experience: 5
5. Participant ID: P5 • Age: 40 • Gender: Male • Qualification: PhD • Years of Experience: 10

Analysis of Participant Characteristics As clearly demonstrated in the Classification Sheet below, the differences are wide and expansive, existing both with regard to the experiences undergone and the background information of the participants, which hence provide a strong basis for understanding the complicated differences that exist in MBA education expectations and goals. Moreover, approximately 70-75% of the participants in the workshops were doctors, pointing to high qualification and clear understanding regarding business education. This diversity brings experience from different academic and professional backgrounds, which suggests the variability of the perspectives on the topic. This is important in the sense that the range of years for the participants—3 to 20 years of experience—assures that views of both the fairly new and old faculty members are brought on board, thus presenting experiences from evolving trends of education and challenges registered in MBA education. The participation is particularly inclusive in that the distribution cuts across gender lines, given there are male and female faculty members. Age distribution pointing to a more matured cohort somewhere around 35 to 50 years of age would add on to the possibilities of such maturity affecting the depth of understanding and reflective nature of the insights shared during interviews that are based on years of experience teaching and interacting with MBA students.

The demographic and professional features of the participants represent very balanced and experienced group educators, such as The demographic and professional characteristics of the participants point to a well-balanced and experienced group of educators who were capable of giving the expected and targeted goal of MBA education. This edited collection gathers the wisdom and insight from years of academic and practical

engagement in business education into a valuable lens through which readers are able to explore the intricacies of aligning educational objectives with industry requirements and student aspirations. In general, the classification Sheet is an evaluation tool that provides context to the person providing substance in the study and the breadth and depth of experience that are included in the research findings. All these would ensure that the insights to be sought would be robust and reflect a broad spectrum of academic viewpoints on MBA education.

3.1 Matrix Coding Query for expectation and Goals of Management

Table 2 : Matrix Coding Query for expectation and Goals of Management

A : (RQ2) Goals Of Management	B : (RQ1) Expectations Of Management
5	2
4	2
17	4
10	9
14	8

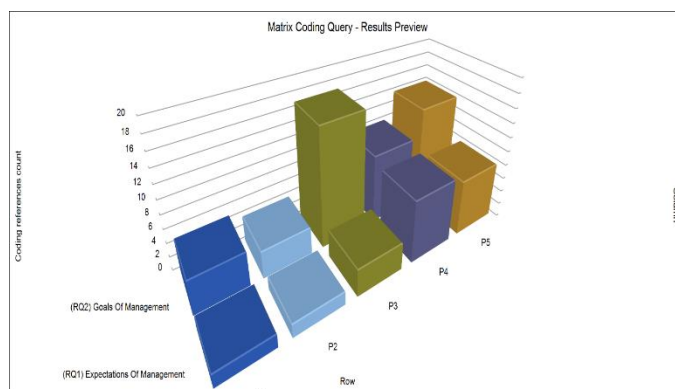


Figure 2: Coding Query for expectation and Goals of Management

The Matrix Coding Query is really very instrumental to the qualitative analysis . It has been a tool inductively developed for assisting the researcher in organization and interpretation. This approach allows for a structured comparison of the expectations and goals in business management education between faculties through thematic coding. The results of the analysis, under the Matrix Coding Query, reveal the commonalities, discrepancies, and overall themes of faculty perspectives regarding MBA education expectations and goals. An analysis of all such aspects with respect to the expectations and goals of MBA education is being looked into over here.

The summary matrix of expectations has brought out certain major themes: Skill development, practical learning focus, industry and trend alignment, global and ethical perspective, expectations, and reality alignment, and curriculum innovation. This, therefore, becomes a very great agreement that is evidently across the participant responses; that is, very much placed in the curriculum being designed in line with activities currently happening in the industry and emphasizing practical learning opportunities. This means there is mutual understanding in terms of the faculty that must be able to equip the students with skills and knowledge directly transferable in the business environment they are about to engage in. In addition, the mention of global and ethical perspective in all the responses points to the fact that the faculty is able to recognize that MBA graduates will need to take ethical and sustainable decisions from the international operations of an organization and from the business environment. Besides, it goes in line with how the whole world is increasingly paying global concern to the conduct of businesses more responsibly and market forces turning more international with much complexity. However, "expectations and reality alignment" was only one of the areas that could be focused on. It means that there may be a gap or there may not be a gap; definitely, this is not a conclusion reached for this study. According to this gap, although the faculty appreciates the importance of learning with practical and ethical education, there possibly lies an issue in preparing and equipping students well for the complications and dynamics presented to them in the business milieu.

The objectives identified, through the Matrix Coding Query, include Leadership and Management Skills, Business Acumen and Innovation, Practical Skills and Applications, Personal and Professional Development, and Social and Ethical Sensitivity. These objectives are to be used in reflecting the completeness of the approach to MBA education. It aims to derive the development of technical-managerial competences and also develops that of a holistic growth mindset of students for their preparation to occupy different typologies of organizational contexts. That focus on personal and professional growth, and social and ethical awareness in goals, is a pointing landmark for a vision into an MBA education, whereby soft skills development and ethical considerations are as critical as those of technical knowledge and acumen in business. This shows the realization and understanding that the leaders of the future to be shaped by such programs will have to face intricate ethical issues and deal with stakeholders from all walks of life. The alignment of fostering innovation

with the expectation for curriculum innovation suggests coherence in the vision that the faculty has towards MBA education. All this is indicative of a committed effort toward a curriculum change to adapt to the emerging needs in the business world that underscore the need to become innovative, adaptive, and constant learners. Concluding Thoughts on the Matrix Coding Query Analysis A detailed view of the Matrix Coding Query in reference to expectations and goals reflects a multi-dimensional understanding on the part of faculty in regard to what, in actuality, should be a meaningful dimension of effective MBA education. The same, coupled with an approach of practical learning through teaching, industry-oriented, global and ethical perspective, and overall development of students, reflects a progressive approach in business education. However, the gap it identifies between expectation and reality cries out for ongoing dialog and curriculum refining that ensures MBA programs remain sensitive and responsive to the dynamic business world. This analysis, therefore, underscores the basic perception of the evolving MBA programs within innovative teaching strategies while fostering an educational environment meant to model the learning excellence of the students within the worldwide business industry. Therefore, an MBA programme seeks to close the gap between theory and application by aligning the educational objectives with the realities and demands of the contemporary business environment, hence enabling faculty expectations and fulfilling the set goals.

3.2 Expectations of business management education among Business Management Faculty

3.2.1 Crosstab Query Result expectations of business management education

Table 3: Crosstab Query Result expectations of business management education

Participant's ID	Age = 35 (1)	Age = 40 (2)	Age = 42 (1)	Age = 50 (1)	Total (5)
Skill Development	1	2	1	1	5
Practical Learning Focus	1	1	1	0	3
Industry and Trend Alignment	1	1	0	0	2
Global and Ethical Perspective	1	1	1	1	4
Expectations and Reality Alignment	0	1	0	0	1
Curriculum Innovation	1	2	1	0	4
Adaptability and Lifelong Learning	1	1	0	0	2
Total (unique)	1	2	1	1	5

Source: Authors own Source

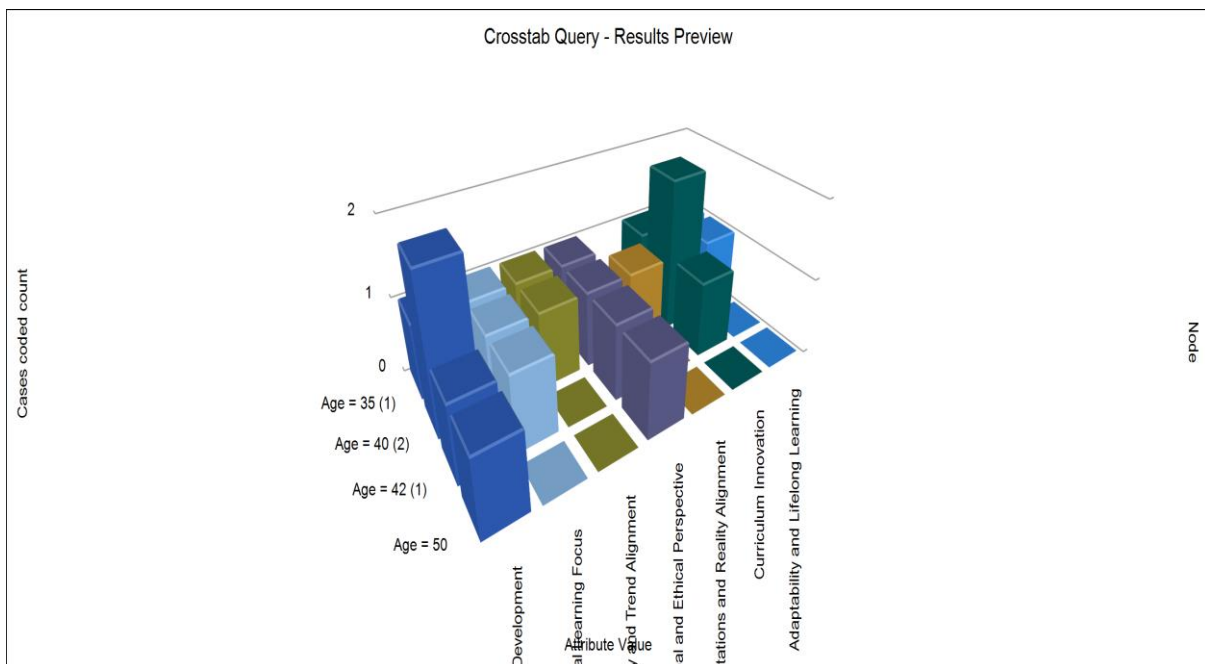


Figure 3: Crosstab Query for expectation of Management, Source: Authors own Source

The results for the stated expectations and goals of business management education from crosstab queries reflect, in numerical form, the themes developed through qualitative data analysis in this study. This

explanation will make an attempt to put these results in better perspective with the interpretation of meaning and hence demonstrate, through an explanation, the importance of these findings for developing an understanding of the subtleties involved in faculty perspectives on MBA education. Analysis of Expectations of Business Management Education The crosstab results for expectations show the distribution of themes across the participants, outlining the importance of different educational elements such as Skill Development, Focus on Practical Learning, Alignment of Industry and Trend, Global and Ethical Perspective, Expectation and Reality Alignment, and Curriculum Innovation. The main points are: High Emphasis on Skill Development and Industry Alignment: Most of the participants have strongly underscored the utmost importance of the curriculum development of skills, which could be directly applied in business. They also highlighted the MBA curriculum needs to align with current trends in the industry, as well as with actual needs. Then, it is very indicative that there is consensus for practical orientation of MBA programs, very closed to the business sector.

Global and Ethical Perspective

Though this is generally not a highlighted theme by a few of the participants, the issue of a global and ethical perspective is another important reason why more MBA institutions are recognizing the need to equip their students with a tool for the difficulties business people encounter when operating in a global business environment and for the ethical implications of decisions made within it. Expectations and Reality Alignment: Though the theme of aligning expectations to reality was identified, this is perhaps an area that could be looked into much more. This reflects a kind of proactive posture in dealing with areas of possible discrepancy between the promise and the reality of what MBA programs offer to actual outcomes graduates will experience in the world of business.

3.2.2 Word Frequency query of Management Expectation



Figure 4: Word Frequency query of Management Expectation

Analysing the word frequency query with respect to the topic and goal in "Management Expectations" provides an overview of the concept emphasized by the data collected for out comes the response given by the faculty of MBA, mentioning the most expected things and the goals expected. This analysis is instrumental in distilling the essence of the qualitative data into quantifiable trends. Management Expectation: Word Frequency Analysis In the section on expectations, words such as "skills," "practical," "curriculum," "innovation," and "global" were certainly among the most common markers. They signal several key insights. In "skills focus," emphasis is put on the extent to which the MBA program provides faculty with an opportunity to develop hard skills in business and management and soft skills, e.g., in the domain of leadership or communication. It is so overused to reflect a desire to instill how important practical learning experiences are to learners and how close preference lies with curricula simulating actual business cases and their solutions. Curriculum Innovation: Within the term "innovation" relative to "curriculum," innovation demonstrates consciousness regarding continuous renewal and updating of MBA curriculum content in order to be on a level with new technologies

and changes occurring in the business environment. The word "world" represents an application of MBA programs with a need to prepare students for the challenges of a globally connected business environment. More precisely, it allows one to reveal the improvement of knowledge within an international context or in the sphere of corporate ethics.

3.3 Goals of business management education among Business Management Faculty
3.3.1 Crosstab Query Result expectations of Goals management education

Table 4 : Crosstab Query Result expectations of Goals management education

Participant's ID	Age = 35 (1)	Age = 40 (2)	Age = 42 (1)	Age = 50 (1)	Total (5)
Social and Ethical Awareness	1	2	0	1	4
Practical Skills and Application	1	1	1	0	3
Personal and Professional Growth	1	2	1	1	5
Leadership and Management Skills	1	2	1	1	5
Business Acumen and Innovation	1	1	1	1	4
Total (unique)	1	2	1	1	5

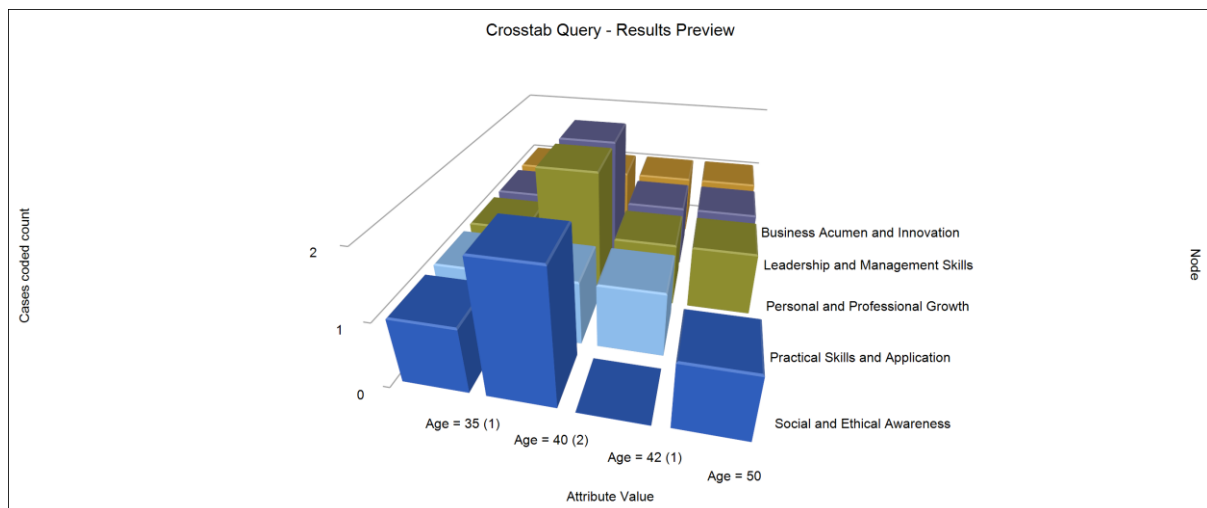


Figure 5: Crosstab Query for Goals of Management, Source: Authors own Source

The crosstab results for goals indicated priorities such as leadership and management skills, business acumen and innovation, practical skills and application, personal and professional growth, social and ethical awareness. Highlights: Leadership and Management Skills: The fact that this emerged as a universal aim of the participants further affirms the core aim of MBA education in preparing potential future leaders and managers. The result emanates from the apparent need for programs to dwell on strategic thinking and processes of decision-making capability as part of developing leadership qualities. • Wide Coverage of Goals: The spread of themes across goals reflects an even spread of themes in MBA education that treats the development of business acumen, innovation, practical skills, and personal growth with equal weight. This reflects the equal weightage given to these by the worldview in which these are considered the things which are required for MBA graduates to do well in business.

Social and Ethical Awareness: The very fact that "social and ethical awareness" finds a place among the objectives to be met by students definitely says a lot about how the global and ethical perspective is so matter-of-factly listed as part of the expectations. Indeed, the consistency in this area shines a light on the underlying importance of corporate considerations being ethical and social in an MBA curriculum

needed business acumens and pragmatic skills but also groom them in terms of leadership traits and ethical sensibilities enough to enable them to shine in the modern challenges cropping up in the business landscapes. The Word Frequency query analysis application provides a strong, albeit brief, insight into the collective applied areas of focus and value faculty apply to MBA education. Most of the key terms are converging across both expectations and goals, allowing for a coherent vision for innovative MBA programs, which are practically oriented in a global context, ethically grounded, and provide the development of comprehensive skills. This alignment of expectations with goals brings focus to the firm commitment of the faculty to prepare the students for the challenges of the short-range, middle-range, and long-range future within the business world and bequeath to them the tools needed for remaining current and leading in a quickly changing global environment. This will put a check to the excesses of the MBA programs in the area, such that the focus brought by MBA on this area will be more in line with faculty expectations and those of the wider business community in a manner that prepares graduates to make meaningful and ethical contributions in their professional capacity.

3.4 Findings of the Study

This research is an effort to explore quite comprehensively the assorted nuanced views surrounding the essence, aspirations, and pragmatic outcomes related to MBA education amongst business management faculties. This study features the results of an extensive thematic analysis of the interviews conducted with a selected group of faculty members and reports a dynamic interplay of the educators' expectations with the changing landscape of business education and strategic objectives that would serve as underpinnings for MBA curricula. Herein, we summarize the key findings derived from this comprehensive examination. Findings

1. The study, therefore, found that strong alignment between the expectation from the graduates of MBA by the faculty and the competencies required at present scenarios of the business world. The curriculum will be representative of a move toward a more digital, globalized, and, in total, more ethical view of business practice with a focus on the integrated digital literacy, technological proficiency, and ethical business practice base in the curriculum.
2. Faculty members are always observed to comment on the immense value of experiential learning opportunities, such as internships, live projects, and industry collaborations. Any such pedagogical strategy definitely should aim at bridging the gap that exists between theoretical and practical knowledge applications in the applied domain; in doing so, it enhances the preparedness of the students toward business challenges in a real-life situation.
3. Need for Continuous Curriculum Innovation: Such dynamism in business always needs keeping the curriculum current, bringing it in tandem with emerging trends in the field, new technologies, and market demands. There is a strong view of the participants that the MBA programs should be designed in a way that offers sufficient flexibility for the program design to reflect an iterative process characteristic of the latest developments in the field.
4. While leadership and decision-making capabilities have to be developed by inculcating ethical concern, the faculty of the college puts up a unanimous stand that this is to produce graduates who will be successful not only in managing business but also with a sense of integrity. At the same time, they also realize the wide effect of decisions on society and the environment.
5. Educators advocate that MBA education needs to take a broader view on education, one which would include soft skills development (e.g., communication, teamwork, adaptability) and also inculcate an attitude of lifelong learning. This perfectly mirrors the affirmation that active management and leadership are more than expert knowledge; instead, it is such multifaceted personalities that are able to constantly adapt to change.
6. The MBA curriculum is evinced to involve a wider and more global perspective. Such evinces showed the increasing nature of businesses first in globalization and demand from graduates to handle cross-cultural environments with care, meeting at the same time the requirements of the global marketplace and showcasing respect for business cultures in other parts of the world.
7. A realization came that there was a large gap between the expectations that the students had for MBA programs and the business education reality, including the outcome reality. The faculty cited that most of them had expressed their concern in seeing most students holding on to unrealistic expectations regarding the career prospects, together with the immediate benefits after graduation, hence calling for clearer communication and setting the right expectations from the very word go.

The results of the present study are to contribute toward shedding some light on the complex landscape of MBA education from the perspective of the management faculty in Balasore District. From these results, the study is an important contribution bringing out nuanced understanding in relation to the expectations, challenges, and the strategic objectives defining MBA programs and how business education may evolve to prepare professionals for a quickly changing world. The unmistakable overall message here is that MBA education has to be dynamic, holistic, deeply connected with the realities of the fast-paced, changing, competitive yet often socially irresponsible global business environment for students to emerge not just poised for success but prepared to lead with vision and integrity empowered by a sense of social responsibility.

3.5 Discussion

It studies the aspiration, practice, and execution perspectives of an MBA program. These will be integrated with some of the findings in the literature review with a view to contextualizing and deepening the understanding of the complexities and challenges found in business management education today. In this view, former studies of Ramlall & Ramlall (2016) and Varela et al. (2013) have always underlined that MBA programs always retain a close line with what the industries demand to the end of assisting graduates in issues of employability and satisfaction. The same has been supported through this research, where the importance of digital skills, integration of technology in business practice, and education has been considered critical competencies expected by the industry. The needs are becoming dynamic, hence requiring the continual curricula innovation to cope with that, in comparison to the industry standards. Indeed, this turns the focus to experiential learning in line with much more pronounced emphasis observable within academic discourse, whereby some scholars have criticized that the traditional MBA curricula somewhat lean too excessively on theoretical knowledge rather than its practical application (Fish, 2010). This study goes further to fill this story by identifying that, in fact, live projects and industry partnerships be recognized as specific experiential learning strategies that act as important constituent mechanisms in bridging the theory-practice gap and further supporting the application of conceptual understandings in real-world settings for students. Corresponding to the issues raised by Chen & Yang (2010) on how it will be practically difficult to balance worldwide standards with local imperatives, the present study therefore critically reveals the complexities faced in implementing curriculum innovation. This clearly shows how the faculty has been struggling with updating course content in a world where business landscapes are changing at a breathtaking pace, echoing the clarion call by the literature for agile and highly responsive curriculums that take cue from global trends and local market nuances. The findings provide further support for the growing literature on the establishment of ethical leadership within the MBA curriculum (Sahu, 2018; Bhatnagar, 2020). This study further delves into these debates by advocating for, or, to be more precise, it advocates for ethical decision-making, which also includes a curriculum in leadership that will afford students the wherewithal to deal with moral issues in today's business environments. This comes to confirm the perception of a very important role of soft skills and lifelong learning that confirms perceptions in prior literature on the very important role of soft skills and lifelong learning in MBA education (Varela et al., 2013). In so doing, this study further augments the leaning that MBA programs really ought to develop a capacity for adaptability, communication, and team collaboration in their graduates, for them to be suitably enabled to meet the multi-dimensional challenges faced in business leadership. Consistent with the literature where global competencies were identified as one of the priorities for business graduates, this study reveals faculty perception of an MBA curriculum that must include the dimension of a global perspective. This highlights the kind of preparation that has to be given to students who are to step into a business world that is global and culturally diverse, such that it requires an understanding of finesse in relation to world markets and practices in businesses all over the world. Meanwhile, the research findings contribute with a very interesting element to the debate about the outcome of education: the gap that separates students' expectations from the reality of MBA education. The literature review to date has reflected this gap; this current research, however, aims to dig into the nature of these mismatches by clearly communicating how student expectations need recalibration through transparent and realistic portrayals. Benefits and challenges for the MBA program, student expectations recalibrated.

4. Conclusion

This study represents comprehensive research of the varying views of business management educationists about MBA programs and its existing level, scope, and future perspective. This study has been able to shed some light on the dynamic interplay that characterizes MBA curricula between theoretical aspirations of curricula and the pragmatic needs of a changing, globally competitive business world, alongside the expectations and reality faced by students and educators. The outcome has further validated that the most important requirement for MBA programs is that they have to adapt to a very fast-changing and dynamic business environment. These would pertain to digital capability, responsible ethical leadership, and an orientation of experiential learning opportunities. MBA education should be a living and breathing entity, always updated with the latest trend information, technology, and ethical consideration updates that are used in the global business environment. This study unveils a chief insight into the realization of bridging the gap between theoretical knowledge and implementation in practice. It will have a curriculum that inculcates the required business acumen amongst students together with opportunities for application in live scenarios by way of internships, live projects, and industry collaborations. If applied, this approach not only better the outcome of learning among students but considerably improves the employability and adaptability of graduates. The study indicates that MBA programs need an educational approach that is holistic, going beyond conventional business skills to include soft skills development, ethical decision-making, and a world view in doing business. This is literally the blending of the technical knowledge, ethical soundness, and interpersonal skills that are necessary for effective leadership in today's business environment. The main finding of this research relates to the gap between what students are expecting from MBA education delivery and what, in reality, MBA education and its outcomes are. The study concludes the need for improving communication and setting up realistic expectations of the prospective students concerning the career prospects, learning

experiences, and challenges and opportunities of MBA education. Finally, the study recommends collaborative curriculum design through the involvement of faculty, industry stakeholders, and alumni. In so doing, therefore, it does provide insight into how this may be done and assist in strengthening the relevance, responsiveness, and rigor of the MBA to prepare students for the complexities of business practice environments. Implications and Future Directions The findings from the study will inform the development and further refinement of the MBA curricula to be very aligned with student and business sector needs. It calls upon educational institutions, accrediting bodies, and industry partners to come together in helping develop MBA programs that are academically rigorous but suffused with practical relevance and ethical grounding. Longitudinal impacts of curriculum innovations and innovative pedagogical strategies on students' outcomes and career paths should be considered for future work. Indeed, if the study were replicated across different geographic regions, or within the same geographic regions but focusing on other industries, then it would be very helpful in terms of providing clarity on the global applicability and scaling up of these findings. In sum, this study contributes to the continuing discussion of business education in the future. This, therefore, underscores the imperative of MBA programs fitting in and, therefore, dynamically adjusting to the changing business landscape to breed generations of leaders who can stand up to the challenges that lie out there tomorrow with integrity, innovation, and an avid understanding of the global business ecosystem.

4.1 limitation of this study

The study added value to the understanding of educational expectations and curriculum development in business management, but some of its limitations were very important to recognize. In doing so, the ensures that balanced interpretations of the findings highlight areas where further research needs to be carried out. Limitations of the Study

4.1.1 Sample Size and Geographic Scope: The paper is based on interviews with a very small number of faculties from business schools of Balasore District. The targeted approach ensures that a deeper probe is done over each of the cases. Nevertheless, it might not fully serve the purpose of generalization if the reader applies them in scopes of larger populations or across different geographical settings. Further research could carry out a experimental study, always with a larger sample and in a wider geographical range.

4.1.2 Qualitative Methodology: The qualitative nature not only bestows richness on the research in terms of the detailed nature of the results but also, at the same time, proves somewhat subjective in interpretation. Thematic analysis is the interpretation of the researcher's data that may not show the full range or indeed the full meaning found in participants' responses. This would seem to be the better way over trying to comprehend the themes used, or the themes' prevalence, whether through mixed methodology or quantifying the themes.

4.1.3 Cross-Sectional Design: This is a cross-sectional study design, capturing the expectations and goals of faculty at this particular point in time. However, since the business world is dynamic, and the same applies to changes witnessed in educational technology, the above may change with time. Longitudinally, this research should be carried out to track how these expectations and goals change in response to the changing demands of the industry being fueled by emergent technologies.

4.1.4 Focus on Faculty Perspectives: The study is focused only on the views of the management faculty, ignoring the perspectives of some other stakeholders who have equal importance in MBA education; for example, those of students, alumni, and employers. Even a more inclusive mix of those views could enable even further understanding of the expectations and realities touching on MBA education, in addition to curriculum alignment to market needs.

4.1.5 Self-Reported Data: The findings from this study have based on self-reporting; therefore, they are likely to show the problems of social desirability or interpreting the meaning of the questions by the respondents. In future research, triangulation of the data in the use of observations or documentary analysis could be introduced to eliminate the likely possible biases.

4.2 Future Research Directions: This would open a variety of important paths for future research, and these limitations have to be addressed. This would include the widening of the study into a more heterogeneous number of samples across other regions, adopting longitudinal designs that are likely to give more generalizable and dynamic insights into the field of MBA education. Moreover, the perspectives of various stakeholders and the mixed-methods approaches will be utilized for additional insight to understand the more complex business management education ecosystem. This study truly reflects an explicit view of expectations and objectives of MBA education by the management faculty in Balasore district. The indicated limitations probably do advise caution in interpreting the results and point toward future research to build on this foundational work.

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