

Research and Teaching in Gedu College of Business Studies (GCBS): Does the Interplay Benefit the Students?

¹Mr Purnendu Basu

²Dr Rupa Basu

³Mrs. Yeshi Peldon

Article history

Submitted: January 06, 2022

Accepted: February 08, 2022

Abstract

There is a long-standing question of whether there exist any nexus between Teaching and research or not. There is a strong argument that research and teaching should go side by side. For University Level teaching the faculty members must pursue research along with teaching. However, some studies pointed out that research and teaching have no linkage with each other. The key research objective is whether the faculty members perceive a relation to exist between the teaching and research, and does it, in their opinion, helping in delivering superior teaching to the students. The research approach adopted for the study is the qualitative research design. Information was collected by interviewing 45 faculties of the Gedu College of Business Studies (GCBS). The research unveils that although the faculties of GCBS are doing lots of research work, however, while teaching in the class faculties are opting for student-oriented teaching pedagogy. The research concludes that the research by the faculties in GCBS is not benefitting much to the student's communities of the GCBS.

Keywords: GCBS, Pedagogy, Research, Teaching, Universities.

Corresponding author

¹Lecturer, Department of Commerce, Gedu College of Business Studies (Royal University of Bhutan), Mobile/ Whatsapp No. No: 7762024294 Email id: p.basu.ind@gmail.com

Authors

²Associate Professor, Kamla Nehru College, University of Delhi

³Lecturer, Department of Management, GCBS

1. Introduction

There is a long-standing question of whether there exist any nexus between teaching and research or not. The general understanding is teaching and research activity has a strong connection with each other and these two roles are mutually enriching. The convergence of these two roles makes the University environment 'some sort of excellence'. The combination of teaching and research makes the University environment different from other education and Research Institutes. It is important here to understand the definition of Research in the context of teaching and research. Here, research does not mean Nobel Prize-winning research. By the term research, simply implies academics who are interested in understanding why something is the way it is. After the Second World War, the demand for research work increases many folds. This happens because after the second world war most of the countries across the globe started facing scarcity of resources and workforce. There are different views regarding research and teaching. Many academic institutions focus on staff research and teaching. Some researchers suggested that there exists no relationship between teaching and research. They conclude that 'no empirical support is found for the view that establishes link, tight coupling, or "nexus" exists between teaching and research in the university. The current idea of research and teaching is being borrowed from the German Universities in the nineteenth century. The teachers working there need to do refinement the knowledge and develop the perception of the knowledge as infinite and discoverable. In addition to the research role academics also has a teaching role. Most of the studies before 1987 have concluded that there exists no relationship between undergraduate teaching and research. One international study has shown that faculties are regularly evaluated based on both teaching and research; moreover, substantial proportions of the professoriate, including majorities in Russia, the United States, and several Latin American countries, identify teaching rather than research as the cornerstone of their professional lives (Altbach & Lewis, 1997). Some academics believe that there exists a relationship between teaching and research at the individual level as well as between the total research and teaching activity of that particular department. Looking at teaching and research activity at the individual level will not give a clear picture. Most of the Australian Universities focus on the research by the academic staff. The University considers research and teaching components are part of the academic work. The same philosophy was adopted by the British and American Universities. This University focuses on the refinement of the existing knowledge, bring new ideas, and develop the existing knowledge. Neumann (1992) had developed a framework for understanding the relationship between teaching and research. The framework depicts relationships at three levels:--Tangible: Transmission of new knowledge and skills, Intangible: the transmission of approaches and attitude to knowledge, and Global: The University research gives direction for future

development and progress on the subject. Much of the literature pointed out that there exists some relationship between teaching and research capability of the faculty at the university level. Researchers like); Hawkins and Eisner (1987); Terenzini and Pascareua (1994) found that the relation between teaching and research is weak whereas other groups of researchers argued that a strong correlation exists between teaching and research (Elton 1986; Neumann 1994; Kember, 1997). The research teaching nexus needs further investigation since it was not readily benefitting the students at their earlier career stages. The present study aims to gain an understanding of the beliefs, interpretations, and views academics hold about their work in the context of Research and Teaching in Geddu College of Business Studies.

1.1 Rationale of the study:

There is a strong argument that research and teaching should go side by side. The underlying idea is that teachers with updated knowledge of the research work on their subject expertise will be in a better position to impart quality education to their students. A common belief in British, American, and Australian universities is that teaching proficiency depends on the research and scholarly activities (William 1991; Abrahanson 1991). Researchers like Clark (1986, 1987); Gellert (1990) acknowledged that research specialization has a direct impact on teaching. However, Neumann (1992) proclaimed that there is no direct impact of the research carried out by faculty members on their teaching although indirect effects were perceived concerning the contextual interaction.

At GCBS, faculties are undertaking lots of Research on the expectation of improving the teaching proficiency in the college. Any research activity involves the investment of efforts in terms of time, energy, and money. Does this investment of efforts by the GCBS faculties is worthy for the GCBS students? The present study aims to gain an understanding of the beliefs, interpretations, and views academics hold about their work in the context of Research and Teaching in Geddu College of Business Studies. *The key research objective is whether the faculty members perceive a relation to exist between the teaching and research, and does it, in their opinion, helping in delivering superior teaching to the students.* Through the present study, the researchers explored the nexus that exists between knowledge production and knowledge transmissions in GCBS.

1.2 Organizational background:

Gedu College of Business Studies (GCBS) is a premier business management College under the Royal University of Bhutan. It is located in Gedu, Chukha,

Bhutan. Currently, Dr. Sonam Choiden as its second President manages the overall administration, management, and development of the college. The college has 64 faculties, 66 administrative staff, and 1481 enrolled students for the 2019-2020 academic sessions. (*Source: GCBS, HR Department*).

2.0 Literature review

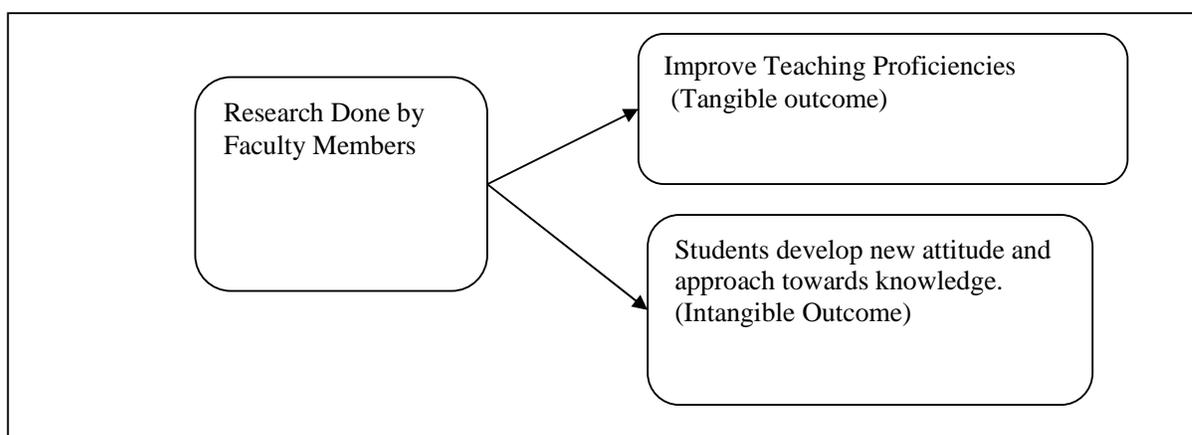
The research and teaching relationship is perhaps an important topic of discussion in the Higher Education Institute. 40 years back this relationship was identified (Jauch and Gentry, 1976). During the nineteenth century when the modern University system was established the research teaching nexus become the hot topic of discussion among the academician and the policymakers. The present section reviews the different literature to understand the relationship between the research and teaching nexus. A study was conducted at Australian University to understand the student knowledge of the research work of the academic staff. The objective of the study is to know how academic staff research work improves teaching. It is concluded that mathematics department students have no idea about the faculty research activity. The genetics department had little idea about the faculty research. The agricultural department students were aware of their faculty research work. Psychology departments believe that faculty research enhances classroom teaching (Cumming et al., 1976).

Previous studies had confirmed that the role of research activity does not occupy the central position in university teaching activity. Startup (1972) conducted a study in the Sociology department of a university. The result revealed that teaching occupies the first position followed by the Research activity whereas the administrative and associated services are ranked lowest among all the activities, which a faculty performs. A similar finding was there in the research of Hawkins and Eisner (1987). The two researchers conducted a study with the dental students and concluded that the research role was ranked lowest importance for staff. The most demanding role is teaching along with the administrative responsibility. Whereas, Gibbs (1995) added that there exists strong bondage between teaching and research. He further suggested that research and teaching linkages improve the quality of teaching. Pursuing a high standard of research and teaching will bring the faculties together. Likewise study of Slaughter and Leslie, (1997); Bauer et al (1999); Robertson and Bond (2001); Ramirez, (2010) validated the fact that research and teaching should go side by side. The HEI is having growing demand for the trained researchers. The combination of teaching and research is stimulating. The need for a good research track is essential for the recruitment of teachers at the university level. The teachers having good research track and experience can teach well in the class (Askling, 2001; Baldwin 2005; Mayson and

Schapper, 2012). The investigation was done by Neumann 1992; Jensen (1998); Smeby (1998); Robertson and Bond (2001) pointed out that the relationship between teaching and research is mutually beneficial both at the individual academic level as well as University level. Most of the higher education institutions across the globe focus on the research work of the faculty members. He further suggested that teaching makes use of the research output, so the two functions have some linkages if not at the individual level or University level but definitely by global level (Tight, 2016). According to the study of Sherab and Dorji (2015), those faculty members who are lacking with basic research skills could not find any relationship between teaching and research activities in the Royal University of Bhutan colleges. Without giving proper training on the research skills to the faculty members enhancing the research culture in the university is futile.

From the above discussion, it is concluded that there is no definite conclusion whether there exists a strong relationship between research and teaching or not. Some groups of researchers are of the view that there exists a strong nexus between teaching and research whereas other groups do not support the claim. Thus, the available studies appear inadequate to establish strong empirical evidence of a positive relationship between university teaching and research, and the majority of the quantitative research on this topic does not yield strong nexus between the research and teaching.

The Model under investigation is:



(Source: Author's analysis Developed by reviewing the literature)

2.1 Research gap:

The available studies appear inadequate to establish strong empirical evidence of a

positive relationship between university teaching and research and the majority of the research on this topic does not yield strong nexus between the research and teaching. To the knowledge of the researchers, no studies were conducted earlier with GCBS faculty members on this topic so, it creates a knowledge gap for further investigation on the topic.

2.2 Research questions:

- (i) Is there a positive association between faculty members' research capability and effective teaching?
- (ii) Are the students getting benefit from the faculty's research experience?

3.1 Research purpose and approach

The purpose of the present research was to explore the association between the faculty member's research capability and effective teaching. The researcher assumed that the faculty member's research capability has no impact on effective teaching. Thus, the research is exploratory. Qualitative research methods seem to be suitable for this research. The qualitative approach involves the subjective assessment of the opinions of the respondents. The information was gathered using a semi-structured interview questionnaire. A face-to-face interview was conducted to collect the information. The HR department of the GCBS has shared the list of faculties. The list includes both academic and administrative faculties of the GCBS. The administrative faculties include Program Leaders, Deans, and the President.

3.2 Research design

In this research, statistics were generated using interview questionnaires. The interview responses were transcribed and presented through charts, graphs, and tables.

3.3 Study area

The study was restricted to the faculties of GCBS.

3.4 Population element

The respondents selected for the study are the current working faculties of the GCBS.

3.5 Census study

Altogether, Sixty-four (64) current faculty members were identified for the interview out of these, 45 agreed to participate in the study for an interview. The faculty list was shared by the HR department of the GCBS.

3.6 Population size

Data were collected from 45 faculties only. This is because many faculties were out of campus or not reachable for the interview purpose. Few faculties were reluctant to sit for interviews and discussion. The faculties selected for the study were from the different departments of the organization and working in different positions. This was important because a different level faculty has different kinds of experiences and exposure. All the faculties were having experience and exposure to teaching and research.

3.7 Population frame

The population frame for the study was the list of faculties of the GCBS.

3.8 Data collection

Corresponding with the objectives of the present study the relevant data had been obtained from the primary sources.

3.9 Development of questionnaire

While developing the interview questionnaire due attention was given to keep it simple and easy to understand. The questionnaire was developed after exhaustively reviewing the literature. Twelve (12) questions were associated to gain an understanding of the relationship between teaching and research in GCBS. Five (5) questions were related to the demographic profile of the respondents. All questions were open-ended interview questions.

3.10 Interview mode

A face-to-face interview was conducted with the faculty members of the College. Each interview was conducted individually mostly in the participant's office. Some of the interviewee responses are recorded in digital media and some responses were recorded in the questionnaire.

3.11 Source of information

The sources of the information for the study were the faculties of the GCBS. The interviewee responses were read and re-read several times to extract the theme.

The recorded voice clips were played several times to capture the concept. The data collected through interviews were transcribed and coded. The information obtained from these interviews was used to draw some statistical conclusions.

3.12 Data analysis technique

The cross tabulation and percentage analysis.

3.13 Statistical tools used for data analysis

The statistical tools used for doing the descriptive analysis were mean, percentage, frequency, and standard deviation. SPSS and Microsoft Excel software was used for doing the statistical analysis.

4.0 Findings and discussions:

Table: 4.1 Demographics Details:

Variables	Frequency	Percentage (%)
Gender		
Male	36	80%
Female	9	20%
Total	45	100%
Designation		
PL	2	4%
Dean	2	4%
Asso Lecturer	13	29%
Lecturer	24	53%
Prof	4	9%
Total	45	100%
Faculty's Teaching Experience (Years)		
0-10	23	51%
11—20	9	20%
20-above	13	29%
Total	45	100%
Faculty's Research Experience (Years)		
0-5	21	47%
10-May	10	22%
10 and above	14	31%

Total	45	100%
Faculty's Qualification		
Bachelor	2	4%
Master	36	80%
PhD	7	16%
Total	45	100%

Source: Authors own source based on survey

Discussion:

Table 4.1 reports the demographic characteristics of the respondents. The summary statistics indicate that approximately 80 percent of our respondents are males. Majorities of the respondents are working in the lecturer designation (53%). Approximately 51 percent of the respondents are having teaching experience between 0-10 years. Majorities (47%) of lecturers are having research experience between 0-5 years. Approximately 80% percent of the respondents are having a master's qualification.

Table 4.2 Faculty research and effective teaching * Faculty Designation Cross tabulation

		Faculty Designation					Total
		PL	Dean	Associate Lecturer	Lecturer	Prof.	
Faculty research and effective teaching	Yes	4.4%	4.4%	17.8%	35.6%	2.2%	64.4%
	No	----	---	11.1%	17.8%	6.7%	35.6%
Total		4.4%	4.4%	28.9%	53.3%	8.9%	100.0%

Source: Author's Analysis based on primary data

Discussion:

The table demonstrates that all Program Leaders and the Deans agreed on the fact that there is a strong association between faculty research and teaching. 17.8% of the Associate lecturer acknowledged that there is an association between faculty research and teaching. Whereas, other 11.1% have the opinion that faculty research and teaching are not having any associations at undergraduate level teaching. The opinion is completely different from the academics who are working in lecturer and professor posts. The majority of them agreed on the fact that teaching and research must go side by side and faculty research capability has a

strong relationship with faculty teaching. The overall results reveal that 64.4 % of teaching staff agreed on the fact that there exists a positive association between faculty members' research capability and effective teaching. The result is aligned with the result of the previous studies (Robertson and Bond 2001; Baldwin 2005, Geschwind, & Brostrom, 2015). One of the respondents commented that:

“The nature of subject determines whether there exists any relationship between the teaching and research or not. When the faculty members see the subject matter holistically then they are in a position to establish a link between the teaching and the research work of the faculty. The research and teaching link are possible to establish when research work is interdisciplinary.”

Another respondent commented that:

“Association exists till certain extent and specific situation.”

Table 4.3 Teaching Approach * Faculty's Qualification Cross tabulation

		Faculty Qualification			Total
		Bachelor	Master	PhD	
Teaching Approach	Research Focus	----	26.7%	6.7%	33.3%
	Student Focus	4.4%	53.3%	8.9%	66.7%
Total		4.4%	80.0%	15.6%	100.0%

Source: Author's Analysis based on primary data

Discussion:

All teaching staffs that are holding bachelor's degrees are doing student focus teaching. This implies these groups of faculties do not discuss their research findings while doing the teaching. However, 53.3% of the staff holding master degree goes for student focus teaching at the undergraduate level and 26.7% of the staff applies research focus teaching. One possible explanation could be teaching in undergraduate courses does not have much linking with the research work. Of those lecturers who are holding Ph.D. degrees, 6.7% of them are doing research focus teaching and 8.9% of the Ph.D. holders are doing student focus teaching. The total majority of the teachers in GCBS prefer the student focus approach in teaching rather than research focus. The findings of the research are similar with the results of the previous studies which acknowledged that teaching occupies the topmost priority in University teaching followed by the research activity (Startup,1972; Hawkins & Eisner 1987; Terenzini & Pascareua 1994) The overall

statistics revealed that 66.7% of the teaching staffs prefer students focus approach in teaching.

Table 4.4 Research work impact on classroom teaching * Faculty Designation Cross tabulation

	Faculty Designation					Total	
	PL	Dean	Associate Lecturer	Lecturer	Prof.		
Research work	Yes	2.2%	2.2%	11.1%	15.6%	2.2%	33.3%
impact on class room teaching	No	2.2%	2.2%	17.8%	37.8%	6.7%	66.7%
Total		4.4%	4.4%	28.9%	53.3%	8.9%	100.0%

Source: Author's Analysis based on primary data

Discussion:

50% of the program leaders and Deans agree to the fact that research work has an impact on classroom teaching. The remaining 50% has opined that for teaching the undergraduate module the research work done by the faculties has a negligible impact on the classroom teaching of the GCBS. One possible reason could be faculties of the GCBS are engaged in the research of some different topic whereas; their subject or teaching module is different. So, the knowledge that is generated through the research work of the faculties is not disseminated in the classroom teaching. 11.1% of the associate lecturers believe that research work has an impact on classroom teaching. 17.8% of associate lecturers and 37.8% of the lecturer revealed that the faculty's research work has a negligible impact on classroom teaching. The overall results reflect that 66.7% of the faculties believe that research work has no impact on classroom teaching in GCBS. Approximately 33% of the faculties think that their research findings have some implication in classroom teaching.

One Professor revealed, "For undergraduate teaching, the faculty research work is not having much impact in classroom teaching."

At the same time, another faculty member acknowledged during the interview "Faculty research work may have some influence in the classroom teaching for a particular topic."

One of the respondents commented that

"Teaching was believed to be informed by the process and outputs of academics engaging in research and consultancy."

5.0 Conclusions

There is no single generally accepted meaning of the term research. To count as research in the academic field involves a systematic process of investigation. This systematic process is carefully designed and executed concerning relevant methodological principles. There are different forms of research taking place in the GCBS and it makes it difficult to relate research–teaching nexus. This is because different forms of inquiry or research vary in terms of how they can be integrated into student learning activities. Thus, the relationship between research and teaching has become one of the most highly charged issues in GCBS. Teaching and research activities can be interrelated in several ways. In the GCBS, the research encompasses a variety of forms of knowledge production. The study concludes that the majority of the faculty members in GCBS adopted student focus teaching. The possible reason for this could be the unsuccessful integration of the curriculum structure with the research. The syllabus of the GCBS is designed with more student-focused and inquiry-based pedagogies. The interesting part of the research findings is that though the majority of the faculties believe that faculty’s research and effective teaching has a strong nexus but, the majority adapt the student focus teaching rather than research-based teaching. Further, it is investigated through the research that there are different characteristics of the relationship between research and teaching. First, research–teaching relationships can be specific in form, or more diffuse or indirect in character. In the majority of the cases, however, the research–teaching relationship is more diffuse. This conclusion has arrived while transcribing the interviewee's response. Many senior faculties have agreed on the fact that research's impact on teaching is indirect or diffuse. Further, it is concluded that when staff research is referred to in lectures or research outputs are included in reading lists then research is strongly integrated with the teaching. Some faculty members commented that when research is strongly integrated with teaching then it is used deliberately to shape the learning activities of the students. In such a situation, students are not just the recipients of knowledge rather they develop inquisitiveness and inclination towards the research. Some faculty members think that for some modules it is possible to integrate the research outcome with the teaching at the same time for few modules are driven by the ‘content coverage’ mentality for fulfilling the accreditation requirement.

The research unveils that although the faculties of GCBS are doing lots of research projects, however, while teaching in the class faculties are opting for student-oriented teaching pedagogy. Therefore, it can be concluded that the research by the faculties in GCBS is not benefitting much to the student communities of the GCBS. However, the faculty research is producing new knowledge that is providing a stepping-stone for the growth and development of the University as well as of the

nation as a whole.

5.1 Suggestions and recommendations

Based on the findings following suggestions are given:

- i. The faculties must be provided with the research training. Therefore, there is scope for further improvement.
- ii. GCBS may adopt *research-led* teaching practices for some modules. For adopting such practice, the curriculum needed to be structured around subject content, and the content selected is directly based on the specialist research interests of the lecturers. Therefore, there exists ample scope for further investigation in this matter.
- iii. The study recommends that teaching staff must be allocated the subject, which is linked with their research interest or area. In this way, it is possible to foster the relationship between research and teaching.
- iv. To improve the faculty's research skills they should be encouraged to research the area in which they are doing the teaching. When the research and teaching are in the same area and direction then the benefit of synergies can be achieved.

5.2 Limitations

- (i) The study result accuracy depends upon the information provided by the respondent. Sometimes, the respondents could not provide the exact information due to various reasons like his/her mood, privacy, or security. Therefore, 100 percent surety of exact information may not exist.
- (ii) The interview was conducted with only 45 faculties. Therefore, the result cannot be generalized for every college under the Royal University of Bhutan.
- (iii) The faculties may not be able to give accurate information because of security and privacy reasons so there are chances of biased information.

5.3 Scope for further research

Based on research, the following suggestions are offered for conducting future research in the area of nexus between teaching and research in GCBS.

- [1] A study may be conducted with more faculties involved in doing research and teaching simultaneously.
- [2] A study may be designed involving the student participant's perceptions of faculty's research and teaching.
- [3] The research-led teaching was found to be useful. This field might be explored for further investigation.

Acknowledgement

The authors are thankful to GCBS management for supporting this research work.

Declaration of conflict of interest

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

Funding

The authors received financial support from GCBS for this research.

References:

- Abrahamson, S. (1991). The dominance of research in the staffing of medical schools: time for a change? *The Lancet*, 337(8757), 1586-1588.
- Altbach, P. and Lewis, L. (1997). 'The academic profession in international perspective', in Altbach, P. (ed.), *The International Academic Profession: Portraits of Fourteen Countries*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching, pp. 3-48.
- Askling, B. (2001). Higher education and academic staff in a period of policy and system change. *Higher Education*, 41(1-2), 157-181.
- Baldwin, G. 2005. *The Teaching-Research Nexus: How Research Informs and Enhances Learning and Teaching in the University of Melbourne*. Melbourne: University of Melbourne, Centre for the Study of Higher Education.
- Bauer, M., Marton, S., Askling, B., & Marton, F. (1999). *Transforming universities: Changing patterns of governance, structure, and learning in Swedish higher education*. London: Jessica Kingsley.
- Clark, B. R. (1986). *The higher education system: Academic organization in*

- cross-national perspective*. Univ of California Press.
- Clark, B. R. (1987). *The Academic Life. Small Worlds, Different Worlds. A Carnegie Foundation Special Report*. Princeton University Press, 3175 Princeton Pike, Lawrenceville, NJ 08648.
- Coate, K., R. Barnett, and G. Williams. 2001. "Relationships Between Teaching and Research in Higher Education in England." *Higher Education Quarterly* 55 (2): 158–174.
- Cumming, G., Macbean, I.T., Mclaughlin, L., & Woodhouse, D. (1976) *Aims and Methods in University Education*, Australian University, 14 (2), pp. 177-191.
- Elton, L. (1986). Research and teaching: symbiosis or conflict. *Higher Education*, 15(3-4), 299-304.
- Gellert, C. (1990). Academic inquiry and advanced training. International perspectives of a changing paradigm. *Research and teaching at universities, international and comparative perspectives*.
- Geschwind, L., & Broström, A. (2015). Managing the teaching–research nexus: Ideals and practice in research-oriented universities. *Higher Education Research & Development*, 34(1), 60-73.
- Hawkins, C.H. & Eisner, J.E. (1987) Dental Students' Perceptions of the Difficulty of Faculty Positions, *Journal of Dental Education*, 51 (10), pp. 578-582.
- Jauch, L., and J. Gentry. 1976. "Perceptions of Faculty Evaluation in the Soft Sciences: A Case Study." *Research in Higher Education* 5: 1259–1170.
- Jensen, J. (1998), Research and teaching in the universities of Denmark: Does such interplay really exist? *Higher Education* 17,1–26. Krause,
- Kember, D. (1997). A re-conceptualisation of the research into university academics' conceptions of teaching. *Learning and Instruction*, 7(3), 255–275. [https://doi.org/10.1016/S0959-4752\(96\)00028-X](https://doi.org/10.1016/S0959-4752(96)00028-X)
- Mayson, S., & Schapper, J. (2012). Constructing teaching and research relations from the top: An analysis of senior manager discourses on research-led teaching. *Higher Education*, 64(4), 473–487.
- Neumann, R. (1992) Perceptions of the teaching–research nexus: a framework for analysis. *Higher Education* 23 (2), 159–171. Neumann,
- Neumann, R. (1994). The Teaching-Research Nexus: Applying a Framework to University Students' Learning Experiences. *European Journal of Education*, 29(3), 323. <https://doi.org/10.2307/1503744>

- Ramirez, F.O. (2010). Accounting for excellence: Transforming universities into organizational actors. In V. Rust, L. Portnoi, & S. Bagely, (Eds.), Higher education, policy, and the global competition phenomenon (pp. 43–58). New York: Palgrave
- Robertson, J., & Bond, C.H. (2001). Experiences of the relation between teaching and research: What do academics value? *Higher Education Research & Development*, 20(1), 5–19.
- Sherab, K., & Dorji, S.(2015) Teaching Nexus: Perceptions of the Royal University of Bhutan Faculty and Some Personal Experiences of Integrating Research into Teaching.
- Slaughter, S., & Leslie, L. (1997). Academic capitalism: Politics, policies, and the entrepreneurial university. Baltimore: The Johns Hopkins University Press
- Smeby, J. (1998) Knowledge production and knowledge transmission: the interaction between research and teaching at universities. *Teaching in Higher Education* 3 (1), 5–20.
- Startup, R. (1972) How Students See the Role of University Lecturer, *Sociology*, 6, pp. 237-254.
- Terenzini, P. T., & Pascarella, E. T. (1994). Living with Myths: Undergraduate Education in America . *Change: The Magazine of Higher Learning*, 26(1), 28–32. <https://doi.org/10.1080/00091383.1994.9938488>
- Tight, M. (2016). Examining the research/teaching nexus. *European Journal of Higher Education*, 6(4), 293-311.
- Williams, R. J. P. (1991). Science in universities: teaching, research and autonomy. *Studies in Higher Education*, 16(1), 15-22.