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Business students' perspectives on case method coaching for problem-based learning: impacts on student engagement and learning performance in higher education

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[Introduction](#)

[Literature review and hypotheses](#)

[Research methodology](#)

[Results](#)

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Abstract

Purpose

The aim of this study is to examine the experiences of business students on case method coaching for problem-based learning and its influence on student engagement and learning performance in the context of Malaysian private higher education.

Design/methodology/approach

This study applied quantitative method with a self-administered questionnaire survey was used to collect data from 410 undergraduate business students from five top private universities in Malaysia using convenience sampling. Structural equation modelling (SEM) was used to analyse the data, and five hypotheses were tested.

Findings

The findings reported that learning assessments, analytical skills, interpersonal skills and interdisciplinary learning have significantly influenced student engagement. Student engagement is positively correlated to the learning performance. Overall, the business students have positive perception on the case method coaching

approach for problem-based learning as an effective learning tool in classroom. The case method coaching is able to garner students' interest in learning, improve engagement with peers and educators and enhance their learning performance.

Practical implications

Higher education institutions can leverage on effective planning and implementation strategies for case method coaching for problem-based learning through more effective coaching strategies, enhance education curricula, allocation of adequate resources, and qualified and trained business educators as coaches.

Originality/value

The present study provides new insights on coaching in business education. This study developed a new framework integrating features of case method coaching and problem-based learning to the outcomes of student engagement and learning performance within the context of business education.

Keywords

Case method

Coaching

Problem-based learning

Student engagement

Learning performance

Teaching and learning

Citation

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Introduction

In the current competitive and globalized economy, higher education institutions are responsible to produce graduates with relevant competencies and skills that are desired by employers and in line with industry needs. Higher education institutions are facing challenges to innovate teaching and learning methodologies to enhance students' learning experience, skills and academic performance. Specifically in business education, the increasing emphasize is given on graduate attributes, case methods, blended learning and multidisciplinary learning, which are all important elements to prepare the business students to compete in the challenging job market (Avolio *et al.*, 2019).