

CYBER TIMES[®]

ISSN: 2278-7518

INTERNATIONAL JOURNAL OF TECHNOLOGY AND MANAGEMENT

**Volume 19 - Issue 2, April 2026 - September 2026
Bi-Annual Double Blind Peer Reviewed Refereed Journal**



CYBER  IMIES[®]
(Leader in innovative Tech-World)

Cyber Times International Journal of Technology & Management

Vol. 19 - Issue 2, April 2026 – September 2026
ISSN: 2278-7518

EDITOR-IN-CHIEF

Dr. Anup Girdhar

EDITORIAL ADVISORY BOARD

Dr. Sushila Madan
Dr. A.K. Saini
Advocate Mukul Girdhar
Ms. Sonia Girdhar

EXECUTIVE EDITORS

Ms. Samridhi Girdhar
Mr. Rakesh Laxman Patil



Scientific Journal Impact Factor Value for 2024 = 6.007

“*Cyber Times International Journal of Technology & Management*”. All rights reserved. No part of this journal may be reproduced, republished, stored, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of the publisher in writing. Any person who does any unauthorized act in relation to this journal publication may be liable to criminal prosecution and civil claims for damages.

Editorial Office & Administrative Address:

Delhi:

The Editor,
A19/1, Mansa Ram Park,
New Delhi-110059.

ISSN: 2278-7518

Phone: +91-9811485729, +91-9312903095

Website: <https://journal.cybertimes.in>

Email: editor@cybertimes.in

Disclaimer: Views and information expressed in the Research Papers or Articles are those of the respective authors. “*Cyber Times International Journal of Technology & Management*”, its Editorial Board, Editor and Publisher (Cyber Times) disclaim the Responsibility and Liability for any statement of fact or opinion made by the contributors. The content of the papers are written by their respective authors. The originality and authenticity of the papers and the explanation of information and views expressed therein are the sole responsibility of the authors. However, effort is made to acknowledge source material relied upon or referred to, however; “*Cyber Times International Journal of Technology & Management*” does not accept any responsibility for any unintentional mistakes & errors.

From the Editor's Desk

At the outset, I take this opportunity to express my sincere gratitude to all the Editorial Board Members, Editors, Peer Review Members, contributors, and readers for making *Cyber Times International Journal of Technology & Management* an outstanding success. Their unwavering support, dedication, and commitment to academic excellence have significantly contributed to the growth and reputation of the journal.

We are pleased to present **Volume 19 – Issue 2** of *Cyber Times International Journal of Technology & Management*. This issue features a collection of high-quality research papers and scholarly articles that reflect contemporary developments, innovative ideas, and critical insights across emerging areas of Technology, Management, Law, Education, and other multidisciplinary domains. The diversity of topics covered in this issue highlights the increasing importance of interdisciplinary research in addressing global challenges and opportunities.

The overwhelming response received from researchers, authors, academicians, law-enforcement agencies, and industry professionals for submitting their research papers and articles is deeply appreciated and duly acknowledged across the globe. Their valuable contributions have enriched the journal's content and strengthened its role as a platform for disseminating knowledge, fostering innovation, and encouraging scholarly dialogue among academia, industry, and society.

On behalf of the Editorial Team, I extend my heartfelt thanks to all authors for their valuable research contributions and to our reviewers for their constructive evaluations that help maintain the highest standards of publication quality. We hope that the research published in this issue will inspire further inquiry, collaboration, and advancement in various fields of study, while continuing to serve as a meaningful resource for our readers worldwide.

We look forward to receive your valuable and future contributions to make this journal a joint endeavor.

With Warm Regards,



Dr. ANUP GIRDHAR

Editor-In-Chief

Cyber Times International Journal of Technology & Management

General Information

- “*Cyber Times International Journal of Technology & Management*” is published bi-annually. All editorial and administrative correspondence for publication should be addressed to The Editor, Cyber Times.
- The Abstracts received for the final publication are screened by the Evaluation Committee for approval and only the selected Papers/ Abstracts will be published in each edition. Further information is available in the “**Guidelines for paper Submission**” section.
- Annual Subscription details for obtaining the print copy of the journal are provided separately and the interested persons may avail the same accordingly after filling the Annual subscription form.
- This journal is meant for education, reference and learning purposes. The author(s) of this of the book has/have taken all reasonable care to ensure that the contents of the book do not violate any existing copyright or other intellectual property rights of any person/ company/ institution in any manner whatsoever. In the event the author(s) has/have been unable to track any source and if any copyright has been inadvertently infringed, please notify the publisher in writing for the corrective action.
- Copyright © “*Cyber Times International Journal of Technology & Management*”. All rights reserved. No part of this journal may be reproduced, republished, stored, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of the publisher in writing. Any person who does any unauthorized act in relation to this journal publication may be liable to criminal prosecution and civil claims for damages.
- **Other Publications:**
 - Cyber Times Newspaper (English) – RNI No: DELENG/2008/25470
 - Cyber Times Newspaper (Hindi) – RNI No. DELHIN/1999/00462
- **Printed & Published by:** Cyber Times
A19/1, Mansa Ram Park, New Delhi-110059

CTIJTM Editorial Advisory Board Members

Name	Designation, Organization/ University	Country
Dr. Sushila Madan	Associate Professor, Delhi University	India
Dr. A. K. Saini	Professor, GGS IP University	India
Mr. J. R. Ahuja	Former Consultant, AICTE	India
Mr. Mukul Girdhar	Advocate Delhi High Court	India
Mr. Geetesh Madan	Q.A. Consultant with Tesco Bank, Newcastle	UK
Dr. Deepak Shikarpur	Chairman Board of Studies, Pune University	India
Dr. B. B. Ahuja	Deputy Director, COE - Pune	India
Prof. M. N. Hoda	Director, Bharati Vidyapeeth's (BVICAM)	India
Dr. S. C. Gupta	Director, NIEC, GGS IP University	India
Dr. S. K. Gupta	Professor, IIT Delhi	India
Dr. K. S. Wani	Principal, SSBT's COET, Bambhori, Jalgaon	India
Dr. K. V. Arya	Associate Professor, IIITM, Gwalior	India
BRIG. Dr. S.S. Narula	Director, Gitarattan International Bussiness School	India
Dr. Sarika Sharma	Director, JSPM'S ENIAC Institute of CA, Pune	India
Dr. S.K.M. Bhagat	Prof. & Head, MIT Academy of Engg., Pune	India
Dr. Jack Ajowi	Jaramogi Oginga Odinga University of Sci. & Tech.	Kenya
Dr. Srinivas Sampalli	Professor, Dalhousie University, Halifax	Canada
Dr. Ijaz A. Qureshi	V.P. Academic Affairs, JFK Inst. of Tech. and Mgmt.	Pakistan
Aryya Bhattacharyya	Director, CIP, Columbus State University	US
Dr. M. M. Schiraldi	Assistant Professor, 'Tor Vergata' University of Rome	Italy

Executive Editorial Advisory Board Members

Name	Designation, Organization/ University	Country
Ms. Kanika Trehan	Editor - Cyber Times, New Delhi	India
Mr. Rakesh Laxman Patil	Editor - Cyber Times, Pune	India
Adv. Tushar Kale	Cyber Lawyer, Pune	India
Adv. Neeraj Aarora	Cyber Lawyer, New Delhi	India
Mr. Sanjeev Sehgal	HOD, SJP Polytech, Damla, Haryana	India
Mr. Rajinder Kumar Bajaj	GM, Satake India Engg. Pvt. Ltd., (Japan)	India
Dr. B. M. Patil	Associate Professor MIT, Pune	India
Dr. Rajesh S. Prasad	Professor, DCOER, Pune University	India
Dr. Binod Kumar	Associate Professor, MIT Academy of Engg, Pune	India
Prof. Dr. M. Husain	HOD, SSBT's COET, Bambhori, Jalgaon	India
Prof. Dr. U. S. Bhadade	HOD, SSBT's COET, Bambhori, Jalgaon	India
Dr. V. N. Wadekar	Prof. & Head, MIT college of Engg. CMSR, Pune	India
Dr. M.D. Goudar	Associate Prof. & Head, Pune University	India
Dr. Mohd. Rizwan Alam	Sr. Lecturer, Amity University	Dubai
Prof. Jagannath Aghav	Professor & Head, CSE & IT, COE - Pune	India

Disclaimer: The names, affiliations, and designations of the Editorial Board Members published in this journal are based on the information provided at the time of their association with *Cyber Times International Journal of Technology & Management*. Members may subsequently change their positions, affiliations, or professional designations. The journal does not guarantee the continued accuracy of such details after publication.

Cyber Times International Journal of Technology and Management - CTIJTM

Volume 19 - Issue 2

CONTENTS

S.No.	Title	Page No.
1.	From Quiet Quitting to Work Minimalism: Implications for Employee Engagement and the Development of Self-Sustaining Academic Power Centres <i>Chirayil Dannie Jose, Dr. Kalpana Ghatpande & Suyog Shinde</i>	01
2.	An Empirical and Critical Examination of Bloom's Taxonomy in Indian Higher Education – Evidence from Management Institutes in Pune City <i>Dr. Ambar Beharay & Mr. Pushkar Aurangabadkar</i>	09
3.	Branding Strategies Using Indian Heritage <i>Dr. Ambar Beharay & Nayan Mahendrakumar Abad</i>	16
4.	Beyond Knowledge Transfer: Transforming Educational Institutions into Influential Academic Brands <i>Dr. Ambar Beharay & Dr. Priya Satsangi</i>	21
5.	Innovation Ecosystems in Higher Education: Developing Self-Sustaining Academic Centres <i>Dr. Anagha Kulkarni & Chaitrali Amit Mahajan</i>	27
6.	A Study on the Growth and Adoption of Cryptocurrency in the Global Economy <i>Dr Bhagyashree Deshpande</i>	33
7.	Financial Sustainability in Universities: Challenges, Strategies, and Future Directions <i>Dr. Jyoti Harchekar</i>	38
8.	Strengthening Institutional Research Capacity through Business Statistics and Quantitative Methods <i>Dr. Kalpana Ghatpande & Dr. Abhijit Parchure</i>	44
9.	Enhancing Research Excellence in Higher Education through Business Statistics and Quantitative Methods <i>Dr. Kalpana Ghatpande & Suyog Sunil Shinde</i>	50

10.	A Study on the Importance of Research Culture in Higher Education <i>Dr. Madhavi Peshave & Dnyanesh Manojkumar Dhole</i>	56
11.	Data Analytics in Healthcare: Strategic Integration, Operational Transformation and Governance Challenges <i>Dr. Manisha Shedge & Mr. Achinta Banik</i>	61
12.	Lifestyle Health Education as a Catalyst for Thought Leadership: Building Self-Sustaining Wellness Research Centres in Indian MBA Institutions <i>Dr. Sneha Joshi & Ms. Ketaki Raut</i>	66
13.	Entrepreneurial Universities: Moving from Teaching Institutions to Thought Leadership Institution <i>Kavita Patil & Maitrali Bhandari</i>	71
14.	Strategies for developing Self-Sustaining Academic Centre in Management Institution <i>Manohar Peshave & Vishal Khatal</i>	77
15.	Education for Sustainable Development: Transforming Higher Education for a Resilient and Equitable Future <i>Sundke Aatif A. & Dr. Geetali Tilak</i>	83
16.	Digital Transformation in Higher Education: Building Sustainable Knowledge and Innovation Centres <i>Dr. Swapnisha Khambayat & Ms. Kadambari Purushottam Shukla</i>	89
17.	Institutional Strategies for Developing Center of Excellence in Management <i>Prof. Pallavi Mahesh Ligade & Divya Shashikant Mahadik</i>	95
18.	From Teaching Faculty to Thought Leaders: Transforming Roles in Higher Education <i>Prachi Vijaykumar Joglekar</i>	101
19.	A Study on Leadership Models in Higher Education <i>Sayli S. Bapat & Dipak R. Sangame</i>	105
20.	Financial Planning and Budgeting Challenges in Maharashtra's Higher Education Institutions <i>Dr. Smita V. Samudre</i>	110
21.	Transforming Higher Education Institutions from Teaching Centres to Thought Leadership Hubs <i>Suyog Sunil Shinde & Dr. Kalpana Ghatpande</i>	115

A STUDY ON THE IMPORTANCE OF RESEARCH CULTURE IN HIGHER EDUCATION

Dr. Madhavi Peshave

Assistant Professor, Tilak Maharashtra Vidyapeeth, Pune

Email: madhavipeshave@gmail.com

Dnyanesh Manojkumar Dhole

Research Student, Tilak Maharashtra Vidyapeeth, Pune

Email: dnyaneshdhole130@gmail.com

ABSTRACT

Research culture — the shared values and institutional support encouraging scholarly inquiry — is central to a thriving university. However, in many higher education institutions, especially in developing economies, it remains undervalued and underfunded. This paper examines the meaning and importance of research culture, the barriers limiting its growth, and ways to strengthen it.

Using secondary sources such as academic journals, institutional reports, and case studies, the study finds that a strong research culture not only increases publications but also develops critical thinking, drives innovation, enhances institutional reputation, and prepares graduates for a changing world. The paper concludes with practical recommendations for students, educators, and institutions seeking to build a genuine culture of inquiry.

KEYWORDS: *Research Culture, Higher Education, Academic Inquiry, Knowledge Creation, Critical Thinking, Institutional Development, BBA, University Research*

1. Introduction

Research culture is one of the key factors that separates a great university from an average one. It reflects the atmosphere in which students and faculty question ideas, explore problems, and seek knowledge beyond textbooks. Research is not limited to laboratories or journals; it is the disciplined process of asking questions and finding answers. (Boyer, 1990)

However, in many universities, especially in developing countries, research culture remains weak. Students often complete degrees without experiencing genuine inquiry, while faculty struggle with heavy teaching and administrative workloads. Institutions frequently treat research as a

formality rather than a core academic value. (Brew, 2006)

This paper examines the gap between the ideal and reality of research culture in higher education. It explores what research culture means, why it matters, the barriers to developing it, and how students, faculty, and institutions can work together to build a stronger culture of inquiry in business education and higher education institutions.

2. Objectives of the Study

1. To understand the concept and components of research culture in the context of higher education.

2. To examine the importance of research culture for students, faculty, and institutions.
3. To identify the key barriers that prevent a healthy research culture from developing.
4. To explore strategies and best practices for fostering research culture at the institutional and individual level.
5. To reflect on the specific relevance of research culture to business and management education.

3. Research Methodology

This study is descriptive and analytical in nature and relies entirely on secondary data from academic journals, books, institutional reports, UNESCO and World Bank documents, and reputable online sources (Healey & Jenkins, 2009). No primary data, such as surveys or interviews, was collected, as the study aims to synthesize existing knowledge rather than generate original empirical findings.

The research follows a qualitative approach, with key themes identified through literature review and organized according to the study objectives. Statistics cited are drawn from credible secondary sources to illustrate broader trends. Although the absence of primary research limits context-specific analysis, the secondary approach is appropriate for developing a well-reasoned BBA-level research paper on the topic.

4. Understanding Research Culture

4.1 Defining the Term

Research culture refers to the values, norms, behaviours, and institutional structures that shape how research is understood, practiced, and rewarded within academia. (Brew, 2006). It includes informal aspects, such as intellectual curiosity and freedom to ask questions, as well as formal elements like funding policies, publication incentives,

research infrastructure, and mentorship programs.

Research culture can be understood as an academic climate. Just as organizations may have cultures of fear or trust, universities can develop either a culture of inquiry or compliance. In a culture of compliance, students study mainly for exams and faculty teach to fulfil responsibilities (Freire, 2005). In contrast, a culture of inquiry encourages both students and faculty to pursue deeper understanding and contribute meaningfully to knowledge creation.

4.2 Key Components

Scholars identify several key components of a healthy research culture:

Intellectual Curiosity: Valuing questions and inquiry over rote learning.

Mentorship and Collaboration: Strong relationships among faculty, students, and peers that support research growth.

Institutional Support: Access to funding, research time, journals, databases, and recognition for quality research.

Academic Freedom: Freedom to explore new or challenging ideas without restriction.

Tolerance for Failure: Acceptance of setbacks and revised ideas as part of the research process.

Ethical Standards: Commitment to honesty, transparency, and rigor in conducting research.

Together, these elements create an environment where knowledge is actively developed through inquiry, discussion, and discovery rather than simply transferred from teacher to student. (Brew, 2006; Healey & Jenkins, 2009)

5. Why Research Culture Matters

The importance of research culture extends beyond academic publications. It influences student learning, faculty development, institutional reputation, and national progress. The following sections explore these dimensions in detail.

5.1 For Students: The Transformation of Learning

For students, a strong research culture promotes deeper learning by helping them understand ideas beyond memorization. Even limited research experience develops valuable skills such as problem-solving, evidence evaluation, communication, and critical thinking. Research also builds confidence and independent learning abilities. Studies show that participation in undergraduate research improves academic engagement, satisfaction, and career readiness. A 2019 Council on Undergraduate Research survey found that students involved in mentored research felt better prepared for their careers.

5.2 For Faculty: Intellectual Vitality and Professional Growth

Research culture is important for faculty because it brings enthusiasm, updated knowledge, and intellectual energy into teaching. Research-active professors often teach more effectively as they remain connected to developments in their field. Research also strengthens professional identity, while institutions with weak research support often struggle to attract and retain talented faculty members.

5.3 For Institutions: Reputation, Rankings, and Relevance

Research culture is closely linked to institutional reputation and competitiveness. Universities with strong research output attract better students, faculty, funding, and rankings (UNESCO, 2021). Beyond prestige, strong research cultures support innovation, policy development, and economic growth.

The UNESCO Science Report (2021) also found that countries with strong university research cultures experience greater innovation, patent activity, and technological advancement.

5.4 For Society: Knowledge as a Public Good

Research culture benefits society beyond universities by influencing public policy, professional practices, and technological progress (Boyer, 1990). Innovations such as medicines, economic policies, and management practices often emerge from strong research environments. Supporting research culture promotes democracy, justice, and human progress, while weak critical inquiry increases the risk of misinformation and ineffective problem-solving.

6. Barriers to Research Culture

While the importance of research culture is widely recognized, many institutions struggle to develop it due to deeply rooted structural and cultural barriers.

6.1 Heavy Teaching Loads

Faculty in many universities face excessive teaching responsibilities, leaving little time for research. In teaching-focused institutions, research often becomes a personal effort rather than an institutional priority due to the lack of dedicated research time. (Hattie & Marsh, 1996).

6.2 Inadequate Funding

Research requires financial support for equipment, data access, conferences, and publication costs. Many universities, especially in developing countries, allocate very limited budgets to research, making sustained scholarly work difficult. (World Bank, 2020).

6.3 Lack of Mentorship

Research skills are largely developed through mentorship. Without proper guidance, students and junior faculty struggle with research methods, academic writing, and scholarly practices. In many institutions, mentorship remains informal and inconsistent.

6.4 Publication Pressure

Research-intensive universities often create “publish-or-perish” environments, where constant pressure to publish causes stress, discourages long-term research, and sometimes leads to questionable research practices.

6.5 Cultural and Attitudinal Barriers

Educational systems focused on rote learning often discourage inquiry and critical thinking. Strong hierarchies may also prevent students and junior faculty from questioning ideas or pursuing unconventional research. (Freire, 1970/2005).

6.6 Insufficient Infrastructure

Access to research infrastructure such as libraries, journal databases, computing facilities, laboratory equipment, and statistical software varies greatly across institutions and countries. In under-resourced institutions, students and faculty often lack basic research tools. Although open-access initiatives and digital resources have reduced this gap, significant inequalities still remain.

7. Building a Stronger Research Culture

Although the barriers to research culture are significant, they can be addressed through coordinated efforts by institutions, faculty, students, and policymakers.

7.1 Institutional Strategies

Strong leadership commitment is essential for developing research culture. Universities should support research through reduced teaching loads, protected research time,

improved infrastructure, mentorship programs, and recognition systems that reward scholarly contributions. Investment in libraries, databases, research offices, and grant support also strengthens research environments.

7.2 Faculty Strategies

Faculty can promote research culture by integrating research into teaching, discussing current academic debates, and involving students in research projects. Collaborative networks across institutions and disciplines also improve research quality and resource sharing.

7.3 Student Strategies

Students can actively develop research skills by learning academic writing, literature review, and data analysis techniques. Participating in research conferences, academic clubs, and mentorship opportunities helps build a stronger culture of inquiry.

7.4 Policy-Level Interventions

Governments can support research culture through funding agencies, university–industry collaboration policies, open-access initiatives, and accreditation systems emphasizing research quality. Countries such as Finland, South Korea, and Singapore demonstrate how sustained investment in university research strengthens innovation and economic growth.

8. Research Culture and Business Education

Research culture is important in business education because it strengthens fields such as marketing, finance, and strategy. Concepts like emotional intelligence and behavioral economics emerged from academic research (Goleman, 1995; Kahneman, 2011). For BBA students, research develops critical thinking, analytical reasoning, and problem-solving skills essential for management roles.

Managers who can evaluate research gain a professional advantage (Robbins & Coulter, 2018)..

9. Findings and Discussion

The study identifies several key findings. First, research culture is multidimensional, involving values, institutional structures, relationships, and practices. Second, strong research cultures improve student learning, faculty development, institutional reputation, and societal contribution. Third, barriers such as heavy teaching loads, limited funding, lack of mentorship, publication pressure, and inadequate infrastructure are interconnected and require coordinated solutions.

The findings also show that research engagement is especially valuable in business education because it strengthens analytical and evidence-based decision-making skills. Despite challenges faced by universities, especially in developing countries, practical and cost-effective strategies can still help build stronger research cultures. Institutions that prioritize inquiry and knowledge creation are better positioned to serve students, society, and economic development. (Brew, 2006; UNESCO, 2021).

10. Conclusion

Research culture reflects the atmosphere of intellectual curiosity and disciplined inquiry that distinguishes strong universities. It is not limited to elite institutions but should be a core aspiration of all higher education institutions committed to meaningful learning. “Research culture encourages critical thinking, evidence-based understanding, and continuous knowledge creation” (Boyer, 1990; Healey & Jenkins, 2009).

For business students, engagement with research develops analytical, creative, and informed thinking necessary for addressing

complex professional challenges (Robbins & Coulter, 2018). Universities that invest in strong research cultures strengthen the intellectual capabilities of their graduates and contribute to social and economic progress. Although institutions face different challenges, the direction is clear: higher education must promote communities that value inquiry, collaboration, and the pursuit of deeper understanding.

11. References

1. Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. The Carnegie Foundation for the Advancement of Teaching.
2. Brew, A. (2006). *Research and teaching: Beyond the divide*. Palgrave Macmillan.
3. Council on Undergraduate Research. (2019). *Survey on undergraduate research experiences*. <https://www.cur.org>
4. Freire, P. (2005). *Pedagogy of the oppressed* (30th anniversary ed.). Continuum. (Original work published 1970)
5. Goleman, D. (1995). *Emotional intelligence*. Bantam Books.
6. Hattie, J., & Marsh, H. W. (1996). The relationship between research and teaching: A meta-analysis. *Review of Educational Research*, 66(4), 507–542. <https://doi.org/10.3102/00346543066004507>
7. Healey, M., & Jenkins, A. (2009). *Developing undergraduate research and inquiry*. Higher Education Academy.
8. Jenkins, A., Breen, R., Lindsay, R., & Brew, A. (2003). *Reshaping teaching in higher education: Linking teaching with research*. Kogan Page.
9. Kahneman, D. (2011). *Thinking, fast and slow*. Farrar, Straus and Giroux.
10. Robbins, S. P., & Coulter, M. (2018). *Management* (14th ed.). Pearson.
11. UNESCO. (2021). *UNESCO science report: The race against time for smarter development*. UNESCO Publishing. <https://unesdoc.unesco.org>
12. World Bank. (2020). *World development report 2020: Trading for development in the age of global value chains*. World Bank. <https://www.worldbank.org>