

## **Impact of Changes in Demographical Shifts on Business Schools: Opinions of Faculty & Management**

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### **Abstract**

Several studies reported demographic changes with respect to business schools. The implications of demographical change can be seen with respect to increase enrolments, student types, customized programs, online universities, and alliances to overcome the expensive technology oriented classrooms. This study explores the opinion of management and faculty about the impact of demographical shifts on programs, content of the programs, methodology, geographical expansion and partnership of business schools. The data were collected randomly from 155 faculty members of business schools both from public and private sector situated in Punjab and Islamabad, Pakistan. A structured questionnaire consisted of 24 statements was developed to collect the data. All the items were close ended based on five point Likert Scale (strongly agree to strongly disagree). Data was analyzed with help of mean, SD, t-test and One Way ANOVA.

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### **Introduction**

Several studies (Cross, 1980; Offerman & Gowing, 1990; Stallings, 1997; Thomas, 2007) reported demographic changes with respect to business schools. The profile of business schools students' is changing dramatically with respect to age, gender and nationalities. Friga, Bettis, & Sullivan (2003) indicated four key demographic shifts affecting business education. First, population growth is leading to the growth of business schools. Second, the diversity in business graduates with respect to age, gender, and nationalities is increasing. Third, the new workplace is demanding more knowledgeable workers and finally, there is shift in the comfort and familiarity with technology usage in the learning process. He suggested that this changing demography of students is pushing business schools to innovate their program offerings, to develop partnership with corporate sector and to

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identify new markets for the changing students. De Onzono & Carmona (2007), identified trends in business schools with respect to changing profile of students in terms of gender, nationalities, top, middle, and senior executives. He proposed that business school should adopt an entrepreneurial mindset to undertake a continuous screening of the environment to reinvent themselves in an ongoing search for challenges and opportunities. Secondly, they should introduce the idea of diversity in their structure and functioning. Therefore, many business schools (e.g. Thunderbird-the American graduate school of international management has 77% non US student body) are intentionally recruiting a diverse student body in terms of gender, age and nationality worldwide. The changing profile of students will lead towards more innovative programs and methodology. Thomas, (2007) described a number of implications of demography on management education. First, a greater number of older, more experienced students will require relevant professional education. Second, Project and team-based content and experiential learning are emphasized. Third, an increasing challenge for the development of culturally based teaching materials. Forth, continuous, lifelong learning becomes a core business. Fifth, curricula must become more flexible and degree programs will become shorter. Therefore, the business schools should revisit their strategies to incorporate the demographical changes.

AACSB, (2002) indicated that business School enrolment is increasing gradually all over the world and business schools have responded to the broad range of consumer wants and needs by developing a wide variety of program beside their traditional two-year, full-time MBA programs.

Cross, (1980) analyzed that the student clientele is changing with respect to demographics. Cross discussed the change with respect to the changes in customer types. He categorized the student body as new students (skill deficient), traditional students (regular) and non-traditional students (adult learner, part-time learner). The findings of another survey revealed that business schools may look beyond the traditional students having age 18-22 years leading towards the recruitment of a larger population of both young and old student body for a university education (The Economist, 1997, p. 5). The findings conclude that different types of learners have different needs, require different curriculum and appropriate methodology to deliver the curriculum.

Another dimension of demographical change is gender variations at workplace and business institutes. Women continue to increase in number in the business world (Friga, et.al. 2003). And the percentage of women studying business subjects has increased dramatically from 3.9% in 1971 to 38.9 % in 1997 (Statistical Abstract of the United States, 2000; & Friga, et.al. 2003). This shows that the change in the diversity at the work place

pressurize the business institutes to take step in shifting the recruiting patterns of student body and satisfying their needs.

The phenomenon of lifelong learning throughout the life span is rapidly becoming a new educational paradigm (Stallings, 1997). Turning worker knowledge into productivity and leveraging intellectual capital will become workforce challenges of the future (Ulrich, 1998). A more knowledge-based workforce that can quickly access and evaluate information will require lifelong learning. Many employees are feeling threat to their jobs due to rapid change in the business environment and their ultimate impact on the job structure and content. This changing nature of workplace is forcing employees to learn new skills, perform new tasks, and hold new jobs. It has been postulated that people will hold from three to five different jobs during their working lifetime (Offerman & Gowing, 1990; Stallings, 1997). Therefore, every employee has to continuously update their skills to survive in a competitive market. This gives an opportunity to universities and business schools to capitalise on a new adult market. These adult learners bring different needs and expectations to the learning environment, and consequently, academic institutions are feeling pressure to create new ways of delivering their programs. If universities ignore to satisfy the needs of this new clientele, other institutions such as corporate universities will take the role of business schools causing the loss of revenues.

Kemelgor, et. al. (2000) analyzed that competitive intensity, often resulting in mergers and acquisitions in various industries, changes the nature of the workforce. Many mergers result in the integration of various operations, creating a need for retraining workers to perform new types of jobs with new technologies. As organizations re-engineer or realign their processes, they are looking for new skills from their employees. Business schools must provide such continuing education using existing resources.

The changes in demographic shifts are also seen in Pakistan. Business administration has become very popular in last decade and the number of graduates' enrolled in business administration is increasing. According to the National Educational Census of Pakistan (2005), 30% of the total student in higher education opted for business education and commerce. Atiq, Rehman, Anis, Hafsa, Khan, & Ahmed (2009) is opined that this trend is increasing day by day as Business Administration and Commerce represent executive class and therefore attracting a large number of students. Additionally launching of these programs does not require huge physical infrastructure therefore almost all universities in Pakistan have started programs for MBA and BBA. As there are no authentic figures to present, however daily experience indicates that maximum number of skilled Pakistanis working abroad have specialization in these subjects. These Pakistanis earn a lot of revenue for the country (Atiq, et. al., 2009). There is general observation that women proportion is increasing gradually in the Pakistani work force in last

few years as there is increasing enrolment trend of women in business institutes. Higher Education Commission of Pakistan is well aware of the importance of business education, and believe that in the rapidly changing global economy, the labour market constantly requires new and different skills, requiring mechanisms to be enhanced to allow professionals to upgrade their skill at a regular intervals and develop new competencies through lifelong learning (HEC, Medium Term Development Frame work, 2005). Moreover, institutions are required to offer learning opportunities in response to diverse demands and work cooperatively with stakeholders to ensure that appropriate courses are readily available (HEC, Medium Term Development Frame work, 2005). Therefore, management should recognize these changes and incorporate these trends to be effective in a tough environment where almost all the players are offering almost same programs content and delivery methods.

### **Objectives of the Study**

The purpose of this study was to investigate the opinion of the faculty and management of business schools about the impact of demographical shifts by examining the selected Pakistani business schools.

1. To explore the perceptions of faculty and management of the selected Pakistani business schools about the impact of demographical shifts on the five dimensions of business schools; *program offerings, contents of the programs, teaching methodology, geographical Expansion and Partnership.*
2. To find difference, if any, among the perceived influence of demographical shifts on the five dimensions of Pakistani business schools in the light of demographic variables.

### **Delimitations**

The research study was delimited to the following:

- Business schools (public & private) situated in Punjab and capital Islamabad (ICT).
- Only 50 % management and faculty members of business schools in Punjab and capital Islamabad (ICT) were included in the study.

- Exploring change drivers such as globalization, technological advancements, demographical shifts and corporate requirements and their effect on products, contents, methodology, markets and partnerships.

### **Design of the Study**

This research study was a cross-sectional self-report survey. It involved the collection of opinion from management and faculty about the impact of demographical shifts on business schools. This survey was a pen and paper questionnaire with 24 close ended statements.

### **Sample**

To achieve the objectives of this research study the sampling was done by multiphase sampling technique as at different levels of sampling the selection criteria of sample was different (Cohen, et. al., 2007). The focus of this study was on only two geographical clusters in Pakistan i.e. Punjab and Islamabad (ICT). At the initial phase the total population was geographically divided into two clusters i.e. Punjab and Islamabad (ICT). There are twenty-seven business schools in Punjab Cluster and 13 in Islamabad (ICT) making a total of 40. At the second phase the two clusters are further divided into four clusters based on their type i.e. Public business schools and Private business schools. In Punjab there are ten public business institutes and seventeen private business schools and in Islamabad (ICT) there are ten public institutes and three are private. The researcher selected 50% business schools from each sub clusters. At the third phase the faculty and management of business schools were selected by using the criteria by Cohen. Cohen et. al. (2007) p.104 described that if the size of the population is 500 then the minimum sample would be 217 at 95% confidence level. The total faculty members in sample were 500. Therefore, 50% of the faculty members were selected as sample for the administration of questionnaire as per Cohen's criteria.

Sample constitution was as follows:

**Table 1**

***Distribution of Respondents by Gender***

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	115	74
Female	40	26
Total	155	100

Table 1 describes the distribution of sample with respect to their gender. Out of one fifty five respondents 115 were male and 40 were female. It shows that majority of the respondents from the total sample were male

**Table 2**

*Distribution of Respondents by University Type*

University Type	Frequency	Percentage
Public	62	40
Private	93	60
Total	155	100

Table 2 presents division of sample with respect to their university type. Out of one fifty five total respondents 62 were from public business schools while 93 were from private business schools. It indicates that more participants are from private business institutes

**Table 3**

*Distribution of Respondents by Responsibility*

Responsibility	Frequency	Percentage
Faculty Member	97	63
Management	58	37
Total	155	100

Table 3 describes the distribution of respondents according to the responsibility in their institutes. Out of one fifty five total respondents 97 were faculty members and 45 were serving as management in business schools. It indicates that most of the participants were faculty members.

**Table 4**

*Distribution of Respondents by Experience*

Years of Experience	Frequency	Percent
1 – 5	64	41.3
6 – 10	53	34.2
11 – 15	16	10.3
Above 15 Years	22	14.2
Total	155	100.0

Table 4 describes the distribution of faculty members according to their teaching experience as 1-5 years (41%), 6-10 years (34%), 11-15 years (10%) and above 15 (14%). Majority of the faculty members have 1-10 years of experience.

**Table 5**  
*Distribution of Respondents by Designation*

<b>Designation</b>	<b>Frequency</b>	<b>Percent</b>
Lecturer	70	45.2
Assistant Professor	45	29.0
Associate Professor	20	12.9
Professor	20	12.9
Total	155	100.0

Table 5 shows the distribution of respondents with respect to their designation as Lecturers (45.2 %), Assistant Professors (29 %), Associate Professors (12.9%), and Professors (12.9 %). Majority of the respondents were lecturers and assistant professors respectively.

### **Instrument**

A structured questionnaire was developed by the researcher to measure the opinion of faculty and administration of business schools. The questionnaire was developed in two phases. At the first stage a focus group of 10 persons was conducted to get an insight from the industry experts both from academia and business about the independent and dependent variables obtained from the review of relevant literature. On the basis of the focus group discussion demographical change was selected as independent variable while Program offerings, contents, methodology, geographical expansion and partnership of business schools were considered as dependent variables. At the second step a structured questionnaire was designed for this study by using a five point Likert Scale ranging from strongly agree to strongly disagree. The questionnaire consisted of five demographic variables (gender, university type, experience, designation and responsibility), and 24 closed ended questions.

### **Reliability**

The pilot study of the questionnaire was done in Lahore (Pakistan) by administering the questionnaire to 30 faculty members with the same characteristics of the target sample but not included in real sample. The collected data was analysed with the help of SPSS Ver. 16 for Windows and it was tested for reliability. The coefficient of internal consistency was 0.892. The questionnaire was selected as final version on the basis of high level of internal consistency.

## Data Collection

The instrument was administered to the total sample of 250 faculty members and after repeated visits a total response of 155 sample was achieved.

## Data Analysis and Findings

The data was analyzed by applying frequency, chi- square test, and one way ANOVA.

**Table 6a**

### *Impact of Demographical Shifts On Program Offerings*

Statements	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Total	
	N	%	N	%	N	%	n	%	N	%	N	%
Impact of Demographical shifts on Business schools for Offering Executive MBA Program	12	8	33	21	44	28	57*	37	9	6	155	100
Impact of Demographical shifts on Business schools for Offering International (Multicultural) MBA Program	15	10	27	17	47	30	54*	35	12	8	155	100
Impact of Demographical Shifts on Business schools for Offering Split-Degree Program	17	11	49	32	53*	34	28	18	8	5	155	100
Impact of Demographical Shifts on Business schools for Offering Customized MBA Program (Specific To The Need Of Client)	18	12	27	17	45	29	56*	36	9	6	155	100
Impact of Demographical Shifts on Business schools for Offering Online-Degree Program	28	18	53*	34	33	21	30	19	11	7	155	100

*\*highest frequency*

Table 6a indicates that majority of the respondents (37 %, 35%, & 36%) agree with the statements about the impact of demographical shifts on business schools to offer Executive MBA, International MBA, and Customised MBA respectively. It shows that there is impact of demographical shifts in offering these programs. However, in response to the offering of online degree programs, majority of the respondents (34 %)



n=53 disagree with the statement. While a large number of respondents (34%) n=53 remain neutral about the impact of demographical shifts on split degree program.

**Table 6b**

***Demographical Shifts and Program One Sample Chi-square***

<b>Statement</b>	<b>Chi-value</b>	<b>df</b>	<b>p-value</b>	<b>Effect size</b>
Impact of Demographical shifts on Business schools for Offering Executive MBA Program	54.645	4	0.000*	0.59
Impact of Demographical shifts on Business schools for Offering International (Multicultural) MBA Program	45.742	4	0.000*	0.54
Impact of Demographical Shifts on Business schools for Offering Split-Degree Program	49.742	4	0.000*	0.56
Impact of Demographical Shifts on Business schools for Offering Customized MBA Program (Specific To The Need Of Client)	48.065	4	0.000*	0.55
Impact of Demographical Shifts on Business schools for Offering Online-Degree Program	28.968	4	0.000*	0.43

\* $p < 0.001$

Table 6b presents the analysis of chi-square test. The p-value is significant that shows respondents are not equally distributed across the response categories. From the tables 6 a & b it can be inferred that faculty and Management agreed that demographical shift influence business schools to offer Executive MBA, International MBA and Customized MBA Programs with a large effect size.

## Impact of Demographical Shifts on Contents of Programs

**Table 7a**

### *Impact of Demographical shifts on Changing Content of the Programs*

Statements	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Total	
	N	%	n	%	N	%	n	%	n	%	N	%
Influence of Demographical Shifts on Business Institutes for Introducing International Material In Course Outline	9	6	38	25	30	19	52*	34	26	17	155	100
Influence of Demographical Shifts on Business Institutes for Adding Computer Related Contents In Programs	11	7	26	17	43	28	52*	34	23	15	155	100
Influence of Demographical Shifts on Business Institutes for Incorporating E-Subjects. In Programs	7	5	37	24	43	28	43*	28	25	16	155	100
Influence of Demographical Shifts on Business Institutes for Including Inter-Cultural Communication Contents In The Program	4	3	24	15	37	24	75*	48	15	10	155	100
Influence of Demographical Shifts on Business Institutes for Emphasizing Ethical Issues In Contents Of The Programs	13	8	24	15	31	20	62*	40	25	16	155	100
Influence of Demographical Shifts on Business Institutes for Offering Contents To Improve Interpersonal Skills	9	6	21	14	26	17	63*	41	36	23	155	100

*\*highest frequency*

Table 7a shows that in all the statements most of the respondents agree that demographical shift is driving business schools to make changes in the contents of programs. It means that faculty and management of business schools recognize the impact of demographical requirements to change the contents.

**Table 7b**

*Demographical shifts and content one sample Chi-square test*

<b>Statement</b>	<b>Chi-value</b>	<b>df</b>	<b>p-value</b>	<b>Effect size</b>
Influence of Demographical Shifts on Business Institutes for Introducing International Material in Course Outline	32.258	4	0.000*	0.45
Influence of Demographical Shifts on Business Institutes for Adding Computer Related Contents in Programs	34.645	4	0.000*	0.47
Influence of Demographical Shifts on Business Institutes for Incorporating E-Subjects. In Programs	30.194	4	0.000*	0.44
Influence of Demographical Shifts on Business Institutes for Including Inter-Cultural Communication Contents in the Program	96.968	4	0.000*	0.79
Influence of Demographical Shifts on Business Institutes for Emphasizing Ethical Issues in Contents of the Programs	44.194	4	0.000*	0.53
Influence of Demographical Shifts on Business Institutes for Offering Contents to Improve Interpersonal Skills	53.484	4	0.000*	0.59

\* $p < 0.05$

Table 7b presents the analysis of chi-square test. The p-value is significant that shows respondents are not equally distributed across the response categories. From the tables 7a & b it can be inferred that Faculty and Management agreed with a large effect size that demographical shift influence business schools to change the contents of programs.

## Impact of Demographical Shifts on Teaching Methodology

**Table 8a**

### *Impact of Demographical Shifts on Teaching Methodology*

Statements	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Total	
	N	%	N	%	N	%	n	%	n	%	N	%
Impact of Demographical Shifts on Lecture Method of Teaching	9	6	31	20	31	20	62*	40	22	14	155	100
Impact of Demographical Shifts on Case-Study of Teaching	8	5	26	17	37	24	58*	37	26	17	155	100
Impact of Demographical Shifts on Online Method of Teaching	8	5	39	25	60*	39	41	26	7	5	155	100
Impact of Demographical Shifts on Discussion Method of Teaching	8	5	31	20	33	21	71*	46	12	8	155	100
Impact of Demographical Shifts on Project-based Method of Teaching	8	5	31	20	32	21	58*	37	26	17	155	100
Impact of Demographical Shifts on the Usage of Electronic Communication by the Faculty	8	5	32	21	39	25	57*	37	19	12	155	100
Impact of Demographical Shifts on Using Technology by the Faculty	12	8	28	18	48*	31	44	28	23	15	155	100

*\*highest frequency*

Table 8a indicates that majority of the respondents (40%, 37%, 46%, 37%, and 37%) agree that there is influence of demographical shifts on usage of Lecture, case study, discussion, project based method, and usage of electronic communication by the faculty respectively. While, most of the respondents (39% and 31%) remain neutral in reporting any opinion with respect to usage of technology in classrooms and online teaching methodology respectively.

**Table 8b**

*Demographical shifts and teaching Methodology one sample Chi-square test*

<b>Statement</b>	<b>Chi-value</b>	<b>Df</b>	<b>p-value</b>	<b>Effect size</b>
Impact of Demographical Shifts on Lecture Method of Teaching	49.226	4	0.000*	0.56
Impact of Demographical Shifts on Case-Study of Teaching	43.355	4	0.000*	0.52
Impact of Demographical Shifts on Online Method of Teaching	68.065	4	0.000*	0.66
Impact of Demographical Shifts on Discussion Method of Teaching	80.458	4	0.000*	0.72
Impact of Demographical Shifts on Project-based Method of Teaching	41.419	4	0.000*	0.516
Impact of Demographical Shifts on the Usage of Electronic Communication by the Faculty	45.613	4	0.000*	0.54
Impact of Demographical Shifts on Using Technology by the Faculty	28.774	4	0.000*	0.43

\* $p < 0.001$

Table 8b presents the analysis of chi-square test. The p-value is significant that shows respondents are not equally distributed across the response categories. From the tables 8a & b it can be inferred that Faculty and Management agreed with a large effect size that demographical shift have positive influence on Lecture, case study, discussion, project based method, and usage of electronic communication by the faculty. While, most of the respondents remain neutral in reporting any opinion with respect to usage of technology in classrooms (medium effect size) and online teaching methodology (large effect size).

## Impact of Demographical Shifts on Geographical Expansion

**Table 9a**

*Impact of Demographical shifts on Geographical Expansion of Business Schools*

Statements	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Total	
	N	%	N	%	n	%	N	%	N	%	N	%
Impact of demographical shifts on Business Institutes for Opening Overseas Campuses	19	12	28	18	67*	43	31	20	10	6	155	100
Impact of demographical shifts on Business Institutes for Opening Local Campuses	8	5	26	17	52	34	56*	36	13	8	155	100
Impact of demographical shifts on Business Schools to Develop Joint Ventures	10	6	27	17	56*	36	53	34	9	6	155	100

*\*highest frequency*

Table 9a shows that majority of the respondents (43% and 36%) are neutral with the statements of opening of overseas campuses and joint ventures respectively. While 36%, respondents indicates that there is impact of demographical shifts for opening local campuses.

**Table 9b**

*Demographical shifts and Geographical Expansion one sample Chi-square test*

Statement	Chi-value	Df	p-value	Effect size
Impact of demographical shifts on Business Institutes for Opening Overseas Campuses	60.968	4	0.000*	0.62
Impact of demographical shifts on Business Institutes for Opening Local Campuses	62.710	4	0.000*	0.63
Impact of demographical shifts on Business Schools to Develop Joint Ventures	66.129	4	0.000*	0.65

*\*p < 0.001*

Table 9b presents the analysis of chi-square test. The p-value is significant that shows respondents are not equally distributed across the response categories. From the tables 9a & b it can be inferred that Faculty and Management agreed with a large effect size that demographical shift influence business schools to open local campuses. Whereas, most of the respondents have neutral opinion about rest of the statements and effect size is large.

## Impact of Demographical Shifts on Partnerships

**Table 10a**

### *Impact of Demographical shifts on Partnership with other Sectors*

Statements	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Impact of demographical shifts on Business Institutes to Develop Partnership with Corporate Sector	15	10	37	24	36	23	51*	33	16	10	155	100
Impact of demographical shifts on Business Institutes to Develop Partnership with Local Institutes	11	7	37	24	47	30	52*	34	8	5	155	100
Impact of demographical shifts on Business Institutes to Develop Partnership with Foreign Institutes	8	5	31	20	48	31	48*	31	20	13	155	100

*\*highest frequency*

Table 10a indicates that majority of the respondents agree with all the statements (developing partnership with corporate sector, local institutes and foreign business institutes) that show, demographical shifts is influencing business schools to develop partnership with other sectors.

**Table 10b*****Demographical shifts and Partnership one sample Chi-square test***

<b>Statement</b>	<b>Chi-value</b>	<b>Df</b>	<b>p-value</b>	<b>Effect size</b>
Impact of demographical shifts on Business Institutes to Develop Partnership with Corporate Sector	30.387	4	0.000*	0.44
Impact of demographical shifts on Business Institutes to Develop Partnership with Local Institutes	53.613	4	0.000*	0.58
Impact of demographical shifts on Business Institutes to Develop Partnership with Foreign Institutes	39.613	4	0.000*	0.50

\* $p < 0.001$ 

Table 10b presents the analysis of chi-square test. The p-value is significant that shows respondents are not equally distributed across the response categories. From the tables 10a & b it can be inferred that Faculty and Management agreed with a large effect size that demographical shift influence business schools to develop partnership with corporate sector, local business schools and foreign school.

**Table 11a*****Total average influence of Demographical Shifts One Sample t- test***

<b>One-Sample Statistics Test Value = 3</b>					
<b>Statement</b>	<b>Mean</b>	<b>Mean Difference</b>	<b>Std. Deviation</b>	<b>t</b>	<b>p-value</b>
Average Influence of Demographical shifts on Programs Offering	2.9	-0.1	0.72	-0.89	0.373
Average Influence of Demographical shifts on Content	3.5	0.5	0.85	7.01	0.000**
Average Influence of Demographical shifts on Methodology	3.3	0.3	0.83	4.27	0.000**
Average Influence of Demographical shifts on geographical Expansion	3.1	0.1	0.88	0.82	0.411
Average Influence of Demographical shifts on Partnership	3.2	0.2	0.89	2.43	0.016*
Total Average Influence of Demographical shifts	3.2	0.2	0.68	3.77	0.000**

\* $p < 0.05$ ; \*\* $p < 0.001$



Table 11a shows that the total average mean of all the statements is 3.2 which is numerically greater than the criterion value (3.0) and P-value (sig) of 0.000 is less than 0.001, therefore, the mean difference is statistically significant at 95% confidence level. It shows that there is impact of demographical shifts on Business schools in terms of program offerings, contents, methodology, geographical expansion and partnership.

**Table 11b**

***Total Average Influence of Demographical Shifts: Independent Sample t-Test across the Responsibilities of Faculty Members***

Statements	Faculty Member	Management	Mean Difference	t-test for Equality of Means		
				T	P-value	Effect size
Average Influence of Demographical shifts on Programs Offering	2.876	3.069	-0.193	-1.62	0.107	
Average Influence of Demographical shifts on Content	3.361	3.672	-0.312	-2.24	0.026*	0.03
Average Influence of Demographical shifts on Methodology	3.268	3.310	-0.042	-0.31	0.759	
Average Influence of Demographical shifts on geographical Expansion	3.052	3.069	-0.017	-0.12	0.905	
Average Influence of Demographical shifts on Partnership	3.103	3.293	-0.190	-1.29	0.200	
Total Average Influence of Demographical shifts	3.165	3.276	-0.111	-0.98	0.328	

\* $p < 0.05$

Table 11b indicates that there is insignificant difference between the perception of management and faculty in all cases except average impact of demographical shifts on contents of business schools with small effect size.

### **Variance for Demographics**

Independent sample t-test was used to find out the variance with respect to gender, responsibility and sector. But interestingly no significant difference was found in all demographics. For analyzing variance with respect to experience and designation One Way ANOVA was calculated.

**Table 12**

*One-Way ANOVA Descriptive Statistics for Impact of External Factors in Sub-scale by Designation*

	<b>Designation</b>	<b>N</b>	<b>M</b>	<b>SD</b>
Total Average Influence of Demographical shifts on Business Schools	Lecturer	70	3.16	.629
	Associate Professor	20	3.10	.718
	Assistant Professor	45	3.36	.712
	Professor	20	3.15	.745
	Total	155	3.21	.681

Table 12 indicates the mean score analysis with respect to designation. It is inferred that only assistant professors reported the influence of demographical shifts on business schools with a mean score of 3.36.

**Table 13**

*One-Way ANOVA Descriptive Statistics for Impact of External Factors in Sub-scale by Experience*

	<b>Experience</b>	<b>N</b>	<b>M</b>	<b>SD</b>
Total Average Influence of Demographical shifts on Business Schools	0 – 5	64	3.20	.596
	6 – 10	53	3.11	.698
	11 – 15	16	3.50	.816
	Above 15 Years	22	3.23	.752
	Total	155	3.21	.681

Table 13a indicates that respondents having experience of 11-15 years reported the influence of demographical shifts on business schools.

## **Findings**

The study was conducted to explore the impact of demographical changes on business schools. The findings showed that management agreed that demographical shift influence business schools to offer Executive MBA, International MBA and Customized MBA Programs with a large effect size. When they were asked about this impact on contents of the programs,

majority of the faculty members and management perceived high impact on all the asked statements.

The impact of demographical shifts on business schools to use lecture method, case study method, online method, discussion method, and project based method, electronic communication method, and using technology by the faculty for teaching gets positive response with a large effect size. While, most of the respondents remain neutral in reporting any opinion with respect to usage of technology in classrooms (medium effect size) and online teaching methodology (large effect size).

There is no impact of demographical shifts on business schools to open overseas campuses and develop joint ventures. There is impact of demographical shifts on business schools to open local campuses and effect size is large. Whereas Faculty and Management agreed with a large effect size that demographical shift influence business schools to develop partnership with corporate sector, local business schools and foreign school.

In case of total average impact of demographical shifts on business schools significant impact is reported in terms of program offerings, content, methodology, geographical expansion and partnership and there is insignificant difference between the perception of management and faculty regarding total average impact of demographical shifts on business schools.

The demographic analysis shows that there is insignificant difference of opinion from management and faculty with respect to gender, sector and responsibility and only respondents with designation of assistant professors reported the impact of demographical shifts on business schools while the respondents having experience 11- 15 years reported positive impact.

## **Discussion & Conclusion**

This study was conducted to know the opinion of management and faculty of business schools about the impact of demographical changes on program offerings, content of the programs, methodology, geographical expansion and partnership. In program offerings five options (executive MBA, International MBA, Split-degree programs, Customised MBA and Online MBA) were given to the respondent to measure the impact of demographical shifts on business schools. The findings show that respondents recognized significant impact of demographical shifts on Executive MBA, International MBA and Customized MBA. These findings are in line with the findings of literature (Thomas, 2007; De Onzono & Carmona 2007; Friga et.al. 2003). In context of Pakistan, most of the business schools are offering traditional MBA programs and executive MBA but to cater the demands of continuous learning various programs are required to remain competitive otherwise it will leave the room for corporate universities to come up with their own need based programs. In case of split

degree programs both management and faculty have neutral opinion while in case of online degree programs majority of the respondents (53%) disagreed with the statements which is not in line with the literature findings (De Onzono, 2007; AACSB, 200; Thomas, 2007).

In the second section six statements (adding international material in course outlines, adding computer contents, including E-subjects, adding intercultural communication contents, emphasizing ethical issues and adding contents to improve interpersonal skills) are given to the respondents to measure the perceived influence of demographical shifts on contents of the programs. The findings show that faculty and management perceived high influence of demographical shifts to change the contents of the programs. The large effect size values of all the given statements (ranging from 0.45-0.79) indicates that contents of the programs should be adjusted in response to the demographical changes in Pakistan according to the opinion of management and faculty. The findings of this research study are in concurrence to the research study conducted by AACSB (2002) that shows that faculty and management rate these skills highly important in business world but these skills are the least effective component of business school curricula. Business schools are facing the continuous criticism of irrelevancy and lacking in imparting the demanded skill by the stakeholders.

To measure the impact of demographical factors on teaching methodology, seven statements (lecture method, case study method, online method discussion method, Project method, usage of electronic communication by the faculty and usage of multimedia by the faculty) are given to respondents. Faculty and management recognize the high impact in this regard in line with the findings of other studies (De Onzono, 2007; Thomas, 2007). In Pakistan, lecture method and discussion methods are being used predominantly for teaching. The situation concludes that Pakistani business schools are moving towards the innovative teaching methodology but the pace is very slow. The apparent barrier in adopting new technologies are the high costs associated with developing needed infra structure.

In case of geographical expansion three statements (opening of overseas campuses, local campuses and joint ventures) are given to measure the perception of faculty and management. The findings show that faculty perceived high impact of demographical shifts on opening local campuses which is in concurrence with the prevailing situation in Pakistan with respect to increasing enrollments and changing profile (Age, gender proportion and qualification requirements) of the students. However, faculty and management did not perceive any impact of external variables for opening overseas campuses and joint ventures that contradicts with literature. In Pakistan business schools are opening local campuses in urban areas but no example of joint ventures and overseas campuses is observed till now. While a number of American business schools have opened their local campuses in

Pakistan to capitalize on a growing market of business education in developing countries such as Pakistan.

To measure the perception of faculty and management about influence of demographical shifts on partnership of business schools three statements (partnership with corporate sector, partnership with local and foreign business institutes) are given to respondents. The findings show a high impact of demographical changes on developing partnership with corporate sector, local business schools and foreign business institutes. In case of Pakistan this is the need of the hour that business schools should develop partnership with other sectors to satisfy the demands of stakeholders but there are rare examples from business institutes in this regard.

For demographic analyses, all the statements are merged into one variable (impact of demographical shift) to measure the impact according to demographic variables (gender, university type, responsibility, experience and designation). The findings of independent sample show that there is insignificant difference of opinion between management and faculty with respect to gender, university type and responsibility. While with respect to designation One-way ANOVA mean statistics show that only assistant professors reported the influence of demographical shifts on business schools with a mean score of 3.36

In case of experience respondents having experience of 11-15 years reported the influence of demographical shifts on business schools. It may be concluded that only assistant professors and respondents having experience of 11-15 years are experiencing this change while lecturers, associate professors and professors did not perceive any impact in this regard. This is very interesting that Professors and Associate professors have lesser mean scores than assistant professors at the same time these two categories are very important as they have say in key decisions of the institutes. Therefore, the study is a good contribution in this regard that policy makers should have a vision about these changes and revisit their strategies to have maximum output of their investments.

### **Recommendations for Future Researchers**

The future researcher may design studies to administer the questionnaire to other parts of Pakistan other than Punjab and Islamabad. A qualitative study may be conducted by interviewing the policy makers to have an insight into the response of business schools with respect to change in demographical variables. The future researcher may include the opinion of the students exploring their needs about the tested variables.

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