Examining the Transformation from Academic Teaching to a Mixture of Academic and Practical Instruction: A Qualitative Study

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Abstract

This research was conducted based on a pre-requisite business subject for the degree of the Bachelor of Business (At university level). The research investigates the effectiveness of moving from academic teaching to a mix of academic and practical aspects of instruction. It presents and discusses four main sections of the literature related to academic instruction, practical instruction, vocational instruction and researchers' model. A gap was diagnosed that there is importance of adopting a mix of academic and practical method and its positive effects on the outcome of education and students' performance. Nevertheless, the researcher found a gap that needed bridging. The samples are chosen from two levels (instructors and students). Three instructors and eight students were interviewed using Semi-structured interviews and nine students were interviewed using group written interviews. The study adopted the narrative analysis to analyse participants' responses and, steps lead to building a theory that enabled the researcher to familiarize models and find differences as well as similarities of the analysed data so that the researcher utilizes the results to answer the research questions with reference to the literature review. Results of this research indicated that Students' acceptance of the idea of mixing academic and practical instructions has been confirmed and students expect to perform better in the other business subjects as well as in the marketplace due to implementing the mixed instruction method in business subjects. Besides, it is clear that there is conformity between the results of interviews and the views of the accounts of the literature review that the mixed instruction is more effective and more beneficial for students when they embark on other business subjects and when they inter the practical marketplace. As for the type of organization change, there is also conformity between the results of analysis and the literature review accounts that the mixed instruction will lead to performance efficiency at three levels; instruction, output and the workplace. From the results of the analysis and to achieve the desired change, it is important to follow the steps set in the 'change model' mentioned in the literature review. Hence, the application of the researcher's model of mixing academic and practical instruction (literature review above) will hopefully reflect positively on the performance of students in the other university business subjects and the marketplace, thus, overcoming the deficiency of the lack of practical instruction in Business subjects.

Key-words: Change Model, Practical Marketplace, Bachelor of Business.

1. Introduction

Education plays a vital role in building human intellectual abilities. Therefore, it is a must to learn and educate ourselves not only for the sake of the prestige of having a certificate, but also to acquire basic skills and competences to fulfil the requirements of life. Hence, education in Bahrain enjoys utmost emphases and importance that most Bahrainis are well educated as they endeavour to improve their stance by perusing higher studies so as to acquire knowledge and skills that enable them to fit into the market place fully equipped with the required competences (Ahmed et al., 2018; Mozammel et al., 2018). To respond to such endeavour and trend, several private institutes and universities were established besides the already existing government educational institutions. The researcher, who is a lecturer in the University of the Study, believes that the university environment is ready to add innovation and development to the instruction method to affect favourable change to keep pace with the ever changing developments, which encourage the researcher to curry out this small-scale study on business subject in the hope that it will reflect on the performance of students and the development of the subject itself.

1.1. Background of the Study

The business subject (An Introduction to Business) is a pre-requisite for the degree of the Bachelor of Business (AOU) and it comprises four courses namely: Introduction to Business, Human Resources, Introduction to Accounting and Introduction to Marketing, each of which is an introduction to one of the business subjects to be pursued thereafter. Therefore, students have to acquire from this subject several competences that pave the way for them to pursue other business subjects. These competences shall form a base for students to start from when embarking on the other business subjects which will reflect positively on their performance. This course comprises various knowledge elements that are vital for students to acquire. The researcher carried out a small-scale study to find out the perspective of both students and lecturers moving from academic teaching to a mixture of both academic and practical instruction.

1.2. The Major Aim of the Current Study

Is to investigate the effectiveness of moving from academic teaching to a mix of academic and practical aspects of instruction.

1.3. Objectives of the Study

There are five objectives for the current study:

To determine what the most suitable instruction method for teaching the business subject Modules; To list the competences and skills that would have been acquired after completing the business subject modules; To identify the expected problems that might face students while pursuing business modules; To determine the need of students to acquire the skills and competences taught in business modules; and To identify the expected outcomes that can be achieved after acquiring the competences and skills taught in business modules.

1.4. Research Questions

The study aims to answer the following study questions: What instruction methods should be applied so that students can acquire the skills and competences required to excel in the business courses?; What competences would have been acquired after completing the business courses?; What problems do students face during their study of business modules?; What do business students need to acquire the competences taught in the four modules for?; and what outcomes shall be achieved after acquiring the competences and skills of the modules of business?

2. Literature Review

The literature review presents different views of other researchers which relate to the main area of the study. It comprises four main sections, academic instruction, practical instruction, vocational instruction and researchers' model, where students are trained to fit into the labor market and fulfill its requirements.

2.1. Academic Instruction and Learning

Education is based on two main elements: teaching from the part of the instructor and learning from the part of the students and they both complement each other. Teaching and learning are "Tow basic essential activities of the educational system" (Wedemeyer, p.33).

Students differ in their learning competences, hence, they **"**learn in different ways" (Knutsson, et al. 2010). Stark (2004, p.143) holds that "Teachers, should always strive for teaching methods that encourage deep learning instead of surface learning" to attend to the various problems of knowledge

and transfer that students show during their learning process, hence, making it necessary to consider the differences in learning competencies between the students, which means that the knowledge learnt by students in theory that is not flexible cannot find its way to practice nor can it go beyond the borders of that inflexibility. Teachers with little experience may apply methods that negatively affect the learning process despite the implementation of students' centred learning. (Plush and Kehwald, 2014, p.1) Students cannot acquire knowledge and learn independently without having the right competences, (Chuxiong, 2003, cited in Plush and Kehwald, 2014, p.1). Students "need to be critical thinkers, problem-solvers and lifelong learners". (Plush and Kehwald, 2014, p.1), That is students should not merely be knowledge receivers they need to think for themselves analyse information and react positively.

2.2. Practical Instruction

Practical instruction refers to implementation of experimental-leaning. "Reflective practice is widely adopted across the field experience-based learning subjects in higher education, including practicums, work-integrated learning, internship, service learning and community participation" (Marina et al, 2016, p.1). In the Australian Metropolitan University "Undergraduate students of all disciplines were offered the opportunity to complete a new experimental-learning subject as part of their course of study" that includes "Professional and community engagement and explicit requirement that students engage in reflective practice" (Marina et al, 2016, p.2). This practice helps students approach the marketplace armed with practical competences that allow them to fit properly therein leading to positive educational outcomes. This will certainly show on the performance of the fresh graduates in their new job and will prove the veracity of the training that includes reflective practice (Marina et al, 2016). In support of the above, Australian universities endeavour to include practice based leaning in their undergraduate courses so that graduates become knowledgeable both theoretically and practically (Yap, 2012, p.1). He also points out that Australian Universities "have strategic plans for work integrated learning and a strong institutional desire for improving students' experiences for both practice and academic settings". In some universities where practice incorporated in courses students are given tasks. They are required to make up fictional business and practice based upon their choice by providing their own business plan and how they go about it. "The excitement, with which the students approached this task, once they understood it, became positively explosive in the classroom, where there had once been resistance to group exercises" (Dautermann, 2005, p.151), hence, enhancing the team work acceptance and making the role of the tutor more of a

facilitator than an instructor. In a longitudinal study mentioned by Rawling (2005, p.455), it was found that "Exposure to practice is encouraged by many academics, governments and employees". In order to fill the gap between theory and practice, students need to implement what they have learned in real life practice (Botma, et al; 2015, p.499).

2.3. Vocational Instruction

Implementing theory and practice into a 'dual system' where theory is combined with practice is encouraged in vocational education. "In universities of applied sciences rather than academic universities, it is traditional to study for a time in a company, thus allowing theory and practical work to go hand in hand" (Hartmann et al. 2009, p.352). However, many companies find it difficult to allocate time for university students to join the companies as trainees, therefore, necessitating the implementation of more advanced compensation of theory and practice (Hartmann et al. 2009). Vocational training can be considered a "learning process which enables the acquisition of knowledge and know-how necessary for the development of an occupation of a professional activity" (Santos, et al, 2012). "The acquisition of technical expertise has not diminished, but organizations are now demanding that university graduates acquire such skills as part of a broader collection of personal competences" (Koong et al. 2002, cited in Rawling, et al, 2005, p.455).

Summary

The researcher concludes from the above review that adding practice based element to the academic instruction reflects positively on the outcomes and performance of the students and it is very much encouraged by the vocational education. Studies conducted by scholars proved that a mixture of practical and academic instruction results in favorable outcomes and positively reflects on the performance of students. (See literature review above). Therefore, the researcher developed his own model related to mixing academic and practical instruction that would lead to a change in the method of teaching with the hope that it can be implemented in business courses in the future. This model is constructed by the researcher based on the review of accounts mentioned in the literature review that covered the same issue of the study advocating the mixture of academic and practical instruction. The idea of constructing the model comes from the belief of the researcher that there is a gap in teaching business subject between academic and practical instruction. The following researcher model is set to explain the method of filling the instruction gap.

2.4. Researcher's Model of Mixing Academic and Practical Instruction

According to the above model, step one is filling the gap by implementing a mixture of academic and practical instruction. This will lead to step two (mix of knowledge and skills). Knowledge and skills will inculcate a new consciousness into students as well as shift in the society thought (STDs) that will finally lead to strategic change (instruction & learning) influencing students' performance in the other business subjects of the university, feedback, outcome of the university, workplace and finally filling the instruction gap in the subject.

2.5. The Changing Context

2.5.1. New Consciousness

The above critique shows that adding practical elements to the theoretical instruction will certainly generate change in the consciousness and creativity of students towards the implementation

of what is learnt in business into practice. Marina et al, (2016) hold that this practice helps students approach the marketplace armed with practical competences that allow them to fit properly therein leading to positive educational outcomes.

2.5.2. Shift in Society

Adding practice to the theoretical instruction of business will provide students with self-confidence, knowledge and experience (Chen, et al; 2010, p.206). As the student is a part of the society he certainly has a kind of influence no matter how little on the society where he lives. Proportionally this affects a shift in the society towards practicality. In support, Australian universities endeavour to include practice based leaning in their undergraduate courses so that graduates become knowledgeable both theoretically and practically (Yap, 2012, p.1).

2.5.3. Type of Change

Strategic: If the practical element is added to the theoretical part, a strategic transfer happens in the general approach in learning and instructing that will influence the trend of instruction in the university (Yap, 2012). Therefore a rethinking of the method of instruction should consider change from merely theoretical to a mixture of practical and theoretical instruction so that it is reflected on the performance of the students in the other subjects and at the workplace.

2.6. Type of Organisational Change

2.6.1. Process Change

In view of the considered literature and accounts it is clear that the change is possible and it will lead to performance efficiency at three levels: instruction, output and the workplace. At the instruction level, adding practice to the academic instruction will improve the efficiency of teaching and interacting between the students, the instructor and the subject itself. At the outcome level, there will be an outstanding improvement in the outcome results of business. At the workplace level, there will be a noticeable improvement in the performance of the students when they assume their job as they will have practical experience that will allow them embark on their new position.

2.6.2. Change Models: Soft Organizational Development Approach to Change
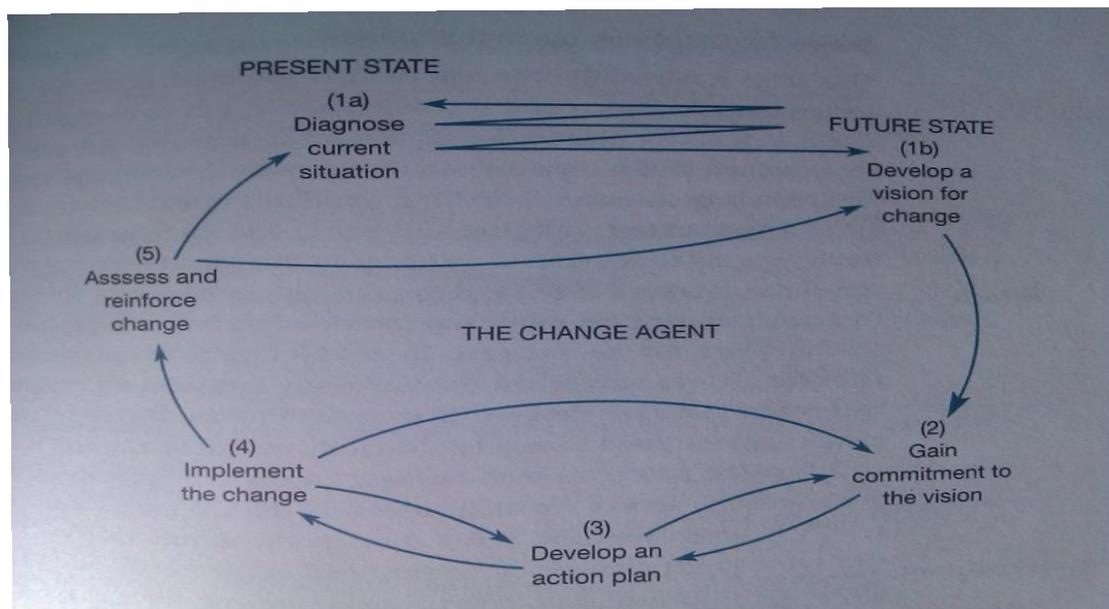
(Senor, B. 7 Fleming, J. 2006. Organizational Change 3rd ed. Prentice Hall p.353, cited in Dr. Cathrenine slides, p.26)

This approach is applicable to the situation of the current study. That means the desired change could be affected if the procedure of this model is implemented. Diagnosing: Assessment of the outcome will prompt the type of action needed to affect change. Vision for change: the above action needs a vision i.e. if students take practical sessions alongside the academic instruction this will result in a much better performance and outcome. Commitment: this needs a little discussion with top management as they already understand the vision of the current study, so a 'go ahead' is obtainable. Action plan: based on the result of the diagnoses and the obtained commitment an action plan will be needed to implement change. Assess and reinforce change: feedback is necessary so that we see if change is affected to reinforce the above action if repeated.

Conclusion

Referring to The major aim of the current study which is: To investigate the effectiveness of moving from academic teaching to a mix of academic and practical aspects of instruction. The researcher carried out reviews of various accounts in the literature review (Plush and Kehwald, 2014, p.1); (Marina et al, 2016, p.2), (Yap, 2012, p.1); (Dautermann, 2005, p.151); (Rawling, et al, 2005, p.455); (Hartmann, et al. 2009, p.352); (Rawling, et al, 2005, p.455); that are related to the subject of

the current study and found that there was conformity and agreement in thoughts about the importance of adopting a mix of academic and practical method and its positive effects on the outcome of education and students performance. Nevertheless, the researcher found a gap that needed bridging. Therefore, the researcher constructed the above model that will contribute to filling such gap. The idea of the model can potentially improve the delivery of business subject with potentially favourable results. Finally, relating the results of the study and the collected data to the reviewed literature will produce the final conclusion by which the gap is reduced.

3. Methodology and Methods

3.1. Introduction

This section describes the research philosophy and design based on the aim and objectives of the research with reference to the literature review above. The study was designed to investigate the effectiveness of moving from academic teaching to a mix of academic and practical aspects of instruction. To answer the research questions, the study adopted methods that achieve the aim and objectives of the research through the following philosophy.

3.2. Research Philosophy

Light should be shed on the concept of epistemology to justify as well as on methodology and methods. Epistemology is related to the theory of knowledge. It is concerned with questions such as what is knowledge (Siegel, 2014, p.372). Epistemology is the study of what is available for us to know about reality (Lee & lings, 2008). Epistemology then is how we can get knowledge about the nature of things that really exist according to our observation. In Epistemology, there are objectivist and subjectivist views. In the objectivist view "it is possible that there exists a world that is external and theory fairly neutral" the subjectivist view holds that "no access to the external world beyond our own observations and interpretations" (Eriksson & Kovalainen, 2014, p.15). Each of the two views adopts a different point of view under either positivism or constructionism. Positivism seeks to adopt natural science model in the investigation that concerns social research to find out about the existing social phenomena (Nudzor, 2009, p. 116). Implementing such approach will generate generalization of positivism i.e. (deductive). This does not conform to the inductive approach of the research questions subjectively set to investigate the effects of changing from academic teaching to a mixture of academic and practical instruction. On the other hand interpretivism and constructionism are

concern with "subjective and shared meanings" "These philosophical concepts are interested in how people, as individuals or groups, interpret and understand social events and settings" (Eriksson & Kovalainen, 2014, p.23). The researcher will seek to find and interpret meanings from conversations with the participants. Hence, the study adopted the epistemological constructionism and interpretive methods where the researcher will focus on students and tutors thoughts and thinking. Cohen, et al (2011) inform that human experience world understanding comes via interpretive paradigm.

3.3. Research Design

Bahrain is receiving much research attention these days (Al Ammary, 2012; Ahmed, 2019) Based on the subjectively set aim and objectives of the research, interviews were constructed with subjective questions to allow interaction between the researcher and the interviewees. "Qualitative research seeks to make sense of personal stories and the way in which they interact" (Thomas, 2003, p.2). The interpretive method is 'therefore' the most suitable for answering the research questions. Hence, the qualitative method is adopted to gather relevant information that can answer the research questions. Qualitative research includes "an array of interpretive techniques that seeks to describe, decode, and translate." Data and information, at the data collection stage, the array of techniques includes focus groups, individual & depth interviews (IDIs), case studies, ethnography, grounded theory, action research, and observation" (Donald and Pamel, 2008, p.162). The above techniques (interviews) are suitable to gather some data for the research. Interviews will be conducted to collect he needed data.

3.4. Data Collection Methods
Sampling

The researcher should highlight the samples and decide who will be invited for the purpose of collecting data for this study. It is necessary to carefully select samples "People who are relevant to your research questions" (Lee & Lings, 2008, p.213). The samples are chosen from two levels (instructors and students). Three instructors and eight students were interviewed using Semi-structured interviews and nine students were interviewed using group written interviews. Before carrying out the interviews, the researcher sent a request letter to the university director explaining the importance and relevance of his research. The researcher followed some ethical procedures and requested a written permission from the university to conduct interviews with business student, teachers. The following table shows the selected samples details.

participant	Gender	Discipline	Title
1	Male	Business studies	Student
2	Male	Business studies	Student
3	Male	Business studies	Student
4	Female	Business studies	Student
5	Female	Business studies	Student
6	Male	Business studies	Student
7	Female	Business studies	Student
8	Female	Business studies	Student
9	Female	Business studies	Dr.
10	Male	Business studies	Dr.
11	Female	Business studies	Lecturer
12	Female	Business studies	Student
13	Female	Business studies	Student
14	Female	Business studies	Student
15	Male	Business studies	Student
16	Male	Business studies	Student
17	Male	Business studies	Student
18	Male	Business studies	Student
19	Female	Business studies	Student
20	Male	Business studies	Student

3.5. Interviewing Procedure

After receiving the signed consent form from the participants, they were advised about the time and venue of the interview. Fifteen minutes were allocated for each interviewee.

3.6. Type and Content of Interview Questions

To achieve the aim and objectives of the research, the researcher set the interview questions with reference to the literature review in accordance with the research questions, the theories considered and the researcher's experience of the topic (Suanders, et al, 2007). "Interview questions should provide data that will help you to answer research questions" (Eriksson & Kovalainen, 2014, p. 93), the questions were written in a way that enabled the researcher to elicit rich and specified answers. "Questioning techniques are vital to qualitative interviewing, you need to understand how to use questions to get the rich data you want" (Lee & lings, 2008, p.220) and will avoid yes/no questions. The useful type of questions that is used for the interview must be introductory, specifying, (…) and interpretive (Lee & lings, 2008, pp.220-221). Therefore, the researcher endeavoured to set questions for the interview that answer all researcher questions and achieve the aim of the research. The researcher composed the interview questions accordingly. Six questions were elicited from the

literature, while the other nine questions were composed in relation with business course. Interview questions).

3.7. Primary Sources

Two data collection techniques were used, Semi-structured interviews and group interviews. The interviews were divided into two parts. Part one comprises nine semi-structured questions and allocated for eleven individual interviewees (Three instructors and eight students). Part two comprises six questions and allocated for the group interview (Nine students). Group interviews: used to save the time and effort. The researcher conducted this type of interviews with the business students of the university. The interview included nine students and lasted two hours of discussion about the content of business course and the benefits of mixing academic and practical teaching. Group interviews consist typically of "eight to ten members with a moderator leading the discussions for about two hours on a particular topic, or product" (Sekaran & Buogi, 2013, p. 113). Semi-structured interviews: were conducted with eight students and three instructors enabling the researcher to ask additional questions to further elicit more information from the interviewees. This type of interview starts with qualitative 'why' and 'how' questions. It gives flexibility for a non-formal comprehensive conversation with the participants (Eriksson & Kovalainen, 2014).

4. Data Analysis

4.1. Preparing, Coding and Data Reduction for the Analysis

The researcher prepared and organized the related data to ease the analysis process (Smith, 2015) **first**: after collecting all empirical data; the researcher summarized and organized all the data into themes. Second: all interviews were digitally recorded and transcribed. Analysis was done in two parts, semi-structured interviews (students and instructors) and group written interview (students) responses, using plot analysis techniques ''Researcher collects stories that are told by people, and then uses some techniques to analyse their plots'' (Eriksson & Kovalainen, 2014, p.221). The study adopted the narrative analysis to analyse participants' responses. an ''approach to analysing natural language data, is based on collecting people's accounts of events, real or imagined, and then analysing them through a narrative methodology'' (Smith, et al, 2013). The above steps lead to building a theory that will enable the researcher to familiarize models and find differences as well as

similarities of the analysed data so that the researcher utilizes the results to answer the research questions with reference to the literature review.

4.2. Plot Analysis

The researcher carefully studied the above mentioned data, and organised them based on the content and meaning to analyse the plots to reach a conclusion that enables the researcher to answer the research questions (Eriksson & Kovalainen, 2008). The analysed data covered analysis of group written interviews, semi-structured students interviews and semi-unstructured teachers' interviews.

4.3. Analysis of Group Written Interviews (Nine Students)

A1. Seven of the nine respondents recognised the three instruction methods and agreed that a mixture of theoretical and practical instruction is more beneficial for students. They had the idea that mere theoretical instruction is only receiving knowledge without practically putting them into action. Only one of the nine students thought that academic instruction with examples is good enough to deliver the needed information. One student did not answer. **A2.** Six students mentioned the skills and competences that they would have acquired at the end of business course. Two agreed that it would be enough to learn skills theoretically. And one student did not answer. **A3.** Six students agreed that they faced difficulties such as the sheer information that needed memorizing and remembering. A student said that there were no difficulties but the time was so squeezed. One of the participants thought English was the main obstacle for him. A student did not answer. **A4.** Five students agreed that the instructor can overcome the difficulties by applying some practical methods such as using simulation rooms, visual aids, real experimental situations, as well as dealing and interacting with businesses. One student thought that this could be done by keeping pace with the development of the subject. Two students did not answer. **A5.** Seven students expected that they would acquire practical skills such as planning, recruitment, objective setting, public relations skills, private projects that would enable them to perform in the market place. Two students thought that by the end of the course would only acquire theoretical knowledge. **A6.** Eight students agreed that they would use the skills they learn in the course in outside in the practical world such as companies, businesses, running businesses. One student did not answer**.** To explore participants data transcribing.

4.4. Individual Interviews Analysis (Eight Students)

Q1. All participants responded to the question. Five participants agreed that business was an entry to the other business subjects. The definition given by the other three participants did not clearly explain the function of the subject. This means most students have a grasp of the implication of business. However, those how did not defined business properly may have not been able to give an accurate definition although their understanding of the subject was satisfactory. **Q2.** As a business subject, all participants agreed upon its importance for them whether while they are studying in the university or thereafter in market place, indicating that business subject comprises elements that are vital for the business and can be implemented practically in the market place. **Q3.** All students agreed that they benefited from studying business subject academically, mentioning benefits such as learning business terminology, lots of market ideas, how to manage business etc. It shows how useful is business subject for students as it gives them the theoretical information and knowledge about business. However, despite the theoretical knowledge students have about the business, they still need to go through the practical experience. **4Q.** All participants agreed that implementing both academic and practical instruction adds value to their abilities, for example, it will help them to perform better in interviews, to differentiate between what can be done and what cannot be done practically in the work place. Generally, students agreed that this will reflect positively on both academic and practical performance. This implicates that adding practice to academic instruction reflects positively on the outcome of business subject. **5Q.** all participants agreed that they would face practical difficulties if they go to the work place without practical skills. This necessitates adding practical instruction to the theoretical part of the course. **Q6.** All participants agreed that they would benefit. However, they spoke generally and no one mentioned business based skills. This means that they either have not understood the question or they might have not been acquainted to the business based skills as they have not taken practical courses yet. **Q7.** All participants agreed variously that business subject is basic to other subjects and that paves the way to the other subjects. **Q8.** Five of the eight participants thought that there was no problem with English language. While three of the participants said that there was difficulty trying to understand the instruction in English. Generally, all agreed that new terminology needed some effort to master. **Q9.** All participants suggested that a practical part should go alongside with the theoretical instruction. One participant suggested that the course should be extended to six month to allocate time for practice. Another participant suggested that students should be sent to workplaces to gain experience. A third student suggested sending students to practice

marketing outside the university. A participant suggested that students should be obligated to take practical workshops.

4.5. Instructors' Interviews Analysis

Q1. All instructors agreed that business subject is a very important subject as a foundation through which knowledge is obtained to pursue other subjects. This shows how important B120 is in relation to the other business subject. **Q2.** All instructors agreed that business subject enhances the theoretical skills of the students, which means that theoretical information is very important to enhance the skills and abilities of the students. **A3.** All instructors thought that adding practice to the theoretical knowledge will allow student to embark on work with practical skills and competences. **A4.** Generally, three instructors agreed that a mixture instruction method will allow students to acquire skills and knowledge of how to go about being an entrepreneur or apply the theoretical into practice at the work place. **A5.** All instructors agreed that business subject is a pre-requisite subject that comprises basic information about the other business related subjects. **A6.** There is consent between the instructors that the language is somehow an obstacle that prevents student from understanding instruction. This means that there is a lack of command of the English language among students, which need more attention by the university. **A7.** All instructors suggested extra practical workshops, business English courses, induction programs and simulation rooms. Two instructors held that workshops should be compulsory in or outside the university.

4.6. Interpretation of Group Written Interview Results

In the light of the results above, it is concluded that mixing academic instruction and practical instruction is more beneficial and that implementing a mixed approach will enable students to perform better in other business subjects as well as in the marketplace. Regarding the difficulties, implementing simulation and sending student to the market place to practically implement the skills learnt during the course will enable students to overcome such difficulties. This means that skills learnt theoretically need support from practical elements.

4.7. Interpretation of Individual Students' and Instructors' Interviews

Considering the responses to the nine individual interview questions concerning business subject subject, there is conformity between the students and the instructors that business subject is a

very important pre-requisite subject to pursue other business subject and they all agree that adding practice to the theoretical instruction will enhance the abilities and skills of students academically and when they embark on work. This will bridge the gap between the academic attainment and students' practical performance at work. These accords with the literature review above that adding a practical element to the academic instruction reflects positively on the students' outcome in relation to business subject and bridges the gap between academic instruction and practical performance at work (see Hartmann, et al. 2009 above).

5. Conclusion

From the responses of the participants in both group and individual interviews it is concluded that the aim of the study i.e. 'to investigate the effectiveness of moving from academic teaching to a mix of academic and practical aspects of instruction' has been achieved through answering the research questions. Students' acceptance of the idea of mixing academic and practical instructions has been confirmed and students expect to perform better in the other business subjects as well as in the marketplace due to implementing the mixed instruction method in the business subject. Besides, it is clear that there is conformity between the results of interviews and the views of the accounts of the literature review that the mixed instruction is more effective and more beneficial for students when they embark on other business subjects and when they inter the practical marketplace (Plush and Kehwald, 2014, p.1); (Marina et al, 2016, p.2), (Mozammel et al., 2021; Yap, 2012, p.1); (Dautermann, 2005, p.151); (Rawling, et al, 2005, p.455); (DEWBLAM, 2003, P.3); (Hartmann, et al. 2009, p.352); (Rawling, et al, 2005, p.455); (Hartmann, et al. 2009). As for the type of organisation change, there is also conformity between the results of analysis and the literature review accounts that the mixed instruction will lead to performance efficiency at three levels; instruction, output and the workplace. From the results of the analysis and to achieve the desired change it is important to follow the steps set in the 'change model' mentioned in the literature review. Hence, the application of the researcher's model of mixing academic and practical instruction (literature review above) will hopefully reflect positively on the performance of business subject students in the other university business subjects and the marketplace, thus, overcoming the deficiency of the lack of practical instruction in business subject. Therefore, in the light of the above the researcher proposed the following recommendations.

6. Recommendations

In light of the result of the study the researcher forward the following recommendations.

- It is necessary to add a compulsory practice element to the academic instruction of business subject.
- Conduct awareness programs for both students and instructors about the importance of adding practice to the academic instruction.
- Invite businesses to join seminars about providing opportunities for students to practice within organization.
- Establish simulation rooms in the university.

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