Second-career academics and the quality of business education

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Abstract: Strong competition among business schools globally exerts pressure for improvement in the delivery of quality business education. This has resulted in business schools recruiting business practitioners and professionals as academics, who are known as second-career academics. The quality of business education depends on, among other things, the academics who teach the business units. Accordingly, this study explores how these second-career academics impact the quality of business education through insights into their lived experience in teaching business units. Hence, a hermeneutic interpretive approach is adopted within a narrative inquiry for this study. Thirty-one second-career academics from business schools at eight universities across Malaysia were interviewed individually and in focus group discussions. The dataset was analysed thematically. The findings suggest that the values that they bring towards improvement in the quality of business education are their ability to facilitate authentic learning and holistic education.

Keywords: second-career academics; quality of business education; business schools; authentic learning; holistic education.

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1　Introduction

The business school concept began with the institutionalisation and teaching of business knowledge, which started in France, Belgium, and Italy in the 18th century. The concept of business education was adopted in the USA about a century later, with the establishment of Wharton School, at the University of Pennsylvania in 1881, which can

be credited as the pioneer of the modern version of business schools (Antunes and Thomas, 2007; Clinebell and Clinebell, 2008; Engwall, 2007; Harrington and Kearney, 2011). About a century later, business schools became a global phenomenon due to globalisation, empowering consumers, information and communication technology (ICT) advancements, as well as deregulation and liberalisation of trade among nations (Antunes and Thomas, 2007; Bennis and O'Toole, 2005; Cotton et al., 2001; Engwall, 2007; Harrington and Kearney, 2011; Katz, 2003; Pfeffer and Fong, 2002, 2003, 2004). All these factors contributed to making business schools an important component of higher education. With the increased importance of business schools, the focus began to shift to the quality of business courses being offered in these institutions. The quality of business education encompasses the following related issues:

a   whether it should be based on knowledge 'of business' or knowledge 'for business'

b   whether it should adopt a vocational or scholarly mode of teaching

c   whether it should be based on rigorous or relevant research (Bennis and O'Toole, 2005; Ford et al., 2010; Grey, 2002; Peng and Dess, 2010; Pfeffer and Fong, 2002, 2003, 2004; Starkey et al., 2004, 2009; Starkey and Tempest, 2005; Zimmerman, 2001).

High-quality business education is defined by many dimensions and attributed to many factors (Al-Hemyari and Al-Sarmi, 2016; Sagnak et al., 2017). In this study, the focus is on the values that second-career academics bring to the quality of business education. Since 2002, scholars have debated the role of business schools (Bennis and O'Toole, 2005; Clarke, 2008; Cornuel, 2005, 2007; Cornuel and Hommel, 2012; Gosling and Mintzberg, 2006; Grey, 2002; Harrington and Kearney, 2011; Katz, 2003; Khurana, 2007; Peng and Dess, 2010; Pfeffer and Fong, 2002, 2003, 2004; Rayment and Smith, 2013; Starkey et al., 2004, 2009; Starkey and Tempest, 2005). There are several societal and industry expectations of business schools worldwide, namely:

a   to provide insights and solutions relevant to the business world

b   to generate rigorous business knowledge

c   to deliver curriculum which is relevant to the industry

d   to produce employable business graduates who are both technically capable and morally responsible.

In response to these expectations, business schools have recruited business executives with considerable years of experience in industry to assume the role of academics. The term 'second-career academics' refers to individuals who transitioned from industry to academia (Larocco and Bruns, 2006). The need for second-career academics is also facilitated by a need to offer authentic learning that requires the input of second-career academics acting as experienced experts in the business subject matter (Herrington and Herrington, 2007). Given that there is an increasing trend to incorporate work-integrated earning and/or capstone units in business education, the recruitment of second-career academics is required not only for their necessary experience, but also their professional network to facilitate engagement with industry. These are the major reasons why second-career academics are recruited alongside first-career academics as quality business education needs a diversified teaching team (Van Acker et al., 2014).

Furthermore, there is a need for faculty members to include second-career academics to fulfil the requirement of accreditation institutions such as Association to Advance Collegiate Schools of Business (AACSB International).

Authentic learning is an approach that prioritises process over the content and promotes the development of meaningful and life-long skill sets needed to navigate real working environments (Sotiriadou et al., 2019). Authentic learning requires academics who have real corporate world experiences to provide the students with the necessary support and guidance to ensure their learning is useful to them. In adopting the authentic learning approach incorporating second-career academics' own industry experience, students learn the essential skills that prepare them for the volatile, uncertain, complex and ambiguous world of business. This is in alignment with Mintzberg's (1996) argument that the practice-based learning is essential for the delivery of quality and relevant business education for students as preparation for the industry (Al-Hemyari and Al-Humairi, 2017; Alismail and McGuire, 2015; Pfeffer and Fong 2002; Van Acker et al., 2014).

Furthermore, there is a trend for the business schools to incorporate work integrated learning (WIL) and capstone units, which require academics with relevant working experience to be part of the diversified teaching team for such units (Bosco and Ferns, 2014; Smith, 2012, 2014). This again supports the need for second-career academics to be recruited alongside first career academics for the teaching of business subjects for the quality enhancement of business education (Van Acker et al., 2014).

With respect to accreditation of quality business education, AACSB, an international recognised standard accreditation institute for business schools, specifically require the accredited schools to have a mix of scholarly academics (SA), scholarly practitioners (SP), practice academics (PA) and instrcutional practitioners (IP), as per AACSB International (2016, Standard 15, p.42). The AACSB's requirements of industry-experienced academics to teach business units support the claim that second-career academics have a significant role in the delivery of quality business education at tertiary levels.

Second-career academics are commonly classified as SP or IP. The definition of SP and IP are as follows:

> Scholarly practitioners (SP) sustain currency and relevance through continued professional experience, engagement, or interaction and scholarship related to their professional background and experience. Normally, SP status applies to practitioner faculty members who augment their experience with development and engagement activities involving substantive scholarly activities in their fields of teaching.

> Instructional practitioners (IP) sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience. Normally, IP status is granted to newly hired faculty members who join the faculty with significant and substantive professional experience.

2 Research approach

While second-career academics also exist in other domains, such as medical and engineering, this study focuses only on the business discipline (Bandow et al., 2007;

Larocco and Bruns, 2006). Review of the literature suggests that in the domain of business education, the performance as second-career academics has not been sufficiently examined. Given the importance of business education in tertiary education and in contrast to the numerous studies on business schools, the paucity of studies on second-career academics in business education is obvious and significant, as evidenced by this handful of studies (Bandow et al., 2007; Blenkinsopp and Stalker, 2004; Boyle et al., 2013; Clinebell and Clinebell, 2008; Learmonth and Humphreys, 2012; Myers, 2006; Simon, 1967, 1997). Accordingly, this study focuses on their impact on the quality of business education based on their lived experience as second-career academics in business schools at tertiary level.

The rationale for a lived experience study is that such an approach provides an insight into how these second-career academics view their contribution to business education from their perspectives. A lived experience study rests on the belief that human beings can be understood better from the experiential reality of their lifeworld, as in this case study, the essence of being second-career academics in the context of quality business education. The researcher recognises that both first-career and second-career academics contribute to the quality of business education, but, this study focuses on second-career academics only.

Given that very few prior data are available on the quality of the teaching of business education by second-career academics, this study is an exploratory investigation. The data to determine the quality of teaching business units would be gathered from semi-structured interviews with thirty-one second-career academics from business schools located across eight universities [two public, three private, two international branch campuses (IBCs), and one open university].

Public universities are funded and established by the government whereas other universities such as IBCs, private universities, and open universities operate on a commercial basis (Arza, 2010; Mabizela et al., 2000; Ruch, 2001; Tilak, 1991; Wilkinson and Yussof, 2005). Therefore, for sustainability and commercial viability, the latter has greater pressure with respect to the recruitment of students as a major source of operating income. Accordingly, academic ranking is an important element for the recruitment of students, especially for business schools of private universities. In order for business schools to be in the top ranks, student experience, quality of education, and research output are critical factors. This, in turn, means that the faculty members need to be both experienced in practice and well-versed in research. This requirement may affect the recruitment of second-career academics in private universities. The private universities may also consider the research capabilities or potential of second career academics, aside from their practical experience. Since both public and private universities are entrusted to deliver quality tertiary education, this research recruited participants from both public and private universities. During the interview, the main discussion was focused on their approach to ensure quality in the delivery of the business units they teach. In addition, three focus group discussions were held, focusing on the endeavour by those participants on their perceived contribution to the quality of their teaching.

The data collection only began upon receipt of the human ethics research clearance from the host university. The dataset was transcribed and interpreted via the hermeneutic cycle in thematic analysis to derive the main themes which constitute the findings of this research. To initiate the analytical process, phrases were selected from transcripts of narratives of participants from the interviews and focus group discussions. Then, units of meaning that seemed to have similar or overlapping meanings were conceptualised to

create the subthemes. The analysis was informed by Van Manen's comment on human inquiry: "the critical moments of inquiry are ultimately elusive to systematic explication. Such moments may depend more on the interpretive sensitivity, inventive thoughtfulness, scholarly tact, and writing talent of the human science researcher" (1990, p.34). A phenomenological attitude [Lindseth and Norberg, (2004), p.146] was deployed in this study in an attempt to grasp the important themes and the essential characteristics of the expressed meaning. Subsequently, these subthemes were further condensed into category themes.

3 Findings

In accordance with the concept of the hermeneutic circle, the analytical process begins with the first availability of data (Kezar, 2000), such as the initial transcripts in this study. Repeated reading of the transcripts are carried out concurrently with the construction and deconstruction of meanings progressively until the final themes emerge (Lindseth and Norberg, 2004).

The analysis uncovered positive themes conceptualised from narratives focusing on their lived experience as second-career academics in their contribution towards the quality of business education. However, there were also negative themes in their lived experience that disrupted their teaching endeavour for delivering quality business education. The positive themes are listed below from Theme P1 to Theme P2. The negative themes are listed from Theme N1 to Theme N3.

Theme P1   Authentic learning from first-hand industry experience contributes towards the quality of business education delivered.

The main theme that emerges from the interpretation of the narratives is the ability of the second-career academics to facilitate authentic learning, leveraging upon their first-hand experiences which contribute towards the quality of business education delivered. The participants stated that their previous industry experience was essential in teaching some business subjects and providing students with practical knowledge for their future profession. In other words, the students learned from these second-career academics what is relevant, workable, applicable, and useful for their future career. This relates to one of the pillars of authentic learning – the facilitation of learning real-life application of practical knowledge. Examples of comments include the following:

> "Some units like sales and marketing is contextual based, you need someone like me and you, you know, to teach them because we can relate the theory and concept into a lot of example, the real life example. So then in this case, they can, you know, it's easier for them to understand and to apply whatever they learn you know from the textbook." (P9 in Individual Interview)

> "Cost management would be a very interesting consultancy job. That is where my own experience can be utilised in that sense. So that actually has gained me a lot of positive feedback from the students because they see the relevance of what they learn." (P10 in Individual Interview)

> "Experience is important because the moment you have the knowledge, as well as the experience, it will be better for you to apply whatever that you will be doing." (P13 in Individual Interview)

The participants also mentioned that their students expected and appreciated their industry experience as relevant pointers for their future career in industry. Examples of narratives from the focus group discussions supporting this theme of prior experience in the industry facilitates authentic learning in their teaching are listed below:

> "I think some of [the students], they want you to be experienced as well." (P13 in Focus Group Discussion)

> "Because I am preparing them in advance for the real, for the reality when they go into society. My teaching approach, I always share my experience with the student and all this experience is very valuable for my student because this thing is real, realism you know." (P10 in Focus Group Discussion)

The narratives above suggest that participants in this study felt competent to teach business subjects in business schools. In essence, they felt that their experience in the variety and dynamics of the corporate world aided them in the introduction of authentic knowledge to the classroom, by improving the relevance and applicability of the expertise that they impart to the students. The participants in this study strongly believed that theoretical knowledge is not sufficient; hence their expertise is essential to provide a holistic business education with respect to authentic learning.

Theme P2   Holistic education from theoretical knowledge supplemented by first-hand industry experience contributes towards the quality of business education delivered.

Given that there are two broad categories of academics involved in teaching business – the first-career and the second-career academics, the next significant theme emerging from the narratives of this study is their value-added industry experience supplements the theoretical knowledge thus holistically enhancing the quality of business education. The participants in this study reported that they received and appreciated the respect they obtained from colleagues and students upon sharing of their practical experience. It is also apparent from their narratives that the first-career academics, who have no industry experience, have high regard for their industry experience and have often requested that they share their practical experiences in class. From their narratives, it appears that industry experience is an asset desired by the first-career academics. The following are narratives from the transcripts in support of the conceptualisation of the theme:

> "Some of the colleagues kind of envy or they wish they have some kind of experience. They respect us for having industry experience." (P5 in Individual Interview)

> "My previous experience is an asset in terms of allowing me to collaborate with more seniors and more accomplished academics because they don't have practical experience, so it's easier for me to make myself useful to them and to successfully achieve collaborations." (P7 in Individual Interview)

> "They want to learn more what happens out there in the corporate world, I am more than happy to share information with them." (P9 in Individual Interview)

> "I am happy to share and I feel the satisfaction especially when they give me feedback that things that I shared have actually helped them." (P10 in Individual Interview)

> "So they [first-career academics] have a curiosity as well, it's a good opportunity for us to share and exchange views and information with each other." (P19 in Individual Interview)

> "I think my colleagues respect me for my experience so they are always asked me on certain things that what's happening in, outside." (P26 in Individual Interview)

The narratives above suggest that participants in this study felt that they were able to improve the teaching quality of business subjects in business schools by virtue of their practical experience in industry. In essence, they felt that their experience in the variety and dynamics of the corporate world aided them in the introduction of practical knowledge in the classroom, by improving the relevance and applicability of the knowledge that they impart to the students. The participants in this study strongly opined that theoretical knowledge is not sufficient; hence their practical knowledge is essential to provide a holistic business education. Their self-efficacy seems to be further fuelled by the very positive support and feedback from their colleagues, particularly the first-career academics.

The theme of bringing practical experience to improve the quality of business education was also emphasised during the three focus group discussions conducted in this study. For example,

> "You know, it's like in the industry, the people who come has other experiences which can enhance and can be developed further." (P13 in Focus Group Discussion)

> "I think one of the significance of my past experience, industry experience, is that I am able to share real life stories about internal controls with my students when I teach internal controls so it actually makes the class more interesting." (P12 in Individual Interview)

> "Ok, I always believe that working experience actually complement whatever things that we have in the university." (P17 in Individual Interview)

The claim that auditing is better taught by accountants or auditors could be based on their perception that subjects like accounting require academics with practical experience in industry to teach rather than academics without practical experience. However, this perception was also held by participants from other disciplines such as human resources (see participant P4 below) and marketing (see participant P9 below):

> "And because of my HR experience and so on so forth, I was able to be a bit more confident and go for classes without much preparation." (P4 in Individual Interview)

> "Some students might find my teaching method is a bit different from others lecturer because I more emphasise on the application. I like to relate my experience." (P9 in Individual Interview)

According to the participants, their practical experience was even more important, particularly in teaching postgraduate students with industry experience. This was because their practical experience helped in terms of establishing credibility and rapport with students who were working professionals, as illustrated in the narratives below:

> "But then if you see that our students are mostly working adults, so what we can actually, actually it's an advantage, I meant to have this working experience because from there I could actually give them examples how when you work right, how did these theories like can applied, you know in their business world." (P6 in Individual Interview)

Their practical experience was also helpful towards making the curriculum more relevant to industry needs. There were a few occasions when the participants mentioned that they were invited to review and make recommendations to the curriculum and programs. Examples of such narratives are as shown below:

> "Our role is actually to help the school or the university to look at some of our curriculum, how to make the curriculum more relevant to the industry. . .. We can bring network to the school and the university." (P17 in Individual Interview)

> "I believe, I am confident that I have practitioner experience in order to guide this program, this project." (P18 in Individual Interview)

> "For example I got invitation to, er by one of the program in the X college degree program requesting me to give industry perspective of human resource planning." (P20 in Individual Interview)

As mentioned at the beginning of this analysis, not all their experiences as second-career academics support their attempt to deliver quality business education. This section conceptualises and analyses three negative themes that emerge from the findings.

Theme N1   The less-developed teaching skills of second-career academics negate their effort to deliver quality business education.

The findings revealed a sense of inadequacy among the second-career academics interviewed. This sense of inadequacy appears to stem from difficulties encountered in carrying out their academic tasks. This finding is consistent with several studies on the challenges faced by second-career academics (Blenkinsopp and Stalkers, 2004; Gale, 2011; Larocco and Bruns, 2006). Some of the attributing factors include unpreparedness for an academic career, unfamiliarity with the requirements and culture of academia. A few samples of the narratives, taken verbatim from the transcripts, supporting this theme are listed below:

> "But I think overall, frankly speaking, I think overall my teaching experience has not been really positive. I think I am struggling; I am not able to really, I am struggling." (P7 in Individual Interview)

> "I think I did better in my previous job in the corporate world but here because I am new, I am still pretty much trying how to cope with the job; I am still learning. I cannot deny that I have some difficulties to perform a certain task." (P9 in Individual Interview)

> "I also have a bad experience when I have don't have good feedback then I will feel very downhearted, especially the first time you taught the subject." (P14 in Individual Interview)

> "But actually, of course, we have to admit, we also have our limitations like we never been trained properly to be a teacher." (P10 in Focus Group Discussion)

Theme N2   Technological challenge in coping with digital academy hinders second-career academics' contribution to quality business education.

The following units of meanings revealed that there was a sense of frustration among the participants. The frustration appears to stem from challenges in dealing with digital academy, in particular, the deployment of ICT used in higher education. Their experience seems consistent with the studies on the challenges faced by academics due to the impact of ICT on business education at tertiary levels (Tang and Chaw, 2016; Zammuto, 2008).

Examples of the narratives from the participants supporting the conceptualisation of this theme are listed below:

> "So because of my background, I am not computer literate." (P3 in Individual Interview)

> "I have to say I am not a really IT savvy person. I am an immigrant not a native, an IT native. There are things that I need to pick up so I think that is my challenge in the academia." (P10 in Individual Interview)

> "I have real challenges when it come to do things on the computer, you must know that I am in the baby boomer group, we are not very hands on and very good in using computer." (P18 in Individual Interview)

Theme N3   Remnants of industry work culture within the second-career academics which differs from academic culture deters their contribution to quality business education

From the following units of meanings, it appears that the difference in culture between industry and academia resulted in a degree of alienation for some participants. The alienation appears to derive from encountering difficulties in appreciating academic expectations. Such a divide could possibly serve as a deterrent in their delivery of quality business education, as evidenced by the narratives below:

> "It's been hard because academics is probably, you know, have two different worlds. The academic world, the success in the academic world is defined and structurally different than the success in the business world." (P7 in Individual Interview)

> "I find that university is not good at communicating out its priorities and I think that different organisation, like differences in culture, language." (P18 in Individual Interview)

It is clear from these three negative themes that not all their experiences as second-career academics support their attempt to deliver quality business education.

4   Discussion

The study finds that second-career academics can contribute towards the quality of business education at the tertiary level because firstly, they are able to deploy authentic learning by virtue of their previous practical experiences in the industry. Authentic learning is a learning and teaching approach that emphasises, among other issues, the usefulness of what is being taught and learned by the students when they enter the industry (Herrington and Oliver, 2000; Herrington et al., 2003). Authentic learning needs expert coaching, and this is where the second-career academics appear to excel because of their practical experiences. More importantly, leveraging on their prior industry experience, they have accumulated in-depth knowledge of the expectations from the industry and can focus their teaching on useful application to the industry.

However, for authentic learning to flourish, the university management needs to provide a favourable authentic environment (Herrington and Herrington, 2007). According to Herrington and Herrington (2007, p.70), the teaching and learning process should incorporate authentic practices of experts in the fields. This translates into learning activities that resemble those of experts in their respective fields. The

participants' narratives reveal support and concurrence of this approach to teach business units from second-career academics.

The feedback received by the second-career academics from their students also provides support for authentic learning and teaching. This study found that students appreciate the valuable and useful skills and knowledge gained from these second-career academics through the sharing of their professional working experiences and expertise in their respective fields. To some extent, this contributes towards the self-efficacy of these second-career academics which has a positive impact on the quality of business education. As such, the university management must recognise the contribution of second-carer academics in the facilitation and implementation of authentic learning and teaching in business education. Some of the possible measures would be a recognition of their years of expert practices during recruitment and development of second-career academics. At the moment, the current dialogue on academic career path progression is skewed towards research and publication in an attempt to ascend the university ranking position. Perhaps an alternative approach is to highlight the significance and relevance of authentic learning brought by the second-career academics within the faculty of business.

Another way of supporting second-career academics in their facilitation of authentic learning is to offer special training courses geared towards helping them become conversant with authentic learning and teaching. Granted, they have the necessary and essential expertise and experience, but these second-career academics still need to be trained and coached in authentic learning and teaching. This is because the concept and approach to authentic learning is still new (Bergeron and Rudenga, 1996; Block, 2004; Brouse, 2005; Collins, 1988; Collins et al., 1989; Maina, 2004). Herrington and Herrington (2007) pointed out that for authentic learning to thrive, supporting facilities and environments are crucial and essential. The recruitment of second-career academics is one of the first steps taken towards implementation of authentic learning for the improvement of quality in higher education. However, the follow-up actions and supporting measures are also required. Research should be carried out in the direction of training and developing these second-career academics to be an expert in authentic learning and teaching of business units.

This study also highlights the important value that second-career academics bring to a holistic and quality higher business education, and that is first-hand industry experience, which supplements the lack of professional and practical industry experiences of their first-career academic colleagues. Delivering a quality business education requires both theoretical and practical inputs from the faculty members. Particularly for business schools, the established accreditation institution for business schools, AACSB, for instance, specifically requires their accredited business schools to have a balance of scholarly and practical academics. This study supports the view that both first-career and second-career academics are needed for the delivery of a quality business education, particularly at the tertiary level.

However, it should be noted that business practices are also in a flux. There are many changes in business practices, in particular e-commerce. While the second-career academics do have the necessary practical experiences in business, they still need to be updated with the current trends in business practices. Therefore, university management should facilitate opportunities for these second-career academics to keep abreast with business practices. One possible way is to have second-career academics in external engagement activities such as consultancy services with industry partners. This approach also helps in the upgrading and updating of the second-career academics' expertise,

which is crucial for sustaining their contribution of authentic learning in the delivery of quality higher education.

Despite the values and contribution brought to business schools, second-career academics' career transition from industry to academia is fraught with challenges as indicated in this study. Firstly, as teaching business units is quite different from practising business, it is vital that training in teaching is provided to second-career academics, as applied to early career academics. Technically, second-career academics are inevitably classified as early career academics.

Secondly, with the trend towards digital academia, blended delivery and e-delivery of courses particularly for business courses, and given that some of the second-career academics in this study are not digital natives, there are obstacles that need to be overcome. For a start, a special mentoring program or specialised training may be required for assisting these second-career academics in overcoming the digital divide. A user-friendly learning management system may also be helpful in this aspect.

Thirdly, as in any cross-cultural career transition, there is a need for a special orientation program to acclimatise second-career academics in mitigating the negative impacts of culture shock while transitioning from industry to academia. Measures such as special training in teaching and mentoring programme, should be implemented as earliest as feasible.

Theoretically, the findings suggest that the professional and practical experience of second-career academics appears to manifest in a perceived self-efficacy in their role as business academics. According to the social cognitive theory, perceived self-efficacy is defined as "people's judgements of their capabilities to organise and execute courses of actions required for attaining designated types of performances" [Bandura, (1986), p.18, 1989, 2001; Bandura and Adams, 1977]. This perceived self-efficacy is discernible from the narratives on three aspects of the participants' experience in academia. However, this self-efficacy needs social affirmation for it to be sustainable (Gecas, 1982, 1989). Hence, the university management needs to deploy measures to ensure that the efforts by these second-career academics to improve the quality of business education at tertiary level are recognised and rewarded. For instance, measures could be taken during the annual performance appraisal to take into consideration their contribution to improvement in quality higher education by virtue of their professional and practical experiences.

5　Limitations of the study

As this is an exploratory study to explore the values brought by second-career academics to business schools through a narrative inquiry, subsequent follow-up studies are required. A possible avenue for research is to measure the teaching effectiveness of second-career academics. Another possibility is to investigate the success rate of these second-career academics in business schools and for that matter, in other domains of academia. It can be concluded that second-career academics do indeed bring values and contribution towards better quality business education, but there are still obstacles that need to be resolved.

6   Conclusions

This study discovers that second-career academics enhance the quality of business education through the delivery of authentic learning experiences to students, based on their first-hand industry experience. The other value that second-career academics bring is their practical and professional experience which supplements the theoretical knowledge thus holistically enhancing the quality of business education. However, this study also uncovers several challenges faced by second-career academics that may hinder their contribution towards quality business education. Issues such as their deficiency in pedagogy, technical challenge in digital proficiency and resistance to cultural assimilation, need to be addressed by the university management to facilitate the contribution of these second-career academics to the quality enhancement in business education.

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Appendix

Table A1   Participants' background and types of participation

Participants	Years in industry	Field of practice	Individual interview	Focus group discussion
P1	10	Accounting	Yes	Yes
P2	11	Accounting	Yes	No
P3	20	Banking	Yes	Yes
P4	6	Human resource management	Yes	No
P5	7	Accounting	Yes	No
P6	11	Logistics	Yes	Yes
P7	6	Banking	Yes	No
P8	8	Accounting	Yes	No
P9	12	Marketing	Yes	Yes
P10	13	Accounting	Yes	Yes
P11	10	Accounting	Yes	No
P12	25	Banking	Yes	No
P13	10	Finance	Yes	Yes
P14	8	Accounting	Yes	Yes
P15	30	Accounting	Yes	No
P16	11	Accounting	Yes	No
P17	15	International marketing	Yes	No
P18	30	Human resource management	Yes	Yes
P19	30	Accounting	Yes	No
P20	15	Administration	Yes	No
P21	21	Marketing	Yes	Yes
P22	28	Logistics	Yes	No
P23	13	Banking	Yes	Yes
P24	20	Manufacturing (quality assurance)	Yes	Yes
P25	8	Marketing	Yes	No
P26	11	Accounting	Yes	No
P27	36	Commercial research	Yes	No
P28	26	Accounting	Yes	No
P29	14	International marketing	Yes	No
P30	11	Accounting	Yes	No
P31	7	Information technology service	Yes	No