

## IMPACT OF CURRICULUM ON BUSINESS GRADUATES' SKILLS: EVIDENCE FROM TELECOM SECTOR

<sup>1\*</sup>Hamad Ul Haq, <sup>2</sup>Dr. Aneel Salman, <sup>3</sup>Fawad Ul Haq

<sup>1</sup> COMSATS University, Islamabad

\*Corresponding Email: [hamad.ansari37@yahoo.com](mailto:hamad.ansari37@yahoo.com)

<sup>2</sup>Assistant Professor Department of Business Administration, COMSATS University, Islamabad

Email: [aneelsalman@yahoo.com](mailto:aneelsalman@yahoo.com)

<sup>3</sup>SZABIST, Karachi

ARTICLE INFO	ABSTRACT
<p><i>Article History:</i> Received: February Revised: March Accepted: June Available Online: June</p> <hr/> <p><i>Keywords:</i> MBA Curriculum, Business Education, Skills Development, Professional Development, University-Industry Alignment, Skills Gap, Employability Skills</p> <hr/> <p><i>JEL Classification:</i> J24, E24</p>	<p><i>The main purpose of this paper is to demonstrate the way that how business schools can better engage the graduates in business skills. The main focus is on the employability skills of business graduates. This is a quantitative research and survey method was used to collect the data from three stakeholders, Students and Faculty from 10 business universities of Pakistan and Employers from telecom sector of Pakistan. Total 450 respondent participated in this research and hypotheses were tested with regression analysis. The findings suggested that there are differences in the priorities given for employability skills by the three groups – graduates, university lecturers, and employers. Further, the findings suggest that employability skills are not produced by the business schools at this time. Overall, the findings of the study could be used to assist graduates, universities, and employers to reduce the g skills gap. Although this research focuses on the curriculum of business master's students in a comparison to required skills in market, a broader sample employing samples in other study fields would further expand the knowledge regarding the curriculum of MBA students. The paper is timely given the introduction of Key Information Sets. The provision of such information will drive HEI to further develop students' employability to obtain graduate-level jobs.</i></p>

© 2021 The authors, under a Creative Commons Attribution-Non-Commercial 4.0

### 1. INTRODUCTION

For a long time, business education appreciated rising respectability in academia and developing prestige in the business world. The admission to business schools was more selective, smart pay packages were offered to the graduates (Ramirez, 2013). Today, however, the intense criticism has been faced by business education for deterioration in teaching the valuable abilities, neglecting to make leaders, neglecting to impart standards of moral conduct and even neglecting to lead graduates to great corporate employments. These reactions arise not from understudies, employers, and the media as well as from Deans of the most prestigious Business Schools of US (Barber, 2014). The principle wrongdoer is less than irrelevant business education curriculum. In the event that the quantity of restructuring endeavors under way is any indication, academia looks agree with this charge. We trust that is on account of the educational curriculum is not the cause, it is the impact, of what afflicts the present business school (Datar, 2010).

Business education degree is viewed as a critical apparatus of the development for organizations. Also, the enlistment of the business education is raising according to the time in the business arena (Lainema, 2014). Over half of the recruiters want to increment impressive advantages to the business graduates, established on their quality, productivity, promo limit, activity capacities, long terms upkeep, administration and particular aptitudes (GMAC, 2015). Organizations see that business education is an essential gadget for the change of dominance in new innovation, fiscal and administrative practices and employers' status to the future conditions (Selznick, 2011). A few top-of-the-line enterprises were intensely depending to change their directors from "barely engaged managers" to "multi-utilitarian supervisors" on the master case of corporate modification progressions in officials, before to the master enrolled in the standard of corporate condition (Selznick, 2011).

The genuine reason of today's crises in Business Education is far more extensive in degree and can be plot to a sensational change in the way of life of Business schools (Geus, 2011). Since long time, many driving business schools have executed an inappropriate and in the long run self-crushing model of scholarly excellence. Rather than deciding themselves as far as the ability of their graduates, or by how well their resources comprehend critical drivers of business execution. There is no match of skills which produced by the business graduates and what actually corporate world required. The scientific method has been adopted by the most of business schools, instruct the theories which is not as much relevant to practitioner work (Ramirez, 2013).

Business is not a scholarly train like science or topography. Truth be told, business is an expert, similar to solution and the law, business schools are proficient schools (Cuban, 2009). They organized a same course module structure BBA to MBA. There is no separation in courses and practicality. Every school takes after the same module in BBA and MBA. Redundancy of the same courses prompts the lacking of skills, capacities and capabilities. Today, we live in a village of technology and every day brings new thing or change which teach us the different things in the field of business. An aptitude gap that undermines the maintainability of business around the globe. While a major part of the skills gap is a deficiency of individuals skilled in technology. Because of the skills gap, youth unemployment has been multiplied (Zaghrou, 2013). The skills gap is a multi-dimensional issue with across-the-board roots. It is additionally vital to note that however the skills crevice is a national issue, capacity to comprehend, analyze and treat it is to a great extent subject to our capacity. In the event that graduates who have endeavored to move on from business schools can't secure good jobs.

This study was explaining the skills gap of business graduates and disconnection between three stakeholder's business graduates, academia, and employer. Its reason and why it exists in business world. Discuss today's business trends and changing environment. Why new graduates are not fit for entry positions. Find out the relationship between three gears – graduates, academia (education providers), and employers.

### **1.1 Problem Statement**

This study was to evaluate the mismatch skills of business graduates and corporate world in today's complex work environment. Businesses are rapidly changing and technology is growing but business schools are not producing valuable graduates (Ahmed., 2010). Although business schools vary in the disciplines that they cover, but the focus of this research is on business studies, management, HRM. The prospectus of business universities are quite irrelevant according to current market requirements, because what curriculum taught in business schools do not equip graduates with employability skills that's why graduates are lacking required skills (Aly, 2007). Teaching pedagogy used by business schools in Pakistan is old and conservative (Saeed, 2002). Practical exposure is missing and present outdoor experience opportunities are not equipping business graduates to cope with market challenges (Nasim, 2012). The unemployment ratio is increasing every year in Pakistan due to unskilled graduates (Husain, 2005).

It is fundamental to realize that what assortments increments or decreases graduates' odds of employability in the light of Employer point of view. There is divergence in two stages which enrollment specialists assess the new graduates for employment. In the first stage, specialists assess Education (CV) and second step coordinate the skills that what really the organization's needs (Sharmin, 2014). Unfortunately, low number of graduates from various Pakistani Business Schools qualify the second stage. Specialists complain about the quality and required skills of graduates unsuitable for their dynamic organizations. The three stakeholders from business education to employment achievement are students, faculty and employers. There needs to be synchronization between these stakeholders to achieve common interest of reducing the

gap between academia and industry (Islam, 2013). According to the research three objectives was developed:

- To identify the courses that is most helpful for business graduates.
- To identify those gaps where business graduates lack practical knowledge.
- The level of importance given to each skill when selecting graduates for entry level graduate jobs.

## **2. REVIEW OF LITERATURE**

Business education is under serious weight because of its expanding affect on the corporate arena and, thus, on the society (Zahid, 2013). 40 percent of youth are not comfortable with the economic situations and prerequisites and just 40 percent youth trust that post-secondary education will enhance their odds of securing a vocation (Mourshed, et al., 2012). A skills gap that undermines the sustainability of business around the globe keeping in mind a major a portion of skills gap is a lack of individuals talented in STEM (sciences, technology, education, and math) (Freifeld, 2012) . Hence, the deficiency of skills in graduates are expanding which prompts to the unemployment (Seaman, 2016).

As its core, the skills gap is an education issue, there is a confound between skills being instructed in the U.S and the work weight in the market. According to the Bureau of work Statistics, just about 8 percent of those under the 25 who have a four-year degree can't find an occupation by any extend of the creative ability (Poll, 2014). There is a crevice between aptitudes applicant have and the abilities required for managers' occupations (Heromi, 2016). . Enlisting managers are examining for people with the ability to be beneficial rapidly, not competitors who may require extra preparing to make well in a vocation (even if that training is job-specific).

In the event that the educational organizations, managers, and individual are not staying aware of these progressions, the workforce will be deserted (Poll, 2014). Why it is youngsters are not getting what it takes those businesses required? One reason is the failure of businesses, education suppliers, and youngsters to fathom each other. To upgrade understudy prospects, education suppliers could work more personally with businesses to guarantee they are advancing courses that really help youngsters get ready for the work put (Patel & Mourshed, 2012). This motivates to further study this connection particularly between course module and youth individuals. Lucrative employments are no longer ensured to graduates (Lagace, 2010). However business graduates progressively should be more viable: they need a worldwide outlook, for instance, make leadership skills of mindfulness and self-reflection; and develop an understanding of the parts and obligations of business, and the confinements of models and markets (Yap, 2013).

### **Theoretical Framework**

Think of the business schools it is the system of highway, where three gears— students, faculty, employers and students- all want to get to the same direction. At the point when understudies enlisted into higher education, when they build abilities, when they search work out, at each progression each of gear needs to assess others to continue moving securely and productively. This review, however, demonstrates that does not typically happen. Rather, gears don't take dependable of each other, continuing in their own lane, or they leave one another to do worst. Graduates, Academia, and Employers all these three stakeholders follow the theory of Jonathan Bradshaw 1972, A Taxonomy of Need. Where this theory explain the needs of each stakeholder.

1. Students: Students always find themselves as a hard shoulder when they are finding a job. But either they know what skills and capabilities employers want from them? Are they well equipped with required skills? In this segment I will testify that what graduates want from academia?
2. Faculty: It is the first step where young people are starting to equip themselves with the required skills. On the other side it is necessary to look at their education curriculum, either courses are useful for the graduates and what capabilities faculty have for teaching. Academia must know what their graduates want and what happen to them.

3. **Employers:** A deep look at what the employers want from graduates, the specific skills and ability to work under the fluctuate market. First as compare with academia, employers are much conscious to tank the required skills. Second employers analyze the mismatch between what they want and what they are looking. Third there is a colossal gap between the point of view of managers and the academia on the abilities and aptitudes of new hires.

### **The Model Components**

**Degree subject knowledge:** This must be a focal idea in the model. The inspiration to enter higher education is generally concentrate a particular discipline inside, to gain a degree, get a higher capability and along these lines show signs of improvement occupation, regardless it remains the case that the better qualified have far more prominent work openings (Sewell, 2007). It is basic to perceive those businesses will judge graduates on the premise of how effectively they have finished their degree course (i.e. their degree grouping) maybe on the grounds that this is regularly the sole measure accessible to them.

**Interpersonal Skills:** Knowing how to listen, speak, present information, negotiation and mediation skills, ability to network, team participation and ability to relate to a wide range of people (Aring, 2012).

**Technical or Job specific Skills:** The most effective method to work particular instruments, forms, machines, programming, and so on required for a specific job. Capacity to apply information to new circumstances, and capacity to take after and build intelligent arguments (Aring, 2012).

**Living case study:** The living case study advances the traditional approach from a single instructional intervention to a comprehensive design strategy. Unlike traditional case studies, a living case involves the study of a current, ongoing situation. By allowing students to work with an authentic client on an authentic problem (Wilder, 2015).

**Outdoor Experiences:** A wide assortment of educating and learning strategies are used, for example, students drove seminars, pretends and live projects, organizational placements, and attempt to make particular exercises that frame joins with the universe of work to give genuine settings inside which students can learn (Ornellas, 2019).

**Internships:** Internships give chances to understudies to practice what they have learnt in the classroom, pick up a superior comprehension of the business and its necessities, assess diverse career decisions and secure significant hands-on employment abilities. Internships enormously add to the improvement of understudies' administration capabilities. Internships fortify the connection amongst organizations and educational foundations (Gursoy, 2008).

**Guest Speaker:** Industry experience may be to invite industry experts to classes as visitor speakers. Industry speakers impart to understudies their insight and skill in the business, convey to the class the most recent industry patterns and news, sometimes may even select from the class. Being well associated in the business, career situation officers can be a noteworthy asset in securing potential industry specialists as visitor speakers and recognizing conceivable externship open doors for the workforce (Gursoy, 2008).

**Employability Skills:** The term employability is utilized to mean an arrangement of accomplishments that contain skills, understanding and individual properties that make an individual more likely to secure and be successful in his/her picked occupation to the regale of him/herself, the workforce, the group and the economy (Yorke, 2004). There are two parts of employability as subject skills and transferable skills. Transferable skills suggest certain individual limits of a person, which can be brought beginning with one employment part then onto the following, used inside any calling and at any period of his/her profession while subject skills are more appropriate to one's career (Vathsala Wickramasinghe, 2010).

### **3. RESEARCH METHODOLOGY**

Limited methodologies can be originated which satisfy the business education viability and prospectus changes. Be that as it may, the vast majority of the studies center the curriculum reexamined and don't

associate it with the management skills (Zahid, 2013). The basic aim of this study was to identify the skills gap of business graduates of Pakistan, Curriculum reform, Skills, Pedagogy and Outdoor Experience (Independent Variables) and Employability Skills (Dependent variable) and to examine what Curriculum would build the skills of Business Graduates. The survey and questionnaire was follow the format by previous recent researchers. The reliability of data was checked by taking the Cronbach's alpha which was .540 which showed data is reliable. For interpretation of results Means Technique was used. For every item separately Mean was calculated (Ahmad, 2014). Higher Cronbach's alpha shows that the consistency of inner items of the scale is higher (Hjemdal, 2006). Hence the scale was consisted more reliable.

Four hypothesis would be developed according to the Variables, their impact on employability skills.

H1. The improvement in degree courses, will improve the employability skills of graduates.

H2. The improvement in Skills, will improve the employability skills of graduates.

H3. The improvement in pedagogical style of faculty, will improve the employability skills of graduates.

H4. The improvement in outdoor experiences, will improve the employability skills of graduates.

Population was universities and concerned educational departments and industries. There was same questionnaire for Students, Faculty members and Employers and dependent variable was designed for employer according to the research. Each gear was testified to sort out the valuable results from them. This study was carried out in three major cities Karachi, Lahore, and Islamabad. Karachi is the most populated capital of Sindh and metropolitan city of Pakistan, where multicultural people are living. There are number of business schools including IBA, Bahria and SZABIST. Lahore is known as the Pakistani's educational city, with more universities and colleges than other cities in the country. There are number of business schools including LUMS and LSE. Islamabad is the capital of Pakistan, people with different cultures are living together. There are number of business schools including, NUST, Quaid-i-Azam, CUST. Industry was Telecommunication industry. Collecting information from the MOBILINK, TELENOR, WARID, Ufone and ZONG.

Sample selection was conducted in three stages. In first stage was selected the sample of students who were studying in Master of Business Administration (MBA) program in 3rd 4th semester from selected universities. Second stage was selected the faculty, from the graduates, the universities from which they were studying identified in order to contact the university faculty. At third stage was selected the sample of middle and top-level employers of Telecommunication sector which were working in Pakistan. This strategy for recognizing respondents to represent to the three groups and information collection consumed extensive time and exertion. As point by point in the choice on "measures" three surveys were produced focusing on the three groups.

Students' sample consisted of 200 graduates from 10 universities. Students were studying in Pakistani universities and obtaining MBA degree. Data were gathered from understudies of a two to three classes of various semesters of every school and it was planned to gather the same number of data from every school rather than gathering it on the premise of the quantity of understudies at every business school. This was done in light of the fact that the quantity of understudies at government funded schools was significantly higher than at the private business schools (Shahab, 2012). The sample of faculty members were 100 from 10 universities, who undertook lectures to those students. And the employers sample consisted of 150 from 5 telecom sectors (Madiha Shoaib, 2009).

**TABLE I:** Participants' Business school details

<i>University Name</i>	<i>Type</i>	<i>Sample Collection</i>	<i>Total Sample</i>
IBA Karachi	Public	20	200
Quaid-i-Azam		20	
Bahria, Islamabad		20	
NUST, Islamabad		20	
CUST, Islamabad		20	
LUMS, Lahore	Private	20	
LSE, Lahore		20	
SZABIST, Karachi		20	
Iqra, Karachi		20	
UMT, Lahore		20	

**TABLE II:** Participants from Universities for Faculty

<i>University Name</i>	<i>Type</i>	<i>Sample Collection</i>	<i>Total Sample</i>
IBA Karachi	Public	10	100
Quaid-i-Azam		10	
Bahria, Islamabad		10	
NUST, Islamabad		10	
CUST, Islamabad		10	
LUMS, Lahore	Private	10	
LSE, Lahore		10	
SZABIST, Karachi		10	
Iqra, Karachi		10	
UMT, Lahore		10	

**TABLE III:** Participants Telecommunication Industry details

<i>Name of Company</i>	<i>Sample Collection</i>	<i>Total Sample</i>
Mobilink	30	150
Telenor	30	
Warid	30	
Ufone	30	
Zone	30	

**Table IV:** Demographics

<i>Variable</i>		<i>Frequency</i>	<i>Percentage</i>
Gender	Male	310	73.80
	Female	120	28.7
Age	18-20	110	26.1
	21-25	179	42.6
	26-30	53	12.6
	31-35	43	10.2
	36-40	21	5
	40 Above	15	3.57
Experience	1-5	55	13.09
	6-10	105	25.1
	11-15	63	15.18
	16 Above	07	1.66
Province	Punjab	185	44.04
	Sindh	93	22.14
	Baluchistan	21	5.6

	Khyber Pakhtunkhwa	31	7.38
	Gilgit Baltistan	19	4.52
	Azad Kashmir	23	5.47
	Islamabad	48	11.42

**4. RESULTS AND DISCUSSIONS**

Data were analyzed in four stages. In the first stage, Cronbach’s a coefficient was computed for measuring inter-item consistency. In the second stage, correlation and multiple regression were estimated to test the study hypotheses (H1 through H4). In the third stage, two independent samples t-tests were performed to compare the mean of students, faculty and employers responses towards the curriculum reform, skills, pedagogical styles and outdoor experiences. In the final stage, from the perspectives of importance being given by the employers skills towards the employability skills were ranked.

Table V reveals that Cronbach’s coefficients of all variables are 0.7 and above. This showed that data were appropriate for further analysis (Gliem and Gliem, 2003; Sekaran, 2003). The table also shows that all bivariate correlations were suitable for regression analysis (from  $r^2=0.333$  to  $r^2=0.773$ , at  $p<0.01$ ). Hypotheses (H1 through H4) were tested by carrying out multiple regression analysis using stepwise method. The stepwise method was used with the objective of identifying the best model corresponding to students, faculty and employers responses towards employability skills. Moreover, before estimating regression weights, certain tests of assumptions were performed. Correlation and regression was done on the data set of employees. These assumptions were of t-tests, using stepwise method are shown in Tables V and VI.

**Table V:**

Variables	N of Items	Cronbach’s $\alpha$	Correlation Coefficient				
<i>Curriculum Reform</i>	12	.76	1				
Skills	17	.86	.636**	1			
Pedagogy	04	.71	.446**	.571**	1		
Real World Experience	04	.73	.543**	.501**	.452**	1	
Employability Skills	06	.71	.551**	.589**	.534**	.625**	1

Table VI shows that the probability of F-statistic ( $F=23.266$ ,  $p<0.01$ ) demonstrated that the regression model fitted the information well and there existed a noteworthy connection between the independent and the dependent variable of employability skills ( $R^2 \neq 0$ ).

**Table VI:**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics	Sig. F Change
1	.725a	.526	.503	1.13201	23.266	.000

**Table V11: Regression weights**

Employability Skills	Unstandardized		Standardize	t	Sig.
	Coefficients		d		
	B	Std. Error	Beta		
1 (Constant)	-.018	.557		-.032	.974
Curriculum (CR)	.062	.047	.136	1.315	.192
Skills (SK)	.095	.048	.215	1.989	.050
Pedagogical Style (PED)	.233	.116	.188	1.998	.049
Outdoor Experience (OE)	.490	.129	.358	3.799	.000

From Table V11, model 1 it can be seen that all variables (CR, SK, PED, OE) has expected signs. The variable curriculum reform was significantly at 1% level of significant. The coefficient of curriculum reform was (.062) implying that one unit increase or decrease will bring about .062 increase or decrease in the level of employability skills on average keeping other things constant. Hence, hypothesis H1 was supported, stating that there is positive and significant relationship between curriculum reform and employability skills. Similarly the variables skills, pedagogical style and outdoor experiences are significant at 5% level of significance as the p-value is less than .05 on other words ( $p < .05$ ). the coefficients are (.095), (.233) and (.490) respectively, implying that one unit increase or decrease in level of skills, pedagogical styles and outdoor experiences will lead to increase or decrease the level of employability skills responsiveness by .095, .233 and .490 unit on average. Thus hypothesis H2, H3, H4 were also supported.

In this paper the 12 numbers notable master's selective subjects are recorded in the VII table. From III groups or panels. Group A demonstrates response of understudies with respect to the significance of master subjects; Group B delineates the feedback of employers while group C demonstrates the distinctions of faculty. Groups suggested change of questionnaires feedback into the mean and standard deviation. Individually t-test was conducted on each data test and then compare. Positioning depends on the mean which is accomplished by the five-point Likert scale with 1=Strongly agree, 2= Agree, 3= Neutral, 4=Disagree and 5= Strongly disagree. Cronbach Alpha was satisfying by the internal uniformity, free example T=test directed to optically canvass the reactions of master understudies, Employers & Faculty. Reactions for the consequentiality of center subjects of master's from the understudies and managers and Faculty are contrasted with test the accurately eminent differentiations between the culminates of the audience feedback. The T-test demonstrates the rudimental distinctions among the noteworthiness of center subjects of HRM, Corporate Ethics, Management, Financial Management & Accounting.

In a couple of subjects, customarily, the qualification of supposition is colossal; HRM Subjects was optically discerned as the nearly rudimentary subjects by the understudies, businesses and the staff. All of the three investors cerebrated about it's very fundamental, so the mostly impact reflects the HRM subjects at the no. 1 stage from the every one of the three partners' outlook. CE or convivial obligation subjects were situated at no. 2 from the business experts yet as betokened by the understudies and workforce it was not so very situated. This marvel may be an impression of the general envisioning that a business is in an ideal perspective and may consider the to be as demonstrated by the standards trained among the instructive establishments, anyway as the business alumni revels among the spaces of the corporate arena he inclines

to comprehend the none by any denotes same nature of professional history which is being appeared by the decently cut down situating of the CE and CSR obligation subjects in the masters.

**Table V111.** MBA students, employers and faculty similar importance of master courses in Pakistan

Courses	Students Panel A			Employers Panel B			Faculty Panel C		
	Ranking	Mean	Std Dev	Ranking	Mean	Std Dev	Ranking	Mean	Std Dev
Human Resource Management	1	1.6211	.744	1	1.5558	.737	1	1.6700	.711
Strategic Management	2	1.7037	.783	4	1.8462	.811	4	1.7800	.732
Marketing	3	1.7672	.921	5	1.9000	.963	12	2.8200	.925
Entrepreneurship	4	1.7684	.947	7	1.9308	1.06	3	1.7200	.853
Organizational Behavior	5	1.7842	.797	3	1.7692	.772	6	1.8200	.672
Business Research	6	1.7937	.878	9	2.0692	1.10	5	1.7900	.820
Performance Management	7	1.7947	.845	6	1.9077	.968	2	1.6900	.614
Corporate Ethics Or Social Responsibility	8	1.8895	.880	2	1.7692	.849	7	1.8200	.845
Financial Management	9	1.9579	1.007	12	2.2000	1.18	10	2.0400	.983
Financial Accounting	10	1.9737	1.004	10	2.1154	1.00	11	2.1200	1.00
Information Technology	11	2.0684	.986	11	2.1385	2.10	8	1.9600	.886
Quantitative Analysis	12	2.1579	1.011	8	1.9615	.829	9	2.0200	.875

Previously, T-test tested on the feedback of the, employers & faculty about the skills compulsory in the competent world. Feedbacks around 7 of the aggregate 17 skills were notified from the different master graduates, business professionals & faculty, these 7 skills were ‘Oral Communication’, ‘Entrepreneurial’, ‘Creativity and Innovation’, ‘Problem Solving & critical thinking’, ‘Ability to interpret instructions correctly’, ‘Conflict resolution’ and ‘Technical Ability’. The students and faculty ranked ‘Oral Presentation’ relevant paramount adeptness for the corporate arena. From the business graduates this adeptness is not relevant paramount adeptness for professional life and level at the 9th. This theory may highlight the common math of the students & faculty that specialized prosperity is predicated on the oral communication qualities on the other hand business specialized give feedback that ‘Oral Communication’ adeptness is not the highest-level adeptness required for the experts; ‘Creativity and Innovation’, ‘Team Work’ and ‘Leadership Skills’ are more paramount than ‘Oral Communication’. ‘Entrepreneurial’ was another adeptness which had paramount distinctions between the replications, students and faculty considered at the fourth and first most paramount adeptness on the other hand business specialized level at 12. This distinction can be credited to the concentration of employers near operations & everyday

undertakings in lieu of capacity of a managers to pass on a solid feeling of idea to his colleagues and concretely dependents.

III essentially diverse adeptness the 'Time Management' were situated very imperative by the understudies and faculty, while another faculty 'Critical thinking and basic considering' was additional situated higher by the understudies and faculty than the employer. In this level might be a shadow of the habit of the inculcative surroundings where the graduates & faculty are very in need of on the Time Management lecture and mostly in the exam hall, therefore the Time Management relatively more consequential than the professionals.

**Table 1X.** MBA students, employers and faculty responses towards skills

Skills	<i>Students Panel A</i>			<i>Employers Panel B</i>			<i>Faculty Panel C</i>		
	Ranking	Mean	Std Dev	Ranking	Mean	Std Dev	Ranking	Mean	Std Dev
Oral Presentation	1	1.5789	.728	9	1.7462	.750	4	1.6700	.752
Team Work	2	1.6632	.903	2	1.7846	1.27	9	1.8400	.895
Leadership	3	1.6789	.889	3	1.6462	.745	3	1.6500	.857
Entrepreneurial	4	1.6947	.909	12	1.6231	.749	1	1.5600	.700
Time Management	5	1.7105	.882	8	1.7385	.792	5	1.6700	.792
Ability to deal with pressure	6	1.7211	.932	6	1.7000	.859	2	1.5800	.767
Creativity and Innovation	7	1.7211	.823	1	1.5846	.734	7	1.7800	.785
Ability to accept responsibility	8	1.7368	.832	7	1.7077	.675	6	1.7172	.756
Problem Solving & critical thinking	9	1.7421	.836	13	1.7923	.868	8	1.8000	.876
Ability to plan & execute tasks Independently	10	1.8474	.938	11	1.7692	.699	13	1.8700	.898
Ability to interpret instructions correctly	11	1.8536	.872	16	1.8692	.820	10	1.8600	.953
Writing Communication	12	1.8842	.946	17	1.8846	.841	14	1.9000	.810
Ability to handle large amount of information	13	1.9521	1.19	14	1.8615	.804	12	1.8700	.848
Conflict resolution	14	1.9524	.870	5	1.6923	.776	16	2.0800	1.04
Technical Ability	15	1.9737	.972	4	1.6923	.724	15	1.9596	.913
Ability to Networking	16	1.9842	.999	10	1.7538	.726	17	2.1700	.910
Computer Literacy	17	2.0691	1.67	15	1.8692	.975	11	1.8700	.917

Previously, T-test generated on the feedback of the graduates, employers, and faculty to the pedagogical style necessary for the business graduates. Four selected pedagogical style was asked from three stakeholders. Responses about the total four styles were discovered to be very diverse among the graduates, employers & faculty. The students ranked ‘Real world projects’ as the most important but according to the employers and faculty level at the 3rd. general perception of students may vary from learning is dependent on the real world projects while the employers and faculty responded that ‘Real world projects’ learning is not the top most learning needed for the business graduates. Living case study is most are most important than the ‘Real world projects’. ‘Outside the class room’ learning which has been strong deviation between graduates, employers & faculty. Students & employers considered at second most important learning while faculty ranked at fourth. This deviation could be qualified to the response of business specialized graduates in the direction of practical learning and daily objectives.

There is a general acknowledgment that examination focuses help move organization with industry past single activities. The examination focus models showed a key methodology that empowered them to add to a scope of both business and scholastic plans. They best drew in with industry on the off chance that they showed up as a solitary substance with a reasonable purpose of contact, open to explicit territories of industry, as opposed to simply rehashing exercises with a particular organization. Research focuses need devoted ability to start and oversee drew in ventures and to keep up industry connections, with nonstop and clear communication.

Third significantly different learning the ‘Living case study’ was ranked most important by the employers and faculty, while students ranked at third. While ‘Class room’ learning was ranked second by the faculty but students and employers ranked at fourth. Employers have a different opinion about the learning styles. Students’ and faculty viewpoint were built due to the edifying situation were highlighted and inspired to the learnings. On the other hand, employers denoted the requisite of a vary and diverse combination of studies such as paramount learning – set in this world of professional people.

**Table X.** MBA students, Employers and Faculty responses towards pedagogy:

Pedagogy	Students Panel A			Employers Panel B			Faculty Panel C		
	Ranking	Mean	Std. Dev	Ranking	Mean	Std Dev	Ranking	Mean	Std Dev
I think real world projects learning is necessary for business graduates.	1	1.761	.94048	3	1.809	.8240	3	3.533	1.04166
I think outside the class room learning is necessary for business graduates.	2	1.815	.93309	2	1.764	.8793	4	3.733	.82768
I think living case study is necessary for business graduates.	3	2.047	.96108	1	1.707	.9070	1	2.933	1.25762
I think classroom learning is necessary for business graduates.	4	2.110	.95030	4	1.955	.9642	2	3.482	1.32613

Previously, T- test generated from the feedback of the graduates & business specialized for the outdoor experiences necessary for the business graduates. Responses about the total four outdoor experiences were found significant differences between the students, employers, and faculty. These outdoor experiences were 'Real World' experience ranked at the first most paramount experience to the students so on the opinion of faculty this experience is not the most paramount for business graduates and level at 3rd. 'Internship' was another experience which has consequential distinctions between the replications, students and faculty considered at the second most consequential experience while employers ranked at third.

Third consequential different experience the 'Guest Speaker' was ranked most consequential by the faculty and employers, while 'Lectures from Employers is not necessary' were ranked lower by the students, employers and faculty. There is evidence that students are interested to study the courses which are led or taught through the out of the class. Most of the graduates interested to get engaged in the different projects and assignments.

**Table X1.** MBA Students, Employers and Faculty Responses towards Outdoor Experiences:

Outdoor Experiences	Students Panel A			Employers Panel B			Faculty Panel C		
	Ranking	Mean	Std. Deviation	Ranking	Mean	Std. Deviation	Ranking	Mean	Std. Deviation
I think real world experience is necessary for business graduates.	1	1.703	.88548	1	1.8090	.79596	3	3.7333	1.1121
I think internship experience is necessary for business graduates.	2	1.736	.90514	3	2.0674	1.06385	2	3.2000	1.0954
I think guest speakers coming from organization is necessary for business graduates.	3	1.868	.87199	2	1.8652	.85534	1	3.1333	1.1665
I think lectures from employers is not necessary for business graduates.	4	2.784	1.36501	4	2.6517	1.49317	4	3.8000	1.1121

Previously, T-test generated from the feedback of the employers about the employability skills required in the professional world. Responses about total six employability skills were ranked by the employers only. Those skills were 'Positive Attitude toward the Work' the significant qualities for the corporate world and ranked at top skill. On another side employers ranked 'Learning' was the second most important skills for the business graduates to get the entry level position. However, priority given for the employability skill 'Adaptability' was ranked at third. Employers considered that adaptability skill is necessary for the business graduates and that should teach earlier in business schools. 'Oral Communication' was ranked at fifth required skill in business graduates to secure a good job. Employers perceive that oral communication is necessary for business graduates to handle the uncertain situation and having power to communicate at any

stage. ‘Dependability’ skill was ranked at the lower. Employers considered it that is not important for the business graduates. They have to be independent and well organized to handle any situation in future. They have strong analytical skills to control the uncertain situation within the work place. With all these employability skills which are required by the business world into the business graduates except ‘Dependability’. Employers highlighted that most of the business graduates do not produce these skills which will secure a good job.

**Table X11.** Employer’s responses towards Employability Skills

	Ranking	Mean	Std. Deviation
I think positive attitude towards the work is necessary for business graduates.	1	1.4308	.58321
I think Learning skills is necessary for business graduates.	2	1.6000	.78355
I think Adaptability is necessary for business graduates.	3	1.6538	.66719
I think Self Confidence is necessary for business graduates.	4	1.6692	.78146
I think Oral communication is necessary for business graduates.	5	2.0846	1.13462
I think Dependability skills is necessary for business graduates.	6	2.4923	1.21519

**5. CONCLUSION OF STUDY**

The conclusion of study demonstrate that gaps exist between students, employer, and faculty responses towards the variables and characteristics. The gaps seem to emerge from an absence of understanding. Findings have given preliminary data important to begin closing the gaps. In most cases, the gaps do not appear to be problematic because students have a tendency to consider interpersonal and technical skills as more vital than do employers. While most of gaps were found among the responses of the three stakeholders towards the curriculum, skills, pedagogical style and outdoor experiences.

Study endeavored to ascertain the distinctions between the responses of the master graduates, employers, & faculty about the master prospectus, qualities, Pedagogical style, outdoor experiences and employability skills. In today’s world most of the organizations prefer to hire the skilled graduates. Responses were collected through the online questionnaire. The outcomes posture difficulties for business schools and scholastic pioneers to embrace proper mediations systems to advance subjective, social and good aptitudes

among understudies to accomplish all encompassing learning results. There's comparatively slightly distinction between the replications of the graduates, employers, and faculty about the Master subjects. Change in courses is leads to equip the latest skills into graduates. It is intriguing to find that three feedback groups don't have the change response about the 'Human Resource Management' subjects moreover, fortuitously the panels of surveyor deputed at top level. Considering the coming generation and a smaller number of jobs for them. Economic conditions should expeditious development and need to make more employments which is conceivable through cognizance & impartment of Human Resource Management. Exhibit reactions of the MBA students, employers, and the faculty in this review introduce an inverse very much of what is authentically essential. 'CE' subjects discovered it is deputing at same as top level, where demonstrates that Pakistan corporate idea has perpetual to hold the marvels CE & CSR in its standard, yet at the same time it requires move ahead.

Results demonstrate some astronomically immense contrasts in the assessment of the respondent panels to the compulsory facilities in corporate world. No association should make do with fair pioneers. By being more astute about how they enlist, create, and bolster them, there's no reason average pioneers can't turn into a relic of past times. There is less erraticism in the consequentiality of Leadership and Facility to accept responsibility for the efficacious bosses at the working place. Graduates excided about adeptness-set including leadership, problem solving & critical thinking; this propensity connected to the different courses of the master program, this strategy focus more towards the skills and qualities of a person. It will be beneficial for the bosses.

Thus, this proclivity is better nevertheless in a inhibited area, because with regards to the team work a more astronomically immense arrangements of units, graduates have demonstrated rather lower concentrate on following qualities. 'Conflict resolution' adeptness is sited at the lower stage of the competition by the graduates who may designate the absence of interest towards their own placement and the placement of a manager in the more immensely relevant example of society. Replications exhibits a situation where technical skills and interpersonal qualities have a concern of the panels but the technical and interpersonal skills required to work in a more sizably voluminous example do have a comparatively big difference among the responses.

Results shows the significant differences in the responses of the stakeholders for the pedagogical styles. There were significant difference between the class room and outside the class room learning. Students and employers considered that outside the class room learning give market exposure and awareness to the graduates. While a specific instructional method, the living case study, as a mechanism for improving student engagement and fostering significant learning. The living case study embedded students as consultants for an authentic client and for the duration of the course (Grassberger, 2015). The employers and faculty considered the living case study is the most important learning method, what it proposed for instructors and course designers who should consider the living case study as an instructional technique. The findings propose that the living case bridges the gap among learning and work, elevates student engagement and ultimately may encourage critical learning.

Findings of the study propose that real world experience is playing important role in the succession of the business graduates' professional life. On the other side employers suggested that the lectures from the guest speaker would be knowledgeable for the business graduates. Through this process they know and aware of what is happening in the work place and how to prepare graduates for the upcoming. However, this process would be start thorough the linkage between academia and industry. Although Internship would be beneficial for the understudies if it should be provided in the proper way. Internship will give professional experience to the graduates that what they learn in class and what is happening in the industry/work place.

What employers required from the graduates that is still missing from them for entry level positions. The finding suggested that the positive attitude towards the work and Learning skills are the most important and most required skills for the employability. These skills are very rare to produce by business graduates which are necessary for new comers. Adaptability, self-confidence, and oral communication is after the above skills which is also required for employability.

## **6. LIMITATIONS AND CALL FOR FUTURE RESEARCH**

Students, employers, and faculty can profit by this investigation by keeping the record of bits of knowledge of the MBA understudies, managers, and staff concerning the MBA central subjects, skills, pedagogical style, outdoor experiences and employability skills for expert environment. Skilled would be better arranged to create and change the master educational plan as indicated by the real necessity of the expert world and can decrease the hole which is recognized in this examination through settling on increasingly learned choice. Managers can get bits of knowledge from this examination about the eventual fate of expert reality where these present MBA understudies would be employed. They would be better prepared to pass judgment on the requirements and tendency of things to come experts.

- Our business schools must encourage our understudies with current teaching strategies and give modern exposure of having practical methodologies.
- Business schools must establish some strategic cooperation with industry.
- There ought to be some common corporate preparing programs for employers, and faculty to comprehend industry blend of thoughts, exposure and experiences. Such things will help faculty to give understudies a modern exposure and furthermore outfit the employers with current needs and practicality of academic excellence.

Most of the studies impeccable & in this way, little constraint. This research has the constraint as for as testing method and the quantity of sample. Convenience sampling was picked as the congruous method considering the temporal and spatial resources accessible for the study, while information was amassed from the Islamabad, Lahore, and Karachi only. So, firstly, it is recommended to the future analysts to embrace better sampling method as well as increment the quantity of sample with representation from the alternate cities of Pakistan to sum up the output of the research. Furthermore, correlation of private and public sector inculcative institution and corporates would be an expansion to the cognition which may exhibits some incipient erudition to the topic. Third, the current study is just restricted to the telecom industry of Pakistan and consequently it has less speculation. More significant outcomes could have been accomplished from the study by the correlation of diverse industries.

## **REFERENCES**

- Ahmed., (2010). Determinants of students' entrepreneurial career intentions: Evidence from business graduates.. *European Journal of Social Sciences*,.
- Aly, J. H.,( 2007). Education in Pakistan. A white paper revised. Document to debate and finalize the National Education Policy.
- Aring, M., (2012). Youth and skills: Putting education to work.
- Barber, N. A. W. F. V. V. C. S. M. &. G. J., (2014). Integrating sustainability into business curricula: University of New Hampshire case study. *International Journal of Sustainability in Higher Education*., pp. 243-256.
- Cuban, L., (2009). The blackboard and the bottom line: Why schools can't be businesses. Harvard University Press.

- Datar, S. M. G. D. A. C. P. G. & C. P., (2010). Rethinking the MBA: Business education at a crossroads.. s.l.:s.n.
- Freifeld, L., (2012). Bridging the skills gap. American Unemployment data .
- Geus, A., (2011). The living company: Growth, learning and longevity in business.. Nicholas Brealey Publishing.
- GMAC, (2015). Corporate Recruiters Survey.
- Grassberger, R. & W. S., (2015). Impacting student learning using a living case study. Higher Education, Skills and Work-based Learning, pp. 5(4), 369-382.
- Gursoy, C. G. C. a. D., (2008). How to help your graduates secure better jobs? An industry perspective.
- Heromi, N. A. U. H. M. Y. H. & C. M. A., (2016). Moderating effect of education levels on employee competency: Structural Equation Modeling Approach in Malaysian context.. Science International, , pp. 28(5), 4731-4737..
- Husain, I., (2005). Education, employment and economic development in Pakistan. Education Reform in Pakistan: Building for the Future, pp. 33-45..
- Islam, M. & U. R., (2013). Human Resource Management of Cellular Company in Pakistan, Finding the Balance in Standardization of Human Resource Policies and Practices.
- Lagace, M., (2010). What Is the Future of MBA Education.
- Lainema, T., (2014). Enhancing organizational business process perception: Experiences from constructing and applying a dynamic business simulation game..
- Lainema, T., (2014). Enhancing organizational business process perception: Experiences from constructing and applying a dynamic business simulation game..
- Madiha Shoaib, A. N. S. R. T., (2009). Determinants of Employee Retention in Telecom Sector of Pakistan.
- Mourshed, M., Farrell, D. & Barton, D., (2012). Education to employment ; Designing a system that works. Mckinsey Centre for Government.
- Nasim, K. K. I. A., (2012). Performance of Business Schools and Level of Students, Satisfaction in Pakistan: An SEM Approach Based on HEC's Self-Assessment Criteria.. South Asian Journal of Management,.
- Ornellas, A. F. K. & S. E. E., (2019). Enhancing graduates' employability skills through authentic learning approaches.. Higher education, skills and work-based learning..
- Patel, J. & Mourshed, M., (2012). Education to Employment: Getting Europe's Youth into Work. Mckinsey centre for government.
- Poll, H., (2014). The Shocking Truth About The Skills Gap.

- Ramirez, E., (2013). Examining Latinos/as' graduate school choice process: An intersectionality perspective.. *Journal of Hispanic Higher Education*, pp. 12(1), 23-36..
- Saeed, M. M. K., (2002). Assessing competency of Pakistani primary school teachers in mathematics, science and pedagogy.. *International journal of educational management*, pp. 190-195..
- Seaman, R. L. & C.-M. H. I., (2016). Vocational skills interventions for adults with autism spectrum disorder: A review of the literature.. *Journal of Developmental and Physical Disabilities*, , pp. 28(3), 479-494..
- Selznick, P., (2011). *Leadership in administration: A sociological interpretation*. Quid Pro Books..
- Shahab, S. H. M. Z. I., (2012). Measuring students' perceptions and expectations in business schools of Pakistan.
- Sharmin, F., (2014). Recruitment and selection process of employees: a study on Pran-RFL group of industries..
- Soule, P. T. C. a. A. J., (1997). *Executive education: yesterday and today, with a look at tomorrow*.
- Stoddard, D. B. & J. S. L., (1995). Business process redesign: tactics for managing radical change. *Journal of Management Information Systems*. pp. 81-107.
- Vathsala Wickramasinghe, L. P., (2010). Graduates', university lecturers' and employers' perceptions towards employability skills.
- Wilder, R. G. a. S., (2015). Impacting student learning using a living case study.
- Yap, T. H., (2013). Improving competitive strategic planning concepts, a study to enhance professional practice in professional services (Doctoral dissertation,).
- Yorke, M. a. K. P., (2004). *Embedding employability into the curriculum*", Learning and Employability Series.
- Zaghrou, Z., (2013). *Hidden Agents: Faith Based Organizations (FBOs) in the Palestinian Territories* (Doctoral dissertation)..
- Zahid, A. N. F. A. A. R., (2013). *Business Education Curriculum and Management Skills: A Viewpoint of Students and Managers*