

An Increasing Tendency of Management studies in Pakistan: A Perception of Employability Skills in Business Graduates

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Abstract— In this study, an effort has been made to explore the role of Business Educators in developing employability skills in business graduates under current trends prevailing in management studies that affect their Job Marketability. It also has aim to reveal those factors that affect the ability of business educators to include objectives of developing employability skills in curriculum of offered course of business study. The study is based on descriptive and explanatory research methodology. Quantitative analysis techniques are used to explore the relationships between variables. Descriptive statistics are used along with correlations and regression analysis to verify the propositions made by the author. Data was collected through adopted research questionnaire, Employability Skills Assessment (ESA) from Bennett T.M (2006). Results of this research indicate that there is a strong connection among the perception of curriculum course objective and employability skills. The correlation among these two variables is strongly positive and the business schools educators perceive that all the 25 objectives mentioned in questionnaire are important in designing instructions of employability skills. The regression analysis further confirms this relationship as significant and positive. Valuable suggestions and recommendations are presented in the end.

Index Terms—Business Educators, Business Graduates, Business Institution, Curriculum Objectives, Employability Skills.

1 INTRODUCTION

EDUCATION plays a significant role in the formation of human capital which is most important for national economy. Its importance for sustainable economic growth of a nation cannot be overlooked. It enhances human's productivity and efficiency and ultimately produces skilled manpower, capable of taking the national economy to the path of economic development [25].

Its role becomes more important in the development of human capital as individuals get familiar with the information from the external world to survive and acquire skills for playing a significant role in society. The sole purpose of education is to impart knowledge to know, skills to improve and understanding to choice what is right and wrong [20].

Educational institutes are responsible for the development of nation with respect to intellectual, emotional, social, political, economic, cultural and physical aspects. Poor educational system leads to the collapse of the nation. [25]. Globally, it has captured attention of economist and policy makers as it provides the base for socio-economic development.

Business schools have become top most Higher education institution and business education is most desired professional degree. It is considered more likely to produce professional attitudes among individuals who are more communicative, rational, well organized, entrepreneurs and risk taker. Most of the managerial posts in national and international organizations are usually captured by the Business graduates because organizations

seek such employees who can be source of its values addition in terms of efficiency and effectiveness. High managerial posts require exceptional presentation skills. It is a general perception by the employers that business graduates are usually equipped with theoretical, technical, interpersonal skills. There exist predominant competition exists among business schools [2], [8], [10], [15], [27], [35].

There is an increasing trend of selecting business education as career among young generation. Fundamental reasons to opt this career line are career growth, handsome income, managerial skills and strong market reputation. This has increased the significance of business institutions which are imparting business related education. Business education contains application of knowledge instead of bookish stuff. Business education is multi discipline education which imparts confidence and skills to handle various unexpected situations, to take timely decisions, to plan for success, to take initiative and to solve problems [20]. It emphasizes on academic performance as well as personal grooming and professionalism by encouraging group assignment, case studies and presentations. Importance of Management and Business studies has increased many folds in today's dynamic business environment due to increasingly complex nature of organizations. It leads to this notion that Business school should play vital role in producing the capable future executives to cater current and future needs with appropriate skills and knowledge. Competitive edge breeds only on business education now [24].

Business education is also called as social change agent

with entrepreneurial spirit [1]. Business graduates learn skills of decision making and leadership. Unfortunately in country like Pakistan Management Institutions are rapidly growing with less productivity in a sense that Job Market hits the Management Studies Graduates. Good job opportunities come with business education is general perception which exists among people. This has much room for open debate. In current Scenario of MBA graduates, job market for MBA's is overcrowded. A massive oversupply of business graduates has observed but the number of jobs is depleting. HR managers at multinational companies believe that there are more MBAs in the market right now than can be accommodated. The role of business schools is very critical and important for corporate world. This mushroom growth of business institutions is seriously affecting the recruiters and employees too. In recent times, the role of business school has become the interesting subject of research and analysis for researchers.

In his interview Mr. Saleem A Butt, Chief Operating Officer (COO) at Hascol Petroleum Limited (HPL) pinpointed business degree losing its value and MBAs in Pakistan are actually 'good for nothing' [41]. The Market is no more accommodating business graduates.

Today organizations are more complex in working context of graduates as competition, customer mobility, technological development, work force diversity are increasing day by day. Thus for existing and fresh business graduates it has become a challenge to be effective professionals in open job market. Challenging work setting demands high employability skills among business graduates along with full grip on academic subjects or areas. At one side, graduates have expectation to acquire essential skills to enter in job market and further to make advancement in their career and on other hand employers want graduates with suitable skills for performing jobs. Both employers and graduates have different expectation in their relevant context. In order to increase their market acceptance graduates must understand what employers wants and organization must attend to the needs of fresh graduates.

It is observed that Employability skills have become matter of great concern for all its stakeholders in various contexts. Different researches have suggested that HEI are best place to develop these skills.

Different studies have been conducted on different aspects and issues of employability skills. But no particular study has so far been conducted to explore the role of Business Educators in developing employability skills in business graduates under current trends prevailing in management studies and its effect on Job Market. The present study intends to explore to what extend business educators perceive their curriculum course objectives are importance in reflecting instructions of employability skills and to what extent following variables i.e. a) School location, b) Faculty Experience, c) Teaching Methods are

effecting the significance level of employability skills in business graduates. Moreover, the research also intends to explore those factors that affect the ability of business educators to include objectives of developing employability skills in curriculum of offered course of business study.

1.1 Statement of the Problem

Business education is considered a good subject to understand organizational Structure and dynamics of different organization/ institutions (public or private). It has been observed an increasing tendency in the enrollment of business education, less Job opportunities across the country and weak International Economic Relations. Pakistan is facing multiple domestic and international Challenges in current scenario. These issues are destabilizing the economics up-to a great extent, as FDI and multi-national companies are losing interest for investments in Pakistan and are moving to other countries of the region due to un-favorable conditions in the country.

Business institutions are increasing in numbers. Job market is saturated in term of jobs for business graduates. Most of employers claim low employability skills in business graduates. So, where stands the Business Studies in imparting most sought professional degrees and skills needed for employment? The research problem of this study was to determine the status of the incorporation of employability skills in business school management studies curricula.

1.2 Objectives of the Study:

The main objective of this research is to bring in knowledge the perception of Business Educators on the importance of developing "employability skills" in business graduates and the factors that impact the ability of business educators to incorporate objectives of development of employability skills in curriculum of offered course of study. Specifically, the study sought to investigate these following research objectives:

- Find out perception of business educators on the core course objectives in reflecting instructions of employability skills.
- Explore to what extent a) School location, b) Faculty Experience, c) Teaching Methods are affecting the level of employability skills in business graduates.
- To explore those factors that impact the ability of business educators to incorporate objectives of development of employability skills in curriculum of offered course of study.
- Produce appropriate possible way out to create a fit between what is being taught to universities graduates and what is actually required at work place so that Higher Education may increase the market acceptability of their business graduates.

1.3 Significance of the study:

With the purpose of development of worth study material

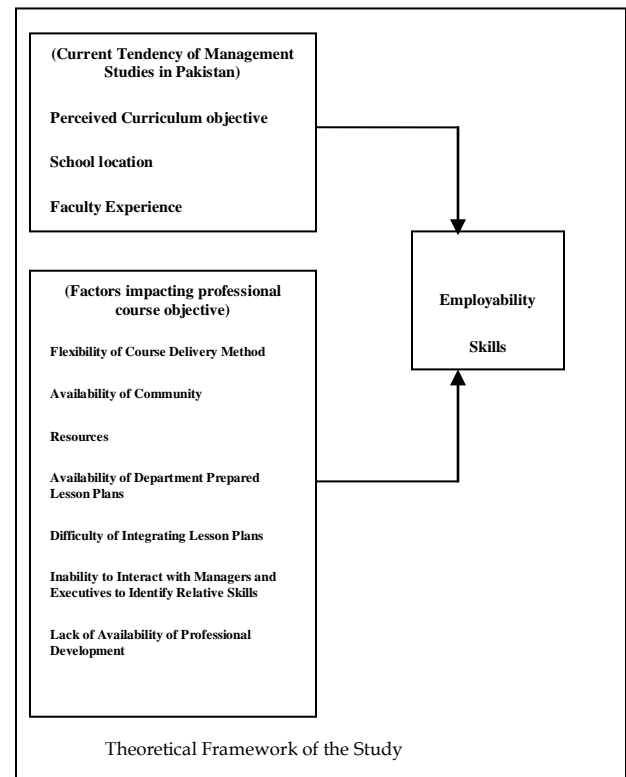
for different stakeholders, this proposed study may benefit to:

1. Policy makers, decision makers, curriculum developers and educational administrations of universities to understand the dynamics of the discipline for the planning of quality programmes for business and management students in accordance with Job Market accommodation and uniformity with the international standards of business education.
2. Business institutions to realize the need of reorganizing in their curriculum to be competitive with respect to market demands and employer expectation.
3. Business institutions to understand the emerging trends in Business Education.
4. Educationists and researchers to set new initiative and directions in order to pave the way to many other studies on the same perspective and further strengthen it through research of new dynamics for the development of significance of the issue and its long term effect.
5. Global readers may understand and appreciate the additional findings from Pakistani perspective.

1.4 Research Questions:

Research questions addressed the statement of the problem are:

1. To what extent business educators perceive their curriculum course objectives are importance in reflecting instructions of employability skills.
2. Are there statistically considerable differences among the following listed variables in the perception of the significance level of employability skills?
 - i. Location of School
 - ii. Experienced Faculty
 - iii. Method of delivery used to educate the employability skills?
3. What factors affect the ability of business educators to include objectives of Professional course objectives?
4. What possible way should be adopted to HEI to acceptability of business graduates to create a fit between what is being taught to universities graduates and what is actually required at work to increase the market



1.5 Limitation of the Study:

Keeping in mind the element of accessibility and time frame it is not possible to approach each relevant sample of the study. Another limitation of the study is the number of business educators respond to the research instrument. This research is also delimited to the Business Educators teaching in sister universities (Government College University, Faisalabad and University of Sargodha).

2 LITERATURE REVIEW

Hardly any in depth study has been conducted so far on the proposed subject in Pakistan. Newspaper has produced some articles and interviews on quality of management education, curriculum, faculty and very few on employability skills.

[1] pointed that the business schools need to constantly explore the emerging trends in business and update their curricula in order to enable the students to cope with the challenges of the dynamic world. Further they added that in order to maintain the quality of education, it is pertinent for business schools to remain in close contact with the industry. One of the major criticisms of MBA schools is the gap between theory and practice.

[20] has discussed about the weaknesses of institutions involved in imparting business education in Pakistan. [23] discussed in their article about the current situation, issues of business education and trends prevailing in India and also has argued about the different perspective of globalization of business schools. [6] reported on future of

business institutions based on the knowledge being produced and taught.

[24] pointed out that the unequal standard of education of various business schools in private sector increases the frustration of graduates in Pakistan. Some of private institutions are produced quality graduates, though they are costly. They particularly pointed out that certain graduates from some business schools have edge over other. They have compared and evaluated business graduates of IBA (Institute of Business Education, Karachi) with other private institutions. Moreover, they stressed that not all but a few private business institutions have put forth competitive environment e.g. IBA (Institute of Business Education, Karachi), Lahore University of Management Sciences (LUMS), Shaheed Zulfikar Ali Bhutto Institute of Science and Technology (SZABIST), Institute of Business Management (IoBM) and Iqra University. These business institutions have comparative advantages i.e. faculty, infrastructure, market acceptability and etc. They have also put responsibility of unequal education standards in business institutions not only on HEC but on the whole system of education in Pakistan.

[21] developed a model 'FRUCE' for improving business institutions and education as per HEC criteria including all essential factors, needed by a Business School i.e. faculty strength, research orientation, utilization of IT, corporate relationship and extracurricular activities. HEC is more interested in providing quality education and meeting global standards. The researchers are of the view that success of higher education institutions is based on what factors are exhibited in the model.

A study by [17] considering the importance of Business education in Pakistan provides historical evidence of growth of business education in Pakistan, current issues and future areas of improvement. They found that with the development of trade and industry, technical and professional education has gained immense importance not only in developed economies but also in developing economies.

[22] wrote the purpose of business education is to inculcate aptitude and professional skills for employability. Professional degrees ensure employment to its graduates. To them, institutions matter to build good will of their output in the market. They need to address the requirements of corporate world in terms of employability skills. Researchers coined the term as survival skills.

[28] found that employability skills are required KSB (Knowledge-Skills-Abilities) needed at every level of employment in these times. He highlighted 8 dimensions of BES (Basic Employability Skills) including numeracy and literacy, critical thinking, leadership, interpersonal, management, IT, system thinking and ethics related skills.

2.1 What is Business School?

A Business school is considered as learning institution imparting business related education. Business schools teaches management and administration oriented courses

[38]. They are fast growing sector in higher education and this growth has given birth to debate for researchers. According to [23], business education is a blend of multiple subjects. People perceived business education as a source of getting good jobs in the market.

It has become a tool for organization's success in today's competitive world. [20] is of the opinion that business education imparts the spirit of adopting modern way of working and helps to understand ups and downs in market and success and failure issues of organization.

2.2 Business Education in Pakistan:

In the beginning days of Pakistan, industry and business sectors were very weak and business education could not get required attention from government. It took many years to realize importance of this professional education. With the development of Higher Education Commission, a major shift can observe in educational system of Pakistan.

[17] revealed that British government during her rule in Indian subcontinent gave birth concept of systematized business and further they developed educational systems and basic business learning institutions for imparting required expertise in people who served her. In 1913, first business institution was established in Indian subcontinent at Mumbai city.

Management education in Pakistan appeared in 1955 with the establishments of Institute of Business Administration Karachi [38] in collaboration with the Wharton School of Finance, the University of Pennsylvania. In spite of a rapid increase in the number of business schools, the IBA has maintained its position as the premier institution of higher learning in the field of management, business administration [36].

Globalization caused the increase in Business opportunities in free market, with increase in business opportunity the demand for quality Business graduates increased. The same is observed in Pakistan with the mushroom growth of Business school/Degree Awarding institutions to fulfill the market demand for Business graduates. There are 83 Public and 65 private Sector Universities/ Degree Awarding institutes in Pakistan [39], [40]. Among them, there are only 87 Universities/Institutes which are recognized by the Higher Education Commission of Pakistan, offering MBA programs to students and professionals [38].

2.3 Current Scenario and Future Implications of Business Institutions in Pakistan:

The business environment has changed a lot during the past few years. Business climate is becoming more complex and global. The management education plays an essential role in today's dynamic business environment. The rapid trend of globalization and technological changes have made difficult for organizations to survive in the competitive world. As a result the importance of management education has been increased many folds [1].

Number of business schools has grown up with the

passage of time. Business institutions can be categorized into top, middle and low rank institutions. Top ranks business institutions are considered most reputed and supposed to deliver high quality business education including private and public institutes. These business schools have specialized areas/scheme of studies that differentiate from other business institutes. Such institutes are research oriented. The middle ranks of business institutions are considered average Business schools in imparting business education and the rank of business institutions are those institutions which mostly lack in delivering quality education. Such institutions are considered as money making businesses. They are unable to cope with current challenges. They lack in experience faculty.

Top ranking business institutes usually have intense competition. These institutions have usually taught criteria to get students selected for their specific programs i.e. admission test, group discussion, interview to assess analytical, comprehensive and critical abilities. Business education comprises of BBA (Hons), MBA 1.5 years, MBA 2 year and MBA 3 ½ years, MS and Ph. D programs.

[17] quoted that the universities are unresponsive to market trend and are essentially divorced from work of world. Higher education is more supply -oriented than demand-oriented. According to Saleem A Butt, chief operating officer at Hascol Petroleum Limited most business schools are churning out unemployable graduates [41].

Today, business schools are facing multiple challenges regarding globalization, top class faculty, industrial oriented curriculum, funding sources, strategic positions etc. [8] established that Business schools are becoming competitive as learners of business education have variety of choices and will be concerned about the quality of business school programs.

[1] pointed out that the external business environment is continuously changing and evolving. In order to cope with the present and future challenges of the business world, both industry and academia have to be at the cutting edge of business research and emerging trends.

These days a major problem is job saturation in the job market. This is mostly happened with a large number of people who go for the same profession and there not being enough jobs for all of those people, hence causing most of them to remain unemployed. Under the belt major reason is the mindset or trend of the Pakistani people. What has happened throughout its history is that there has been over saturation in the job market for one or more professions at a time, leaving all the other options virtually idle. In the beginning years of Pakistan, there was a certain boom in the market for doctors and higher demand, most people who could afford to send their children for higher education, sent them to become doctors. Resultantly we had more doctors in the market than needed and many other professions or sectors of economy remained ignored.

The same was happened with the engineering profession. Currently, it has been observed an increasing amount of MBA's in the economy and still they are increasing in numbers. Most of them are unemployed as there are less job opportunities in the economy [2].

2.4 What is Employability?

Recently researchers have shown their interest in graduate employability in their research. Professor Mantz Yorke has great contribution in the development of concept of graduate employability, its definition and relevant models. [19] defined employability as a totality of characteristics or "synergic combination" of personal qualities, various skills and subject understanding [18] and [43] that an individual may possess to have job with own choice with personal development and socio-economic benefits. [19] USEM model is considered as a philosophy how to enhance employability which interrelates four components: understanding, skills, efficacy beliefs and metacognition.

According to [12], employability is a performance measure of institutes and students and it has been a major concern of all stakeholders. [22] defined employability as the combination of different characteristic that enable graduates to get suitable jobs or to advance in career. Employability combines academic and practical intelligence [19] and technical and non-technical skills [9]

One of the major roles of higher education is to prepare students for future employment. [11] is of the view that Higher education is a source of developing students for future endeavor of employment. It enriches student with necessary knowledge, abilities and skills.

[9] proposed a practical model of "Career EDGE" of employability having five components (career development learning, experience (work & life), degree subject knowledge, understanding and skills, generic skills, emotional intelligence) which develop high level components (self-efficacy, self-confidence and self-esteem) that act as key to employability. They suggested employability as; "Employability is having a set of skills, knowledge, understanding and personal attributes that make a person more likely to choose and secure occupations in which they can be satisfied and successful."

2.5 Employability Skills:

Employability skills are necessary abilities that combine theoretical concepts, expertise and aptitude for success at workplace (business dictionary). A growing research interest is evident on skills received by the universities graduates and sought by employers for job. Hardly there exists any study in Pakistan scenario which has tried to find out the gap between employability skills perceived by the employers (industry) and employability skills received by the business graduates.

According to [19], these are capabilities that graduates need to apply their subject knowledge on work place. The notion of employability skills has been explained by many researchers in different context. It has been of great

importance from research angles since years. Employers are greatly concerned with these skills. Researchers have also used different words for employability skills as survival skills [22], core or generic' or 'key' skills [19], transferable skills [30], [42].

According to [26], employability also includes contextual and relational concept along the soft and hard employability skills. Different skills are required for different levels and nature of jobs. These skills are required by the graduates for acquiring job and then adhering to it. Drawing upon the work of [26], skills are categorized as;

Hard employability skills: Hard employability skills include formal qualifications which play an important role in assessing an applicant against said job requirements. These skills are easy to measure against criteria. These skills are based on theoretical knowledge [26].

Soft employability skills: Soft employability skills include individual's communicational, social, management, interpersonal, leadership and other abilities. These skills are based on individual hidden capabilities [26].

2.6 Business Education and Employability Skills:

Business education focuses on the development of managerial abilities. Employability skills are indispensable for managerial kind of jobs. Business education is supposed to produce graduates who are equipped with required skills needed at work place and ultimately a source of economic development. Business institutions are considered hub for supplying skilled labor to the business market.

Different researches have observed a gap between skills possessed by business graduates and required by employers. This mismatch of employability skills result into increasing employee turnover attitude. [13] also creates problems of macro-economic level. Number of graduates is increasing with diverse social and demographical background and question of employable graduates is still there.

2.7 Employability in Graduate's Perspective:

Both employers and graduates have different expectation in their relevant context. In order to increase their market acceptance graduates must understand what employers want, they need to differentiate themselves from others [14] as global crisis hits employment around the globe. [32] is of the view that when student enter in higher education, they usually have expectation of acquiring knowledge, skills and abilities, needed for establishing career. They also stress that graduates must understand what employers want from them as workplace has become highly competitive. [16] explored expectations of graduates and real work experience which have strong impacts on their job satisfaction and their organizational commitment.

2.8 Employability in Employer's Perspective:

Dynamics of workplace has put forth employers to demand an assorted workforce. They seek employees with all

possible skills to perform tasks i.e. academic skills, interpersonal skills, managerial skills. Industry and education have been working in their separate domain. Employers have never been in contact with academics to communicate their requirements and expectations. This gap has created many problems. In the absence of any industrial-education collaboration, this gap will be widened in nature. A few studies have endorsed the gap between skills acquired by the graduates and skills required by the employers.

[31] explored perception of employers regarding University Graduates in the context of Pakistan. They investigated this perception based on four skills (Personal development, professional development, intellectual development and social development) and its inference on faculty development. Research revealed less satisfaction of employers about the university graduates due to un-standardized curriculum and faculty's professional capabilities. Industry is demanding well equipped employees having subject knowledge, strong analytical and technical skills.

[30] and [4] argued about employability skills, that employers like to find in graduates. Different skills are emphasized by different employers for different type of jobs in organization.

2.9 Current tendency of Management studies in Pakistan:

1. Perceived Curriculum objective:

A curriculum is based on structured outline including learning objectives, experience, instructional resources and evaluation of specific subject. Curriculum objectives are very important as they guide the whole program. Curriculum objectives must be aligned with the current need of the profession, latest global trends and socio-economic perspective. [32] stressed upon faculty to address in their curriculum 'soft skills' in graduates to have entry into real world of work and according to the employer's expectations.

2. School Location:

An exponential growth has been observed in the number of institutions. Most of them are competing with each other. Education institutes have responsibility to produce graduates likely to be employed with required skills and delivered long term benefits to the employers and ultimately to the national economy.

Educational institutions can play their role in developing competitive economy [7] by incorporating required skills based curricula. Graduates from prestigious institutions come with their institutional goodwill. To what extent location of business school matters in the marketability or creating employability skills in business graduates is significant to answer explicitly.

3. Faculty Experience:

Business world demand various skills in business graduates to perform duties. Usually graduates during studies are unaware about the prevailing trends of

employment. What skills are demanded by their intended profession may be delivered to them during graduation period. Experienced faculty can foster an environment that supports process of transfer of skills, knowledge and experience. Less experienced faculty may be more costly for institutes and students as well.

4. Teaching methods:

Pedagogical skills are indispensable for effective teaching process. Professional development training further enhances teaching skills. An effective course facilitator always applies effective teaching techniques and keeps his/her student engage in class room. [29] reported some teaching methodologies used in different business schools which make them prominent i.e. Class participation, case building, multimedia based lectures, seminars, group/individual assignment or presentation industrial/field trips and academic visits. Experienced faculty use diverse techniques or practice, a variety of innovative activities in order to engage learners in learning environment.

2.10 Factors that impacting professional Course objective:

According to [4], there are certain factors that affect the incorporation of employability skills objectives in core courses.

1. Flexibility of Course Delivery Method:

There are many choices available to institutions to use in the process of flexible learning. Flexible learning requires redesigning curriculum courses and activities need to align with course objectives [5]. Technological advancement has changed modes of course delivery.

2. Availability of Community Resources:

Community resources availability has constrains of time limit. [4] is of the view that along planned course activities it is not easy to get time to avail resources from community within time frame,

3. Availability of Department Prepared Lesson Plans:

Departmental prepared lesson plans helps in implementing innovative teaching methodologies to achieve its outcomes in a planned way as it serves as guideline for the course facilitators. According to [4], course facilitators are more innovative and believe on multi-functional curriculum in order to produce graduates, more competent and according to changing business environment.

4. Difficulty of Integrating Lesson Plans:

[4] tresses that integration of theory and practice into one curriculum is one of the critical tasks. It requires more affluent and skill based curriculum, continuous motivation to learn and collaboration of academia with industry.

5. Inability to Interact with Managers and Executives to Identify Relative Skills:

Industrial links open new doors of opportunities for students and bring institutional development as industry come to know about institution's positions and its output. [21] revealed that top management of education institution have not appropriate understanding of industrial linkages and have only a mere concept of getting job . They shared

secret of top ranked institution of HEC which incorporate inputs of corporate world in the development of their institutional curriculum. Strong relationship with corporate world enhances employability skills in fresh graduates. Frequent industrial visits give exposure to graduates of laborious working of industry.

Professional degree demands related skills and practical exposure. It can only be happened if there are linkages between industry and academia. Faculty members with relevant industry experience are more competent of incorporating employability skills in students.

6. Lack of Availability of Professional Development:

[21] found faculty is fundamental component of education institution who develop students into professional and transform them into leaders. Faculty learning process enhances their teaching skills. If they are proficient, they can complete their role of transferring knowledge and skills in students in most appropriate way. [21] revealed that some business school faculty is like a 'teaching machines'. Overburden teachers cannot participate effectively in knowledge transfer process.

3 METHODOLOGY

In order to achieve the specific objectives of the study, it is very important to follow some explicit rules or procedure on which research is based or against which investigation is conducted. Descriptive and explanatory research design is used in this research work. Quantitative analysis techniques are used to explore the relationships between variables. Questionnaires are used to gather the required information from potential respondent. Descriptive statistics are used along with correlations and regression analysis to verify the propositions made by the author.

3.1 Population of the study

Target population is actual population which is selected for study. The population of this study consisted of sister universities (Government College University Faisalabad and University of Sargodha) business educators.

3.2 Sample of the Study

There are many universities (private and public), and business schools imparting business and management studies across the country. Following purposive sampling, two sister universities have been selected e.g. Government College University, Faisalabad and University of Sargodha for the collection of data. From each university, departments of management studies or sciences will be selected including Department of Business Administration and Commerce.

Data was collected through a questionnaire from respondents. The sample of the research consisted of 140 business education/teachers teaching in sister universities (permanent, contractual and visiting), 70 from each university. Further it was divided into 30 % female business educators and 70 % male from each university.

3.3 Research Instrument

Information for this research study was gathered through a structured questionnaire entitled Employability Skills Assessment (ESA). The ESA is made out of a four-focus Likert scale that surveys two regions:

- (1) Present tendency of Management studies,
- (2) Elements which assists in consolidation of employability abilities.

The research instrument was adopted from [3]. Total of 300 questionnaires were send to the research participants among which 142 returned and two of them were not properly finished. The response rate is about 48 % and this make the total sample size to 140, which is quite sufficient for the purpose of study,

3.4 Data Collection

Required data was collected through adopted research instrument, questionnaire, Employability Skills Assessment (ESA) which is FOUR Likert Scale instrument. In section one and two of the research instrument, a four-focus Likert scale was accommodated every area. Respondents were asked to rate the level of vitality of every person goal recorded relating to instructing employability aptitudes as (4) Very Important, (3) Important (2) Of Little Importance, or (1) Unimportant. Respondents were additionally asked to rate the level of effect of particular elements on the capability to fuse the sister college educational module course of study destinations into classroom exercises as (4) Major Impact (3) Moderate Impact (2) Minor Impact or (1) No Impact for this component.

Data gathered from the research respondents were entered into the Statistical Package for Social Sciences (SPSS). In addition to descriptive summary statistics simple linear regression, multiple regression and Cronbach Alpha was used to explore relationships within the data.

4 ANALYSIS AND DISCUSSION

First of all, demographics factors are discussed and then correlation and regression analysis techniques are used to further explore and answer the research questions after restatement of the problem is presented. SPSS has used to organize, analyze, and describe data to support evidence of the relationships among/between variables. In this research descriptive statistics are used for demographics factors, described gender, age and educational level of the research participants. Mean and standard deviation are also calculated for all the variables.

4.1 Demographics

Descriptive statistics were used to make simple comparisons of data including age, gender and educational level of the research respondents. This portion is based on first section of the questionnaire.

TABLE 1
DEMOGRAPHICS FACTORS

Gender	N	% age
Male	98	70.00
Female	42	30.00
Total	140	100.00

Age	N	%age
21-30	34	24.29
31-40	56	40.00
41-50	36	25.71
51-60	14	10.00
Total	140	100.00

Education level	N	%age
Bachelor (14 years)	24	17
Bachelor (16 years)	32	23
Masters (16 Years)	54	39
Masters (18Years)	22	16
PHD	6	4
Post doc	2	1
Total	140	100.00

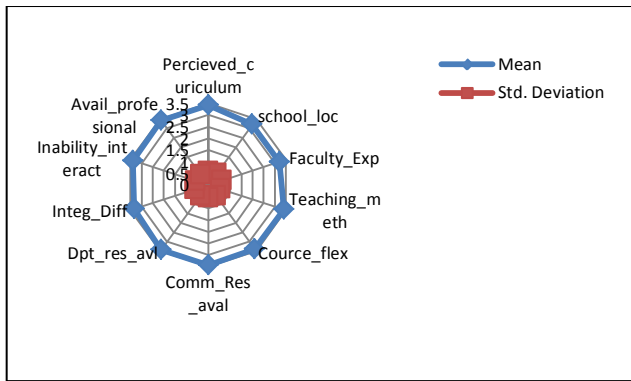
Among respondents 70% were male and 30 % were female, while most of them (40%) were in the 31 to 40 age group. Around 55 to 60% of the research respondents have master or higher education.

Mean and standard deviations are shown in table 2; all the values in table are in normal range and show acceptable results. To have a clear picture a graph is added for the mean and standard deviation values

TABLE 2
MEAN AND STANDARD DEVIATION

Factors	Descriptive Statistics		
	N	Mean	Std. Deviation
Percieved_curriculum	140	3.4143	.56244
school_loc	140	3.2071	.60569
Faculty_Exp	140	3.2143	.62081
Teaching_meth	140	3.4000	.56006
Course_flex	140	3.3929	.58391
Comm_Res_aval	140	3.4286	.55156
Dpt_res_avl	140	3.4286	.56445
Integ_Diff	140	3.3214	.59091
Inability_interact	140	3.3929	.55873
Avail_professional	140	3.4286	.55156

Fig: 4.1 Graph showing mean and standard deviation



4.2 Reliability Statistics/Measure

Reliability results are strong enough as one might prefer and also quite acceptable, yet the ascertained outcomes are adequate, Summarized in table 4.3 management tendency (perceived curriculum, $\alpha=0.889$; school location, $\alpha=0.904$; faculty experience, $\alpha=0.906$; teaching methodology, $\alpha=0.888$, six factors which effect employability skills are in range of α 0.886 to α 0.889 and employability skills measure has the α of 0.883. The Chronbach's Alpha of all the variables was above 0.88, which is quite acceptable for the reliability.

TABLE 3
CRONBACH'S ALPHA

Factors	Cronbach's Alpha
Percieved_curriculum	0.889
school location	0.904
Faculty Experience	0.906
Teaching methodology	0.888
Course_flex	0.895
Comm_Res_aval	0.889
Dpt_res_avl	0.886
Integ_Diff	0.893
Inability_interact	0.887
Avail_profesional	0.888
Employability	0.883

4.3 Correlation and Regression Analysis:

4.3.1 Correlation Analysis:

Correlation indicates the direction and magnitude of the relationship among variables both dependent and independent. Results of correlation are shown in the table 4. The results of analysis indicate a positive correlation among all the variables. However correlation between perceived curriculum objectives and employability (0.765) and is strongly positive and significant at 0.05 level. The correlation value shows a highly positive relationship between availability of Community Resources and employability (0.702). The correlation among availability of department prepared lesson plans (0.635), inability to interact with managers and executives to identify relative skills (0.731) and availability of Professional Development (0.650) with employability are strongly positive. All the other correlation among the variables is in the range of low to moderate positive relationship.

TABLE 4
CORRELATION ANALYSIS

	1	2	3	4	5	6	7	8	9	10	11
Per_curi culm	1.00 0										
school_l oc	0.25 3	1.00 0									
Faculty Exp	0.25 9	0.28 3	1.00 0								
Teachin g_meth	0.54 4	0.26 3	0.18 6	1.00 0							
Course_ flex	0.53 0	0.21 6	0.10 3	0.77 0	1.00 0						
Comm_ Res_ava l	0.56 0	0.24 9	0.21 3	0.65 2	0.52 3	1.00 0					
Dpt_res_ avl	0.50 2	0.22 2	0.35 2	0.75 1	0.64 2	0.67 7	1.00 0				
Integ_D iff	0.39 7	0.47 6	0.34 0	0.34 8	0.27 8	0.34 7	0.42 5	1.00 0			
Inability - interact	0.55 4	0.56 6	0.46 1	0.39 1	0.27 3	0.50 0	0.44 3	0.70 4	1.00 0		
Ava_pr ofesiona l	0.56 0	0.27 1	0.29 7	0.51 2	0.47 9	0.48 0	0.60 7	0.67 8	0.45 4	1.00 0	
Employ ability	0.76 5	0.34 3	0.46 2	0.58 9	0.45 4	0.70 2	0.63 5	0.44 9	0.73 1	0.65 0	1.00 0

*significant at 0.05 level

4.3.2 Regression Analysis

To further analyze the relationship among dependent and independent variables regression analysis was used. The result of regression analysis is shown in the table 5.

**TABLE 5
 REGRESSION ANALYSIS**

Factors	coeff.	Sig.
Perceived_curriculum	0.235	0.000
school_loc	0.024	0.449
Faculty_Exp	0.094	0.002
Teaching_meth	0.085	0.110
Course_flex	0.095	0.033
Comm_Res_aval	0.173	0.000
Dpt_res_avl	0.024	0.630
Integ_Diff	0.363	0.000
Inability_interact	0.492	0.000
Avail_professional	0.376	0.000

R= 0.891
 R-square = 0.879
 F= 93.3

a. Dependent Variable: Employability skills

The correlation coefficient for the regression model is R= 0.891 and coefficient of determination square is 0.879, which show the strength of the model. This show that about 87 % of the variation in dependent variables which is employability is accounted for the variables mentioned in the model. The f value is 93.3 which also show that regression is significant in this model.

The values in table 5 indicate that perceived curriculum objectives is regressed on employability skills with the beta value 0.235, and show a positive relationship with each other. This further confirms that management sciences perceived curriculum objectives put a significant impact on the employability skills of students.

School location and employability skills show insignificant relation with each other. The p- value for this relationship is not in significant range also the beta value is so small that we can neglect it. So this show those employability skills are not dependent on the location of the business school.

There is a positive significant relationship between faculty experience and employability skills of the students, but the beta value is in low range. This makes the nature of relationship among these two variables weak. It can be assertion that though faculty experience enhances employability skills of the students but not significantly.

The regression result between teaching methods and employability skills of the students show strange results. It has insignificant relationship with each other and its beta value is also in low range.

Regression analyses indicate that flexibility of course delivery method significantly regressed on employability

skills of the students. The beta value is positive 0.095 though not on strong side but still it put some effect on the dependent variable.

Availability of community resources and employability skills show a significant relationship with each other. The beta value is positive 0.173 and it shows a weak positive relationship with each other.

Availability of department prepared lesson plans and employability skills show insignificant relationship with each other. The beta value is positive 0.024 and it shows a very weak value almost negligible.

Difficulty of integrating lesson plans and employability skills show a significant relationship with each other. The beta value is positive 0.363 and it shows a moderate positive relationship with each other.

Inability to interact with managers and executives to identify relative skills and employability skills show a significant relationship with each other. The beta value is positive 0.492 and it shows a moderate positive relationship with each other.

The relationship among availability of professional development and employability skills is significant with each other. The beta value is positive 0.376 and it shows a moderate positive relationship with each other.

5 FINDING, CONCLUSIONS AND RECOMMENDATIONS

Employability skills have been recognized as indispensable skills that business graduates must have in order to have excellent employment. Curriculum provides business educators guidelines to sharpen employment skills. On the basis of analysis answer to each of the questions are as follow. The first question was

Q#01: To what extent sister university business educators perceive their curriculum course objectives are important in reflecting instruction of employability skills?

Results of this research indicate that there is a strong connection among the perception of curriculum course objective and employability skills. The correlation among these two variables is strongly positive and the business schools educators perceive that all the 25 objectives mentioned in questionnaire are important in designing instruction of employability skills. The regression analysis further confirms this relationship as significant and positive. In order to increase the employability skills in students the educators have to design the core curriculum accordingly.

Q#02: Are there statistically considerable differences among the following listed variables in the perception of the significance level of employability skills?

- a) Location of School
- c) Experienced Faculty
- d) Method of delivery used to incorporate employability skills

There is difference among/between these in perception of importance of employability skills. Two of these variables show same results while third one is opposite in

its significance. Sister universities business educators perceive that the school location and current delivery method of teaching although have some connection with the level of importance of employability skills, but not so significant. Contrary to this experienced faculty members are much significant to enhance the employability skills in students.

Q#03: What factors affect the ability of sister university business educators to include objectives of Professional course objectives?

Overall six factors are selected mentioned by [3], these factors are

- Flexibility of Course Delivery Method
- Availability of Community Resources
- Availability of Department Prepared Lesson Plans
- Difficulty of Integrating Lesson Plans
- Inability to Interact with Managers and Executives to -Identify Relative Skills
- Availability of Professional Development

Sister universities business educators were asked to give their opinion about the factors those have strong impact on the incorporation of employability skills objectives in core courses. All the factors have impact on the employability skills except the availability of department prepared lesson plan. Almost the entire research participant was of the point of view that inability to interact with managers and executives to identify relative skills are the most important factor which impact most. In order to have maximum incorporation of employability skills in professional core course objectives, educators should interact with managers and executives. Other important factors are the availability of professional development and integrating lesson plan with the market needs.

5.1 Conclusions:

Based on the finding of the study following conclusion are made.

- Most of the business educators in sister's universities (Government College University Faisalabad and University of Sargodha) are in the favor of incorporating the employability skills in curriculum.
- The business educators of sister universities have strong perception that their core course objectives are important in designing the employability skills in students. They believed that all the 25 objectives are important in achieving these objectives, but decision making and problem solving skills and communication skills are the most important one.
- School location and teaching methods were found to have no significance impact on the employability skills. However experience faculty has somewhat significant effect on the employability skills. Moreover the faculty members those have industry experience are more capable of incorporating employability skills in

students as compare to those who have only academic experience.

- Flexibility of course delivery methods, availability of community resources, integrating lesson plans according to the market needs and availability of professional development opportunities has impact on incorporating employability skills in class room environment.
- The factors which influence the most is the interaction with executives and managers to identify the relevant skills required by students.

5.2 Recommendations:

Following recommendation are made on the basis of conclusion and research study findings

- Educational module authorities and curriculum specialist should evaluate the Curriculum Core objectives. By combining these goals with other coursework, instructors have issues with time imperatives. Stand-alone courses may as well consider sufficient time to instruct employability skills adequately. Quality of curriculum should not be compromised at any stage.
- Attention ought to be given to bringing about summer projects and workshops which empower business executives and directors to underline the quality of employability abilities to the optional business instructors. Expert advancement exercises might carry a consciousness of the imperativeness of employability abilities from the executive's point of view. By raising the instructor's recognition of the significance of the abilities, the consciousness levels of the people will likewise increment.
- A chance exists to support sister college business instructors with systems administration in neighborhood and state business and industry. With supplemental support from community and area managers and executives, instructors will be more inclined to stay in the front line of workforce needs. Higher Education Institutions and industrial relationship should be established. Opinion of potential employers must be invited in developing Higher Education Institution employability policies and strategies.
- Universities in general need to highlight the promotion of employability skills and trait in their strategic policies, mission statements, innovative learning and teaching strategies. These skills are indispensable to reflect in curriculum and course design. Policy makers and other representative bodies must address socio-economic issues. Moreover, needs of business must be addressed in curriculum.
- A chance exists to support sister college business instructors with systems administration in neighborhood and state business and industry.

With supplemental support from community and area managers and executives, instructors will be more inclined to stay in the front line of workforce needs.

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