



## **Linking Professional Business Education With Job Performance And Career Progression: A Stakeholders Satisfaction Perspective**

**Syed Kashan Ali Shah**

*Department of Public Administration, University of Karachi, Karachi.*

**Prof. Dr. Syed Shabib ul Hasan**

*Department of Public Administration, University of Karachi, Karachi.*

**Zulfiqar Ali**

*Professor at Department of Public Administration, University of Karachi, Karachi.*

### **Abstract**

The research underpinned the assessment of the link between professional business education and job performance along with career progression in the case of Karachi, Pakistan. The research further tested the moderation of satisfaction level of stakeholders. The research design of the study was quantitative whilst the sample size of the study was 250 respondents of Karachi as the research used the primary method of data collection using a survey questionnaire. The techniques employed are correlation analysis, regression analysis and moderation analysis using hierarchical regression. The software used was SPSS. The results found that the effect on professional business education on job performance and career progression was found to be significant in the case of Karachi, Pakistan. Moreover, the moderation was also found to be significant of satisfaction level of stakeholders including corporate personalities, managers, students, and teachers between professional business education and job performance. However, moderation was insignificant between professional business education and career progression. The research was limited to Karachi, Pakistan and to the domain of professional business studies. In future, the improvements can be brought by conducting comparative research between Pakistan and other developing nations like China, India or others. The research has added value to business studies conducted in the context of Pakistan and specifically Karachi. It has further contributed to the body of knowledge by making it avoid how stakeholders generally perceive students seeking professional education in Pakistan.

**Keywords:** Professional business education, job performance, career progression, satisfaction level of stakeholders, Karachi

- 
1. [kashan\\_shah@live.com](mailto:kashan_shah@live.com),
  2. [sshassan@uok.edu.pk](mailto:sshassan@uok.edu.pk),
  3. [zashadab@gmail.com](mailto:zashadab@gmail.com)

## INTRODUCTION

Business education holds immense value as students in Pakistan are now more inclined towards business studies rather than engineering or medical or other fields (Marwat, Shah & Azam, 2011). This is because industries have emerged and are innovating themselves to ensure growth and higher productivity to attract consumers. Competition is such that every industry and company is trying to stay competitive by producing unique and innovated products. In such a situation, these industries are providing great opportunities to business graduates as they need them to enhance their productivity and competence (Nkomo, 2015). This has increased the worth of business education to make students competitive enough to join the industry confidently. This article is associated with linking professional business education with job performance and career progression from the stakeholder's satisfaction perspective. This implies that the focus is stakeholder satisfaction through association of professional business education and job performance. Perspective of stakeholders is an important component of this article such stakeholders mainly include faculty of business education, corporate managers and business students. Assessment of moderating role of stakeholder satisfaction in association between professional business education, job performance and career progression is also discussed in the proceeding section.

### Research aim and objectives

The aim of this study is to assess the role of business education in increasing job performance with empirical evidence from business institutes in Karachi. For achieving this aim, the following objectives have been drafted

- To depict significance of professional business education within the professional life
- To depict the association of professional business education with job performance and career progression from the perspective of stakeholders
- To examine the impact of professional business education on job performance and career progression from the perspective of stakeholders
- To analyse the moderating role of stakeholder satisfaction on the relationship between professional business education, career progression and job performance

## LITERATURE REVIEW

McMurray, Dutton, McQuaid & Richard (2016) stated that business education is a significant part of the field of education which includes students' skills to operate in business industry. This field has emerged through increasing consumer demand and innovation as consumers needs and demands keep on changing and organisations are continuously in struggle to provide innovated products and services to consumers (Colby, Ehrlich, Sullivan & Dolle, 2011). To understand this statement, most suitable example is mobile phones which replaced landlines to facilitate consumers so that they can carry this medium of communication with them anywhere they go. This proves that the business field is growing like no other field and therefore, students are now more inclined towards this field as they get amazing opportunities in this field. Business education program is helpful for students as it enables them

to avail knowledge associated with business industry (Datar, Garvin, Cullen & Cullen, 2010).

According to Clarke, Bajad & Trayler (2013), business education does not only hold significance for students but it is also a need for organisations as human resource is the most valuable asset in organisations. Organisational productivity and profitability is highly dependent upon its labour force, huge investments can go into waste if there is no suitable talent to enhance productivity and bring innovation. Therefore, organisations look for business graduates who have superior knowledge of business and are highly active and competitive to join the industry.

(Melé, Sanchez-Runde, Weber & Englehart, 2011) documented that employee's play major role in success of the company and companies play major role in career development of its employees. This is how both of them have interrelated interests so they work for benefit of one another. In this relationship, business education plays such a role which makes it even stronger and long lasting. This implies that in current business environment, business education cannot be underestimated or compromised, quality business education is a need for students as well as organisations.

Business education in Pakistan is a worth discussing topic as it has emerged by facing numerous problems. Khan, Ahmad, Iqbal & Haider (2014) stated that for years in Pakistan, Lahore University of Management Sciences and the Institute of Business Administration in Karachi have had monopoly in business education. These two reputable institutions attract the best faculty of the field which in turn attracts brightest students to these institutes. However, the number of business institutions offering BBA and MBA programs has increased substantially to offer affordable and quality education to students in the field of business. (Syed, Omar & Bhutto, 2018) reported that these affordable institutes offering quality education have contributed a lot in development of business education because middle class students are also able to afford quality business education.

Nadeem (n.d.) stated that despite of the growth of these institutes, there are also few problems faced by business education in Pakistan. This is because majority of the institutes fail to maintain international standards so students get attracted to international institutes for business education. Javed & Ayub (2017) reported that problems faced by business education in Pakistan include lack of highly qualified teachers, gap between academics and profession, lack of facilities for quality research, lack of quality teacher training in business field, slow promotion of teachers, inadequate remunerations and many more similar problems. Kolachi & Wajidi (2008) documented that foreign universities are major attractions for Pakistani students who want to pursue their career in field of business which is a major issue for Pakistan's business education system as bright students leave Pakistan for quality business education and may get a job there as well.

Business education's role in job performance and career progression is vital. According to (Osmani, Weerakkody, Hindi, Al-Esmail, Eldabi, Kapoor and Irani, 2015), there is drastic difference between students having average business

education and knowledge and those having excellent knowledge. It is responsibility of educational institutions to provide quality education to students. Major problem is the lack of link between academics and profession which is usually seen in business education programs (Muff, 2012). They focus on theoretical underpinning without telling students about how corporate environment works. Due to this issue, even bright students are unable to perform satisfactorily in their jobs since they do not know how to apply theoretical knowledge practically. This problem is the major reason why students prefer to study in abroad rather than Pakistan because business education here is theory based and practice is missing (Motowidlo & Kell 2012).

Daud, Abidin, Mazuin Sapuan & Rajadurai (2011) reported that organisations have to invest on those individuals who do not possess sufficient business knowledge; they have to conduct training sessions to make them comfortable with practical business environment. Sometimes, such training may be a success or sometimes it may fail. Therefore, effective business education is still imperative so that business problems and issues are faced and dealt correctly. Not every organisation provide effective training to its employees, they prefer to hire those who already have sufficient skills and knowledge to deal with business issues effectively and efficiently. Finch, Peacock, Levallet & Foster (2016) stated that an individual who understands business issues and knows how to deal with them is more confident than those who need guidance and training in all matters. Therefore, business education holds great worth in job performance and career progression.

According to Neck and Greene (2011), corporate managers believe that business students are their valuable assets that contribute the most towards organisational productivity and success. When individuals are hired, organisation's expectations are high based on their qualification, knowledge and skills. Ng and Burke (2010) reported that quality business education is the reason why students of particular institutes are preferred over others while hiring because corporate managers are aware of the quality of business education each institute is offering. They have been hiring for quite sufficient period of time due to which they have experienced the performance of students of different institutes and this aspect forces them to prefer few institutes over others.

On the other hand, faculty perspective shows that teachers in business institutes find it necessary to develop business skills of students so that they perform competitively in their jobs. Ganyaupfu (2013) stated that faculty members are associated to different fields and through their experience, they know each educational requirement of students so they create opportunities for them to make them able to manage business requirements. According to Xu and Yang (2010), teachers in educational institutes are in struggle to create educational standards to produce employees for business organisations that can effectively manage their business requirements. Student perspective regarding business education includes many important factors and the quality of education is important for students as they want a career in business field. Ryan, Tilbury and Turnbull (2011) stated that there are factors that students consider important such as quality of education, teachers' qualification and experience, facilities to conduct researches, teaching style of faculty, examination system etc. These factors must be considered by these

institutions to ensure student satisfaction.

Finch, Hamilton, Baldwin and Zehner (2013) reported that stakeholders play major role in relationship between business education and job performance. Corporate managers look for students graduated from top business institutes so that highly skilled and competitive employees are hired that can help the company in achieving higher productivity and profits. According to (Rosenberg, Heimler & Morote, 2012), satisfaction of corporate managers is necessary because they play significant role in lives of students; they hire them and provide them opportunities for career growth. Jackson (2013) documented that they believe that the relationship is positive and significant therefore, quality business education is preferred while hiring. Further, according to Yadapadithaya & Anuradha (2016), students also play vital role in this relationship as they want to perform excellent at their job which is possible through quality business education. Therefore, they look for institutes providing quality education to help them with their career.

### Conceptual Framework of the Research

The conceptual model of the research has been presented and discussed in this section. The independent variable of the study is professional business education whilst there are two dependent variables including job performance and career progression. Given this, the moderating role of stakeholders' satisfaction level has been considered. The relationship pertaining to professional education and job performance is supported by the study of Faruk (2018). Besides, the research of (Talib, Salleh, Amat, Ghavifekrand Ariff, 2014) supported another association which is between professional education and career progression. However, the mentioned research was conducted in a generic context whilst the following research is in a business context. In addition, (Dorasamy & Letooane, 2015) asserted that stakeholders' expectations can be managed with effective higher education affecting the performance and career. Therefore, the model has undertaken stakeholder's satisfaction level as a moderator between independent and dependent variables. The model has been presented as follows:

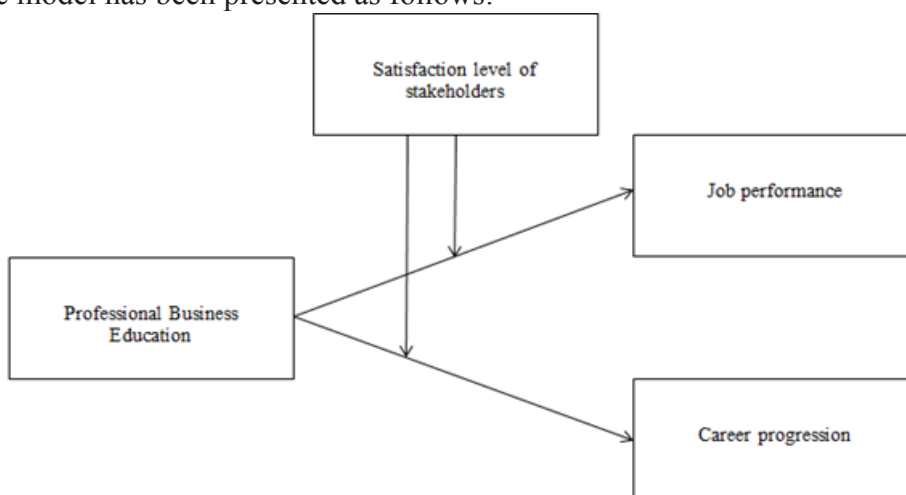


Figure 1: Conceptual Model of the Research

## Designing Hypotheses

In the context of model formulated in the previous section, this section presents the related hypotheses as per the model and objectives of the study. Different studies support following hypotheses, for instance; Faruk (2018) and Talib et al., (2014).

H1: The effect of professional business education on job performance is significant pertaining to institutes operating in Karachi

H2: The effect of professional business education on career progression is significant pertaining to institutes operating in Karachi

H3: The moderation of satisfaction level of stakeholders is significance between professional business education and job performance

H4: The moderation of satisfaction level of stakeholders is significance between professional business education and career progression

## METHODOLOGY

The research method can be deemed as a path-way followed in order to attain the objectives of the study (Walliman, 2017). In accordance with the research onion presented by (Saunders Lewis & Thornhill, 2007), the methodology comprises of research philosophy, approach, strategy, design of the study, sample size, data collection method, technique of sampling, and data analysis techniques. Given this, the following research inculcates positivist philosophy whilst the underlying reason can be considered as the use of objectivistic ontology as numeric data has been employed which is also demarcated by Scotland (2012). Besides, the researcher has used a deductive approach as already devised theories have been tested in the following research and the choice is justified from the study of Soiferman (2010). On the other hand, the employed strategy is explanatory based on the experiment of Karachi's respondents. Therefore, the selected research design of the study is quantitative whilst the method pertaining to data accumulation is primary. The researcher utilised the survey questionnaire as a tool or instrument in this concern. Pertaining to the sampling technique, the researcher used probability sampling which further narrows down to random sampling. In probability, equal chances are given to the respondents or subjects (Etikan, Musa & Alkassim, 2016). The purpose of using simple random sampling is associated with the fact that it is easy to be implemented whilst it further represents a larger population. Moreover, in the case of random sampling, population is not required to be further fragmented to extract a sample therefore, its procedure's simplicity has convinced the researcher to opt for this method. However, the sample size undertaken in this study is 250. According to Hashim (2010), the sample of 250 can be generalized over the entire population is the population size is 400 or more.

Another significant aspect of research methods is the technique used for analysing the accumulated data. In this concern, the following research has employed correlation analysis firstly in order to analyse the association of job performance, satisfaction level of stakeholders, professional business education and career progression with each other. Subsequent to this, the researcher has analysed the regression for the assessment of the direct effect of professional business education on job performance and career progression separately. However, for



the evaluation of moderation of stakeholders' satisfaction level, the researcher has used hierarchical regression where interaction effect has been firstly computed and then tested. The cut-off point for this study is taken to be 5% (0.05). The software package that has been used in the study is SPSS. In addition, prior to the analysis using the aforementioned techniques, the researcher has tested the reliability of accumulated data using Cronbach Alpha. In accordance with (Ursachi, Horodnic & Zait, 2015), the acceptable value pertaining to alpha is 0.6. Nonetheless, as per the table presented as follows, all variables have reliable alpha which is above 0.6 whilst the minimum alpha as per this study is 0.684 and maximum is 0.815.

Table 1: Reliability Analysis

Variables	Cronbach Alpha
Job Performance	0.754
Career Progression	0.684
Professional Business Education	0.804
Satisfaction Level of Stakeholders	0.815

### Data Analysis

The following section of the study pertains to the analysis of the data as per the described methodology. Foremost, the analysis of demographic variables has revealed that sample comprised of 66% males and 34% females. Moreover, 41.6% of the total sample belongs to the age group from 26 years to 40 years. Besides, 27.2% belonged to 41 years to 50 years, 23% were below 25 years and 8% were above 50 years. Subsequent to demographic analysis, the researcher has conducted correlation analysis, regression analysis, and moderation with hierarchical regression in this section. The section also discusses the results in detail whilst summary of hypotheses testing has also been presented. In addition, the discussion has been done to assess the deviation of the findings of this study with previously carried out researches and to discuss coinciding findings.

### Correlation Analysis

Gogtay & Thatte (2017) explained correlation as a technique to analyse the linear association between two variables. The analysis basically is analysed using the direction of the relationship and its magnitude which can be weak, moderate or strong. The results pertaining to the correlation of job performance, satisfaction level of stakeholders, professional business education and career progression has been presented as follows:

Table 2: Correlation Analysis

	Job Performance	Professional Business Education	Satisfaction Level of Stakeholders	Career Progression
Job Performance	1	.550**	.446**	.798**
		.000	.000	.000
Professional Business Education	.550**	1	.446**	.821**
	.000		.000	.000
Satisfaction Level of Stakeholders	.446**	.446**	1	.479**
	.000	.000		.000
Career Progression	.798**	.821**	.479**	1
	.000	.000	.000	
**. Correlation is significant at the 0.01 level (2-tailed).				

In accordance with the table of correlation analysis, the association of professional business education with the job performance is computed to be positive which asserts that both variables move in the same direction whilst the magnitude is seen to be moderate. However, the association of professional business education with the career progression is seen to be positive with a stronger magnitude which entails direct strong association. Besides, the moderator of the study which is the satisfaction level of stakeholders has also been tested with other variables. The variable is seen to be positively associated with all others with moderate magnitude. However, pertaining to the significance of the relationships as per the mentioned variables, the p-value of each relationship can be seen as lower than 0.05 (5%) which is the cut-off point of the study. Hence, all associations can be inferred as statistically significant.

### **Analysing Effect of Professional Business Education on Job Performance**

In the following section, the researcher has tested the effect of professional business education on job performance whilst moderation has been further tested. In this concern, the independent variable is professional business education and the predictor is the job performance. The significance level in this analysis is the



same (5%) where firstly regression has been computed and then moderation of stakeholders' satisfaction level between the dependent and independent variables. The results have been delineated and elaborated as follows:

Table 3: Model Summary (Professional Business Education and Job Performance)

Model Summary					Change Statistics				
Model	R Square	Adjusted R Square	F-statistics	Significance	R Square Change	F Change	df1	df2	Sig. F Change
1	.303	.300	107.781	.000	.303	107.781	1	248	.000
2	.365	.357	47.094	.000	.062	11.979	2	246	.000

Table 4: Coefficients' Table (Professional Business Education and Job Performance)

Model		Coefficients			
		B	Std. Error	t	Sig.
1	(Constant)	1.959	.204	9.623	.000
	Professional Business Education (PBE)	.534	.051	10.382	.000
2	(Constant)	3.851	1.101	3.497	.001
	Professional Business Education	-.193	.295	-.654	.514
	Satisfaction Level of Stakeholders	-.346	.261	-1.325	.186
	Professional Business Education* Satisfaction Level	.146	.068	2.138	.034
a. Dependent Variable: Job Performance					

In accordance with the results, two models have been computed where in the first one, only professional education was considered as independent variable whilst in the second model, moderator and interaction effect has been further computed. Firstly, both models are statistically significant which has been asserted as per the f-statistic because its p-values are lower than the chosen cut-off point which is .05. Given this, the R-squared in the first model was 30% which surmised that variance in professional business education explains 30% variance in the job performance of the in the case of Karachi. The independent variable PBE is also found to be

significant which has p-value below 5% (p-value < .05). The coefficient is found to be positive which means that enhancement in PBE would lead to enhancement in job performance of the respondents belonging to Karachi, Pakistan.

On the other hand, another model has undertaken moderation where the R-squared can be seen as 35.7%. This shows that the variability of the model improved with the inclusion of the moderator and interaction term. The variance in PBE, moderator and interaction is cumulatively explaining 35.7% variance in the job performance in the case of Karachi. The f-statistics along with its relative p-value is also computed to be highly significant which can be seen in the table as the sig value is .000 (p-value < .05). In addition, pertaining to individual coefficients, the main effect can be seen as insignificant as p-values are greater than .05 yet the interaction effect is positively significant. This asserts that PBE improves with the inclusion of satisfaction level of stakeholders and the level of significance is high as it rendered the main effects insignificant. Thus, the satisfaction level of stakeholders significantly moderates the relationship between PBE and job performance concerning Karachi, Pakistan.

### **Analysing Effect of Professional Business Education on Career Progression**

Here, the analysis has been conducted in a similar manner yet the only difference is in the dependent variable which in this model is career progression. The results have been presented and discussed as follows:

Table 5: Model Summary (Professional Business Education and Career Progression)  
Model Summary

Model	R Square	Adjusted R Square	F-statistics	Significance	R Square Change	F Change	df1	df2	Sig. F Change
1	.673	.672	511.090	.000	.673	511.090	1	248	.000
2	.692	.688	184.324	.000	.019	7.515	2	246	.001

Table 6: Coefficients' Table (Professional Business Education and Career Progression)  
Coefficients<sup>a</sup>

		B	Std. Error	t	Sig
1	(Constant)	.895	.137	6.545	.000
	Professional Business Education (PBE)	.782	.035	22.607	.000
2	(Constant)	1.798	.752	2.390	.018
	Professional Business Education (PBE)	.418	.201	2.077	.039
	Satisfaction Level of Stakeholders	-.157	.178	-.882	.379
	Professional Business Education* Satisfaction Level	.071	.046	1.536	.126
a. Dependent Variable: Career Progression					

As per the outcome of the models, both models are statistically significant as sig values of f-statistics are .000 (p-value < .05). Pertaining to the first model, the

variable of PBE is found to have a positive and significant effect on the career progression in the case of Karachi. Therefore, betterment in PBE would lead to betterment in career progression. Given this, the R-squared is computed to be 67.3% which surmises that variance in PBE is explaining 67.3% variance in career progression.

Besides, in the case of the second model, the only significant variable is PBE with positive effect. However, the moderator's direct effect on career progression is computed to be insignificant as p-value is .379 ( $p\text{-value} > .05$ ) and the interaction effect also have an insignificant impact on career progression. This infers that the moderating effect of satisfaction level of stakeholders between PBE and career progression is not found. Moreover, the R-squared on the model is computed to be 69.2% which is showing the variance explanation of PBE, moderator and interaction term in the case of variance in career progression. It is can be seen that R-squared improved by 1.9% overall from the first model to the second model. Thus, in the case of career progression satisfaction level of stakeholders can be declared insignificant.

### Hypotheses Summary

The summary has been presented in tabular form as follows where all hypotheses are supported except for the last one:

Table 7: Hypotheses Assessment Summary

Statement	Decision
H1: The effect of professional business education on job performance is significant pertaining to institutes operating in Karachi	Supported
H2: The effect of professional business education on career progression is significant pertaining to institutes operating in Karachi	Supported
H3: The moderation of satisfaction level of stakeholders is significance between professional business education and job performance	Supported
H4: The moderation of satisfaction level of stakeholders is significance between professional business education and career progression	Unsupported

## DISCUSSION

The research underpinned the assessment of the link between professional business education and job performance along with career progression. The research further tested the moderation of the satisfaction level of stakeholders. The results found that the effect on professional business education on job performance was found to be significant in the case of Karachi, Pakistan. The findings coincided with the research conducted by Faruk (2018) in Indonesia and the positive effect was derived. In this concern, the dynamics of Pakistan can be compared to that of Indonesia. Given this, the research further found that the effect of professional business education on

career progression was significant pertaining to Karachi.

The evaluation of this study is supported by certain evidence mentioned in the study conducted by Talib et al., (2014) whilst the study of Watts (2006) also stated the same that career-based education helps in opening opportunistic doors of employability which further aids the career to progress. Moreover, the moderation was also found to be significant of satisfaction level of stakeholders including corporate personalities, managers, students, and teachers between professional business education and job performance. The inferred results are supported by the statement highlighted by (Dorasamy & Letooane, 2015). Cumulatively, it not only validates the findings but also has certain contribution and implications.

Concerning the findings of the study, the research has contributed to the literature significantly specifically in the case of business studies pertaining to Karachi and Pakistan. As findings stated that job performance is significantly moderated through stakeholders' satisfaction level whilst career progression is insignificantly moderated by the same, it implies that short-term phenomenon is more preferable when it comes to Karachi or Pakistan. Rather than career progress of the students the satisfaction level of the stakeholders including corporate figures, teachers, students, or managers is derived from what the person performs at job. Muff (2012) has stated that there is a void between academia and professional education which this research can fill with its analysis that academia needs to prepare students to be competent and competitive at job to produce effective results because stakeholders are concerned more for their job performance than their career. This research therefore, adds value and guides the students of Pakistan and specifically Karachi who are at the verge of entering into universities or colleges for professional education to consider effective job performance as their goal while acquiring professional education so, the stakeholders can be satisfied while summing up the job performance, the career would automatically progress. The study further infers the spontaneous nature of the stakeholders in Karachi who want prompt results from the professionals and focus on their productivity at job. Hence, with the findings, the students acquiring professional education can seek guidance.

## CONCLUSION

Conclusively, it can be stated that professional business education affects both career progression and job performance in the case of Karachi, Pakistan. Moreover, the moderating effect of satisfaction level of stakeholders between professional business education and job performance was also found to be significant. Besides, the association between all the variables was moderate, positive and significant. Therefore, it can be asserted that all objectives have been avidly attained be it comprehension of professional educations' significance, its effect and association with job performance and career progression or moderating role of stakeholders' satisfaction level. Moreover, the hypotheses was also tested where the proposition pertaining moderating role of stakeholders' satisfaction level between professional education and career progression was unsupported. Cumulatively, this research has added value to the existing studies concerning the subject of business, professional education and employment. Principally, it guides the students who are seeking

professional education in the domain of business to focus on job performance while acquiring education which can ultimately develop their career. Also, small achievements in the case of effective job performance would pave way for their career to progress. It has further contributed to the body of knowledge by making it avoid how stakeholders generally perceive students seeking professional education in Pakistan. This becomes more specific when it comes to Karachi yet it can be generalised to Pakistani context. However, it can be further generalised to the countries having similar dynamics in comparison with Pakistan. Nevertheless, the research in future can be improved while conducting a comparative analysis between different cities of Pakistan. In addition, comparative analysis can be further conducted between Pakistan and other developing nations like China, India or others. The moderation of other variables can be also tested, for instance; social constructs whilst it can be further conducted considering science or other professional domains in future.

## REFERENCES

- Bhatti, A. J., Jumani, N. B., & Malik, S. Y. (2015). Professional development training of educational managers in Punjab: A follow up study. *Journal of Elementary Education*, 25(1), 55-74.
- Clarke, T., Bajada, C., & Trayler, R. (2013). Interdisciplinary business education: curriculum through collaboration. *Education+ Training*.
- Colby, A., Ehrlich, T., Sullivan, W. M., & Dolle, J. R. (2011). *Rethinking undergraduate business education: Liberal learning for the profession* (Vol. 20). John Wiley & Sons.
- Datar, S. M., Garvin, D. A., Cullen, P. G., & Cullen, P. (2010). *Rethinking the MBA: Business education at a crossroads*. Harvard Business Press.
- Daud, S., Abidin, N., Mazuin Sapuan, N., & Rajadurai, J. (2011). Enhancing university business curriculum using an importance-performance approach: A case study of the business management faculty of a university in Malaysia. *International Journal of Educational Management*, 25(6), 545-569.
- Dorasamy, N., & Letooane, M. K. (2015). Job and career satisfaction in higher education institutions: a case study of university "A" in South Africa. *Problems and perspectives in management* (Online).
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American journal of theoretical and applied statistics*, 5(1), 1-4.
- Faruk, U. (2018). The Effect of Education and Training to Employee Performance Through Leadership as Intervening Variables at PT. Hutama Agung Jakarta Indonesia. *International Journal of Business and Applied Social Science (IJBASS)*, 4(2).
- Finch, D. J., Hamilton, L. K., Baldwin, R., & Zehner, M. (2013). An exploratory study of factors affecting undergraduate employability. *Education+ Training*, 55(7), 681-704.
- Finch, D. J., Peacock, M., Levallet, N., & Foster, W. (2016). A dynamic capabilities view of employability: Exploring the drivers of competitive advantage for university graduates. *Education+ Training*, 58(1), 61-81.
- Ganyaupfu, E. M. (2013). Factors influencing academic achievement in quantitative

- courses among business students of private higher education institutions. *Journal of Education and Practice*, 4(15), 57-65.
- Gogtay, N. J., & Thatte, U. M. (2017). Principles of correlation analysis. *Journal of the association of physicians of India*, 65(3), 78-81.
- Hashim, Y.A., (2010). Determining sufficiency of sample size in management survey research activities. *International Journal of Organisational Management & Entrepreneurship Development*, 6(1), 119-130.
- Jackson, D. (2013). Student perceptions of the importance of employability skill provision in business undergraduate programs. *Journal of Education for Business*, 88(5), 271-279.
- Javed, S., & Ayub, N. (2017). Experiential learning in business schools in Karachi. *Pakistan Business Review*, 19(3), 592-615.
- Khan, N., Ahmad, N., Iqbal, N., & Haider, N. (2014). Relationship of training and education with employee performance in financial institutions. *International Letters of Social and Humanistic Sciences*, 41, 150-156.
- Kolachi, N. A., & Wajidi, A. Z. (2008). Business Education in Pakistan: Identifying weaknesses and suggesting improvements. *East West Journal of Economics and Business*, 11(1-2).
- Marwat, A. K., Shah, I., & Azam, K. (2011). Business education in Pakistan: Growth, problems and prospects. Anwar Khan, Ishak Mad Shah, Kamran Azam.(2011). *Business Education in Pakistan: Growth, Problems and Prospects*. Greener Journal of Management and Business Studies, 1(1), 001-008.
- McMurray, S., Dutton, M., McQuaid, R., & Richard, A. (2016). Employer demands from business graduates. *Education+ Training*, 58(1), 112-132.
- Melé, D., Sanchez-Runde, C. J., Weber, J. W., & Englehart, S. W. (2011). Enhancing business education through integrated curriculum delivery. *Journal of Management Development*.
- Motowidlo, S. J., & Kell, H. J. (2012). Job performance. *Handbook of Psychology*, Second Edition, 12.
- Muff, K. (2012). Are business schools doing their job?. *Journal of Management Development*, 31(7), 648-662.
- Nadeem, M. S. *Business Education Accreditation in Pakistan: A step towards Internationalization* (Doctoral dissertation, Department of Management Sciences, Comsats Institute of Information Technology).
- Neck, H. M., & Greene, P. G. (2011). Entrepreneurship education: known worlds and new frontiers. *Journal of small business management*, 49(1), 55-70.
- Ng, E. S., & Burke, R. J. (2010). Predictor of business students' attitudes toward sustainable business practices. *Journal of Business Ethics*, 95(4), 603-615.
- Nkomo, S. M. (2015). Challenges for management and business education in a "Developmental" state: The case of South Africa. *Academy of Management Learning & Education*, 14(2), 242-258.
- Osmani, M., Weerakkody, V., Hindi, N. M., Al-Esmail, R., Eldabi, T., Kapoor, K., & Irani, Z. (2015). Identifying the trends and impact of graduate attributes on employability: a literature review. *Tertiary Education and Management*, 21(4), 367-379.
- Patrick, H. A., & Kumar, A. (2011). Career management, employee development and performance in Indian information technology organisations. *Business Management Dynamics*, 1(5), 24.



- Pradhan, R. K., & Jena, L. K. (2016). Employee Performance at Workplace: Conceptual Model and Empirical Validation. *Business Perspectives and Research*, 5(1), 69–85. doi:10.1177/2278533716671630
- Rosenberg, S., Heimler, R., & Morote, E. S. (2012). Basic employability skills: a triangular design approach. *Education+ Training*, 54(1), 7-20.
- Ryan, A., Tilbury, D., & Turnbull, S. (2011). Worldly leadership: Challenging the hegemony of Western business education. *Journal of Global Responsibility*, 2(2).pp. 170-187.
- Saunders, M., Lewis, P., & Thornhill, A. (2007). Research methods. *Business Students*.
- Scotland, J. (2012). Exploring the philosophical underpinnings of research: Relating ontology and epistemology to the methodology and methods of the scientific, interpretive, and critical research paradigms. *English language teaching*, 5(9), 9-16.
- Soiferman, L. K. (2010). Compare and Contrast Inductive and Deductive Research Approaches. Online Submission.
- Syed, O. R., Omar, R., & Bhutto, A. (2018). Factors influencing management development of MBA students: Exploring concerns of business schools in Pakistan. *Journal of Global Business Insights*, 3(1), 1-18.
- Talib, J. A., Salleh, A., Amat, S., Ghavifekr, S., & Ariff, A. M. (2014). Effect of career education module on career development of community college students. *International Journal for Educational and Vocational Guidance*, 15(1), 37–55. doi:10.1007/s10775-014-9279-x
- Ursachi, G., Horodnic, I. A., & Zait, A. (2015). How reliable are measurement scales? External factors with indirect influence on reliability estimators. *Procedia Economics and Finance*, 20, 679-686.
- Walliman, N. (2017). Research methods: The basics. Routledge.
- Watts, A. G. (2006). Career development learning and employability. York: Higher Education Academy.
- Xu, Y., & Yang, Y. (2010). Student learning in business simulation: An empirical investigation. *Journal of Education for Business*, 85(4), 223-228.
- Yusoff, M., McLeay, F., & Woodruffe-Burton, H. (2015). Dimensions driving business student satisfaction in higher education. *Quality Assurance in Education*, 23(1), 86–104. doi:10.1108/qae-08-2013-0035

## **Appendix**

### **Survey Questionnaire**

#### **Demographic Variables**

##### **Gender**

- Male
- Female

##### **Age**

- Less than 25 years
- Between 26 and 40 years
- Between 41 to 50 years
- Above 50 years

## Variables

- SA: Strongly Agree
- A: Agree
- N: Neutral
- D: Disagree
- SD: Strongly Disagree

<b>Professional Business Education</b> <b>Source: Modified from Yusoff et al., (2015)</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
The pursuit of professional business education is affected by demographic characteristics, external and family's effect					
Prior learning experience and related assessment affect the professional business education					
The resources available to students drives the appetite for professional business education entailing effective future					
Professional business education holds significance in job performance and career development					

<b>Job Performance</b> <b>Source: Modified from Pradhan &amp; Jen (2016)</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
You maintain high standard of work					
You perform well to mobilize collective intelligence for effective team work other than what you have learned in your professional business education					
You extend help to co-workers when asked or needed					
You cope well with organisational changes from time to time					

<b>Career Progression</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
Source: Modified from Patrick & Kumar (2011)					
The characteristics of your career goals stimulate you to progress in your career					
Managers in your organisation support you career development					

The development behaviour of the organisation pertaining to skills improvement is a significant factor for your career					
Your professional education related to business helps you to progress in your career					

<b>Satisfaction Level of Stakeholders</b> <b>Source: Modified from Bhatti et al., (2015)</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
The corporate managers seem to be satisfied with your performance					
The colleagues/students were cooperative during the professional business learning driving satisfaction					
The teachers seem to be satisfied with your professional development in business					
The stakeholders' satisfaction has affected your career and job performance in a significant manner					