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Case Study, the Flagship of Harvard Business School: Any Cases for Ghana?

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Abstract:

Purpose: This paper examined case study use and development by academics in business schools in Ghana. The paper captured major issues pertaining to the nature and challenges of case study usage and development. Methodology: Consistent with the previous studies in case study utilization among academics, a quantitative cross-sectional approach was adopted to understand the phenomenon of case studies as a method in the teaching at the university. Findings: The study discovered that majority of academics are yet to incorporate case studies into their teaching processes at the universities in Ghana. This problem is largely anchored on inadequate local content cases for teaching and learning at these institutions, coupled with the lack of motivation of academics to break from the lecture-dominating method of teaching, inadequate know-how to write own cases and lack of financial support to develop and deploy case study pedagogy. Additionally, it emerged that writing of overview and analysis of case, preparation of case study appendices and preparation of teaching notes accompanying cases were the three areas that posed most difficulty to business academics in Ghana in developing cases for teaching. Research limitation: The study was conducted from only the perspective of lecturers without considering the views of students. Originality/value: The paper brings to the fore major issues on the usage and development of case studies among academics of tertiary institutions in Ghana and contributes to the relatively parsimonious literature on case studies as a teaching method in lower middle-income countries of which Ghana is no exception.

Keywords: Case study, pedagogy, business school, middle-income country, Ghana

1. Background of the Study

Ever since Harvard Business School devised and popularised the case study pedagogy in 1920 (Garvin, 2003), business schools (BSs) the world over have consistently relied on published case studies in teaching business courses across the globe (Barsaukas et al., 2010; Cranston 2008; Donham, 1919; Ellet, 2007; Forrester, 1982; Garvin, 2003; Jaques, 2008; MacDonald & Walker, 1975; Monk, 1997; Roselle, 1996; Stake, 1995; Wereda, 2005; Wolfe 1998). Though, no universally accepted definition exist for a case study (Shugan, 2006), it basically depicts a recent real inductive partial historic good story of detailed factual description of an issue and its surrounding facts, circumstances, events and opinions (Davis, 1993; Weber & Kirk, 2000; Thomas, 2011; Paul, 1953; Lundberg et al., 2001; McKeachie, 1999; George & Bennett, 2005; Herreid, 1994; Christensen & Hansen, 1987; Boehrer & Linsky, 1990; Brooke, 2006; Rudge & Howe, 2007). Essentially, case studies tend to equip students with critical thinking, analysis and decision-making skills often valued by practitioners (Washull, 2005; Chowdhury et al. 2002; Christensen, 1981; Deeter-Schmelz et al., 2002; Holtham et al. 2006; Michaelson et al. 2002; O'Connor & Yballe, 2007). Additionally, they ensure that business education is not only impacted by individual students' differences but also by the use of curriculum and instructional methods (O Cinneide 2006; Nelson & Douglas, 2011; Richardson, 2005).

Reliance on case studies in teaching business programmes in Ghana comes in handy and timely in the era where stakeholders of business education have consistently complained about the disconnect between academia and industry needs (Barkley, Cross & Major, 2005; Mangan, 2003; O Cinneide, 2006; Wolfe, 1998; Wood, Tapsall, & Soutar, 2005). Likewise, it helps account for dynamic changes in environment, student learning styles, and changed values of both, students and employers strategies of business that teaching modes and education are unable to explain (Analoui & Hosseini, 2001; Antonacopoulou 2008; Becker 2007; Herrington 2010; Perin et al. 2009; Anderson & Adams, 1992; Jossey-Bass, 1994). Further, universities justify use of case studies in delivering business programmes on the grounds that lectures and discussions are out-dated pedagogies for failing to allow students examine different scenarios from varying cultural and economic perspectives (Rao, 2012). Again, in the epoch where Ghana faces general rise in graduate unemployment, many have argued that BSs programmes are irrelevant for being inflexible, delivered by out-of-date

faculty with preference for publishing articles in academic journals other than gaining managerial experience (Kwapong, 1988; Langa et al., 2014).

In advanced economies, BSs have widely enjoyed the potential benefits of the case study pedagogy in management training and education (Rees & Porter, 2002; Dixit, 2005). In Africa, however, Wits Business School (WBS) is “the only business school” that has since 1993 had a dedicated case centre to develop and incorporate unique African business case studies in their teaching processes. WBS viewed this move as significant in changing the imbalances in case study development and usage among African academics. To this end, WBS retained a Harvard-trained case writer as an academic faculty member of the school to help train faculty in the art of case development and teaching. Although, Ghanaian BSs rely on various instructional methods, the case study method has in recent times received wide recognition as the most effective teaching mode (Holsti, 1994; Skudiene, 2005) due to its ability to link practice to theories to make students employable too (Lundberg et al., 2001; Carlson & Schodt, 1995).

In Ghana, problems of case study as a teaching method are in twofold. First, notwithstanding, the low usage of cases among academics in Ghana, there also appear an overreliance on foreign cases among BSs in Ghana. Closely, aligned to this issue is the fact that case studies easily become obsolete when not revised for two or three years (Brookes & Palmer, 2008). Evidently, the paradox is as Ghanaian universities rapidly increase in numbers and enrolment of students in BSs, review of extant literature on business case studies revealed paucity of scholarly work originating from Ghana. Furthermore, academics of mostly advanced economies have often times set their cases with sometimes little or no reference to the African continent (See: Leong et al., 2003; Eurell et al., 1999; Anwar & Ford, 2001; Malloy, 2002; Carlson & Schodt, 1995; Flynn & Klein, 2001; Ward, 1998; Kamin et al., 1999; Chew, 2001; Monahan & Yew, 2002). These developments are interesting for Ghanaian universities that seek to become top-rated and most preferred higher institutions for BSs in the world. Again, it casts doubt on the claim by most Ghanaian universities to deliver their business programmes via case study pedagogy in the course of seeking accreditations for proposed programmes.

Evidently, academics in Ghanaian BSs have had no problem devising curriculum that engages and stimulates critical thinking in conventional lecture based classrooms, but doing same in developing and using cases have been minimal if not elusive. Some reasons put forward for the minimal reliance on the case study teaching method by Ghanaian academics hinges on the eclectic nature of the method that makes its universal applicability to be in question. Aside, the fact that development and usage of case studies depend on the knowledge, skill, personality, style and ability of the teacher some teachers also prefer more structure and certainty in their teaching modes and thus back their stance by saying that at best case study teaching method must be viewed as a complementary teaching method whose results do not justify the intense investment of staff and financial resources necessary. This stance, obviously contrasts with Harvard University’s experience as the seat of case studies development since 1919 (Christensen & Hansen, 1987).

Evidently, in the era where Ghanaian universities are bent to rebrand as world class universities and link academia to industry (Jenkins, 2005), developing and relying on case studies with local contents must be given prominence to make learning student-driven and to devise practical solutions to meet the needs of industry and corporate bodies. Thus, in bridging the scholarly gap highlighted above coupled with the growing interest in business education in Ghana, this paper sought to ascertain the attitude of academics towards the use and development of case studies without compromising on establishing the key challenges encountered by business academics in Ghana in using and writing case studies within the period of study. The study is crucial in furthering value based teaching because case study teaching method has been praised as one of the most effective delivering mode for quality business education (McKeachie, 1999; Lundberg et al., 2001; Little, Brookes & Palmer, 2008; Nabi & Linan, 2011). Finally, the fact that students from business schools, which use the case method are among the most sought after by recruiters, studying it once again within the context of Ghana is germane to aid academics in Ghanaian BSs to easily develop and use the case method in their bid to help their respective universities to attain world class university status.

The rest of the paper was structured as follows: Section 2 reviewed pertinent theoretical and empirical literature on the topic with focus on business education in Ghana and case study teaching method; Section 3 described the methodology of the study with section 4 capturing the study’s results and discussions and the last section encompassed the study’s summary, recommendations and conclusion thereof.

2. Pertinent Literature Reviews

2.1. Overview of Business Education and Teaching Methods in Ghana

The segregated life under the Portuguese (1471-1642), British (1553-1957), Dutch (1593-1872), Danes (1642-1850) and the church coupled with the policy to make colonies mainly producers of raw materials positioned the Ghanaian as not attuned to understanding the complexities of formal education. However, western-style education was introduced in Ghana in 1765, by the European merchants and missionaries inter alia, to promote literacy for trade, propagate Christianity and build capacity for colonial administration and few indigenous investors (Antwi, 1991; Graham, 1971). From 1821 to 1840, missionaries and merchants in conjunction with the colonial government solely devised educational policies to promote teaching and learning, offer educational infrastructure, recruit and motivate teachers and develop curriculum (Peil, 1995; Scadding, 1989).

With emphasis on training indigenes as interpreters for purposes of trade and conversion into Christians, education curriculum at the time had a narrow focus on basic literacy with the Bible as the main texts of schooling. Again, education within this phase was skewed to the southern urban centres of the country (Forster, 1963). Further, in spreading formal education to meet the needs of the emerged indigenous private sector and enlarged colonial administration, the colonial government under Sir Gordon Guggisberg offered formal education a boost in the period 1919 – 1927 (Akyeampong et al., 2007; Foster, 1963; Graham, 1971; Little, 2010). Evidently, by 1948,

Ghana's educational system had come full cycle with the establishment of the premier University of Ghana (UG) to spearhead higher learning and research within the British Gold Coast Colony (Little, 2010).

Interestingly, the first business school in Ghana was founded at the UG in 1962 and since then the trend has caught up with other Ghanaian public universities like Kwame Nkrumah University of Science and Technology (KNUST); Ghana Institute of Management and Public Administration (GIMPA); University of Cape Coast (UCC), University of Professional Studies, Accra (UPSA); University of Development Studies (UDS); University of Education, Winneba (UEW) and University of Mines and Allied Technology (UMAT) that were founded in 1952, 1961, 1962, 1965, 1992 and 2001 respectively. Since, Valley View University emerged in 1979 as the first privately owned university in Ghana to offer business programmes, over forty five (45) privately owned universities have followed suit to offer business education to Ghanaians and other nationals in Ghana (Morley et. al, 2002). Over the last two decades, tertiary business education in Ghana has experienced a dynamic expansion and diversification of institutions of higher learning (Acheampong, 2014). From one institution in 1948, Ghana now has 10 public and 37 private higher education institutions. In addition to the growth in the number of institutions, the growth in enrolments has also been substantial: from fewer than 7000 students in 1982 to more than 200, 000 students in 2014 (Alabi, 2014).

In terms of mode of teaching business programmes, BSs in Ghana have overtime made several attempts to reform their teaching modes to be responsive to the exigencies of the time (Acheampong & Furlong, 2000; Palmer, 2005). While, lectures and discussions had initially dominated teaching of business courses due to emphasis on training graduates to joining the workforce, the shift to contextual learning coupled with technological innovations have revolutionised the manner in which business courses are delivered to students in Ghana overtime (Johnson, 2013). With curriculum now focused on developing students' general knowledge and skills, BSs in Ghana currently supplement their traditional lectures and discussion modes with team work, guest speaker series, projects and case studies to ensure students become self-motivated lifetime learners (Ardalan, 2008; Castler & Palmer, 1989; Dunne & Brooks, 2004; Raju & Sanker, 1999).

2.2. The Case Study Method

Lundberg et al., (2001), iterated that the case study method often involves giving students a real historic business situation of detailed factual or fictional description of an issue faced by an entity with the surrounding facts, circumstances, events, and management opinions (Angelo & Boehrer, 2002; McKeachie, 1999). Friere (1971) asserted that the case study method unlike the "banking method" of education, makes both students and lecturers to not only memorize theories and ready-made answers but to think deeply about issues and value what they think and feel (Brooke, 2006; Huba & Freed, 2000; Longenecker & Ariss, 2002; Lundgren & Kirsten, 2012; Sanchez & Heene, 2004).

Again, the case method like the BauHause method also accomplishes a number of other things, each of which is valuable in its own right (Brooke, 2006; Voght, 2000) and deep due to its emphasis on understanding case materials (Flyvbjerg 2011; Gregory, 2009; Richardson, 2005). By exciting the interest of students, case method fosters interest in professional matters (Gragg, 1940; Hammond, 2002; Pyatt, 2006) by helping students develop persuasive skills (Garvin, 2003). By placing issues in a lively context, case method facilitates learning of facts, nomenclature, conventions, techniques, and procedures (Antonacopoulou, 2009; Eurell et al., 1999; Snyder & McWilliam, 1996). Again, the case method encourages professional dialogue with real life examples (Brooke, 2006; Cliff & Wright, 1996; Grant, 1997; Zimmerman et al., 1997). Further, the case method refines professional judgement by encouraging critical thinking and decision-making skills among students (Washull, 2005; Boehrer & Linsky, 1990; Cotton, Falvey, & Kent, 2001; McKeachie, 1994). Likewise, the case method empowers both students and lecturers to reflect upon peculiar demands of their profession (Bonwell & Eison, 1991; Daly, 2002; Doyle, 1990; Garvin, 2004; Raelin 2009; Leong et al., 2003; Mustoe & Croft, 1999; Peavy, 2001; Sivan et al, 2001; Snyder & McWilliam 1996).

Broadly, cases can be incident, background, exercise, situation, complex, and messy in nature (Heath, 2006; Lundeberg & Scheurman, 1997; Witte 1999); iceberg, incident, illustrative, head, dialogue, application, data, issue and prediction (Lundberg, 2001; Miltiadis, 2007); exploratory, evaluative, and decision cases (Beierlein & Miller, 2000; Morris & Sellers, 2000; Swinton, 1995) and field, library and armchair cases (Fanning, 2003), but can serve as exemplars that are inserted into text or lecture to identify theories and generalize actions. Describing the content of cases, Shulman (1992) and Blumenfeld et al., (1991) suggested that "to engage learners with sustained interest and motivation, teaching cases should target learners, match the content with instructional goals and objectives, and make explicit the setting of the narrative. To make the content of cases reflective of students' environment, cases should be set in realistic and relevant practice settings (Leong et al., 2003). Experience shows that cases set to approximate real-world settings tend to allow learners transfer their learning from one setting to another (Hmelo et al., 1996; Levin, 1995; Khan, 1996; Weiss & Levison, 2000). To ensure realism in cases, case developers must use authentic materials to gradually disclose their contents (Weiss & Levison, 2000; Koehler, 2002; Clark, 2002; Duncan, Brendon & George, 2007).

Scholars recognise that engaging case studies allow for multiple levels of analysis and interpretation and opportunities for learners to determine the course and outcome of cases (Barnett, 1991; Koehler, 2002; Clark, 2002; Gibson, 1982; Cox, 2001). Cases allow learners to elicit information from multiple sources of perspectives (Koehler, 2002; Van der Blonk, 2003). Again, a good case study must come across as challenging for learners (Sara et al., 2006). Difficulty in a case can be increased by adding information or withholding information, adding tasks, problems, ambiguity, uncertainty or possibilities for multiple solutions (Hmelo et al., 1996; Kolodner, 1997; Thomas, 1993). Evidently, scholarship on case method of teaching is quite enormous and divergent. For instance, scholars had explored learners' feedback regarding the usefulness of cases (Leong et al., 2003; Anwar & Ford, 2001); the amount of learning that may occur - depending on whether learners think through cases individually or collectively in a group (Malloy, 2002; Eurell et al., 1999; Flynn and Klein, 2001); the adequacy of number of cases (Carlson & Schodt, 1995); case realism (Ward, 1998);

Kamin et al., 1999); content level of cases (Chew, 2001); level of challenge and fun in cases (Maleck et al., 2001; Cliff, 1996); time to complete cases (Malloy, 2002); and components of cases that contribute to learning (Lundberg 2001; Regula et al., 1999; Weber & Kirk 2000).

Scholars have also assessed learners' knowledge and skills as Monahan and Yew (2002) have reported via quizzes or multiple-choices in testing content knowledge levels. In the same vein the use of case analysis to examine a learner's ability to identify dilemmas, provide evidence of multiple viewpoints, formulate plans, and justify actions have been equally trumpeted by scholars (e.g. see Monahan & Yew, 2002; Rao, 2012). Case studies are based on social constructivist approach, realistic, interactive, contingent, critical, positive constructivism position, and inductive paradigms (Ellet 2007, Yin, 2004). Also, cases ensure student teams learn in active learning environments (Chowdhury et al. 2002; Deeter-Schmelz et al. 2002; Holtham et al. 2006; Michaelson et al., 2002), to acquire critical skills valued by potential employers (O'Connor & Yballe, 2007). Further, case method hinges on holistic education to stimulate critical thinking, listening and tolerance of varying perspectives (Heinonen & Poikkijoki, 2006; Balan & Metcalfe, 2012; Jaques, 2008).

2.2.1. Elements of Case Studies

Generally, a good case study has (i) introduction defining the problem to be examined and explaining parameters or its limitations; (ii) an overview detailing the players in scenarios and theoretical issues arising from situations; (iii) Status report describing an entity's actions on the subject matter and stakeholders intentions for resolving a case; (iv) the case problem that may Give a situation and ask learners what they would do next or Set a task and ask case users to prepare a report recommending an action for review by a key official or illustrate a scenario and ask case users to analyse the faults and recommend how it should have been handled and (v) appendices in the form of exhibit copies of documents, charts and technical specifications used in developing the case. Also, a good case must come with teaching notes spelling out how all case elements were constructed and can be discussed. Generally, a case study teaching notes consist of synopsis that gives a brief overview of the case in question; (ii) educational objectives that discuss the learning points raised in a case; (iii) discussion outline that offers instructors guidelines to teach the case; (iv) tips for resolving the case problem and (v) appendices in the form of bibliography, a glossary of relevant terms or a list of other activities or exercises to encourage further learning of the case problem.

2.2.2. Limitations of Case Method

Notwithstanding, the case method is limited in the extent to which it depicts realities on the ground (Jennings, 2002). Additionally, the cardinal points on which the success of the case method is based are also the same limitations that make some academics to resort to alternative ways of using case studies (Yin, 1989). It can be counter-productive in teaching business courses, for its tendency to oversimplify realities and thus unable to account for basic concepts (Garvin, 2003; Mintzberg, 1990; Zalesnik, 1998). Also, Ellet (2007) criticised case method on the grounds that they sometimes have noise that distract the reader and thus make them confusing as teaching pedagogy. Again, use of case method tend to be challenging for both students and academics alike because it requires both to work hard to find a way out from a world of ambiguity and multiple meanings (Gilinsky, 2011).

Other drawbacks of the case method bothers on its time-consuming nature, unsuitability in training learners to memorize approved responses to carefully defined stimuli and inability to promote learning in instances involving ambiguity, uncertainty and multiple outcomes (HBP, 2012; Yeaple, 2015). Further, reliance on the case method requires dedication in mastering case materials and also asking questions and guiding discussions to help students induce answers (Bhattacharyya, 2009; Ellet 2007). Hence, quality of case discussion tends to decline along with a school's rank due to lower ranked schools' inability to attract high calibre of both students and professors (Wade, 2015). Another major limitation of case method is that many institutions are unwilling to put in place the people and processes to do the case method well (Langford, 2013). While cases provide some knowledge, they are inefficient transmitters of knowledge due to their limited abilities to describe or provide experience with techniques (Baporikar, 2003; Bhattacharyya, 2009; Bonwell & Eison, 1991; Brennan & Ahmad, 2003; Mitnick, 2009). Finally, cases have shelf lives of their own and thus require constant revision to remain relevant to current business environment (Yeaple, 2015).

2.3. Other Reviews

Barraket (2005) provided a reflective case study analysis aimed at enhancing student learning in a masters-level social research methods subject. The study found out that students can be taught via a range of specific techniques like case study teaching, problem based learning, group work, role-play and simulation. Additionally, the study established re-orientation of curriculum toward student-centeredness that tends to have a positive effect on student performance, learning experience and subject evaluation. However, the analysis also found that students continued to place value on more formal teaching methods, and that the value of student-centred techniques in this case rested in the way in which they were integrated with more didactic teaching practice. Harris et al. (2005) emphasized that it is the way in which schools and teachers interpret, understand and respond to student needs that make teaching effective and that an effective pedagogy must be classroom centered. This finding was consistent with results of West and Pennell (2002); Barber (2007) and Stoll and Fink (1996) that how teachers engage students in learning is vital in training students.

Ko, Sammons and Bakkum (2013) iterated that no universally accepted definition exists for pedagogy due to its complexity and evolution over time (Bruner, 2006; Vygotsky, 1963), by context (Moon & Leach, 2008), culture, (Alexander, 2000) and across nations (Reynolds & Farrell, 1996; Watkins & Mortimore, 1999; Simon, 1999; Alexander, 2000). Evidently, Gage (1985) viewed pedagogy as "the science of the art of teaching", that is continually developed by innovative teachers and academic researchers who study their practice while Watkins and Mortimore (1999) defined pedagogy as "any conscious activity by one person designed to enhance the

learning of another. Finally, Alexander (2000) distinguished pedagogy from teaching by affirming that “teaching is an act while pedagogy is both act and discourse. The converging point is that case study teaching method is a distinct pedagogy that is trumpeted as being able to bridge the gap between theory and practice.

3. Research Methodology

3.1. Research Design

Miles and Huberman (1994), Cavaye (1996), Powell (1997), Darke, Shanks and Broadbent (1998) Malhotra and Birks, (2007) and Creswell (2009) have affirmed experiments, surveys, grounded theory, ethnography and case study as some research strategies that researchers can use to approach their studies. Consistent with previous studies in case study utilisation among academics (Brooke, 2006; Nasmith et al, 1995) this research was classed a survey-type study, descriptive with its goal and quantitative with its data collection and analysis approach (Bryman, 2005; Yin, 2009). This study was inclined to the positivism paradigm that allowed the researcher to understand the topic within the descriptive and casual frameworks (Aaker et al., 2001; Davis 2000; Cooper& Schindler, 2008; Malhotra, 2004). A cross-sectional data was solicited via administration of self-developed structured questionnaires to the study’s target population of all business related lecturers in both undergraduate and graduate levels of all universities in Ghana.

Since a census was dear, the study’s final respondents of 137 were selected via proportional stratified sampling method from the study’s accessible population of all the full-time business related lecturers in both undergraduate and graduate levels of all universities in the greater Accra region of Ghana. The content validity of the self-developed questionnaire that was eventually administered face-to-face was ascertained via *pre-testing* with eight lecturers from the BSs of various universities in Ghana. Specifically, the questionnaire solicited respondents’ perception on case study development and usage both as an institutional requirement and personal teaching pedagogy. Finally, the study’s findings were discussed within the causal quantitative framework with data analyzed via SPSS21 and results depicted with appropriate well-labelled tables and charts.

3.2. Justifications for the Study’s Research Design

Huysamen (1994) like Hair, Black, Babin and Anderson (2010) iterated that a study’s population captures “an identifiable set of elements of interest to the researcher and pertinent to the information problem”. Evidently, the study’s target population and accessible population included all full-time business related lecturers in both undergraduate and graduate levels of all universities (both private and public) in Ghana and greater Accra region of Ghana respectively. Sampling is the “selection of a small number of elements from a larger defined accessible population. Saunders, Lewis and Thornhill (2007) have confirmed that the sample size and the sampling technique use in a study have implications for the external validity of research findings. Settling on proportional stratified sampling technique was justified on the grounds that it allowed researchers to focus on key strata and ignore the irrelevant ones. Additionally, as the population of interest readily had available strata it was natural to rely on the stratified sampling technique to generate more efficient and accurate estimates. Following Tabachnick and Fidell (1996) and Hair et al. (2010) prescriptions of a minimum sample of 50 to adequately compute robust estimates in quantitative research, the researchers sample size of 137 obviously was a fairly good representation of business lecturers of universities in Ghana. Additionally, it is worth noting that a suitable sample size depends on the population size, available resources, degree of homogeneity and the appropriate method of sampling (Saunders et al., 2003).

The researchers self-developed the study’s structured questionnaire in relation to extant literature on the topic and study objectives and was fine-tuned via expert opinions and pre-testing (Bryman & Emma, 2003; Robbins & Pollnac, 1969). Administering a questionnaire in this study was justified on the basis of its popularity among social scientists in cases where publication is of essence. Aside its relatively inexpensive nature, questionnaires are also flexible and can be administered via many media. Again, the simple nature of questionnaires and the manner in which they are administered turns to guarantee respondents’ greater confidence in terms of confidentiality and thus aided researchers to collect enormous data from a larger group within a relatively short period of time. The measurement items used in the study were operationalised using validated items from prior research in case study development and usage. The questionnaire consisted of closed and open questions measured on a seven-point likert scale.

The seven-point likert scale was used for being universally adaptable, relatively insensitive and statistically sophisticated to facilitate robust statistical analysis (Creswell & Plano Clark, 2011; Malhotra, 2002). The study’s questionnaire consisted of four (4) sections of 25 questions in total. The first section captured the bio-data of the study’s respondents. In the second section, data on case study usage was elicited while the third section dealt with case study development and related challenges faced by lecturers in developing and using case studies. Other issues on the topic were captured in the final section of the questionnaire. The survey began on February 23, 2014 and ended on the March 14, 2015.

3.3. Data Sources

The study employed both primary cross-sectional and secondary data in its analysis. Eliciting cross-sectional data via questionnaire was justified by the extent, to which it helped reduced the possibility of extraneous influences on the study’s results. Merits of relying on cross-sectional data include its cost effectiveness when publication is vital and also its representative nature of the entire population (Churchill, 1995). However, some demerits of relying on cross-sectional data are that it may lead to superficial analysis of the phenomenon, its associated high cost and technical sophistication in conducting the survey research (Churchill, 1995). Again, the ability of cross-sectional study to detect change is weaker as opposed to longitudinal data. Finally, researchers merged their primary data with secondary data, which was sourced from journals, books, brochures, pamphlets, reports, magazines, other publications and databases relevant to the topic.

4. Data Analysis, Results presentation and Discussions of findings

4.1. Retrieval Rate

Of the 137 questionnaires administered to the study's respondents, all were retrieved, thus giving overall retrieval rate of 100 percent. However, 98 of the questionnaires were used in the data analysis. Thus, the study's analysis was based on 72% valid respondents.

4.2. Demographic Characteristics of Respondents

4.2.1. Respondents by Composition

Business Schools of Public Universities	Business Schools of Private Universities
University of Ghana	Central University College
Kwame Nkrumah University of Science and Technology	Ashesi University College
University of Cape Coast	Pentecost University College
University of Education, Winneba	Wisconsin International University College
Ghana Institute of Management and Public Administration	Methodist University College
University of Professional Studies, Accra	Valley View University
Total (73%)	Total (27%)

Table 1: Sample Composition

Source: Survey Data, 2015

In Table 1, it was apparent that a total of twelve (12) universities made up of Six (6) public universities and six (6) private universities were included in the study. Evidently, (73%) of the study's respondents were mainly public university lecturers, some of whom also make their services available to the private universities with the remaining (27%) of the respondents lecturing exclusively in the private universities.

4.2.2. Respondents by Gender

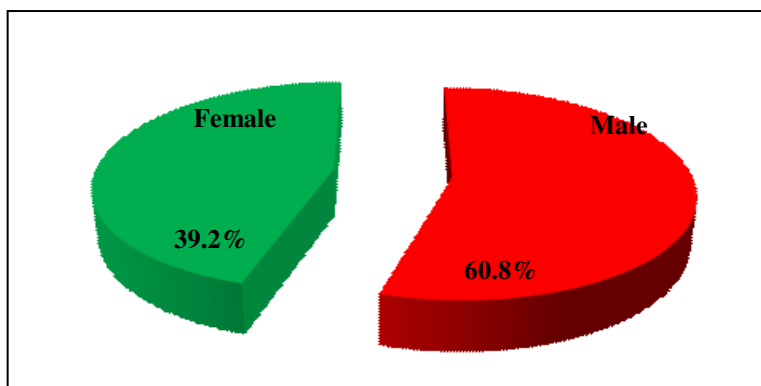


Figure 1: Gender Distribution of Respondents

Source: Survey Data, 2015

Figure 1 shows that out of the valid 98 respondents who answered the question on gender, 59 respondents representing (60.8%) were male as against (39.2%) who were female. This finding reaffirmed the general trend in the Ghanaian universities where male academics dominate their female counterparts by wide margins.

4.2.3. Respondents by Age, Qualification Status and Level of Lecturing

Demographic Variables		Frequency	Percent	Cumulative Percent
Age	≤ 40	21	21.4	21.4
	41 – 50	52	53.1	74.5
	51+	25	25.5	100.0
	Total	98	100.00	100.00
Highest Education	PhD and Professional	16	16.3	16.3
	PhD	46	46.9	63.2
	Masters and Professional	21	21.4	84.6
	Masters	9	9.2	93.8
	Others	6	6.2	100.0
	Total	98	100.00	100.00
Level of Lecturing	Undergraduate Only	18	18.4	18.4
	Graduate Only	31	31.6	50.0
	Undergraduate & graduate	49	50.0	100.0
	Total	98	100.00	100.00

Table 2: Summary Statistics on Age, Qualification Status and Level of Lecturing

Source: Field Data, 2015

From Table 2, it came to light that out of the total respondents, (21.4%) were either 40 years or below while (53.1%) and (25.5%) of the sampled within the age brackets of 41-50 years and 51+ years respectively. This finding contrast sharply with the generally held belief that academia is the preserve of the old. Also, it was obvious that (16.3%) and (46.9%) of the sampled were PhD and some professional qualification and PhD only holders in business and related disciplines respectively. Additionally, (21.4%), (9.2%) and (6.2%) of the sampled had Masters and Professional degrees, Masters Degrees and other qualifications respectively. Of those with other qualifications all declared pursuing doctoral degrees at the time of this survey. Finally, it emerged that out of the 98 respondents, 18 respondents denoting (18.4%) lectured at the undergraduate level only, 31 respondents representing (31.6%) and 49 respondents denoting (50.0%) lectured at the graduate level only and both undergraduate and graduate levels respectively.

4.3. Extent of Case Study Usage as a Teaching Method

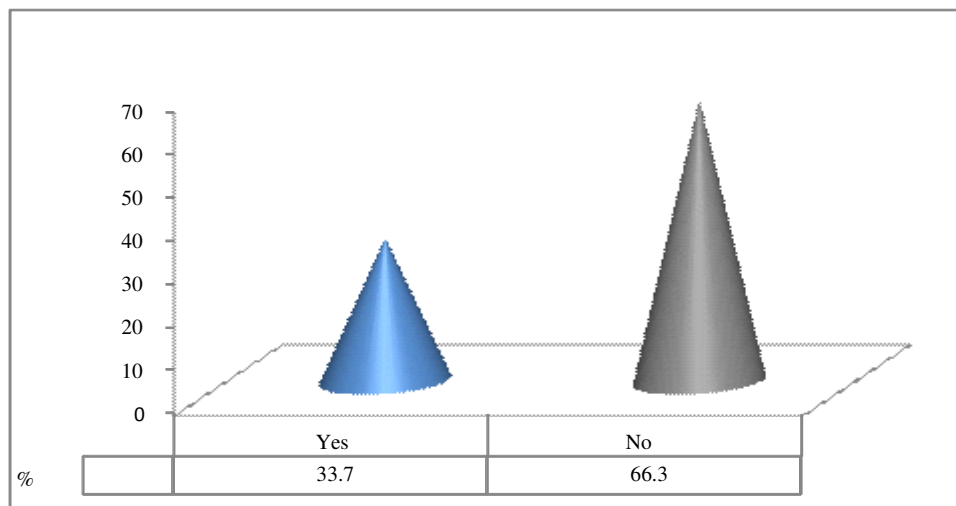


Figure 2: Extent of Usage of Case Studies among the Sampled

Source: Survey Data, 2015

In our review of the literature on the case study pedagogy, it was revealed that reliance on the case study method of teaching makes learning student-centred by exposing them to real life situations on issues in both the local and international business environment and in specific context. It was thus of interest to ascertain the extent of case study usage among business academics in Ghana and justifications for deploying the case study method in teaching. From Figure 2, it emerged that (66.3%) of the respondents claimed to have never deployed the case study pedagogy in teaching their students as opposed to the (33.7%) who admitted having used the case study method in teaching their students. The whopping (66.3%) who affirmed to have never used the case study method in teaching backed their stance by asserting that most cases are of foreign origin and thus unsuitable to the peculiarities of the Ghanaian economy.

This partially vindicates the assertions of Ellet (2007); Garvin (2003); Mintzberg (1990) and Zalesnik (1998) that case studies have noise and thus make them confusing as teaching pedagogy.

Indicator	Frequency	Percentage
Foster contact between students and faculty	6	18.2
Encourage students to work productively with others	7	21.2
Encourage students to think innovatively	9	27.3
encourage students to have high self-expectations	4	12.1
Make students to respect for intellectual diversity	5	15.2
Others	2	6.0
Total	33	100.00

Table 3: Breakdown of the Respondents by Justification for using Case studies
Source: Field Data, 2015

To establish the rationale for using case study pedagogy, researchers asked those who affirmed ever using the case study in teaching their motivations for doing so. In Table 3, some reasons advanced by respondents in using the case study method in teaching included: to foster contact between students and faculty (18.2%); to encourage students to work productively with others (21.2%); to stimulate students to think innovatively (27.3%); to encourage students to have high self-expectations (12.1%) and to ensure that students appreciate their diverse talents in solving problems (15.2%). Interestingly, the remaining (6.0%) revealed reasons such as to enhance student learning and to help students develop persuasive skills. These findings were consistent with the results of Balan and Metcalfe (2012); Garvin (2004); Heinonen and Poikkijoki (2006) and Jaques (2008) that case study teaching method is generally useful in linking theory with practice.

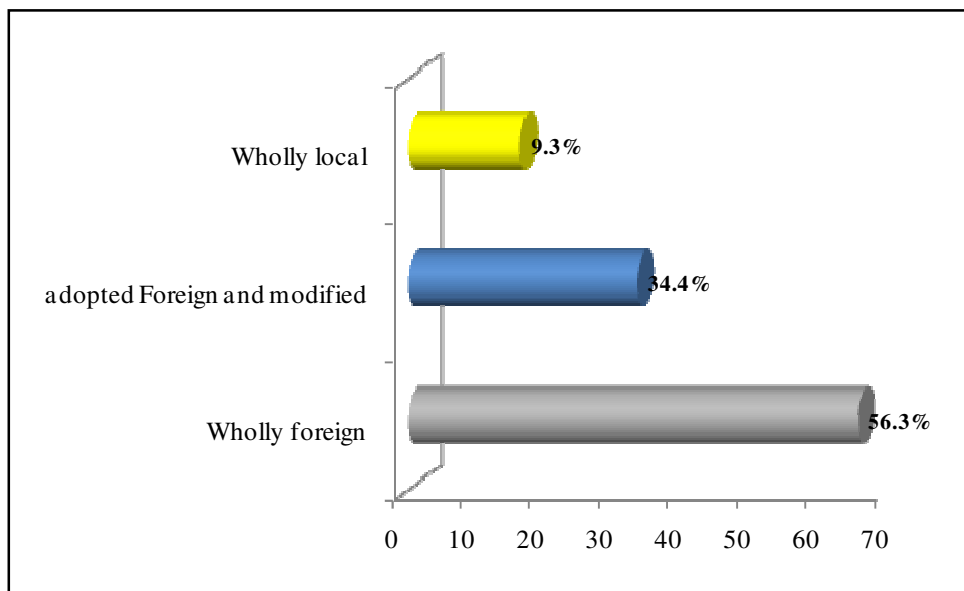


Figure 3: Origin of Case studies by Respondents
Source: Survey Data, 2015

A further investigation was made into the origin of cases used by Ghanaian business academics to ascertain whether cases used by academics have local content. From Figure 3, it was discovered that majority (56.3%) of the sampled used case studies that were wholly of foreign origin from advanced economies while (34.4%) of the respondents hinted that they used either fully or partially adapted case studies from western countries in teaching. When researchers probed why lecturers modify foreign cases, the respondents unanimously revealed that they do so to make original case studies to be more relevant to the Ghanaian context. Further, when researchers quizzed the respondents on the aspects of cases they often modify, they revealed that they often replaced foreign names with local names and slogans and figures and characters with the view to making them personally relevant to the local audience. Generally, the fact that most of the available cases were based on foreign experience was not entirely surprising for many Ghanaian BSs had their curricula relying extensively on foreign text books and materials. However, it was relieving to notice that about (9.3%) of the cases used by Ghanaian academics were wholly based on local content an indication that some Ghanaian academics have the capacity to develop cases.

4.4. Any Difficulty in using Case Study as a Teaching Method

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	5	5.1	5.1	5.2
	Disagree somewhat	8	8.2	8.2	(22.5) 13.3
	Disagree	9	9.2	9.2	22.5
	Neutral	7	7.1	7.1	29.6
	Agree	31	31.6	31.6	61.2
	Agree somewhat	28	28.6	28.6	(70.4) 89.8
	strongly agree	10	10.2	10.2	100.0
	Total	98	100.0	100.0	

Table 4: Perceptions on difficulty in using Case Studies as given by Respondents
Source: Survey Data, 2015

Specifically, in Table 4, when the question of whether respondents have any difficulty in using case studies in teaching was posed, the results showed that about(70.4%), (7.1%) and (22.5%) *agreed*, *remain indifferent* and *disagreed* respectively to having difficulty in using case study. When researchers probed for difficulties encountered in using the case study pedagogy it came to light that majority(83.1%) of the respondents had difficulty knowing the substance of cases in terms of the facts and nuances of the stories as well as being unable to stimulate an engaging discussion paths to achieve study objectives.

4.5. Issues on Case Study Development by Respondents

In Figure 4, as many as (87.4%) of the lecturers surveyed confirmed to have never written case studies of their own as against the (12.6%) who said they have written their own case studies for teaching. Interestingly, it emerged that only eight (8) lecturers representing (24.2%) of the 33 who have used case studies in their teaching have own case study authorship. Of the respondents with own case authorship, they confirmed that their cases were based on firms in Ghana and were mostly meant to illustrate peculiar thematic business issues or principles. In Figure 5, the three main aspects of case study writing that respondents hinted posed a challenge to them in developing own cases were: writing of *overview/analysis of cases* (88.4%); *preparation of case study appendices* (76.3%) and *preparation of teaching notes accompanying case* (71.4%).

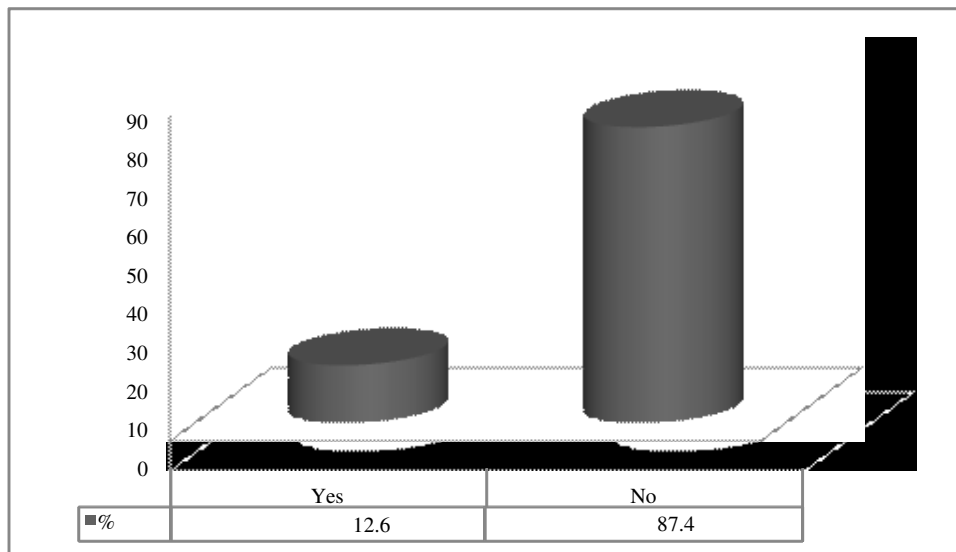


Figure 4: Case Study Authorship by Respondents
Source: Survey Data, 2015

Writing of Overview/analysis of cases	(88.4%)	(1 st)
Preparation of case study appendices	(76.3%)	(2 nd)
Preparation of teaching notes accompanying case	(71.4%)	(3 rd)
Others		

Figure 5: Aspects of Case Writing that posed most difficulty by Respondents
Source: Survey Data, 2015

4.5.1. Reasons why Majority of the Sampled had never developed Case studies

Indicator	Frequency	Percentage (%)
Lack of the know-how to write	50	51.0
lack of financial support	34	34.7
Others	14	14.3
Total	98	100.0

Table 5: Reasons by Respondents for low development of Case studies in Ghana
Source: Field Data, 2015

Concerning why majority of the sampled had no case studies of their own, 50 lecturers, representing (51.0%) said they lacked the know-how to write such cases while 34 lecturers, representing (34.7%) blamed low case study authorship in Ghana on the lack of financial support to develop case studies in the business schools of the universities. Other reasons assigned by the remaining (14.3%) of the respondents for low case studies development in Ghana were that because case studies did not traditionally form part of the business curricula handed down from the British colonial masters, it follows that developing local cases have not been a popular culture among academics from the onset.

Furthermore, they hinted that many available cases reflect foreign experiences, situation and settings because they get readily incorporated and available in text books imported from foreign countries. Hence, to them why must they bother when easy and less stressful alternative foreign cases are available and more so when their universities do not require them to develop cases as institutional requirement. Moreover, respondents' traced low case development to difficulty involve in obtaining public information in Ghana. They backed their stance by saying that "the absence of a law or act to make it obligatory for entities to make information available to members of the public on request as pertains in the developed world" makes it difficult to obtain required data in a timely manner to develop desired cases in Ghana.

5. Conclusions and Recommendations

The study delved into cases utilisation and development among Ghanaian academics in BSs in Ghana. The study confirmed some of the perspectives that had been raised in the literature. Though, a significant number of lecturers (74.1%) attested to the benefits and ease of using cases in teaching, this contrasted sharply with reality that approximately (34%) of them had deployed case study pedagogy in teaching. The study confirmed the findings of Monahan and Yew (2002) which observed overreliance of case studies from European countries. Out of (33.7%) of the sampled that had used case studies, only (12.6%) had written their own cases. This confirms paucity of scholarship on local cases for teaching in Ghanaian BSs and thus cast doubt on the claim by these institutions that they rely on cases to bridge the link between theory and practice.

The three main constraints to cases development and usage among Ghanaian BSs as revealed in this study included: the low technical know-how in developing cases; inadequate financial assistance to develop cases and inaccessibility of relevant corporate data and no motivation for lecturers to develop local cases. Due to low capacity to produce local cases, the researchers recommend that lecturers be trained on how to write and use cases to avert overreliance on western cases. Again, BSs in Ghana should provide the necessary financial support to academics to motivate them to write and use cases. Finally, firms should be given incentives to release relevant information to help develop appropriate cases for teaching in Ghanaian BSs.

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