

Beyond the Degree: A Reflective Practitioner Perspective on Management Education and Organizational Practice in Madhesh Province

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Article Info.

Article History

Received: 2026, January 05

Revised: 2026, February 10

Accepted: 2026, March 08

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Cite

Karn, D. K. (2026). Beyond the degree: A reflective practitioner perspective on management education and organizational practice in Madhesh Province. *Apex Journal of Business and Management (AJBM)*, 5(1), 23–33. <https://doi.org/10.61274/apxc.2026.v05i01.003>

Abstract

Madhesh Province, Nepal's agricultural hub bordering India, faces pressing needs for practice-oriented management education amid persistent theory-practice gaps in leadership, customer service, and finance. This reflective practitioner study examines alignment through insights from 127 professionals. To assess practitioners' perceptions of management education-practice alignment in Madhesh Province; evaluate curricula, teaching methods, and experiential learning applicability; analyze variations by experience, role, and organization type; and reflect on gaps. Mixed-methods design combines quantitative survey (N=127; 5-point Likert scale via Google Forms; analyzed in SPSS v.25: descriptives, ANOVA) with qualitative reflections from the researcher's Madhesh-based accounting/management experience. Non-probability convenience sampling suited the undefined population. Classroom methods rated moderately (M=3.35 case studies; M=3.21 applicability), but internships (M=2.17), industry exposure (M=2.72), and workplace confidence (M=2.54) scored low. Low reliability ($\alpha=0.125$) signals multidimensional views; no experience differences ($F=0.350$, $p=0.705$). Reflections highlight deficiencies in accounting software, taxation, labor laws, and trade. Weak experiential learning demands industry partnerships and practitioner-led reforms to boost employability and regional growth.

Keywords: management education, theory-practice gap, Madhesh province, reflective practitioner, experiential learning, organizational alignment

Introduction

Madhesh Province, located in southeastern Nepal, was established under the Constitution of Nepal promulgated on September 20, 2015. It encompasses eight districts-Parsa, Bara, Rautahat, Sarlahi, Mahottari, Dhanusha, Siraha, and Saptari-spanning 9,661 square kilometers and housing a population of approximately 5,404,145 (Mishra & Mishra, 2024). Janakpurdham (commonly

known as Janakpur) serves as its capital and a key center for religious and cultural tourism, while Birgunj stands as the province's primary urban hub. All districts border India, fostering significant economic opportunities and cross-border collaboration (Mishra & Mishra, 2024). While the open border between Nepal and India fosters economic activity, it simultaneously exposes local markets to external vulnerabilities (Karn, 2025a).

Stakeholders advocate for policies that bolster both cross-border trade and domestic industries (Karn, 2025b). Maslow's Need Hierarchy Theory offers foundational insights into human motivation but demands adaptation for Nepal's collectivist culture, caste dynamics, unemployment, and economic instability, which often trap individuals at basic physiological and safety levels (Karn et al., 2025).

In Madhesh Province's organizational context, this flexible framework underscores intertwined needs, urging tailored management education for practical workforce development beyond degrees. Future empirical studies could refine its policy applications locally. In the Madhesh Province of Nepal, the most popular field among students is management. However, in the organization here, the practice of management- such as in leadership, decision making, motivation, sales and marketing, finance and accountancy and communication has a significant difference in its behavioral application. Café operators in Birgunj should prioritize queue management via token systems, refine pricing for better value perception, enhance digital ordering during peaks, and segregate smoking zones (Karn, 2025c).

Further upgrades include staff training, hygiene protocols, ambience improvements, feedback mechanisms, and tech integration like QR menus to target diverse patrons. These steps, drawn from customer satisfaction analysis, promise elevated service quality and loyalty in Madhesh Province's food sector (Karn, 2025a). Birgunj stands as Madhesh Province's sole metropolitan city in Nepal. A recent study examined various facets of customer satisfaction in its cafeterias, offering actionable insights for operators (Karn, 2025a). While educational programs emphasize theoretical aspects of customer satisfaction and marketing, practical implementation reveals notable gaps at the ground level. A study on management practices uncovered their impact on employee performance and attitudes, revealing task-focused leadership that overlooks welfare, alongside inequality driven

by denominational policies lacking remedies (Nwaomah, 2025). Recommendations urge open communication, inclusive decision-making, staff well-being, and policy reforms for equity. Such insights resonate with Madhesh Province's organizational challenges, advocating practitioner-led enhancements over theoretical education.

Management education plays a critical role in preparing graduates to meet evolving organizational and regional economic demands. In Madhesh Province, Nepal-characterized by strong agricultural productivity, expanding commercial farming, cross-border trade with India, manufacturing growth, and financial sector development-the need for practice-oriented management education is particularly significant. Despite this dynamic economic context, concerns persist regarding the alignment between academic preparation and workplace realities. This study examines practitioners' perceptions of how effectively management education corresponds with real organizational challenges in the province. Using a mixed-methods reflective practitioner approach and survey data from 127 professionals, the research evaluates curriculum relevance, teaching methods, experiential learning, and workplace preparedness. The findings highlight moderate classroom relevance but reveal weaknesses in internship exposure, industry integration, and applied competence. Given the province's strategic economic position, strengthening industry-academia collaboration and embedding practical engagement within local institutions are essential to enhance grad Problem Statement

Despite the proliferation of management education programs in Madhesh Province, Nepal, a significant disconnect persists between academic curricula, teaching methods, experiential learning, and real-world organizational demands (Mishra, 2023a, 2024b). Practitioners frequently perceive these programs as inadequately preparing graduates for practical roles in business, public administration, and regional development, hindering human capital

optimization (Mishra, 2023a; Mishra & Mishra, 2025; Mishra, 2024a; Mishra & Aithal, 2023). This misalignment is compounded by unexamined variations in perceptions across experience levels, professional roles, and organization types (e.g., public vs. private sectors), as well as “mental colonialism” in curricula that neglect Madhesh-specific sociocultural contexts (Mishra, 2023b, 2023c). Such gaps limit workforce readiness and sustainable economic growth in the region (Mishra, 2023a, 2023d; Mishra, 2024b).

This study addresses the problem by examining practitioners’ perceptions of curriculum-workplace alignment in Madhesh Province, assessing applicability of teaching methods and experiential learning, analyzing demographic variations, and reflecting on practitioner-academic pathways to bridge these divides.

Research Objective

To examine practitioners’ perceptions of the alignment between management education curricula, teaching methods, and experiential learning with real-world organizational practices in Madhesh Province, Nepal; assess variations in these perceptions by respondents’ experience level, primary professional role, and organization type; and reflect on observed gaps from a practitioner-academic perspective.

Literature Review

Literature on management education reveals a persistent theory-practice gap globally, with curricula often prioritizing conceptual knowledge over experiential competence (Schön, 1983; Nwaomah, 2025). Studies highlight moderate alignment in classroom methods like case studies ($M=3.35$), yet low ratings for internships ($M=2.17$) and industry exposure underscore structural deficiencies in workplace readiness. In Nepal’s Madhesh Province—rich in agriculture and India-border trade—practitioners perceive curricula as partially applicable ($M=2.97-3.21$), with multidimensional perceptions ($\alpha=0.125$) reflecting

uneven integration. Reflective practitioner insights emphasize untaught realities like hybrid calendars, software accounting, and labor law application. No prior published studies specifically address management education-practice alignment in Madhesh Province, highlighting this research’s novelty. Bridging this divide demands practitioner-involved reforms to enhance employability in regional commerce.

Methodology

The study adopts the following research design, population and sample size:

Research Design

This study adopts a mixed-methods reflective practitioner research design, integrating quantitative survey data with qualitative reflective insights drawn from the researcher’s professional experience in accounting, management practice, and management education. The quantitative component follows a cross-sectional descriptive and inferential design, employing a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree) to collect survey data from 127 respondents across Madhesh Province, Nepal. Given the expansive and undefined population frame for the province, a non-probability convenience sampling technique was utilized to ensure representation from management educators, practitioners, and organizational leaders. Data analysis was conducted using SPSS version 25, encompassing descriptive statistics (means, standard deviations), reliability tests (Cronbach’s alpha), and inferential analyses such as correlation and regression to examine relationships between management education outcomes and organizational practice gaps. Complementing this, the qualitative component adopts a reflective practitioner approach (Schön, 1983), wherein the researcher’s practitioner lens interprets emergent themes from survey findings alongside personal professional narratives, triangulating insights to bridge theoretical and practical divides in the Madhesh context.

Results and Discussion

This section presents and interprets findings on the alignment between management education

and professional practice in Madhesh Province, based on survey data and reflective insights, to identify key gaps and practical implications.

Table 1

Primary Role of Respondant

Primary Role	Frequency	Percent (%)	Valid (%)	Cumulative (%)
Academic (Management Faculty)	8	6.3	6.3	6.3
Accountant	33	26.0	26.0	32.3
Manager	44	34.6	34.6	66.9
Other Management Professional	42	33.1	33.1	100.0
Total	127	100.0	100.0	—

Table 2

Years of Professional Experience

Work Experience	Frequency	Percent (%)	Valid (%)	Cumulative (%)
Less than 5 years	45	35.4	35.4	35.4
6–10 years	79	62.2	62.2	97.6
More than 10 years	3	2.4	2.4	100.0
Total	127	100.0	100.0	—
Total	127	100.0	100.0	—

Table 3

Type of Organization

Type of Organization	Frequency	Percent (%)	Valid (%)	Cumulative (%)
Educational Institution	8	6.3	6.3	6.3
Private Business Organization	119	93.7	93.7	100.0
Total	127	100.0	100.0	—

The survey garnered 127 responses from management professionals in Madhesh Province, reflecting diverse roles and experiences. Primary roles included managers (34.6%, n=44), other management professionals (33.1%, n=42), accountants (26.0%, n=33), and academics (6.3%, n=8). Experience levels skewed toward mid-career: 6–10 years (62.2%, n=79), less than 5 years (35.4%, n=45), and over 10 years (2.4%, n=3). Organization types were predominantly private businesses (93.7%, n=119) versus educational institutions (6.3%, n=8). This distribution underscores a practitioner-heavy sample, ideal for bridging

education-practice gaps, though limited senior (>10 years) and academic responses suggest caution in generalizing. No missing data enhances reliability. These demographics inform subsequent analyses of Likert-scale perceptions on questionnaires.

Descriptive statistics were used to summarize respondents’ perceptions regarding curriculum relevance, teaching methods, experiential learning, and workplace preparedness. One-way ANOVA was applied to examine whether perceptions significantly differed across experience levels, professional roles, and organizational types.

Table 4*Descriptive Statistics of Perceptions on the Relevance of Management Education (N = 127)*

Statement	N	Minimum	Maximum	Mean	SD
Q4 The management curriculum aligns well with real organizational problems.	127	1	5	2.97	1.015
Q5 Course contents are applicable in daily managerial decision-making.	127	1	5	3.21	1.152
Q6 Teaching methods emphasize case studies and real-world applications.	127	1	5	3.35	1.198
Q7 Classroom learning encourages critical and practical thinking.	127	1	5	3.06	1.274
Q8 Industry interaction during my study enhanced my practical understanding.	127	1	5	2.72	1.118
Q9 Internship or fieldwork prepared me for organizational challenges.	127	1	5	2.17	1.292
Q10 Management education prepared me to handle real workplace challenges.	127	1	5	3.09	1.303
Q11 I felt confident applying classroom knowledge in my job.	127	1	5	2.54	1.111
Valid N (listwise)	127				

Descriptive Analysis

Descriptive statistics were computed to examine respondents' perceptions regarding the alignment of management education with organizational practice in Madhesh Province. The findings indicate a moderate level of perceived relevance across most dimensions. The mean score for curriculum alignment with real organizational problems ($M = 2.97$, $SD = 1.015$) suggests that respondents were largely ambivalent, indicating partial but insufficient alignment between academic content and workplace realities.

Perceptions regarding the applicability of course content in daily managerial decision-making were slightly higher ($M = 3.21$, $SD = 1.152$), reflecting a moderate level of practical usefulness. Teaching methods emphasizing case studies and real-world applications recorded the highest mean ($M = 3.35$, $SD = 1.198$), suggesting relatively stronger pedagogical efforts toward applied learning. However, classroom learning in

fostering critical and practical thinking remained moderate ($M = 3.06$, $SD = 1.274$).

Notably, experiential learning components showed lower mean scores. Industry interaction during academic study ($M = 2.72$, $SD = 1.118$) and internship or fieldwork preparedness ($M = 2.17$, $SD = 1.292$) were perceived as weak, highlighting significant gaps in exposure to real organizational contexts. Similarly, respondents reported limited confidence in applying classroom knowledge to their jobs ($M = 2.54$, $SD = 1.111$).

Overall, the results reveal a persistent theory-practice gap, particularly in experiential and workplace readiness dimensions, with relatively high standard deviations indicating varied experiences among respondents.

Reliability Analysis

Dependent Variable (Construct):

- o Perceived Relevance of Management Education

- o **Measured through:** Q4 to Q11 (8 items, Likert-5)

Independent Variables

- o Experience (≤ 5 years, 6–10 years, >10 years)
- o Primary Role (Manager, Accountant, Academic, Other)

- o Type of Organization (Private business, Educational institution, etc.)
- o **Measurement Scale:** Likert-5 (1 = Strongly Disagree to 5 = Strongly Agree) treated as Scale in SPSS (acceptable for empirical social research)

Table 5

Reliability Analysis

Cronbach's Alpha	No. of Items
.125	8

The internal consistency of the eight items (Q4–Q11) measuring the perceived relevance of management education was examined using Cronbach's alpha. The resulting coefficient ($\alpha = 0.125$) indicates that the items do not demonstrate strong internal homogeneity when treated as a single composite construct. This outcome suggests that the perceived relevance of management education is not experienced as a unified or singular dimension by respondents. Instead, the items appear to capture multiple distinct aspects of the education-practice relationship, including curriculum applicability, pedagogical strategies, industry engagement, internship effectiveness, workplace preparedness, and confidence in applying knowledge. The low alpha value therefore reflects the multidimensional character of the construct rather than merely measurement deficiency. Respondents may view

strengths in certain areas (e.g., teaching methods) while simultaneously perceiving weaknesses in others (e.g., internship preparedness), leading to limited inter-item correlation. Given this conceptual complexity, the study does not aggregate the eight items into a single index. Instead, each item is analyzed individually to preserve the nuanced distinctions among different dimensions of management education. This approach is consistent with the reflective practitioner perspective, which assumes that professional competence emerges through varied and context-specific experiences rather than through a uniform educational outcome. Accordingly, the reliability findings reinforce the study's broader argument that the alignment between management education and organizational practice in Madhesh Province is uneven and fragmented across domains.

Table 6

One-Way ANOVA: Professional Experience and Internship Preparedness

Source of Variation	Sum of Squares	df	Mean Square	F	Sig. (p)
Between Groups	1.181	2	0.590	0.350	0.705
Within Groups	209.008	124	1.686	—	—
Total	210.189	126	—	—	—

A one-way ANOVA was conducted to determine whether perceptions of internship or fieldwork preparedness (Q9) differed significantly across professional experience categories (≤ 5 years, 6–10 years, and >10 years). The analysis revealed no statistically significant differences

among the groups, $F(2, 124) = 0.350$, $p = 0.705$. This result indicates that perceptions of internship effectiveness are consistent across experience levels. In other words, early-career professionals, mid-career practitioners, and more senior respondents share broadly similar views regarding

the extent to which internships prepared them for organizational challenges. The absence of variation suggests that perceived limitations in experiential learning are not confined to a particular career stage but reflect a more systemic issue within management education in Madhesh Province. If internship preparation were strongly effective, differences might emerge as professionals gained experience and retrospectively reassessed its value. However, the uniformity of responses implies that concerns regarding internship relevance are structural rather than cohort-specific. Thus, the finding reinforces the broader conclusion of the study: while elements of classroom-based instruction show moderate relevance, experiential learning components—particularly internships and fieldwork—remain insufficiently aligned with real organizational demands across professional levels.

Discussion

The findings of this study provide important insights into the alignment between management education and organizational practice in Madhesh Province. Overall, the results indicate a moderate level of perceived relevance in classroom-based components of management education, but comparatively weaker evaluations of experiential learning and workplace preparedness. This pattern suggests that while academic programs are making efforts to integrate applied content, the transition from theoretical knowledge to practical competence remains uneven. Teaching methods that emphasize case studies and real-world applications received relatively higher ratings, indicating that pedagogical approaches are moving toward applied learning models. Similarly, respondents acknowledged some degree of curriculum applicability in managerial decision-making contexts. However, these moderate evaluations coexist with significantly lower perceptions of industry interaction, internship preparedness, and confidence in applying classroom knowledge. This divergence points toward a structural imbalance within the educational ecosystem—where conceptual instruction is present, but immersive professional engagement remains limited. The extremely low

internal consistency among the survey items further reinforces this interpretation. Rather than functioning as a unified construct, perceptions of management education appear fragmented across multiple dimensions. Respondents clearly distinguish between curriculum content, teaching methodology, internship exposure, and workplace readiness. This multidimensionality reflects the complex nature of professional competence, which cannot be reduced to classroom performance alone. From a reflective practitioner perspective (Schön, 1983), meaningful professional development occurs through situated practice and reflection-in-action. The comparatively weak ratings of experiential components suggest that such reflective integration between theory and practice is not yet fully institutionalized. The absence of statistically significant differences across professional experience levels provides additional insight. Perceptions of internship preparedness were consistent among early-career, mid-career, and senior professionals. This uniformity indicates that the identified gaps are systemic rather than generational. If deficiencies were confined to particular cohorts, significant variation would be expected. Instead, the findings suggest that limitations in experiential learning are embedded within the structural design of management education programs in the province. Collectively, the evidence supports the argument that management education in Madhesh Province operates within a partial alignment model: classroom instruction demonstrates moderate relevance, yet structured mechanisms for sustained industry collaboration, applied immersion, and workplace confidence-building remain underdeveloped. This imbalance contributes to the persistent theory-practice gap identified in both regional and global management education literature. Addressing this gap requires moving beyond curricular adjustments toward institutional partnerships that embed industry engagement, structured internships, practitioner-led modules, and continuous feedback loops between academia and organizational stakeholders. Strengthening these integrative mechanisms would

enhance not only technical preparedness but also reflective capacity-bridging the divide between academic knowledge and organizational realities.

Reflective Practitioner Analysis: Beyond the Degree in Accounting and Finance Practice

Beyond the statistical findings, lived professional experience in accounting and financial management within Madhesh Province reveals a widening gap between formal management education and operational realities. This gap becomes particularly visible in the domain of financial institutions and corporate accounting practices.

For instance, while Nepal officially follows the Bikram Sambat (BS) calendar, many banks and insurance companies issue customer statements in Anno Domini (AD). This dual-system practice creates reconciliation challenges for clients and requires contextual awareness from accounting professionals. However, such practical inconsistencies between regulatory systems and operational documentation are rarely addressed in classroom instruction. Students graduate with theoretical knowledge of accounting principles but limited exposure to the practical reconciliation challenges embedded in Nepal's hybrid administrative environment. Similarly, accounting education emphasizes journal entries, trial balances, inventory valuation methods (FIFO/LIFO), and final account preparation. Yet, in practice, accounting systems operate through integrated software environments aligned with NFRS/NAS and Inland Revenue Department (IRD) requirements. Graduates often understand the conceptual foundation of debit and credit but lack fluency in preparing vouchers, handling automated journal postings, or recognizing how system-generated entries directly affect profit and loss accounts and balance sheets. The theoretical base remains intact, but operational translation is weak. Taxation provides another illustration of this theory-practice divide. Although students study provisions of the Income Tax Act 2058, practical application-such as VAT adjustments, TDS liabilities, expense-income

ratios affecting tax obligations, or documentation standards during audits-is seldom practiced through simulated professional exercises. Consequently, fresh graduates frequently encounter difficulty when asked to interpret expense classifications, directors' drawings, loan accounts, or marketing expense allocations that influence both tax liability and corporate credibility. Inventory management further reflects this misalignment. While FIFO and LIFO methods are taught conceptually, few students are exposed to warehouse-level decision-making or multi-book inventory controls designed to prevent embezzlement. Similarly, operational systems such as VCTS (Vehicle and Consignment Tracking System), IRD-approved e-invoicing software, Social Security Fund (SSF) accounting provisions, and multi-bank account management require procedural familiarity that classroom settings rarely simulate.

International trade mechanisms-including Letters of Credit (LC), Document Against Payment (DAP), Document Against Acceptance (DAA), SWIFT transactions, and RTGS documentation-form essential components of modern trading and manufacturing enterprises. Yet many graduates encounter these instruments for the first time only after entering employment. The same applies to Corporate Social Responsibility (CSR) accounting treatment and basic accrual concepts, such as recording salary provisions separately from salary disbursements-an elementary but often under-practiced distinction. From a reflective practitioner standpoint, these observations affirm that the challenge is not conceptual inadequacy but experiential deficiency. The educational structure provides foundational accounting logic; however, without embedded simulation, internship rigor, software-based practice, and taxation-focused mock environments, graduates struggle to transition confidently into professional roles.

These reflections reinforce the empirical findings of this study: the misalignment between management education and organizational practice in Madhesh Province is less about theoretical

weakness and more about insufficient institutional integration of applied accounting realities. Bridging this divide requires pedagogical restructuring that embeds regulatory compliance, software training, tax simulation, documentation protocols, and real-world financial procedures directly into the academic curriculum.

Reflective Practitioner Insights Beyond Classroom Learning

While management education in Madhesh Province equips students with theoretical knowledge of organizational principles, finance, and accounting, the realities of workplace functioning often extend far beyond what is taught in classrooms. Bright and academically capable students frequently encounter organizational dynamics, office politics, and interpersonal conflicts only after joining a professional environment. Such scenarios-ranging from managing hierarchical relationships to navigating accountability systems-are rarely simulated during study, yet they are integral to effective performance in real-world organizations.

Labor laws, such as the Labour Act 2075, and their practical application to workforce management are minimally addressed in the curriculum. Consequently, graduates often face compliance responsibilities for the first time in professional settings, underscoring a gap between legal knowledge and operational implementation. Similarly, managerial decision-making under pressure, delegation of authority, and formal communication through notes, memos, and letters are expected in organizational contexts, but structured training in these practices is seldom embedded within management programs.

Human resource functions such as conducting interviews, assessing candidates, or managing recruitment processes are other areas where practical exposure is limited (Anwar & Abdullah, 2021). Graduates may be tasked with these responsibilities soon after entering the workforce, often without prior experiential preparation, creating an immediate need to adapt to real organizational

expectations. Professional etiquette, workplace norms, and diversity and inclusion principles are introduced conceptually, but their practical implications are rarely reinforced through case studies, simulations, or role-playing exercises. As a result, graduates may struggle to apply theoretical understanding effectively in multicultural or hierarchical environments. Marketing and client-facing competencies-including brand management, negotiation strategies, client relationship handling, and advertising and promotion techniques-are similarly under-practiced. While these topics form a component of the theoretical curriculum, experiential exercises that simulate negotiations, campaign management, or strategic decision-making are largely absent. The same applies to career readiness skills: graduates are rarely trained in job offer discussions, effective CV preparation, interview influence strategies, or professional networking-yet these skills are critical for navigating early career opportunities successfully.

From a reflective practitioner perspective, these observations highlight that management education primarily cultivates conceptual understanding, while experiential and applied competencies receive insufficient attention. The discrepancy between academic instruction and organizational realities emphasizes the need for curriculum redesign that integrates simulations of office dynamics, legal compliance exercises, managerial decision-making under pressure, client engagement, and professional career readiness. Such integrative learning approaches would better prepare graduates to navigate both operational and relational complexities of contemporary workplaces, fostering confidence and effectiveness beyond the classroom.

Conclusion

This study examined practitioners' perceptions of the alignment between management education and organizational practice in Madhesh Province, Nepal, using a mixed-methods reflective practitioner approach. The findings reveal a moderate level of perceived relevance in curriculum

content and teaching methodologies, particularly in areas emphasizing case-based and applied learning. However, experiential components—such as internships, industry interaction, and workplace preparedness—received comparatively low evaluations. The absence of significant perceptual differences across professional experience levels further indicates that the identified gaps are systemic rather than cohort-specific. Reliability analysis also suggests that perceptions of management education are multidimensional, reflecting uneven integration between theoretical instruction and applied competence.

Collectively, the evidence points to a persistent theory–practice gap characterized less by conceptual inadequacy and more by limited institutional integration of real-world exposure. While foundational knowledge appears adequate, structured mechanisms for immersive industry collaboration, regulatory simulation, applied accounting systems, managerial decision-making practice, and workplace readiness remain underdeveloped.

The implications are both academic and institutional. Management programs in Madhesh Province should move beyond content revision toward structural partnerships with industry, embedding supervised internships, practitioner-led modules, compliance simulations, and software-based training within the curriculum. Greater emphasis on reflective practice, workplace communication, legal application, and organizational dynamics would enhance professional confidence and employability. Strengthening these integrative mechanisms can foster a more coherent alignment between education and organizational realities, ultimately contributing to more practice-ready management graduates and improved institutional credibility.

Recommendations

Management education in Madhesh Province should strengthen structured collaboration between academic institutions and industry to reduce

the existing theory–practice divide. Universities are encouraged to institutionalize supervised internships with clearly defined learning outcomes, regular industry mentoring, and performance evaluation mechanisms. Curriculum revision should incorporate practical simulations in taxation, accounting software, regulatory compliance, managerial decision-making, and workplace communication. Embedding practitioner-led sessions, case-based problem solving, and project-based learning can enhance applied competence. Institutions should also integrate training on labor law application, professional documentation, recruitment processes, negotiation skills, and organizational behavior dynamics. Establishing feedback loops with employers can ensure continuous curriculum alignment with evolving market demands. Furthermore, capacity-building programs for faculty in experiential pedagogy and industry engagement are essential. By adopting these integrative and practice-oriented reforms, management education can improve graduate readiness, professional confidence, and long-term institutional relevance within the regional organizational context. Madhesh Province's agricultural prominence and proximity to the Indian border, fostering opportunities in commercial farming, trade, manufacturing, and import-export ventures demands robust management education in local institutions. Syllabi and pedagogy should integrate industry veterans from trade, banking, and insurance to bridge theory and practice, enhancing graduate readiness for regional economic demands.

Acknowledgements

I express sincere gratitude to the 127 management professionals in Madhesh Province who participated in this survey, providing invaluable practitioner insights. Special thanks to Dr. Anjay Kumar Mishra, Dean of Madhesh University, for his expert data analysis, thoughtful suggestions, and guidance that enriched this study. As the reflective practitioner and first author, I appreciate all contributions bridging theory and practice.

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