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Teachers Perception Regarding Case Study Method as Pedagogy in Business Schools

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ABSTRACT

Degree awarding institutes aims to cater needs of industry by providing skilled and trained manpower. For this sake, universities tend to design their curriculum. A case study method provides a tool to strengthen the learning of students while maintaining their natural environment. This study instigated perceptions of university teachers regarding case study methods being used and skills generated through the usage of this method at universities. Primary data was collected regarding various skills which are induced by using the case study methods among students for the improvement of business education. Four provinces of the country viz. Punjab, Sindh, KPK, and Baluchistan were approached for data collection from faculty members of both public and private sector universities (Business Schools). A representative sample of 16 universities offering business education (8 public and 8 private sector) was selected. In this connection, 8 universities from Punjab province including 4 in the public and 4 in the private sector whereas 4 universities from Sindh (2 public sector universities and 2 private sector universities), 2 universities from KPK and Baluchistan each (1 public sector university and 1 private sector university) were approached. Fifteen respondents/teachers from each institute were approached for data collection, thus forming a sample size of 240. Initially, teachers were consulted through focus group discussions to dig out the reason for using case study methods in business education. Based on their perception and relevant literature a set of forty questions was devised to identify the basic reasons/benefits of using case study methods by teachers in business education. After applying Exploratory Factor Analysis (EFA) a set of seven basic attributes was identified. Based on these characteristics revised questionnaires were floated among the survey participants at a large scale. From the Exploratory Factor Analysis (EFA), seven basic factors/reasons have been identified. In Pakistan universities, teachers consider these skills while imparting their teaching expertise to students of business education. According to the perspective of university teachers' most important skill is problem-solving skills generated through the case study method. A similar pattern has been observed for public and private sector university teachers which implies that there is consensus among the teachers at all

levels that the case study method generates problem-solving skills among students more importantly.

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1. Introduction

Generally, universities are expected to deliver education and training to the students and contribute to solving social and economic problems through need-based applied research. Through education and training, universities are meant to provide the industry with skilled and trained manpower which can run their businesses efficiently. On the other side, the industry is adding value to the national economic assets through manufacturing, trading, services provision, and export business activities. The overall value to the national economy can be enhanced if both industry and universities can work collaboratively but unfortunately, this link in the country seems weak. As a result, it can safely be said that resources in the country are underutilized. It is therefore imperative to improve the linkages between universities and industry but for this, we need to investigate the structure and pattern of business education pedagogy in the country in terms of their curriculum, training, research, and linkages. The industry is the major employer of the graduating students from business school and it seems unhappy with the current universities products/students in terms of their communication, technical skills, subject knowledge, and other ethical values. So it is quite useful if a research activity is focused on investigating the requirements and preferences of the industry for business graduates coming for the job to their industrial units.

There is an abundance of business institutes in Pakistan but only a few are providing quality education. Owing to the belief of getting employment opportunities peoples are still motivated towards acquiring business education. To compete for an international arena in the business education domain, there had been many debates and discussions to upgrade the educational system but still lack to determine an appropriate model. In Pakistan, regarding business educations, there is a scarcity of work and business institutes could not provide requisite business ambassadorship to our graduates like Harvard and Oxford well know institutes of business education.

The education system comprises all public and private institutions which are providing formal education for profitability and non-profitability motives. Pakistan's education structure is composed of various public and private institutes which are assisting millions of students with the help of a diverse teaching workforce. (Ministry of Federal Education and Professional Training Government of Pakistan, 2015-16).

Higher Education Commission (HEC) which was established in 2002, and done good efforts for the higher education promotion in business sectors of the country. HEC developed a standardized structure for all the universities functioning in Pakistan and issued recognized business education institutions a complete list with appropriate procedures for courses, admissions, and faculty selection in the country (Khan, 2006 as cited by Marwat, 2011; Kaleem 2005).

Across the world, various business schools are following case study methods, such as Ivey (Hong Kong) program is exclusively based on the Case-Method. Knowledge, either tacit or explicit constitutes raw materials for developing the knowledge capabilities and competencies within organizational circuits and thus business graduates having knowledge can help firms to attain competitive advantage (Perez, Navarro, Bedford, Thomas, Wakabayashi, 2020). Case studies are built with analytic sophistication in such a way that from such cases information can be easily replicated again and again. Case studies have the qualities to be discussed at the individual level as well as it can be generalized. While evaluating the case studies, their strength can be measured based on their descriptive capability in respect to their context. Such

descriptiveness in the case studies helps the reader to match the particular case with similar situations. It is pertinent to note that the content of the case can help to understand the empirical foundations of a theory in a special context (Hamel, Dufour, & Fortin, 1993).

A number of universities and industries have been engaged in long-term relationships under the theme of a knowledge-based economy. Past studies have recommended that students must be trained through pedagogical techniques for the proper utilization of specialized knowledge (Geiger, 2004). Students must be "tokens of exchange" between academe and industry (Slaughter & Leslie, 1997). In many ways, higher education is the basic source of the knowledge economy, and thus business education plays its pivotal role in taping and maximizing the potential students. Pakistan is now an emerging market and its need to have a quality workforce is on an increasing trend. In the opinion of Alon & Welsh, (2003) emerging markets are considered very crucial for international trade and investment. Emerging markets have the potential to generate industrial and economic output along with a service sector endowment. Across the globe, emerging markets are improving their "technical, legal, educational, public health, and financial infrastructures" at a very fast pace. Moreover emerging economies can enhance societal wealth and economic maturity in a global economic system (Garten, 1997). Societies in the emerging economies face critical challenges of developing and maintaining an excellent professional educational systems which can provide a base through world-class standards of management, production, innovation, and distribution. Developing and maintaining such an educational system can be ensured by the establishment of a "variable geometry of business norms, operational ethical principles, and management training pathways" (George 2005), thus the educational system should develop a workforce for local and global requirements. One of the most challenging methods of teaching is case study, it especially demands more work for preparation than regular lectures, at least students cannot prepare it without the required potential. But it is more beneficial and informative. In the Case study method, every debate and discussion is different ensuring that student will never again feel like a robot that is performing just limited tasks on repeat mode. And the most important thing is that students get more fruitful learning from it, with which students get an experience of being placed in situations where they are free not just learn from the teacher but receive point of view of each other regarding the case study. And now a day there is a technological change in the market, especially in the learning environment. Thus a social fabric among academia and industry must be strengthen through sound business education (Singh, 2013; Vaivode, 2015; Waddock, & Lozano, 2013).

Thus, there is a need to highlight the gap between industry and academia regarding skill development in the domain of business education. Bridging the gap can result in a better-trained workforce which can cater to the needs of the business community. Hence, this study tends to fill this gap by documenting the perception of faculty members regarding their motives to use case study methods in business education. Moreover, need for developing metrics suitable for the evaluation of the knowledge management effectiveness in business education (Bratianu, Stanescu, & Mocanu, 2021). According to Long, Duang-Ek-Anong & Vongurai, (2021) universities must pay attention towards teaching methods and improve academic environment in order to meet the needs of students because universities are medium to transform the society (Milburn, 2012; Lane, & Johnstone, 2012).).

2. Review of Literature

Case studies in business education as pedagogy provides many advantages such as diverting emphasis of learning (Grant, 1997). Assignments of case studies can be done in teams or individually so that the students can share the workload and breakthrough solutions. The public and private sectors cannot be treated as a single entity. There are multiple factors like globalization, technological changes, industry demands, work-related prerequisites that can affect education. Keeping financial risks aside, business education has an inspiring impact through professionally trained leaders, managers, and enthusiasts.

Kolachi and Wajidi (2008) stated that many disciplines in education evolved but business education provided such a recommendation which helped in developing professional and personal behavior. This opened up the way to how to live with scarce resources, how to address the challenging business

environment, how to communicate the multinational business deals, and how to maximize profitability by identifying the unexplored opportunities from business markets. Chaudhary, Iqbal, and Mahmood Gillani (2009) examined that higher education affected long-term economic development in Pakistan. The experimental analysis revealed a long-term relationship between economic development and higher education, which suggested that these were necessary for each other. Economic development did not only depend on infrastructure level and factor addition, but also efficiency and innovation played an important role. Developed enterprises in various sectors had a good contribution to the overall development of the economy. Unemployment had posed serious socioeconomic challenges to economic development and success in Pakistan. Therefore, it is important to encourage institutes in Pakistan to abridge the business community to gain socioeconomic advantages for the nation.

Quality business development programs improved the ability of the students and increased their exposure leading them to contribute to the economy. (Bashir, Herath, & Gebremedhin, 2013) examined that the relationship between economic growth and education in West Virginia by performing country-level analysis built on the deviations of income, population, and education highlighted two important points; firstly, the empirical analysis revealed that both educational and income growing positively, therefore more attempting to rise job or income creation opportunities would be helpful for the economy where educational achievement raised efficiency, increased income, reduced poverty threat and improved living standards, thus increase investment in education in the poor countries would be helpful to increase the income. Secondly, the experimental analysis revealed the effect of higher education on population development. One way of sustaining economic growth was to create professional competitiveness of the workforce with higher share, employed in inspired class positions that were specialized in knowledge-based and idea conception.

Modernizing of business education is inevitable for generating quality business students. Zgaga et al. (2013) Postulated that nations who have not upgraded their education system, could not lift their economies and remained at low pace in economic development. Entrepreneurship can provide solutions to the economic problems of the society (Mwasalwiba, 2010; Torrance, 2013; Rahatullah, 2013)

Orecchini, Valitutti, and Vitali (2012) focused on business sustainability and called for the necessity of association between industry and the academic world within the perspective of sustainability science. The teacher's professionalism means total commitment to coaching, abide by all university rules, mentoring students, and prepare them for the importance of time, and helping others in a better way. The teacher is a great leader for students (Kolachi & Wajidi, 2008). The teacher prepares the students in such a way that they can make decisions in all phases of life either personal or professional. The teacher always guides the students to understand the concept in a better way. The teacher is a good source of learning for students.

3. Material and Methods

This study followed an exploratory research design in order to explore the perceptions of university teachers regarding application of case study method as teaching methodology. Data was collected from four provinces of the country viz. Punjab, Sindh, KPK, and Baluchistan. A representative sample of 16 universities offering business education (8 public and 8 private sector universities) were selected. In this connection, 8 universities from Punjab province including 4 public and 4 in private sector whereas 4 universities from Sindh (2 public and 2 private sector universities), 2 universities from KPK and Baluchistan each (1 public and 1 private sector university) were selected. A sample of 240 faculty members consisting of 15 teachers from each university were consulted for data collection through focus group meetings. The perceptions of teachers were explored regarding existing business education pedagogy methods in identifying different aspects.

The important perspective of the study is to identify various factors/attributes which are aimed to bring among the students by using case study methods in business education. The teacher is the only medium to sharpen the necessary skills among business graduates and holds a pivotal role in business

education. Thus at the initial stage teachers who were teaching courses to the business graduates were approached for focus group discussion/meetings to identify the basic attributes which they want to deliver to students via case study methods. After a thorough discussion and exploring previous literature a set of seven characteristics/attributes was identified at the initial stage. After conducting a pilot testing (with 30 sample size) reliability of the items was checked and items causing poor reliability statistics were discarded. After that Exploratory Factor Analysis (EFA) was performed on the collected data for pilot testing to identify the relevant questions. During this process, a total of 21 items were retained that have factor loadings within the acceptable range. Moreover, teachers were also required to provide information regarding their age, gender, family size, marital status, and subject domain, and professional qualification, and designation. It was ensured before administering questionnaires to the teachers through filtering questions that either they use case study methods in delivering their lectures to the business graduates.

4. Results, Findings and Conclusion

Collected data have been analyzed in two dimensions, initially, the demographics have been analyzed while in the second phase basic factors/reasons behind using case study methods by teachers have been explored through EFA.

Table-1: Demographic Profile

Description	Frequency	% Age
Age		
20- 30 years	67	33.3
31-40 years	53	26.4
Above 40 years	81	40.3
Gender		
Male	151	75.1
Female	50	24.9
Family Size		
1-5 members	184	91.5
Above 5 members	17	8.5
Marital Status		
Single	5	2.5
Married	196	97.6
Subject Domain		
Marketing	80	39.8
Human Resource	90	44.8
Finance	31	15.4
Professional Qualification		
Masters	3	1.5
MPhil	83	41.3
Ph.D.	115	57.2
Designation		
Lecturer	80	39.8
Assistant Professor	93	46.3
Associate Professor	28	13.9

4.1 Itemized Analysis of Scale Items

The respondents are asked about case study method that "helps to persuade through argument" which showed a mean value of 4.84 with std. deviation of 0.375. The item related to the case study teaching method that it "helps to make inferences" presented a mean value of 4.13 with Std. deviation of .3418. The item related to "communicate convincingly" showed a mean value of 4.77 with std. deviation of 0.5046. The item related to "developing analysis and synthesis" presented a mean value of 4.522 with an STD deviation of 0.529. The item related to "learn how to learn from experience" presented the mean value of 4.55 with std deviation of 0.497. Lastly, the item related to "develop leadership skills" presented the mean value of 4.18 with std. deviation of .388.

For analyzing EFA, the communalities are the first step to analyze each item loading as presented in table. The highest extraction value is related to "Case study helps to develop negotiating skills" & "Case study helps to communicate convincingly" with 0.950. The item "Case study helps to relate theory to practice" presented an extraction value of 0.930. The lowest extraction value is presented by item "Case study helps to develop self-analysis, attitudes, confidence, and responsibility" with 0.663 & "Case study helps to develop interpersonal skills, communication and listening" with 0.672.

Table-2: Itemized analysis and Communalities

Particulars	Min:	Max:	Mean	Std. Dev:	Extraction
Q1 Case study helps to Relate theory to practice;	4	5	4.79	0.41	0.93
Q2 Case study helps to develop skills to analyze a situation	4	5	4.43	0.50	0.84
Q3 Case study helps to develop interpersonal skills, communication, and listening	3	5	4.80	0.53	0.67
Q4 Case study helps to employ intuition into decision making	4	5	4.94	0.24	0.73
Q5 Case study helps to develop critical thinking	4	5	4.80	0.40	0.71
Q6 Case study helps to think by asking value-charged questions	4	5	4.86	0.35	0.88
Q7 Case study helps to develop teamwork skills	4	5	4.92	0.28	0.79
Q8 Case study helps to develop negotiating skills	3	5	4.78	0.50	0.95
Q9 Case study helps to confront the complexities of specific situations	4	5	4.73	0.45	0.89
Q10 Case study helps to develop decision making skills	4	5	4.89	0.31	0.91
Q11 Case study helps to increase engagement in classes	4	5	4.90	0.31	0.90
Q12 Case study helps to develop self-analysis, attitudes, confidence, and responsibility	4	5	4.14	0.35	0.66
Q13 Case study helps to acquire skills to act in a changing environment	4	5	4.76	0.43	0.95
Q14 Case study helps to develop judgment and wisdom of enliven teaching	4	5	4.45	0.50	0.69
Q15 Case study helps to evaluate alternatives on quantitative and qualitative grounds	4	5	4.73	0.44	0.79
Q16 Case study helps to persuade through argument	3	5	4.85	0.38	0.81
Q17 Case study helps to make inferences	4	5	4.13	0.34	0.89
Q18 Case study helps to communicate convincingly	3	5	4.78	0.50	0.95
Q19 Case study helps to develop analysis and synthesis	2	5	4.52	0.53	0.85
Q20 Case study helps to learn how to learn from experience	4	5	4.56	0.50	0.90
Q21 Case study helps to develop leadership skills	4	5	4.18	0.39	0.84
Extraction Method: PCA.					

Table-3 Total variance explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.058	19.325	19.325	4.058	19.325	19.325	2.900	13.809	13.809
2	3.399	16.185	35.510	3.399	16.185	35.510	2.894	13.782	27.591
3	2.767	13.177	48.687	2.767	13.177	48.687	2.636	12.553	40.144
4	2.471	11.765	60.452	2.471	11.765	60.452	2.578	12.277	52.421
5	2.198	10.466	70.918	2.198	10.466	70.918	2.500	11.904	64.325
6	1.784	8.497	79.415	1.784	8.497	79.415	2.291	10.907	75.232
7	.870	4.142	83.557	.870	4.142	83.557	1.748	8.325	83.557
8	.617	2.936	86.493						
9	.480	2.285	88.778						
10	.447	2.127	90.906						
11	.393	1.869	92.775						
12	.351	1.672	94.447						
13	.276	1.315	95.762						
14	.212	1.008	96.770						
15	.170	.811	97.581						
16	.150	.715	98.296						
17	.122	.582	98.878						
18	.103	.489	99.367						
19	.088	.421	99.788						
20	.045	.212	100.000						
21	.007	.001	100.000						

4.3 Rotated Component Matrix

The table presents the seven-factor rotated component matrix by using the extraction method of PCA. All the values are higher than the cut-off value of 0.40. The rotation method used was Varimax with Kaiser Normalization.

Table: 4

Scale Item	Component						
	1	2	3	4	5	6	7
Q1 Case study helps to Relate theory to practice; -		.960					
Q2 Case study helps to develop skills to analyze a situation; -	.855						
Q3 Case study helps to develop interpersonal skills, communication, and listening			.746				
Q4 Case study helps to employ intuition into decision making; -					.832		
Q5 Case study helps to develop critical thinking; -				.			.617
Q6 Case study helps to think by asking value-charged questions; -				.931			
Q7 Case study helps to develop teamwork skills				.868			
Q8 Case study helps to develop negotiating skills			.940				
Q9 Case study helps to confront the complexities of specific situations; -		.935					
Q10 Case study helps to develop decision making skills; -				.954			
Q11 Case study helps to increase engagement in classes					.947		
Q12 Case study helps to develop self-analysis, attitudes, confidence, and responsibility; -						.478	
Q13 Case study helps to acquire skills to act in a changing environment; -		.969					
Q14 Case study helps to develop judgment and wisdom of enliven teaching; -	.654						
Q15 Case study helps to evaluate alternatives on quantitative and qualitative grounds							.833
Q16 Case study helps to persuade through argument; -					.894		
Q17 Case study helps to make inferences. -						.929	
Q18 Case study helps to communicate convincingly;			.940				
Q19 Case study helps to develop analysis and synthesis;	.865						
Q20 Case study helps to learn how to learn from experience	.922						
Q21 Case study helps to develop leadership skills						.907	
Extraction Method: PCA. Rotation Method: Varimax							

Table: 5 Final Scale

Particulars		Factor	Alpha
Q-2	Factor-1	Ability to analyses skills	0.856
Q-14			
Q-19			
Q-20			
Q-1	Factor-2	Ability to think skills	0.959
Q-9			
Q-13			
Q-3	Factor-3	Interpersonal skills	0.880
Q-8			
Q-18			
Q-6	Factor-4	Organization Skills	0.910
Q-7			
Q-10			
Q-4	Factor-5	Problem-solving skills	0.864
Q-11			
Q-16			
Q-12	Factor-6	Strategic planning skills	0.808
Q-17			
Q-21			
Q-5	Factor-7	Thinking about alternatives skills	0.614
Q-15			

Table 6: Ranking of skills based on MAS

Factor	Overall University Teachers			Govt: University Teachers			Private University Teachers		
	MAS		Rank	MAS		Rank	MAS		Rank
	Statistic	Std. Dev:		Statistic	Std. Dev:		Statistic	Std. Dev:	
Problem Solving Skills	4.894	0.277	1	4.866	0.307	1	4.6424	.45096	1
Organization Skills	4.889	0.289	2	4.863	0.307	2	4.3394	.59506	5
Interpersonal Skills	4.783	0.462	3	4.791	0.413	3	4.2848	.56776	7
Thinks about Alternatives	4.764	0.361	4	4.734	0.378	4	4.3364	.47354	6
Ability to think	4.758	0.412	5	4.726	0.422	5	4.4167	.58618	4
Ability to analyze	4.490	0.423	6	4.491	0.415	6	4.4955	.43463	3
Strategic Planning Skills	4.154	0.307	7	4.193	0.343	7	4.4970	.55035	2

From the data analysis, it has been found that university teachers mostly use case study methods in business education to promote seven basic skills among business graduates which are “Problem Solving Skills, Organization Skills, Interpersonal Skills, Think about Alternatives, Ability to think, Ability to analyze, and Strategic Planning Skills”. Segregation of teacher’s response indicates that the most important skills according to the public and private sector teachers is problem solving skills. Thus, both public and private sector teachers have consensus that they use case study method to promote problem solving skills, similarly, organizations skills ranked at number two according to the ranking posted by public sector teachers while private sector teachers reported that strategic planning skill is second most important according to their perception. Similarly, a disagreement has been observed as according to the private sector teachers’ perceptions ability to think is ranked at 3rd place while as per the perception of the public sector teachers.

The above table illustrates the perception of students regarding their learning from the case

studies offered by their teachers in business education. Variable termed as Problem Solving Skills have been found most important and ranked 1st based on Mean Attribute Score (MAS) as the value for this variable has been recorded as 4.6360 and its S.D is found to be .46854. Hence students reported that the most important skill which they learn through the case study method is problem solving skills. Second-ranked attribute (skill) which student learn through case study methods is Ability to Analyze the situations/scenarios. Thus MAS for this factor/variable has been found as 4.5000 while its S.D has been observed as .42697. Strategic Planning Skills has been ranked at 3rd position as its MAS is recorded as 4.4723 while standard deviation is .55473. Simply as per the perception of the students, they learn strategic planning skills through case study methods. 4th ranked factor/variable is the ability to think with MAS 4.3752 and a Standard deviation of .60892. According to the importance of skills, the ability to think has been termed as the fourth important skill which students learn through case studies in their business education degrees. Thinking about alternatives with MAS 4.3643 while standard deviation as 0.47886 has been ranked at 5th position according to the importance of skills which student learn from case study methods. Similarly, the 6th ranked skills through the application of case study methods in business education is Organization Skills with MAS as 4.3371 and standard deviation as 0.60273. Finally, the least important skill ranked based on MAS according to the perception of students is Interpersonal Skill with MAS 4.2915 and standard deviation as .56731 and ranked at 7th position. The above table illustrates the perception of students regarding their learning from the case studies offered by their teachers in business education. Variable termed as Problem Solving Skills have been found most important and ranked 1st based on Mean Attribute Score (MAS) as the value for this variable has been recorded as 4.6424 and its S.D is found to be .43463. Hence students reported that the most important skill which they learn through the case study method is problem solving skills. According to the perception of private sector university students, Strategic Planning Skills has been ranked at 2nd position as its MAS is recorded as 4.4970 while standard deviation is .55035. Simply as per the perception of the students, they learn strategic planning skills through case study methods 3rd ranked attribute (skill) which student learns through case study methods is Ability to Analyze the situations/scenarios. Thus MAS for this factor/variable has been found as 4.4955 while its S.D has been observed as .43463. While 4th ranked factor/variable is the ability to think with MAS 4.4167 and a Standard deviation of .58618. According to the importance of skills, the ability to think has been termed as the fourth important skill which students learn through case studies in their business education degrees. Similarly, 5th ranked skills through the application of case study methods in business education are Organization Skills with MAS as 4.3394 and standard deviation as .59506. Thinking about alternatives with MAS 4.3364 while standard deviation as .47354 has been ranked at 6th position according to the importance of skills which student learn from case study methods. Finally, the least important skill ranked based on MAS according to the perception of students is Interpersonal Skills with MAS 4.2848 and standard deviation .5677 is ranked at 7th position.

Thus it is the need of the hour to collaborate with the business community to identify their needs regarding important skills among the business graduates. Similarly, the business community should be brought on a panel with the academia to develop a system of mutual understandings regarding the development of skills among business graduates. It will create a balanced pool workforce according to the needs of the business community as well as it will bring harmony among academia and industry. Moreover, it will bring positive change in employment and will ensure steady economic growth and development.

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