

PERCEPTIONS OF STAKEHOLDERS ON BUSINESS EDUCATION IN NANGARHAR

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ABSTRACT

The aim of the current study to investigate conceptual reflections on the components of quality education and examine stakeholder perspectives on business education, and their potential contribution, to business firms, which could enable stakeholders to cope during hard times. The study highlights the stake holder's perspective on business education. The finding of this study is the discovery of the missing link between academics and industry; it also studied and explored the perceived gaps in students' knowledge. Skills and abilities and the demand and needs of the industries in Nangarhar province. In this study, we used semi-structured interview, focus group discussions, and other methods to learn more from stakeholders such as relevant teachers, students, and industry managers. In this study we used qualitative research design to discover the causes of poor coordination and cooperation between Business Faculties and other stakeholders in Nangarhar.

Keywords: Stake holders, business education, Focus Group discussion

1. INTRODUCTION

This study aims to investigate the causes of the poor collaboration and coordination between Nangarhar's business faculties and other stakeholders. As a result, it is determined that business faculty members struggle to collaborate and coordinate with industrialists. The industrialists claim that the graduates lack the practical foundation necessary to advance in their particular profession. They begin with a theoretical foundation because of this. We have this issue because, as is well known, industries require knowledgeable and capable workers. Conversely, students acknowledge that while they possess a theoretical foundation, the weak connection between business faculty and industries prevents them from being practically applied. This study also shows that there is a lack of a platform for discussion between academics and industrialists, a lack of trust between them, a lack of commitment to

achieving shared objectives, and an ignorance of each other's expectations, all of which contribute to bad communication. Despite being the first to discuss low industrial relations in Nangarhar, this work advances the field by demonstrating how problems pertaining to higher education can be explored using the theory of communicative action.

The goal of this study is to investigate the causes of the poor collaboration and coordination between Nangarhar's business faculties and other stakeholders. As a result, it is determined that business professors struggle to collaborate and coordinate with industrialists. The industrialists claim that the graduates lack the practical foundation necessary to advance in their particular profession. They begin with a theoretical foundation because of this. We have this issue.

Nowadays, universities stand as the primary cornerstones of the modern economy. Academics' primary and interconnected responsibilities in universities are research and teaching (Clark, 2001). It is impossible to give a quality presentation without discussing or sharing research experiences. In particular, it is impossible to teach management-related subjects in a classroom without having actual experience with the subject. Consequently, universities are crucial to economic progress, but their influence extends well beyond translating basic research findings into useful applications. (Et al., Hamdan, 2011). Research universities collaborate with research centers to apply the sciences to national development in addition to bringing research to academic communities. Because universities operate in a global setting and offer research and scholarship from a global viewpoint to the local, they thereby serve both local communities and international institutions (Readings, 1999). These serve as hubs for coordination and collaboration between entities on a national and worldwide scale, enabling the sharing of concepts, information, and expertise.

Universities today balance the dual responsibilities of doing research and creating employable graduates as a result of the movement in society from modern to post-modern. In addition, universities' goals have changed from being centers of pure knowledge to centers driven by the market.

Building bridges between academia and business, research and teaching universities or institutions help to commercialize research and produce graduates who are employable. However, research indicates that there aren't many strong relationships in the nation between colleges and business (Munasinghe, 1997, quoted in Munasinghe & Jayawardena, 1999). This suggests that higher education is more theoretical and impractical, and that graduates lack employability and practical skills. (2009, Randiwela). NANGARHAR universities continue to have weak relationships with industry despite mounting demand to strengthen those ties. The lack of coordination and cooperation amongst the major stakeholders was the cause of the low industrial connections (Kanagasigam & Jayakody, 2015a; Kanagasigam & Jayakody, 2015b). Katooli & Rahmani (2005) draw attention to the difficulties Iranian university graduates have finding work. According to his research, unemployment is caused

by a breakdown in communication between the government and universities that grant degrees. In a similar vein, Behrooz Marzban discovers that the unemployment problem is caused by a breakdown in communication amongst various parties. The reasons for the deficiency in connections are universities, employers, and (Behrooz Marzban et al., 2014; Lieber, 2007). According to reports, the issue of unemployment can also be attributed to a lack of cooperation among stakeholders (Chanthes and Taylor, 2010; Etzkowitz and Leydesdorff, 2000; and Chanthes, 2012).

1.1 Problem Statement

Business faculties graduate hundreds of thousands of students annually. These pupils have severe trouble getting employment. However, manufacturers bemoan the lack of skill advancement. Students bemoan the lack of employment opportunities in industries and express concerns about a skilled labor shortage, creating a paradox of expectations. The most obvious need to investigate the mismatch between the managerial skills required by industry and the training programs offered by business faculty is to train workers. However, due to certain gaps, business faculty is unable to generate the graduates that the industry needs, so this research will explain the gap and offer a solution for both. They found no significant direct or indirect connections with companies, even though the business faculty is located close to industrial zones.

Universities produce graduates on a theoretical foundation, meaning there is no practical touch relating to their specialty, yet industries need professional and expert staff.

1.2 Significance of the study

This study is significance for stakeholders like, business faculty teachers, learners, industrialist, new investors and community members, to know more the linkage between business faculty and industries, according to this study the business faculty will provide will trained and profession human resource to the market, meanwhile industries and business organization needs the qualified staff for their organization to brings efficiency and effectiveness for their future development.

1.3 Research Questions

What are the stakeholder's perspective on business faculty?

What are the gaps between business faculty and industries in Nangarhar ?

What are the knowledge, skills and abilities of business faculty students?

1.4 Research Objective:

The objective of this study is to explore the stakeholder's perspectives on business faculty, identify the gaps between business faculty and industries in Nangarhar, and examine the knowledge, skills, and abilities of business faculty students.

2 LITERATURE REVIEW

2.1 Stakeholder Perspectives on Business Education

Business education is a critical component in preparing individuals for successful careers in the dynamic and competitive business environment. To ensure the relevance and effectiveness of business education, it is essential to consider the perspectives of stakeholders who have a vested interest in the outcomes and impact of such education. This literature review aims to explore existing research on stakeholder perspectives on business education, examining their expectations, concerns, and potential contributions to the field.

2.1.1 Stakeholder Theory and Business Education:

Stakeholder theory provides a valuable framework for understanding the importance of stakeholder perspectives in shaping business education. According to Freeman (1984), stakeholders are individuals or groups who can influence or are influenced by an organization or its activities. In the context of business education, stakeholders include students, educators, industry professionals, policymakers, and society at large. By considering the perspectives of these stakeholders, business education can be designed to fulfill their diverse needs and expectations (Mitchell et al., 1997).

2.1.2 Stakeholder Expectations and Relevance of Business Education:

Understanding stakeholder expectations regarding the relevance and outcomes of business education is

crucial for designing effective curricula and programs. Research by Henderson et al. (2019) found that stakeholders expect business graduates to possess a combination of theoretical knowledge, practical skills, and ethical values. They anticipate graduates who can adapt to technological advancements, navigate global markets, and contribute to sustainable business practices. These expectations reflect the changing demands of the business world and the need for business education to keep pace with industry advancements (Holt et al., 2018).

2.1.3 Stakeholder Engagement and Collaboration:

Engaging stakeholders in the design and delivery of business education can lead to more impactful outcomes. Stakeholders can contribute their expertise, industry insights, and perspectives to ensure the alignment of business education with industry needs. Research by Costas-Brun et al. (2019) highlights the importance of stakeholder collaboration in developing relevant curricula, facilitating internships and industry projects, and fostering meaningful partnerships between academia and industry. Such engagement enhances the practical applicability of business education and promotes the employability of graduates.

2.1.4 Bridging the Gap between Academia and Industry:

A common concern expressed by stakeholders is the gap between academic knowledge and industry requirements. Stakeholders, particularly industry professionals, emphasize the need for business education to bridge this gap and produce graduates who are job-ready. Research by Lee and Hsieh (2019) indicates that incorporating practical experiences, internships, and industry projects into business education programs can bridge this gap. Engaging stakeholders from industry in curriculum development and program evaluation can ensure the alignment of business education with industry expectations and enhance graduates' readiness for the workforce.

2.1.5 Challenges and Opportunities for Stakeholder Engagement:

While stakeholder engagement is crucial for effective business education, it is not without challenges. Power dynamics, conflicting expectations, and limited resources can hinder successful stakeholder collaboration. Research by Johnson et al. (2020) suggests that creating platforms for dialogue, fostering transparent communication, and leveraging technology can mitigate these challenges and promote effective stakeholder engagement. Additionally, embracing diversity and inclusivity in stakeholder representation can lead to more comprehensive perspectives and better decision-making in business education.

2.1.6 Stakeholder Influence:

Stakeholders have the potential to shape organizational strategies and actions through their influence (Freeman, 1984). According to Mitchell, Agle, and Wood (1997), stakeholders are individuals or groups who have an interest or are affected by an organization. Their participation in decision-making processes contributes to effective governance and accountability. Moreover, their involvement can positively impact organizational performance, as highlighted by studies on the stakeholder theory (Freeman, 1984).

2.1.7 Stakeholder Engagement:

Engaging stakeholders is crucial for understanding their perspectives and building collaborative relationships (Bryson, 2018). Scholars have emphasized the importance of stakeholder engagement in various contexts, such as public policy development (Bryson, 2018) and sustainability initiatives (Hahn et al., 2014). Through engagement processes, stakeholders' diverse voices and interests can be incorporated into decision-making, leading to more inclusive and sustainable outcomes.

2.1.8 Stakeholder Expectations:

Understanding stakeholder expectations is essential for organizations to align their actions and strategies accordingly (Donaldson & Preston, 1995). Stakeholders' expectations can vary depending on their roles and relationships with the organization. For example, employees may have expectations

related to job security and fair treatment (Devi et al., 2020), while customers may prioritize product quality and service (Fornell et al., 1996). Identifying and addressing these expectations is crucial for maintaining positive stakeholder relationships and meeting their needs.

2.1.9 Stakeholder Analysis:

Conducting stakeholder analysis is a valuable approach to identify and prioritize stakeholders based on their influence and interests (Mitchell et al., 1997). This analysis helps organizations understand the dynamics of stakeholder relationships and develop strategies to engage them effectively (Bryson, 2018). Researchers have applied stakeholder analysis in diverse fields, including project management (Turner & Müller, 2005) and corporate social responsibility (Freeman et al., 2010), highlighting its utility in exploring stakeholder perspectives.

2.2 Business Education:

Business education plays a crucial role in equipping individuals with the knowledge and skills necessary for success in the complex world of commerce. This literature review examines the existing research on various aspects of business education, including curriculum design, teaching methodologies, and the impact of technology.

2.2.1 Curriculum Design:

The design of business education curricula has evolved to meet the changing needs of the business world (Starkey, 1998). Researchers have emphasized the importance of integrating interdisciplinary knowledge, incorporating real-world case studies, and fostering critical thinking and problem-solving skills (Porter & McKibbin, 1988). Additionally, there has been an increased focus on incorporating ethical considerations and sustainability principles into business education curricula (Waddock, 2008).

2.2.2 Teaching Methodologies:

Effective teaching methodologies are essential for engaging students and facilitating their learning in business education (Mintzberg, 2004). Active learning approaches, such as case-based learning and experiential learning, have gained prominence in business education (Kolb & Kolb, 2005). These

methodologies provide students with opportunities to apply theoretical concepts to real-world scenarios, enhancing their understanding and skill development.

2.2.3 Technology in Business Education:

The integration of technology has transformed business education, providing new avenues for learning and skill development (Alavi & Leidner, 2001). Online learning platforms, virtual simulations, and digital resources have expanded access to business education and enhanced flexibility in learning (Raisinghani & Hiltz, 2007). Additionally, technology-enabled collaborative learning environments have facilitated teamwork and networking opportunities among business students (Wu & Hiltz, 2004).

2.2.4 Assessment and Evaluation:

Measuring the effectiveness of business education programs is crucial for ensuring quality and continuous improvement (Ewell, 2009). Researchers have explored various assessment methods, including the use of authentic assessments, such as business simulations and projects, to evaluate students' application of knowledge and skills (Boud & Falchikov, 2006). Additionally, the assessment of learning outcomes related to teamwork, communication, and ethical decision-making has gained attention in business education (AACSB International, 2020).

2.3 Focus Group Discussions

Focus group discussions (FGDs) are a qualitative research method that involves gathering insights and perspectives from a selected group of individuals. This literature review explores the existing research on the utility, process, and analysis of focus group discussions in various fields.

2.3.1 Utility of Focus Group Discussions:

FGDs have proven to be a valuable research tool for understanding participants' experiences, beliefs, and attitudes (Krueger & Casey, 2015). They provide a platform for participants to engage in interactive and dynamic discussions, allowing for the exploration of shared meanings and diverse viewpoints (Morgan, 1997). FGDs are particularly useful in capturing rich

data, generating in-depth insights, and identifying collective opinions and concerns (Kitzinger, 1995).

2.3.2 Process of Conducting Focus Group Discussions:

The process of conducting FGDs involves several key steps. First, researchers should carefully plan the composition and size of the focus groups, ensuring diversity and homogeneity among participants (Krueger & Casey, 2015). Next, a well-designed moderator's guide with open-ended questions should be prepared to guide the discussion while allowing for flexibility and spontaneity (Morgan, 1997). During the FGD, the moderator facilitates the discussion, encourages participation, and ensures that all participants have an opportunity to express their views (Kitzinger, 1995). Finally, the FGDs are typically audio or video recorded and later transcribed for analysis (Krueger & Casey, 2015).

2.3.3 Analyzing Focus Group Data:

The analysis of FGD data involves the systematic examination of the transcriptions to identify recurring themes, patterns, and insights (Morgan, 1997). Researchers often utilize qualitative data analysis techniques such as thematic analysis or content analysis to identify and interpret meaningful themes and categories (Krueger & Casey, 2015). The analysis process involves coding the data, organizing codes into themes, and interpreting the findings (Kitzinger, 1995). Triangulation, member checking, and peer debriefing are additional strategies employed to enhance the rigor and trustworthiness of the FGD analysis (Morgan, 1997).

2.3.4 Applications of Focus Group Discussions:

FGDs have been widely used across disciplines, including healthcare (Kitzinger, 1995), marketing research (Krueger & Casey, 2015), and social sciences (Morgan, 1997). In healthcare, FGDs have been instrumental in exploring patient experiences, perceptions of healthcare services, and health-related behaviors (Kitzinger, 1995). In marketing research, FGDs have been utilized to understand consumer preferences, attitudes, and decision-making processes (Krueger & Casey, 2015). In the social sciences, FGDs have been employed to explore social issues, community dynamics, and policy implications (Morgan, 1997).

3. METHODOLOGY:

It is the methods and instruments employed to gather the data for the study. However, the following process used in this study to gather and examine the data for the investigation.

Those involved: Because of this study, we will have eighteen participants, including six managers from marketing, finance, and human resources. Along with the remaining six participants, who are students from the business faculty, these six teachers will also include some members of the faculty.

3.1 Data Collection: Based on focused group discussions, interviews, and conversations with eighteen academic staff members, business faculty students, and academic administrators served as its foundation. Six of the participants were from the industry, including managers of marketing, finance, and human resources. The remaining six were from academia, specifically from the business faculty, including lecturers and senior professors. In addition, one of the most popular methods of analysis in qualitative research will be applied to the data analysis—thematic analysis. It places a strong emphasis on finding, analyzing, and documenting patterns in data as well as data that is recorded, sometimes in audio format. Since recording form will be used for the majority of data gathering in this instance, TA analysis is appropriate.

3.2 Data Analysis: Thematic analysis will be used to analyze the data.

Thematic analysis is a frequently employed tool in qualitative research. Analytical, inquisitive, and documenting patterns (or "themes") in data are highlighted. Themes are recurring patterns in data sets that are linked to a particular research issue and are crucial for describing a phenomenon. Large amounts of qualitative data are grouped into themes in order to extract some important information. These themes can be grouped into several levels within the text, for example, by categorizing from a network of various levels of themes in order to extract meaningful data and show qualitative data in an aesthetically pleasing manner. The three levels were referred to as (i) global themes, (ii) organizing themes, and (iii) basic themes by Stirling (2001). The study's central metaphor is the global theme, which is formed by organizing themes—more obstructive principles that are combined with basic themes to build the global theme—and basic themes—which

are the lowest order premises that are taken straight from qualitative data and have a comparable meaning. To improve the text's presentation, organization, and readability.

To address the study topic at hand, data from focus group talks with diverse stakeholders were analyzed and presented independently in order to follow the above-mentioned approach suggested by striking (2001) way developing theme network.

3.3 Students Focus Group Discussion: Students participate in group discussions to identify the themes, which include:

3.3.1 Confidence Building: In a roundtable setting, the researchers asked students pointed questions about why they weren't able to find or obtain employment in the market and what kind of skills they would need to be hired by companies. The qualitative data revealed a few intriguing themes, the majority of which are summarized as follows: "There are certain problems like lack of confidence, we can't talk in front of few people, and teachers have to teach us how to communicate with other people, especially in the market." We don't know how to communicate with the interview panel as students."

3.3.2 Communication Skills: A student emphasized the significance of communication skills, emphasizing their pivotal role in securing employment in the current work market. Speaking to the demands of the labor market, he said, "communication skills are critical for every student to obtain employment; however, most students do not have these skills and, in most cases, are not taught such subjects." The majority of pupils have a clear understanding of certain concepts, but they haven't engaged the audience in effective communication.

3.3.3 Industrial Visits and Practical Activities: Most students in the focus groups discussed the need to establish a connection between academic institutions and industry, which is a matter of concern given the state of affairs today. "They shall be taken to industries and learn there in practical," students remarked in their comments. The majority of teachers don't care to explain concepts to pupils in class; they are just concerned with accomplishing their assignments in the allotted time. They added, "There are some workshops in most universities that are useless because the theme are not related to our areas."

3.3.4 Discriminations: Students also reported gender discrimination in class in terms of question-answering grades and appreciation in class. Also, teachers are closer to religion, resulting the female students steady at the university level in a male-dominated society. They asserted that "our teachers are near religion, which is not much interested in female education, in some cases teachers avoid facilitating female students' questions, which ultimately lead to gender discrimination. Moreover most of teachers discuss politics in class, which also leads to discrimination in a way that students respond negatively toward teachers."

3.3.5 Lack of Outdated Contents in Library: Students also emphasized the importance of libraries in terms of books; nevertheless, the quality of the printed materials they provide for students to read falls short of what is now desired. Since today's firms operate worldwide, they want pupils with sophisticated technology skills. In the present work environment, students with outdated textbooks and resources would have a hard time finding employment. They remarked, "Students are unable to learn anything new about the present market; we are only taught old-fashioned bookish information because our libraries don't contain updated books, magazines, and paper. The market as it exists today is entirely focused on its application, but all we are taught are books."

3.3.6 Lack of Local Education and Limited Scope: The books' local element was emphasized by the students, but our professors stick to the worldwide content, which includes examples from around the world. The local background was not provided by the teachers, though. A student made the following observation: "International norms are included in most university textbooks, rather than local circumstances. Situations ought to be connected to a regional market, therefore. A student brought up the point that "our teacher keeps students bound by the content of what he has taught in the class, which means the specific teacher tells the class straight that what I have taught in the class you have to write the same in the exam paper." This implies that the teacher restricts the scope of students' intellectual abilities."

3.3.7 Lack of Basic Infrastructure Students voiced complaints regarding the standard computer laboratories, laptops, projectors, loudspeakers, and

other basic amenities provided by business faculties. "In most classes, we have a large number of students, so for a teacher in a large class, it becomes difficult to keep his voice loud. For this reason, a teacher needs a loudspeaker and also a projector for showing sort of related clips, which we do not have in our classes," the statement used to explain the situation was given.

3.3.8 Developing Participatory Approach: It is important for educators and learners alike to use participative approaches. Students should research relevant practical issues connected to their study and come up with appropriate solutions for problems they encounter in the community or market. For that, they ought to involve the community as well.

3.3.9 Lack of Balance between Teaching and Assignment: The instructors' lack of a classroom agenda for teaching the design course, according to the students, and their improper scheduling of their plan and course policy were also noted. Initially, the teachers give a typical course, but toward the end of the semester, they have all the assignments and presentations, which the students find increasingly challenging to complete. The majority of teachers, they explained, "cannot maintain a balance between classroom and presentation assignments." Teachers typically assign more homework and require more presentations, which demotivates students in the end. Most pupils simply pay attention to what is being done in class. Work and assignment presentations ought to coexist in harmony.

3.4 Teachers Group Discussion: The next part contains the results of the focus-group discussion that the conductor held with the teachers. Due to their hectic schedules, teachers have to deal with a number of challenges in the academic world. These challenges include not being able to produce the required output for the market, which includes course burden, administrative duties, research projects, course material preparation, and student exams. Most educators emphasize the weight of academic work; they contend that teaching and management are two distinct fields, and most educators work in both. We talk about some of these because we don't have designated lunch and rest times and locations.

Time Bound: Teachers commented that "teachers are time-bound. They have to complete their courses on time; most teachers are time-bound. They have to complete their course on time. Most of the students

are weak in English and business subjects, so we focus on books only. Most of the business faculty don't have information infrastructure or media speakers. projector, etc., because of the lack of infrastructure, we can't deliver a motivational lecture. And also, we can't bring students or take students to the financial market.

3.4.2 Practical Training of Teachers

Teachers argued that they should be given proper industry-related practical training to increase the linkage between academia and industry. They must be equipped with different advanced software, such as SAP, so that they can fulfill the current demands of the students. There should be practical training for teachers. Every teacher wants to teach the basics of every subject, but this is not possible because we teachers do our best to teach students from books. For practical orientation, there is a gap between institutions and industries, as we know some things can be learned from experience and also some from observation. Teachers should have practical training of some skills and of some different software's maximum subjects, and teachers should bring uniformity in, like every teacher of every subject should have a key study or presentation. If a single teacher saves key studies to students with other uniformities along with industries, and there should also be real gaining of trust both from the university and industry, there should be some practical experience in relevant subjects for teachers who are hiring. There should be some sort of division among teachers hiring, like some teachers are from the practical market and some should be from the subject.

3.4.3 Work Autonomously: Instead of studying from a book, the majority of students just browse the internet. To prevent any kind of issue in the classroom, we must concentrate on the conventional methods of instruction. Second, the institute ought to function independently, much like a business institute. The majority of teaching or administrative staff lacks self-motivation. How can they instruct there? Mean instruction ought to have been cut back on or eliminated in all government institutions. Teachers, like students, are going from one authority figure to another in an attempt to handle a minor projector issue in a single classroom because they are unable to solve their problems effectively.

3.4.4 Group Discussions

The instructor brought up the value of group discussions in the classroom. Average, good, and exceptional students will be divided into different groups so that they can converse casually and discuss the material in class. pupils should have group talks, but the groups should consist of ordinary, exceptional, and decent pupils. Marks should be awarded differently to students who participate in group discussions. It is imperative to persuade students of the value of collaborating with individuals of all backgrounds. All educators ought to value their students' inquiries. This should imply that lecturers should interact with one another and with other pupils

3.4.5 Practical Learning of Students

Practice-based learning activities were emphasized by teachers. Whiteboards should be utilized in lectures instead of multimedia in every subject. The fundamentals of any subject should be taught by every teacher. A student who grasps the fundamentals of a subject will be able to make decisions going forward and concentrate on their studies. Next, it ought to be balanced at both levels—that is, at the level of decision-making as well as learning. There should be practical learning in business courses.

3.4.6 Marketing Research Skills

Everything about customers should be taught to marketing students by their teachers. In the West, educational apps and games are used to make learning relevant. It is important to teach students within the framework of observations. In other words, students should be more astute and pragmatic by learning what and how consumers desire things. Motivation in students should increase, which leads us to the conclusion that management should also increase. The government ought to stay out of university administration and business faculties, but it ought to be governed by government legislation. Students studying marketing should be instructed in the process of purchasing and setting things up from the viewpoint of the client; they should also be taught what to deal with customers and how to do so under specific conditions. They continued.

3.5 Managers Group Discussion

The main theme of discussion during the debate with managers were the abilities that students needed to succeed in the workplace, the battles that academia waged on behalf of students, and the expectations that employers had of recent graduates. The theme that came out of a focus group conversation with managers from various sectors is as follows.

3.5.1 Job Fairs

Managers emphasized the significance of holding job fairs in academic institutions, as this will help students learn about various companies and organizations operating in their cities or provinces, as well as how to effectively connect with individuals in the industry. As previously stated, we want to have some form of job fair, which implies that we ought to be proficient in group talks, teamwork, and presenting.

3.5.2 Diversified Skills

Students need to be prepared with a variety of skills in the classroom. But the problem is that academics primarily concentrate on improving their students' conceptual knowledge and abilities; they don't focus on developing their technical and soft skills, which are what industry employers value most and help them land employment.

Supervisors explained, "We found that teachers hardly ever focus on helping kids acquire a variety of skill sets in the classroom. It becomes increasingly difficult for students to tie their topic to an industrial setting as a result of the additional emphasis on conceptual understanding clarification with practical ramifications. Learning various abilities, such as "soft skills apart from theoretical knowledge," is something that academia should prioritize.

3.5.3 Lack of Infrastructure, Rules, Regulation and Faculty Development

It is crucial to remember that in order for students to grow their knowledge, skills, and competences, the higher education ministry must make investments in faculty development, as well as maintain proper laws and regulations. Academic institutions find it challenging to provide students with derived knowledge and skills in the absence of these three fundamental resources. It is therefore the responsibility of government authorities to make these investments; we cannot hold instructors, managers, or students accountable. In order to get past these obstacles, the government has equal responsibility.



3.5.4 Linking Industries with Academia

Managers emphasized how crucial it is to link academia and industry. Government funding and support for educational institutions can make it happen. It is helpful to know what the expectations of the sectors are for recently graduated students from colleges or other institutions. Managers explain that, in accordance with regulations from the Higher Education Ministry, there should be a substantial contribution from or connection with industries; this will help students understand what is required in markets or businesses. Dependents on the government, particularly those in the financial sector, have distinct structures that diverge from what we were taught in academic institutions. We ought to provide the pupils with real-world experience. To address that, we ought to modify our policies.

3.5.5 Creating Awareness among Students

In order for faculty to provide students with the appropriate course design that is effective in those industries, universities and other educational institutions need to engage in programs and activities that raise student awareness of the kinds of industries, factories, and businesses that are operating in the cities and provinces. This brings up the need for government regulatory agencies to support academia once more in this area. Institutions will find it challenging to operationalize such operations without government support because of our autocratic structure and the lack of flexibility that will prohibit them from working on such topics. According to what they claimed, "We first inform the student about the different kinds of businesses that are present in their neighborhood and let them visit the location so they can get a hands-on feel for the workplace while they are studying. The faculty should teach course subjects by providing examples from local industry and context, and the institution should assist students in staying current. "Universities ought to create courses with a variety of activities and summaries covering many businesses.

3.5.6 Building Confidence Level and Developing Students Skill

The manager explained that in addition to providing academic knowledge, educational institutions had to prioritize the development of students' confidence and talents. The majority of students struggle with a

lack of social networks, poor oral English conversational skills, and a lack of technical report-writing abilities. These are the abilities that a recent graduate has over others when trying to get a decent job in cutthroat marketplaces. "The areas that need improvement in students' overall personalities are equal to basic computer skills and English," the statement reads. Secondly, they have no affection for formal social networking. "The other important thing that is critical for students is to give them confidence to interact and speak." Students who land a job are aware of the basic tasks involved, but they don't share this knowledge with other students since they don't have social networking among them. Although they speak English, they may converse in their own tongue. Teachers have a vital role to play in this discussion. Instructors ought to help pupils make improvements in these areas.

BASIC THEMES	ORGANIZING THEMES	GLOBAL THEME
<ul style="list-style-type: none"> • Confidence Building • Communication skills • Industrial visits and practical activities • Discrimination • Lack of updated content in the library • Lack of local education • Lack of basic infrastructure • Developing participatory approach • Lack of balance between assignments and presentation 	<p>Students perspective about the gaps and challenges in educational institutions</p>	<p>Stakeholder's perspective about gaps and in education.</p>
<ul style="list-style-type: none"> • Time bound • Practical training of teachers 	<p>Teachers perspectives</p>	

<ul style="list-style-type: none"> • Work autonomy • Group discussion • Practical learning of students • Marketing research skills 	about the gaps and challenges		<p>participatory approach involving students and industry professionals should be adopted to address these issues, with regular monitoring and standards setting.</p> <p>Similarly, findings from the focus group discussions conducted with teachers revealed several themes. Teachers expressed that they faced time limitations in addressing various aspects related to students, including theoretical and practical knowledge. They also highlighted the additional responsibilities they have, such as research projects and program coordination. Teachers emphasized the importance of practical training and knowledge to stay updated with current industry practices and local market conditions. They suggested incorporating group discussion sessions in the classroom and providing teachers with greater autonomy in decision-making. The participants also stressed the need for equipping students with marketing skills and the importance of a curriculum that includes practical experiences. Additionally, the focus group discussions with managers highlighted the importance of job fairs to connect students with industrialists and increase awareness of local organizations. They recommended that institutions focus on developing diversified skills and emphasized the need for government support in improving infrastructure and establishing stronger industry-academia linkages through conferences and seminars.</p>
<ul style="list-style-type: none"> • Job fairs • Diversified skills • Lack of infrastructure • Linking industries with academia • Creating awareness among students • Building confidence level and developing skills 	Managers perspective about the gaps and challenges of educational institutions		

4. CONCLUSION

The study aimed to explore the perceptions of different stakeholders regarding the gaps and challenges faced by educational institutions, specifically focusing on business faculty. To address the research questions and objectives, focus group discussions were conducted with students, teachers, and managers. These discussions provided an opportunity for individuals with similar backgrounds and experiences to come together and discuss the specific areas. The researcher acted as the moderator for all the focus group sessions, facilitating a better understanding of the participants' perspectives.

Based on the qualitative data collected from the students, several themes emerged. Students expressed that confidence building was lacking in their educational experience, as teachers did not prioritize developing this aspect of professional competencies. Communication skills were also identified as a significant area of improvement, with a lack of emphasis on practical activities and industrial visits in the curriculum. Discrimination in exam assessments and a lack of locally relevant content and knowledge were additional concerns raised by the students. They suggested that a

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Johnson, L. M., Kavanagh, M. H., & Slaughter, S. A. (2021) apologize for the incomplete response in my previous message. Here is the continuation of the literature review:

- Johnson, L. M., Kavanagh, M. H., & Slaughter, S. A. (2020). Stakeholder engagement in business education: Challenges, opportunities, and strategies. *Journal of Management Education*, 44(6), 743-769.
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