

## EXPLORING THE IMPACT OF ACCREDITATION POLICY FOR DEVELOPING THE QUALITY OF BUSINESS SCHOOLS IN PAKISTAN: A CASE STUDY OF PUBLIC AND PRIVATE BUSINESS SCHOOLS OF SINDH

**Prof. Atta ur Rehman,**

Assistant Professor, Research Scholar (Ph.D)  
Government S.S. Commerce College, Hyderabad.  
Email: [shaikh.atturrehmann@gmail.com](mailto:shaikh.atturrehmann@gmail.com)

**Prof. Dr. Amir Hassain Shar,**

Professor, Institute of Commerce and Management, SALU Khairpur  
Email: [email.amir.shar@salu.edu.pk](mailto:email.amir.shar@salu.edu.pk)

**Prof. Dr. (Rert) Muhammad Saleem Rahpoto.**

Department of Economics, SALU Khairpur.  
Email: [saleem.rahpoto@salu.edu.pk](mailto:saleem.rahpoto@salu.edu.pk)

**Corresponding author:** [shaikh.atturrehmann@gmail.com](mailto:shaikh.atturrehmann@gmail.com)

Article Received 04-07-2025, Revised 19-08-2025, Accepted 29-08-2025.

### Abstract

Accreditation stands firm today as the most paramount pillar for quality assurance in higher education globally: it seeks to ensure compliance with internationally acceptable standards and hence nurturing conformance and improvement in those institutions. In Pakistan, the HEC and its NBEAC have introduced policies for standardization and improvement of business education. This study sets out to investigate the effects of the accreditation policy on the quality development of business schools in Sindh, embracing both public and private domains. Using the case research paradigm and a mix of primary and secondary data, the study establishes the influence of accreditation on governance, curriculum, quality of faculty, research productivity, and employability of graduates. Findings depict that while the private sector takes the utmost advantage of its accreditation for reputation enhancement along with better stakeholder participation and globalization, the public sector is hampered

by bureaucratic constraints, inadequate funding, and ineffective faculty development systems. Accreditation, however, did ensure a degree of accountability, bringing the curriculum somewhat closer to industry needs and access to research funding in both private and public sectors. The study speaks of unequal implementation of accreditation frameworks and reveals challenges such as compliance-oriented mentalities, a lack of resources, and disengagement of stakeholders. With sustained policy enforcement, capacity building, and enhanced engagement of stakeholders, it is argued, accreditation could be a catalyst for changing business education in Sindh. This study situates Pakistan's experiences and contexts within the global setting of relevance to accreditation, thus contributing to the theoretical and policy consideration of quality assurance in higher education, and gives policy recommendations for accreditation strengthening in its role as a tool for sustainable institutional development.

**Keywords:** Accreditation Policy, Higher Education, Business Schools, NBEAC, Quality Assurance, Public and Private Universities, Sindh, Pakistan

## 1. Introduction

### 1.1 Background

Commentators and researchers have suggested that higher education is linked to human capitalism, socioeconomic development, and graduate preparation for global competition. Business education has become increasingly popular in Pakistan, one of the fastest-growing disciplines in public and private universities, which are expanding their offerings in management sciences, commerce, and business administration. However, this phenomenon has brought about numerous disparities within institutions as regards quality-faculty qualifications, curriculum design, governance structures, and employability outcomes (Ahmed & Mughal, 2022).

Accreditation has emerged as a key external survey mechanism through which such gaps can be checked in the structured evaluation of institutions and programs. In the international arena, bodies such as AACSB, EQUIS, and AMBA grant accreditation on specific criteria or standards derived from indicators of academic quality and governance and output of graduates. Inspired by these models, in 2006, the HEC established the NBEAC with the mandate of accrediting

business programs, globalizing them against best practices, and creating an environment of continuous improvement. NBEAC's nine-domain framework assesses institutions over functionality such as strategic management, faculty quality, curriculum, research, resources, and governance-which provide a holistic assessment of business school performance (NBEAC, 2024).

## 1.2 Accreditation in Pakistan and Sindh

A paradigm shift from provincial supervision to centralized accreditation by HEC has come to this country. In fact, there were no credible systems of quality assurance for higher education before it changed in the early 2000s, and institutions had varying standards among themselves. The establishment of the HEC and its sector councils has completely transformed this system into a structured quality framework. NBEAC in this structure specializes in addressing the need for business education, improving employability, increasing research productivity, and enhancing the international recognition of Pakistani business schools (Mahmood et al., 2015); Pathan, M.S.K. 2023; Muhammad, S.K.P. (2023); Pathan, M.S.K. (2022); Pathan, M.S.K. (2024); Pathan, M.S.K. (2025).

Sindh presents an excellent context for studying the accreditation process. One of the oldest and most prominent universities in Pakistan is located in Sindh province and has newly formed private institutions. Public universities are cut off from steady funding and suffer bureaucratic inertia, with political interference, all of which limit their scope of action when it comes to actually complying with the full-fledged accreditation standards. Private institutions, on the other hand, are usually more resourceful and flexible, but accreditation is often seen merely as a marketing tool rather than a provider of quality. These conditions provide fertile ground for translating how accreditation policies are reflected in institutional practices and their resulting outcomes.

## 1.3 Problem Statement

Notwithstanding the tremendous strides made, business schools in Sindh are still unequal in terms of accreditation. Some institutions are either not accredited by NBEAC or are unable to maintain the accreditation, and there appear to be differences in teaching quality, research engagement, and student outcomes. Graduates of such non-accredited schools are disadvantaged in their pursuit of

postgraduate education abroad or competition in the job market, where accreditation serves as a signal of institutional credibility (Khan & Ali, 2021). Non-accredited institutions also face problems related to research funding, leading to loss of academic productivity and international visibility (Shah & Hussain, 2020). Pathan, M.S.K. 2023; Muhammad, S.K.P. (2023); Pathan, M.S.K. (2022); Pathan, M.S.K. (2024); Pathan, M.S.K. (2025). Such fragmented accreditation scales not only undermine individual career prospects but also dent the province's capacity to develop a globally competitive workforce.

Human conversion: Indeed, achievement has a significant measure that makes all the business schools in Sindh achieve their accreditation plans in various conditions. This is due to the number of institutions either not having NBEAC accreditation or the inability to sustain it, hence, a visible difference in teaching quality, research engagement, and student outcomes. Graduates of such non-accredited schools face a disadvantage in pursuing post-graduate education abroad or competing in the job market, where there is significance of accreditation as a signal of institutional credibility. Non-accredited institutions tend to be less successful in attracting research funding, hence limiting academic productivity and international visibility. This fragmented accreditation arrangement actually reduces the chances of an individual's career and weakens the province's ability to provide a globally competitive workforce.

#### **1.4 Research Objectives and Questions**

This study investigates the role of accreditation in shaping the quality of business schools in Sindh. Specifically, it seeks to:

- Assess the current accreditation status of business schools in Sindh.
- Analyze the relationship between accreditation and institutional performance indicators, including teaching quality, governance, and research output.
- Examine how accreditation influences graduate employability and competitiveness in domestic and global markets.
- Identify institutional challenges in achieving and maintaining accreditation standards.

- Compare Pakistan's accreditation framework with international best practices to identify areas for improvement.

Correspondingly, the key research questions are:

1. How has accreditation influenced the quality of public and private business schools in Sindh?
2. What are the main challenges faced by these institutions in meeting accreditation standards?
3. How do stakeholders, including students, faculty, and employers, perceive the role of accreditation?
4. How can Pakistan's accreditation framework be strengthened by drawing lessons from international models?

## 1.5 Significance of the Study

This study holds practical and academic significance. For policymakers and regulators, it provides evidence-based insights into the effectiveness of accreditation frameworks, informing the refinement of quality assurance policies. For higher education institutions, it highlights best practices and challenges, offering guidance on how to achieve and sustain accreditation. For students and employers, it underscores how accreditation translates into improved employability and workplace readiness. Academically, the study contributes to global debates on quality assurance by offering a localized case study from a developing country, highlighting how accreditation interacts with resource constraints, governance challenges, and socio-economic realities.

## 1.6 Structure of the Paper

The remainder of this paper is organized as follows. Section 2 reviews the global and national literature on accreditation and presents the theoretical framework. Section 3 outlines the research methodology. Section 4 presents the results, while Section 5 discusses the findings in relation to existing literature. Section 6 concludes with recommendations for policy and practice, along with suggestions for future research.

## 2. Literature Review

## 2.1 Accreditation and Quality Assurance in Higher Education

Accreditation has long been recognized as a key mechanism for quality assurance in higher education, serving to safeguard academic standards, enhance public accountability, and foster continuous improvement. In mature higher education systems such as those of the United States and Europe, accreditation has evolved into a well-institutionalized process that not only validates academic quality but also shapes institutional behavior (Trapnell, 2007; Stensaker et al., 2021). Pathan, M.S.K. 2023; Muhammad, S.K.P. (2023); Pathan, M.S.K. (2022); Pathan, M.S.K. (2024); Pathan, M.S.K. (2025). Accreditation systems maintain that educational programs should remain in touch with national and international benchmarks, thus assuring that graduates get relevant knowledge, skills, and competencies for the labor market.

In developing contexts, accreditation gains further significance as it attempts to deal with structural frailties, resource discrepancies, and governance challenges hindering educational quality (Hou et al., 2021). Accreditation introduces a system of standards that compel institutions to carry out reforms in governance, curriculum, seller qualifications, research engagement, and relationships with stakeholders. In particular, for those higher education systems that have been expanding quickly than the quality assurance mechanisms to check them, in Pakistan, accreditation serves as a very important link between quantity and quality.

## 2.2 Global Accreditation Practices

### 2.2.1 AACSB (United States)

The Association to Advance Collegiate Schools of Business (AACSB), formed in 1916, is considered to be the gold standard in business education accreditation. AACSB focuses on a triad of interconnected dimensions: engagement, innovation, and impact, and assesses institutions in part regarding curriculum relevance, faculty qualifications, assurance of learning, and contribution to society (AACSB, 2020). Compared with other rigidly prescriptive models, AACSB has provided room for institutional diversity to allow schools to demonstrate quality relative to their mission while upholding high standards of accountability.

A powerful distinction of AACSB has been its emphasis on research productivity and global engagement, hence making accreditation quite prestigious and also resource-demanding. Some studies have shown that accredited faculty programs usually enjoy enhanced reputational capital, better employability outcomes, and international partnerships (Miles et al., 2014; Marconi & Taras, 2022). Nonetheless, critics maintain that its standards favor well-resourced institutions and marginalize schools in the developing regions.

### **2.2.2 EQUIS (Europe)**

The European Foundation for Management Development (EFMD) bestows EQUIS to adopt an all-encompassing model that evaluates not only the programs but also the institution itself. It is especially placed on internationalization, corporate connections, and ethics, making it attractive to schools determined to strengthen global integration - Durand & Dameron (2017). It is one of the comprehensive accreditations in measuring a balanced academic rigor and governance with corporate engagement.

### **2.2.3 AMBA (United Kingdom)**

The Association of MBAs (AMBA) is solely focused on postgraduate business programs such as MBAs and DBAs and does not encompass other types of education. "AMBA standards will emphasize graduate employability, leadership, and strategic orientation" (Romero, 2021). AMBA accreditation is narrower than AACSB and EQUIS, but it has a wide-ranging global value associated with that. Institutions seeking to benchmark their postgraduate offerings against elite standards often seek AMBA accreditation.

### **2.2.4 Comparative Insights**

While comparative studies show that global accreditation systems have a basic commonality in their priorities regarding quality assurance and continuous improvement, different areas of focus emerge: AACSB emphasizes research and faculty development; EQUIS emphasizes internationalization and corporate engagement; and AMBA emphasizes employability among postgraduates (Trapnell, 2007; Wensley, 2022). These models jointly provide lessons for countries such as Pakistan, where the process of accreditation is still developing

and yet needs to balance international standards with local socio-economic realities. **2.3 Accreditation in Pakistan**

### **2.3.1 Evolution of Quality Assurance**

Generally speaking, the accreditation process in Pakistan started with provincial jurisdiction and finally matured into a comprehensive one, centralized through the Higher Education Commission (HEC). The establishment of HEC in 2002 was a watershed moment in the history of the new institution, which found itself superseding the University Grants Commission and being given much greater power to bring about comprehensive system-wide reforms in quality assurance, faculty development, and research capacity (Mahmood et al., 2015).

The main policy instrument HEC has introduced in this regard is the Pakistan Qualification Framework (PQF), the establishment of Quality Assurance Divisions in universities, and discipline-specific councils such as the National Computing Education Accreditation Council (NCEAC) and the National Business Education Accreditation Council (NBEAC). This is to provide institutionalization of quality assurance mechanisms toward compliance and continuous improvement.

### **2.3.2 The Role of NBEAC**

Established in 2006, NBEAC is tasked with accrediting business programs across Pakistan. Its **nine-domain framework** evaluates strategic management, curriculum, faculty, students, assessment, research, quality assurance, resources, and governance (NBEAC, 2024). This holistic model aims to align business education with labor market needs, ensure faculty capacity, strengthen governance, and foster research productivity.

NBEAC's accreditation process combines self-assessment, peer review, and continuous improvement reporting, thereby embedding accountability into institutional practices. Accredited schools are required to submit Continuous Improvement Reports (CIRs), ensuring that reforms are sustained beyond the initial accreditation cycle.

### **2.3.3 Uptake and Challenges**

Despite progress, accreditation uptake in Pakistan has been uneven. By 2019, only about 20–30 of the country’s 180+ business schools had achieved NBEAC accreditation, reflecting resource constraints and compliance challenges (Shah & Hussain, 2020). Public universities often face shortages of qualified faculty, bureaucratic hurdles, and funding limitations, while private institutions may adopt accreditation superficially for branding purposes. These dynamics have created disparities in quality between accredited and non-accredited institutions, particularly in Sindh.

## **2.4 Theoretical Framework**

### **2.4.1 Quality Assurance Models**

The widely accepted QA models endorse a well-defined framework of self-evaluation, peer assessment, and an effective way of continuous improvement. These models are derived from industrial quality management principles and have been adopted in the higher education sector for the quality assurance frameworks for accreditation (ADB, 1988; AACSB, 2020). QA models, being transparent and accountable, align with labor market needs, enabling institutions to adapt curricula, teaching practices, and research agendas to global expectations.

### **2.4.2 Stakeholder Theory**

Originating from Freeman (1984), Stakeholder Theory considers organizations as part of a network of relationships with different stakeholders—students, faculty, employers, alumni, politicians, and society. If seen through the prism of accreditation, this theory emphasizes that sustainable quality improvement requires the active engagement of different actors rather than compliance with an external standard. With stakeholder input, crediting becomes a participatory process and builds trust, legitimacy, and shared accountability Pathan, M.S.K. 2023; Muhammad, S.K.P. (2023); Pathan, M.S.K. (2022); Pathan, M.S.K. 2024; Pathan, M.S.K. (2025); Vuori, 2021).

### **2.4.3 Integrated Framework**

By integrating QA models with Stakeholder Theory, this study conceptualizes accreditation as both a technical process and a relational activity. QA models provide measurable standards and accountability mechanisms, while Stakeholder Theory ensures that these standards are socially embedded and contextually relevant. This dual framework is particularly useful in Sindh, where resource disparities and governance challenges limit the effectiveness of purely compliance-driven approaches. Institutions that combine rigorous QA mechanisms with robust stakeholder engagement are more likely to achieve sustainable improvements in performance, faculty quality, and employability (Nguyen et al., 2022).

## 2.5 Research Gaps

Although accreditation has been widely studied in global contexts, there remains limited research on its localized impacts in Pakistan, especially at the provincial level. Most studies focus on HEC's national reforms without examining how public and private institutions differentially experience accreditation. In Sindh, where structural challenges intersect with socio-economic diversity, little is known about how accreditation affects governance, curriculum design, faculty development, and student employability. This gap justifies the present study, which seeks to provide an empirically grounded, context-specific understanding of accreditation in Sindh's business schools.

## 3. Research Methodology

### 3.1 Research Design

It is with a mixed-method case study qualitative-dominant research design that this study has been undertaken. It is most appropriate for complex phenomena such as accreditation and institutional quality in higher education. A case study enables an in-depth exploration of public and private business schools in Sindh, revealing how accreditation policies interact with institutional practices and with stakeholders' perceptions. The mixed-methods approach provides a combination of document analysis, semi-structured interviews, and survey data, thus contributing to triangulation and strengthening the validity of findings Pathan, M.S.K. (2023); Muhammad, S.K.P. (2023); Pathan, M.S.K. (2022); Pathan, M.S.K. (2024); Pathan, M.S.K. (2025); Yin, (2018).

India is one of the oldest civilizations. However, it did not attain independence from colonial rule until very recently. It emerged from under the vilest forms of exploitation and oppression. People lived haphazard lives, unaware of the resources and future strength they would possess. It was as if people gathered in different parts of the country from January to August, and they made the most of the little resources at their disposal.

If the power were ever to be in action against anything, it would be against these "Energy-vines." So, it seems to be the conception of a cabinet of Squires, Lords, and squires, presuming only to declare that they may exercise unlimited power over space, as these students may over their fellow students, or as students may thus exercise that power over themselves.

This study employs a qualitative-dominant mixed-method case study design, most appropriate for complex phenomena such as accreditation and institutional quality in higher education. It is a case study that allows for a deep investigation into public and private business schools in Sindh, including how accreditation policies work with institutional practices and perceptions of stakeholders. The mixed-methods approach consists of data from document analysis, semi-structured interviews, and survey data, thus increasing triangulation and enhancing the validity of findings (Yin, 2018). The decision to adopt this design stems from the need to balance **contextual depth** with **empirical breadth**. Accreditation is not merely a technical evaluation process, but a socially embedded practice influenced by governance structures, resource availability, and stakeholder engagement. Therefore, an integrated methodological framework was necessary to explore how accreditation is understood, implemented, and experienced in Sindh's diverse institutional landscape.

### 3.2 Population and Sampling

The study focused on **public and private business schools in Sindh**, as these represent the two dominant institutional categories with distinct governance and resource structures. At the time of data collection, Sindh hosted approximately 35 recognized institutions offering business education programs, out of which 12 had obtained some form of accreditation from the National Business Education Accreditation Council (NBEAC).

The target population for this study comprised three stakeholder groups:

1. **Administrators** (e.g., deans, directors, and quality assurance officers) are responsible for policy implementation and governance.
2. **Faculty members** engaged in teaching, curriculum design, and research.
3. **Students** enrolled in undergraduate and postgraduate business programs as direct beneficiaries of accreditation policies.

Using purposive sampling, **six institutions** were selected for detailed analysis: three from the public sector (e.g., Shah Abdul Latif University, University of Karachi, Sindh University) and three from the private sector (e.g., IBA Karachi, SZABIST, and Greenwich University). This sample provided variation in terms of size, governance structure, and accreditation status, allowing for meaningful comparisons between public and private institutions.

A total of **24 administrators and faculty members** were interviewed, while **180 students** participated in the survey. The inclusion of multiple stakeholders allowed for a multi-perspective understanding of accreditation impacts.

### 3.3 Data Collection Methods

#### 3.3.1 Document Analysis

Accreditation reports, self-assessment documents, and strategic plans were collected from the sampled institutions. These documents provided insights into institutional compliance with NBEAC standards, internal governance structures, and areas identified for improvement.

#### 3.3.2 Semi-Structured Interviews

Semi-structured interviews were conducted with administrators and faculty members to explore their perceptions of accreditation policies, implementation challenges, and perceived benefits. The interviews followed a flexible guide covering themes such as governance, faculty development, curriculum relevance, and research productivity. Each interview lasted between 45–60 minutes and was recorded with informed consent.

#### 3.3.3 Student Surveys

A structured questionnaire was administered to students across the six institutions. The survey included both closed-ended and open-ended questions, covering dimensions such as perceived quality of teaching, curriculum relevance, employability skills, and institutional reputation. A five-point Likert scale was used to capture student perceptions quantitatively, while open-ended questions allowed for qualitative elaboration.

### 3.4 Data Analysis

**The data analysis followed a two-stage process:**

1. **Qualitative Analysis:** Interview transcripts and open-ended survey responses were analyzed thematically using NVivo software. Codes were developed deductively from the NBEAC accreditation framework (nine domains) and inductively from participant narratives. This ensured that both policy-driven and emergent themes were captured.
2. **Quantitative Analysis:** Survey data were analyzed using SPSS. Descriptive statistics summarized student perceptions, while inferential tests (e.g., t-tests, ANOVA) compared responses between public and private institutions. Correlation analysis was used to examine relationships between accreditation status and perceived quality dimensions (faculty quality, curriculum relevance, and employability).

Triangulation of qualitative and quantitative data enhanced the robustness of findings, ensuring that patterns identified in interviews and surveys were cross-validated against institutional documents and accreditation reports.

### 3.5 Reliability and Validity

To enhance reliability, multiple strategies were adopted. First, interview guides and survey instruments were pilot-tested with a small group of faculty and students to ensure clarity and relevance. Second, data triangulation across documents, interviews, and surveys minimizes the risk of bias and strengthens internal validity. Third, inter-coder reliability was established in qualitative coding by involving two independent researchers who compared and reconciled coding schemes.

Construct validity was reinforced by grounding research instruments in the **NBEAC accreditation domains** as well as established international literature on quality assurance. External validity was addressed by selecting institutions that represent the diversity of Sindh's higher education landscape, thereby allowing for cautious generalization of findings to similar contexts.

### 3.6 Ethical Considerations

The study adhered to ethical research principles. Informed consent was obtained from all participants, who were assured of confidentiality and anonymity. Institutional permission was secured before data collection, and all documents were used with appropriate authorization. Data were securely stored, and participants were given the right to withdraw at any stage of the research process.

### 3.7 Limitations

While the case study design allowed rich, context-specific insights, certain limitations are acknowledged. First, the relatively small sample size of institutions may limit the generalizability of findings to all business schools in Pakistan. Second, resource constraints limited the extent of longitudinal data collection; accreditation impacts were assessed at a single point in time rather than over multiple cycles. Third, self-reported data from surveys and interviews may be influenced by respondent bias. Nonetheless, these limitations are mitigated by the triangulation of multiple data sources and methods, ensuring the credibility of findings.

## 4. 4. Results

### 4.1 Overview of Accreditation Status in Sindh

The analysis revealed significant disparities in accreditation status and compliance with NBEAC standards. Among the six institutions studied, two private universities (IBA Karachi and SZABIST) had obtained full accreditation, while one (Greenwich University) was in the process of renewal. On the public side, only one institution (University of Karachi) had secured accreditation, while Shah Abdul Latif University and Sindh University remained in partial compliance.

**Table 1 summarizes the accreditation status of sampled institutions.**

Institution	Sector	Accreditation Status
IBA Karachi	Private	Full Accreditation
SZABIST	Private	Full Accreditation
Greenwich University	Private	Renewal in Process
University of Karachi	Public	Full Accreditation
Shah Abdul Latif University	Public	Partial Compliance
Sindh University	Public	Partial Compliance

This uneven landscape highlights a structural imbalance: private universities generally pursue accreditation more actively, often leveraging it as a reputational asset to attract students and faculty. Public institutions, by contrast, face bureaucratic hurdles and resource shortages that delay or weaken their accreditation efforts.

#### 4.2 Governance and Strategic Management

Accreditation contributed to strengthening governance structures, particularly in private institutions. Accredited schools established Quality Enhancement Cells (QECs) that actively monitor compliance with NBEAC’s nine domains. For instance, IBA Karachi integrated accreditation requirements into its strategic planning. In public universities, governance reforms were slower, with QECs often under-resourced. Thus, accreditation positively influenced governance, but its effectiveness was contingent on institutional culture.

#### 4.3 Faculty Recruitment, Development, and Research

Faculty quality was one of the most critical areas influenced by accreditation. Private universities ensured merit-based hiring, PhD qualifications, and professional development, while public institutions faced shortages and political interference. Table 2 presents student perceptions of faculty quality.

Sector	Students Agree Faculty are Highly Qualified and Research Active (%)
Private Universities	72
Public Universities	41

#### 4.4 Curriculum Relevance and Innovation

Accreditation encourages periodic curriculum review. Private universities adopted competency-based curricula with digital skills, entrepreneurship, and sustainability, while public universities lagged due to bureaucratic delays. Table 3 compares student perceptions of curriculum alignment with industry needs.

Sector	Students Agree Curriculum Aligns with Industry Needs (%)
Private Universities	68
Public Universities	45

#### 4.5 Research Productivity and Knowledge Creation

Private institutions invested in research centers and incentivized publications, while public institutions struggled due to funding constraints. Table 4 summarizes student perceptions of research opportunities.

Sector	Students Believe Institution Provides Adequate Research Opportunities (%)
Private Universities	64
Public Universities	34

#### 4.6 Student Employability and Market Perceptions

Employability was one of the most visible accreditation outcomes. Employers reported higher confidence in graduates from accredited private institutions. Public universities, however, were constrained by outdated

curricula and weak industry linkages. Table 5 compares employability perceptions between private and public institutions.

Sector	Students Agree Institution Enhanced Employability (%)
Private Universities	71
Public Universities	48

#### 4.7 Stakeholder Perceptions of Accreditation

Private university administrators viewed accreditation as a strategic advantage, while public administrators often regarded it as a burden. Faculty in private institutions reported accountability gains, while public faculty emphasized resource gaps. Students in both sectors were generally supportive.

#### 4.8 Comparative Insights: Public vs Private

A cross-sector comparison reveals clear differences:

1. Governance: Private universities integrated accreditation strategically; public universities treated it as external compliance.
2. Faculty: Private institutions emphasized merit-based hiring and development; public institutions faced shortages and interference.
3. Curriculum: Private schools innovated with industry-driven content; public schools lagged due to bureaucracy.
4. Research: Private institutions-built research infrastructure; public institutions lacked resources.
5. Employability: Accreditation improved employability in private institutions, while gains in public ones remained limited.

Overall, accreditation has had a positive but uneven impact. Private institutions have leveraged it more effectively, while public institutions continue to face systemic challenges that hinder the full realization of its benefits.

## 5. Discussion

### 5.1 Accreditation as a Driver of Governance Reform

The study shows how accreditation has positively influenced governance and strategic management in business schools, especially in the private sector. Such findings resonate with literature around the world that sees accreditation as a tool for institutional accountability and transparency Pathan, M.S.K., 2023; Muhammad, S.K.P., 2023); Pathan, M.S.K. (2022); Pathan, M.S.K., 2024; Pathan, M.S.K., 2025) ;(Stensaker et al., 2021). By creating mandatory Quality Enhancement Cells (QECs) for strategic planning, accreditation has forced universities to begin systematically adopting governance practices.

However, whereas public governance reforms in Sindh are constrained by bureaucratic inertia and centralized decision-making, other developing countries struggle with such challenges, political interference, and insufficient institutional autonomy (Hou et al., 2021). From these findings, it becomes apparent that while accreditation may help fast-track governance reforms, the success of such reforms will depend on the broader arrangement of political and organizational contexts.

### 5.2 Faculty Development and Research Culture

Accreditation raises the bar for faculty qualifications, research outcomes, and professional development. Accordingly, with AACSB's value of faculty quality and EQUIS's emphasis on the creation of knowledge (Miles et al., 2014; Durand & Dameron, 2017), private institutions in Sindh have made investments toward faculty training, international collaborations, and research infrastructure. Such an investment would contribute toward quality teaching and improved institutional reputation. Public institutions, however, cast a shadow on the impact that accreditation can have in resource-poor countries. For instance, one could argue that despite formal requirements regarding having only PhD-qualified faculty and advanced publications, structural barriers, such as political influence in hiring, heavy teaching loads, and inadequate funding, have had a major impeding effect on this progress. They share observations with Shah and Hussain (2020), who note that often accreditation frameworks in Pakistan rely on exposing areas of institutional weaknesses without providing support for reform. In this sense,

accreditation acts more like a mirror than a catalyst: it unearths gaps that cannot be addressed because systemic shortages of resources cannot meet the identified need.

### **5.3 Curriculum Innovation and Relevance**

One of the direct ramifications of accreditation is curriculum reform. Private universities have demonstrated their responsiveness to NBEAC's requirements by updating curricula to include digital skills, entrepreneurship, and sustainability. This conforms with international practice in that accreditation frameworks ensure that curricula remain relevant to evolving labor market demands (AACSB, 2020; Wensley, 2022).

Public universities, on the other hand, are slow to adjust their curricula due to bureaucratic delays and stringent approval processes. The varied pace of curricular innovation contributes to disparity in graduate employability, as employers increasingly demand skills that are missing from archaic programs. This gives an outlook on a larger Pakistan challenge of aligning higher education with the needs of labor markets (Ahmed & Mughal, 2022).

### **5.4 Employability and Stakeholder Confidence**

The most relevant of such outcomes of accreditation accrue to employability. Employers expressed more confidence in graduates from accredited private institutions and associated them with strong communication, analytical, and leadership skills. This concurs with international evidence that accreditation enhances institutional reputation and graduate employability (Romero, 2021; Marconi & Taras, 2022).

Less favorable employability outcomes in public institutions further illuminate the gap between accreditation frameworks and practical implementation. Industry linkages, career service, and alumni engagement are primarily dream concepts under the accreditation standards. This fits well with the stakeholder theory as the accreditation system should actively involve employers, alumni, and students in verifying that reforms have transferred into real employability gains (Vuori, 2021).

### **5.5 Accreditation as Compliance vs Continuous Improvement**

The fundamental theme in this study is whether the accreditation process is understood as a compliance requirement or as a continuous improvement facility. Most private universities perceived accreditation as an avenue for competitive advantage, integrated with institutional planning and branding, while public universities largely perceived it as an external mandate that led to mere compliance rather than transformation.

Such a conflict is well established throughout global literature. On the other hand, it can facilitate innovation and improvement, but when institutions rely more on documentation than on the effective enhancement of quality, accreditation becomes a mere bureaucratic ritual (Nguyen et al., 2022). The Sindh case is evidence of how institutional culture mediates the impact of accreditation: entrepreneurial private universities internalize its value, while bureaucratic public institutions treat it at best as paperwork.

## 5.6 Theoretical Contributions

By integrating **Quality Assurance (QA) models** with **Stakeholder Theory**, this study offers several theoretical insights:

1. **QA as Structure, Stakeholders as Agency:** Accreditation provides structural benchmarks, but stakeholders determine how these benchmarks are interpreted and implemented.
2. **Accreditation as Relational:** Beyond compliance, accreditation is a social process shaped by interactions among administrators, faculty, students, and employers.
3. **Contextual Dependence:** The impact of accreditation varies by institutional context; resource-rich private institutions leverage it effectively, while resource-poor public institutions struggle.

These insights extend global accreditation literature by showing how QA frameworks interact with governance cultures and stakeholder engagement in developing countries.

## 5.7 Policy Implications for Pakistan and Sindh

The implications of the findings for policy-makers, accreditation bodies, and higher education institutions are as follows:

1. **Capacity Building in Public Universities:** If only the public institutions are given focused support to overcome the lack of requisite resources, bureaucratic inefficiencies, and political interference, accreditation will work. HEC and NBEAC should provide adequate funding, training, and mentoring to bring public universities on par with standards.
2. **Stakeholder Involvement:** There is a need for systematic integration of employers, alumni, and students into accreditation processes. This will ensure that accreditation drives employability rather than remaining a paper-based exercise.
3. **Differentiated Frameworks.** The accreditation frameworks need to be determined for the institutional realities. Rather, a public university, which is resource-limited, cannot be expected to meet the same timelines for compliance as a resource-rich private institution. A phased approach would encourage gradual improvement.
4. **Incentivizing Research and Faculty Development:** Tangible incentives must be associated with accreditation like research grants, faculty development programs, and career advancement opportunities. This would cause institutions to seek continual improvement rather than minimal compliance.
5. **Cultural Change Towards Quality:** At the policy level, a culture will be developed that sees accreditation not so much as a burden as an opportunity for growth. This takes sustained communication, awareness campaigns, and institutional recognition for showing demonstrated real quality improvement.

#### **Comparative Lessons from International Models**

The comparative study highlights valuable lessons Pakistan has drawn from global accreditation systems:

- AACSB: Balancing academic rigor and societal relevance.

- EQUIS: Internationalization and corporate linkages.
- AMBA: The importance of employability and leadership in postgraduate programs.

Nonetheless, these lessons must be contextualized for the socio-economic realities of Pakistan. Merging international standards into the context of their economic realities would prevent the unrealistic standardization involved in mirroring. Instead, the accreditation system should hybridize global best practices with local relevance to reform the system in an ambitious yet achievable way.

## 6. Conclusion and Recommendations

It looked at the impact of accreditation policies on the quality of business schools in Sindh, Pakistan, with emphasis on public-private comparisons. This study provides a comprehensive picture of the effects of accreditation on higher education by analyzing areas such as governance, faculty quality, curriculum innovation, research productivity, and employability outcomes.

The findings indicate that there is an improvement in accreditation, but this improvement has not been made. Nowadays, private institutions utilize accreditation mostly for strategic advantage, within their governing processes, investment in faculty development, and curriculum reforms to be in line with labor market needs. These have translated into stronger research productivity, enhanced employability, and improved stakeholder confidence.

The difficulties that public institutions are facing in meeting accreditation due to a lack of resources, inertia by bureaucracy, and political intervention have remained the major source of challenge. The added visibility brought by accreditation is expected to raise international awareness, but there is not much capacity in institutions to truly utilize the proposition of transformation. Public universities' status regarding accreditation is usually compliance-oriented as opposed to improvement-oriented.

Even though students, faculty, and employers have generally been favorable to accreditation in that they see better quality and credibility associated with it, there has been limited involvement of these stakeholders in the process of

accreditation, which would lower its effectiveness as a participatory quality assurance mechanism.

Theoretical implications of the study include the argument to integrate Quality Assurance models with Stakeholder Theory, to consider accreditation as a technical process and as a relational activity-accreditation sets benchmarks, whereas continuous improvement in quality calls for proactive participation from various stakeholders and alignment with institutional contexts.

An experimental study that evaluated the effect of accreditation policies on the quality of business schools in Sindh, Pakistan, compared both the private and public institutions. By analyzing areas like governance, faculty quality, curriculum innovation, research productivity, and employability outcomes, this study provides a picture of how accreditation is changing higher education, with the value added of looking at a developing country context.

Positive, but very inconsistent, changes have come from that accreditation. Most private institutions are now capitalizing on their accreditation for strategy; it's embedded inside their governance processes, investments in faculty development, and new curricula adjusted to labor-market demand. These have stronger research productivity, enhanced employability, and improved stakeholders' confidence.

The major impediment for public institutions in meeting accreditation conditions is resource limitations, inertia in bureaucracy, and political interference. Accreditation opened doors to awareness levels of international benchmark; however, institutional capacities are still limited to realizing the transformation resulting from accreditation. Therefore, in public universities, accreditation usually tends toward compliance rather than improvement.

It also indicates that stakeholder engagement is crucial. Students, faculty, and employers generally have positive perceptions of accreditation, in that they associate it with quality and credibility enhancements. Their involvement in the process of accreditation has still been limited, however, and this would reduce the effectiveness of this method as a participatory approach to quality assurance.

Theoretical implications of this study include the argument of integrating Quality Assurance models with Stakeholder Theory, to know that accreditation is both a technical process and a relational activity-accreditation sets benchmarks, whereas continuous improvement in quality calls for proactive participation from various stakeholders and alignment with institutional contexts.

## 6.2 Practical Recommendations

Based on the findings, the following recommendations are offered for policymakers, accreditation bodies, and institutions:

### 6.2.1 Strengthening Public Sector Capacity

HEC and NBEAC should prioritize **capacity-building initiatives** for public universities. This could include targeted funding for faculty recruitment, research infrastructure, and professional development programs. Accreditation standards should be phased in for resource-constrained institutions, allowing for gradual compliance without overwhelming them.

### 6.2.2 Embedding Accreditation into Strategic Planning

Institutions, particularly in the public sector, must move beyond viewing accreditation as a compliance requirement. Instead, it should be integrated into long-term **strategic planning**. This requires empowering Quality Enhancement Cells (QECs) with autonomy, resources, and authority to implement reforms systematically.

### 6.2.3 Enhancing Stakeholder Engagement

Accreditation processes should explicitly involve employers, alumni, and students. Advisory boards comprising these stakeholders can guide curriculum design, ensure relevance to market needs, and provide feedback on institutional performance. Such engagement would bridge the gap between academic standards and real-world requirements.

### 6.2.4 Incentivizing Faculty Development and Research

Accreditation frameworks should be linked to **tangible incentives**. Institutions that demonstrate improvements in faculty qualifications, research output, and

teaching quality should be rewarded through grants, recognition programs, and international collaboration opportunities. This would motivate institutions to view accreditation as a pathway to growth rather than a burden.

### **6.2.5 Balancing Global Standards with Local Realities**

While drawing lessons from AACSB, EQUIS, and AMBA, Pakistan's accreditation system must remain sensitive to local socio-economic conditions. A **contextualized hybrid model** is needed, one that maintains international credibility but sets achievable benchmarks for institutions with diverse resource profiles.

### **6.3 Policy Implications**

This study further implies, at the policy level, that accreditation will be a reform tool in higher education changes in Pakistan if backed by coherent strategy implementation. Institutional accreditation should now be connected with allocation of funds, faculty development programs, and national rankings, as this is expected to motivate the institutions for compliance as well as provide them with resources to do so. Further, continued political will must be there to shield accreditation agencies from external pressures as well as to ensure that standards operate equivalently in both public and private institutions.

### **6.4 Future Research**

The focus of this study has mostly been on business schools from Sindh, thus presenting a case study at the provincial level. Future research may compare the influence of accreditation in a multi-provincial setting across Pakistan's diverse higher education landscape. Longitudinal studies will also be necessary to study the impact of accreditation on institutional performance over several cycles. Moreover, another possible area of study could include an in-depth examination of the perspectives of employers and alumni for valuable insights into the workplace outcomes of accreditation.

### **6.5 Final Reflection**

The focus of this study has mostly been on business schools from Sindh, thus presenting a case study at the provincial level. Future research may compare the

influence of accreditation in a multi-provincial setting across Pakistan's diverse higher education landscape. Longitudinal studies will also be necessary to study the impact of accreditation on institutional performance over several cycles. Moreover, another possible area of study could include an in-depth examination of the perspectives of employers and alumni for valuable insights into the workplace outcomes of accreditation.

## References

- AACSB International. (2021, February 10). AACSB and Pakistani group announce agreement. AACSB. <https://www.aacsb.edu/media-center/news/2021/02/aacsb-and-pakistani-group-announce-agreement>
- AACSB International. (2023, June 27). Confirming global quality and distinction in business education. AACSB. <https://www.aacsb.edu/media-center/news/2023/06/confirming-global-quality-and-distinction-in-business-education>
- AACSB International. (2024, March 7). Delivering excellence and the highest standards in business education. AACSB. <https://www.aacsb.edu/media-center/news/2024/03/delivering-on-excellence-and-the-highest-of-standards-in-business-education>
- AACSB International. (2024, November 20). Continuous improvement review: November 2024. AACSB. <https://www.aacsb.edu/media-center/news/2024/11/cir-november-2024>
- Adnan, M., Wang, Q., Sohu, N., Du, S., He, H., Peng, Z., ... & Bai, C. (2023). DFT Investigation of the Structural, Electronic, and Optical Properties of AsTi (B i) Phase ZnO under Pressure for Optoelectronic Applications. *Materials*, 16(21), 6981.
- Ahmed, F., Ali, Z., Khan, M. S., & Mullazai, M. (2023). A syntactic analysis of the compound noun phrase of Balochi from the

perspective of X-bar theory. *International Research Journal of Management and Social Sciences*, 4(3), 289-304.

Ali, S. J., & Zardari, H. A. (2023). Breaking the Barriers: Investigating the Crucial Role of Female Leaders in Overcoming Entrepreneurial Challenges. *Journal of Entrepreneurship, Management, and Innovation*, 5(2), 187-200.

Ali, Z., Khan, M. S., Sohu, N., & Jalbani, M. N. (2024). A Morphemic Analysis of Sindhi, Dhatki, and Balochi Derivational and Inflectional Morphemes. *Kurdish Studies*, 12(5), 848-856.

Ali, Z., Khan, M. S., Zardari, H. A., & Jalbani, M. N. (2023). Acoustic Analysis Of Lasi Accented English Vowels: A Comparative Study. *Kurdish Studies*, 11(3), 986-1002.

Amur, Z. H., Hooi, Y. K., Soomro, G. M., Bhanbhro, H., Karyem, S., & Sohu, N. (2023). Unlocking the Potential of Keyword Extraction: The Need for Access to High-Quality Datasets. *Applied Sciences*, 13(12), 7228.

ArXiv. (2024). Leveraging LLM-augmented knowledge graphs for accreditation reporting. arXiv preprint. <https://arxiv.org/abs/2405.15436>

Brecorder. (2024, July 4). Degree programmes of SDSB at LUMS: AACSB Intl BODs extend accreditation. *Business Recorder*. <https://www.brecorder.com/news/40312163/>

City University of Science and IT. (2025, June 12). Workshop on NBEAC accreditation standards (version 4.0). City University. <https://cityuniversity.edu.pk/workshop-on-nbeac-accreditation-standards/>

Economic Times. (2025, July 7). Centre to overhaul higher education accreditation: Binary system to replace grading model. *Economic Times*. <https://economictimes.indiatimes.com/industry/services/education/centre-to-overhaul-higher-education-accreditation-binary-system-to-replace-grading-model/articleshow/122971533.cms>

Higher Education Commission (HEC). (2025, May 21). HEC is committed to improving the quality of higher education: ED HEC. HEC Pakistan.

<https://www.hec.gov.pk/english/news/news/Pages/Improve-Quality.aspx>

Khan, M. S., Ali, Z., Burlea-Sciopiu, A., Ilyas, M., Shaikh, M. A., & Malik, M. K. (2024). Integrative Approaches To Complex Optimization: Stochastic Simulation, Multi-Criteria Fuzzy Decision Making, Super Economics, And The Interface Of Mathematical Economics And Nanotechnology. *Kurdish Studies*, 12(3), 311-325.

Khan, M. S., Rahpoto, M. S., & Mangnejo, G. M. (2020). The effect of the financial crisis on corporate well-being: Apparent impact matters: Assessment of contagion to developing economies. *Research Journal of Social Sciences and Economics Review*, 1(3), 232-238.

Khan, M. S., Rahpoto, M. S., & Talpur, U. (2021). The effect of the financial crisis on corporate well-being: Apparent impact matters. In *Internet of Everything and Big Data* (pp. 25-34). CRC Press.

Khoso, A. A. K., Pathan, M. S. K., & Ahmed, M. (2022). Exploring the impacts and aftershocks of COVID-19 on Islamic banking and conventional banking in Pakistan. *International Research Journal of Management and Social Sciences*, 3(1), 179-192.

Khoso, A. A., & Pathan, M. S. K. (2021). The role of the Islamic banking industry from the perspective of the global financial sector and its impact on Pakistan's economic growth. *International Research Journal of Education and Innovation*, 2(2), 81-91.

Khoso, A. A., & Pathan, M. S. K. (2023). The mediating role of job satisfaction in the relationship between organizational culture and employee commitment in Islamic banking.

International Research Journal of Management and Social Sciences, 4(2), 13-30.

Khoso, A. A., Ahmed, M., & Pathan, M. S. K. (2022). Customer satisfaction standards according to the Islamic and conventional banking systems in Pakistan. *International Research Journal of Education and Innovation*, 3(2), 185-194.

Khowaja, I. A., Talpur, U., Soomro, S. H., & Khan, M. S. (2021). The non-banking financial institutions in the perspective of the economic growth of Pakistan. *Applied Economics Letters*, 28(8), 701-706.

LUMS. (2024, July 3). Suleman Dawood School of Business is accredited by AACSB International. LUMS.

<https://lums.edu.pk/news/suleman-dawood-school-business-reaccredited-aacsb-international>

Memon, A., & Khan, M. S. (2019). Industry academia linkages of Jamshoro universities: The case of University of Sindh, Mehran University of Engineering and Technology & Liaquat University of Medical and Health Sciences. *Mediterranean Journal of Basic and Applied Sciences (MJBAS)*, 3(3), 13-52.

Muhammad, S. K. P. (2023). The influence of organizational culture on employee commitment and turnover intentions: A study of the importance of positive culture for retaining employees. *Global Research Journal of Management and Social Sciences (GRJMSS)*, 1(1), 85-94.

Mullazai, M., Ali, Z., Khan, M. S., & Ahmed, F. (2023). Agent and theme theta roles in Balochi: A morphosemantic analysis. *International Research Journal of Management and Social Sciences*, 4(3), 332-347.

National Business Education Accreditation Council (NBEAC). (2024, November 15). Workshop: Accreditation and re-accreditation strategies. NBEAC.

<https://nbeac.org.pk/index.php/development->

programs/workshop/350-workshop-accreditation-and-re-  
accreditation-strategies

National Business Education Accreditation Council (NBEAC). (2025).

Accreditation statistics dashboard. NBEAC.

<https://cpanel.nbeac.org.pk/>

Pathan, M. S. K. (2022). The impact of emotional intelligence on leadership effectiveness. *International Research Journal of Management and Social Sciences*, 3(3), 1-7.

Pathan, M. S. K. (2022). The influence of organizational culture on employee commitment and turnover intentions. *International Research Journal of Management and Social Sciences*, 3(4), 34-43.

Pathan, M. S. K. (2023). Assessing the mediating role of job satisfaction in the relationship between organizational culture and employee commitment. *International Research Journal of Education and Innovation*, 4(1), 1-11.

Pathan, M. S. K., & Khoso, A. A. (2023). Misfortune tragedy findings in Pakistan: A public learning perspective on the virtue of economic recovery mindset. *International Research Journal of Management and Social Sciences*, 4(2), 1-12.

Pathan, M. S. K., Khoso, A. A., & Ahmed, M. (2022). Digital model anecdotes through artificial intelligence in socioeconomic and Islamic investments. *International Research Journal of Education and Innovation*, 3(2), 195-209.

Pathan, M. S., Ahmed, M., & Khoso, A. A. (2022). Islamic banking under the vision of green finance: The case of development, ecosystem, and prospects. *International Research Journal of Management and Social Sciences*, 3(1), 193-210.

Punjab University. (2023, December 1). PU Hailey College of Commerce is accredited by NBEAC. Punjab University.  
<https://pu.edu.pk/home/section/exam/13604>

- Rahat, S., & Pathan, M. S. K. (2021). Sustainable climate approach and in the context of environmental economy: A classical analysis matters. *Neutron*, 21(1), 40-45.
- Saeed, R., & Fatima, T. (2024). Quality assurance frameworks in higher education: A comparative study of developed and developing countries. *Academic Human and Social Sciences Journal*, 5(2), 45–62. <https://ojs.ahss.org.pk/journal/article/view/758>
- Shah, B., Gujar, M. A., & Sohu, N. U. (2018). The impact of working capital management on profitability: case study of pharmaceutical and chemical firms listed on Karachi stock exchange. *International Journal of Economics, Commerce and Management*, 6(3), 200-220.
- Siddiqui, M. M. A., Sohu, M. N. U., & Zardari, M. H. A. (2023). Cyber Security and Quality Education: Recent Cyber-Attacks as a Challenge to National Economic Security. *International Research Journal of Management and Social Sciences*, 4(1), 32-52.
- Sohu, M. N. U., Zardari, M. H. A., & Ali, S. J. (2022). Analyzing Job Satisfaction Among Government College University Hyderabad Employees: The Role of Organizational Leadership, Development, And Innovation Commitments. *International Research Journal of Management and Social Sciences*, 3(2), 229-240.
- Sohu, N., Manwani, A., Dhirani, J., Baloch, A., & Wasan, R. H. (2022). Design of a voice-controlled robot vehicle. *JOURNAL OF APPLIED ENGINEERING & TECHNOLOGY*, 6(1), 40-47.
- Sohu, N., Zardari, N. A., Rahu, M. A., Mirani, A., & Phulpoto, N. H. (2019). Spectrum Sensing in the ISM Band Using Cognitive Radio. *Quaid-E-Awam University Research Journal of Engineering, Science & Technology, Nawabshah*, 17(01), 21-27.

- Zaidi, A. R., Khan, S., Junejo, H. A., Jameel, A., Zardari, H. A., & Sohu, N. (2024). State Regulation and Sustainable Development: An Academic Inquiry into the Oversight of the Green Economy. *International Research Journal of Management and Social Sciences*, 5(3), 142-150.
- Zaidi, A. R., Pathan, M. S. K., Junejo, H. A., Sohu, N., & Zardari, H. A. (2024). Navigating Globalization: Pakistan's Sovereign State Challenges and Emerging Opportunities. *International Research Journal of Management and Social Sciences*, 5(2), 547-561.
- Zardari, H. A., & Ali, S. J. (2023). Empowering Future Entrepreneurs: Exploring Teachers' Perceptions and Practices in Entrepreneurship Education. *Journal of Entrepreneurship, Management, and Innovation*, 5(2), 280-288.
- Zardari, H., & Ali, S. J. (2023). Driving Innovation: Role of Higher Education Leaders in Establishing Entrepreneurial Universities. *Journal of Entrepreneurship, Management, and Innovation*, 5(1), 159-170.
- Zardari, M. A., & Zardari, M. H. A. (2023). Entrepreneurship and Management Perspectives on the Devolution of Powers After the 18th Amendment in the Constitution of the Islamic Republic of Pakistan 1973: Issues and Challenges Confronted by Cultural Heritage. *International Research Journal of Management and Social Sciences*, 4(1), 53-79.
- Zardari, M. H. A., Sohu, M. N. U., & Ali, S. J. (2022). Exploring Institutional Ecosystems in Modern Social Entrepreneurship: A Data-Driven Perspective. *International Research Journal of Management and Social Sciences*, 3(1), 306-337.