

TEACHING APPROACHES AND FACULTY DEVELOPMENT IN BUSINESS EDUCATION: A SYSTEMATIC NARRATIVE REVIEW

APPROCCI DIDATTICI E FACULTY DEVELOPMENT NELLA BUSINESS EDUCATION: UNA REVISIONE NARRATIVA SISTEMATICA



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ABSTRACT

This systematic narrative review explores how teaching and learning approaches (T&LAs), educational technologies (ETs), and faculty development initiatives (FDIs) may impact business students' learning and employability. Based on 62 studies, results highlight that experiential learning methods are the most effective ones. However, limited data on ETs and FDIs and methodological heterogeneity prevented a meta-analysis. Future studies are needed to strengthen the evidence found.

Questa revisione narrativa sistematica esplora in che modo gli approcci didattici (T&LAs), le tecnologie educative (ETs) e le iniziative di Faculty Development (FDIs) possano influenzare l'apprendimento e l'occupabilità nella business education. L'apprendimento esperienziale risulta il metodo più efficace. Tuttavia, la scarsità di dati su ETs e FDIs e l'eterogeneità metodologica hanno impedito la conduzione di una meta-analisi. Pertanto, sono necessari ulteriori studi per rafforzare le evidenze emerse.

KEYWORDS

Business Education; Teaching and Learning Approaches; Educational Technologies; Faculty Development; Employability Skills.
Business Education; Approcci didattici; Tecnologie educative; Faculty Development; Competenze di occupabilità.

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1. Introduction

The rapid technological advancements and the volatility of the global economy have created a highly competitive and ever-changing labour market that requires a hyperspecialized and dynamic workforce equipped with excellent technical and professional skills (Tushar & Sooraksa, 2023; Saleem et al., 2024). In this scenario, Higher Education Institutions (HEIs) play a crucial role in preparing students to become future leaders and drive innovation, by quipping them with the skills necessary to be competitive and employable (Kubičková et al., 2025).

There is a growing concern from employers worldwide about the inability of graduates to match current and future job demands (Nasreen et al., 2024).

The present study is conducted in the context of Business Education (BE) that is education for and about business. It provides knowledge and understanding of economic, financial, marketing, accounting, and management systems, while also developing transversal skills such as leadership, entrepreneurship, and communication (Akpomi et al., 2024). Business Schools (BSs) are institutions specialized in providing business and management education (Kaplan, 2018) and thus BSs, in order to meet labour market changes and employers' expectations, should leverage new collaborative and interactive tools, teaching and learning approaches (T&LAs), and curricula that foster global engagement, industry connection, and transparency (Baldegger et al., 2022). Moreover, faculty efficiency and empowerment (FD) are the foundation for effective educational outcomes, which indirectly influence student learning and their employability (Ghasemi et al., 2023; Iqbal et al., 2024). Finally, also Educational Technologies (ETs) play an important role since they have the potential to strengthen teaching and learning dynamics, support the development of students' self-regulation and self-efficacy, foster greater participation and engagement, and contribute to increased student involvement (Bond et al., 2020). These are considered all crucial elements to prepare work-ready graduates.

Therefore, the present research intends to identify and analyse the existing and main T&LAs, ETs and FD Initiatives applied in BE, and in BSs more specifically, to consequently define how they can impact student learning and their employability. The study has been conducted through a systematic narrative review of the literature aimed to reply to the following research questions:

RQ1: To what extent can Teaching and Learning Approaches (T&LAs) improve business student learning and employability?

RQ2: To what extent can Educational Technologies (ETs) improve business student learning and employability?

RQ3: To what extent can Faculty Development Initiatives (FDIs) improve business student learning and employability?

2. Methods and materials

The review was carried out according to the PRISMA 2020 guidelines (Page et al., 2021). The search was performed on ERIC, JSTOR and Scopus databases, using the search terms and filters shown in Appendix 1. Furthermore, a manual search was conducted on the International Journal for Academic Development, International Journal of Management Education, The Journal of Business Education, and Google Scholar. Inclusion and exclusion criteria of papers followed the PICOS framework and are specified in table 1.

Key features	Inclusion criteria	Exclusion examples
Population	Business education courses and business institutions (universities, BSs, HEIs)	The study involved courses other than those related to business education such as tourism, informatics, engineering; the study dealt with school education.
Intervention	Teaching approaches; Educational technologies, Faculty Development Initiatives	The study dealt with traditional teaching and learning approaches; analogical tools; faculty training in other subjects other than BE.
Outcome	Student's learning Student's employability/employability skills	/
Study Design & Statistical analysis	Qualitative/quantitative studies	/
Types of publication	Scientific journal papers written in English	Books, Book Chapters, Thesis, Conference proceedings and others like these have been excluded.

Table 1. Inclusion and exclusion criteria

The search produced a total of 275 results, which after removing duplicates resulted in 232 items (see Figure 1). Throughout the whole screening and selection process (Figure 1) the papers undergone a peer blind review carried out by two independent reviewers.

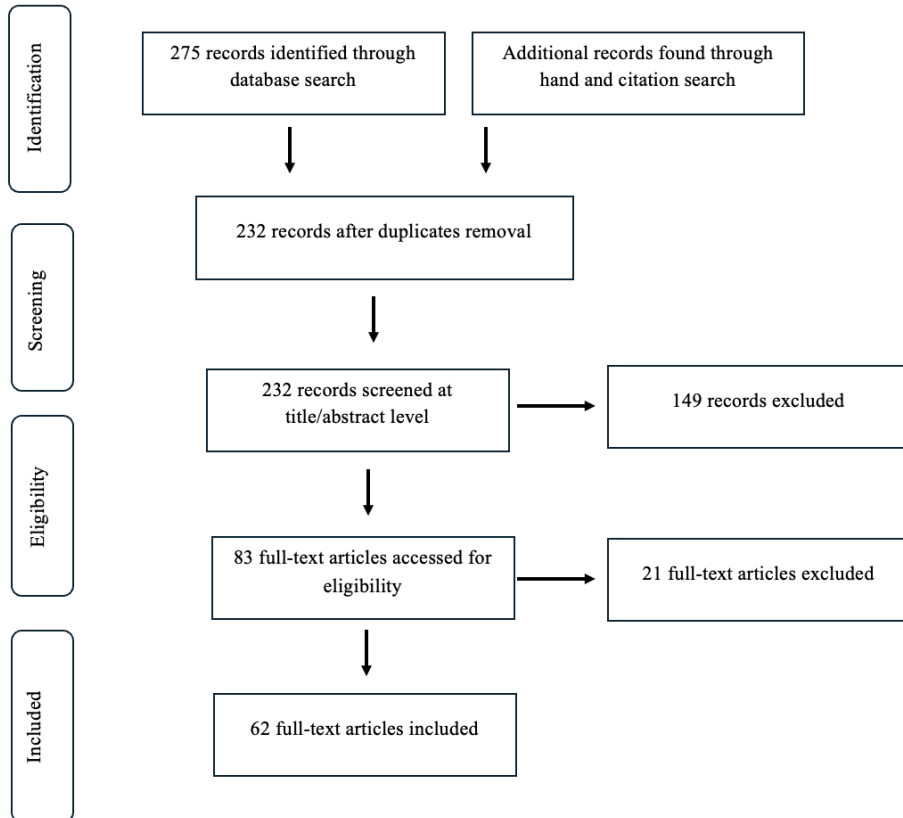


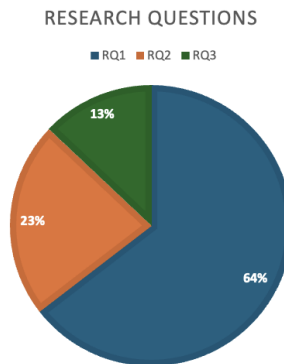
Figure 1. PRISMA Flow Diagram

The study findings were discussed through a structured narrative synthesis, which identified the main recurring themes and trends related to T&LAs, ETs, and FDIs. A structured narrative synthesis was also adopted for the discussion of the results from the quantitative studies. Due to methodological heterogeneity, variability in outcomes, and the absence of common aggregable statistics, a formal meta-analysis was not feasible; instead, a structured narrative synthesis was employed, grouping findings by outcome domain to capture consistencies and divergences across different contexts.

3. Results

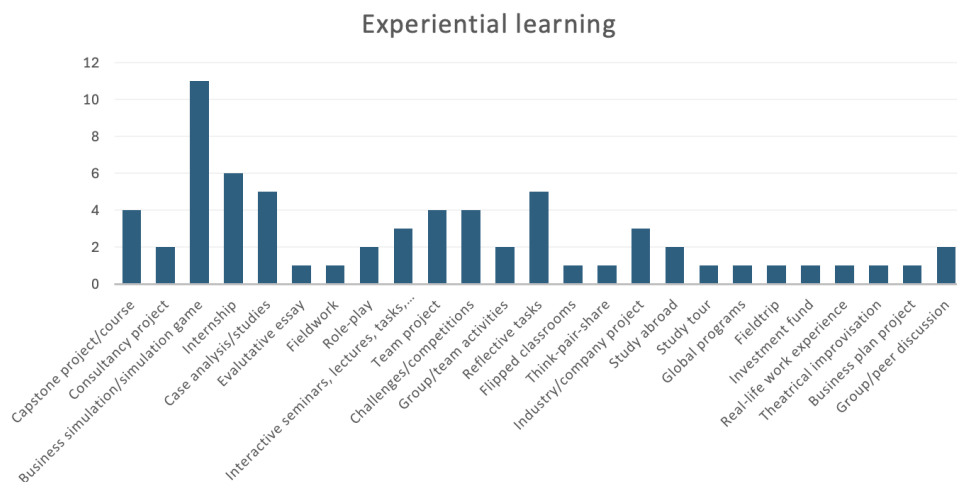
This section provides an overview of the paper analysed according to research questions categories, teaching approaches and methods, educational technologies and studies' methodologies.

The 62 papers included in the review (Appendix 2) can be groups according to research questions categories, as shown in graph 1. RQ1, 2 and 3 count 40, 14 and 8 papers respectively.

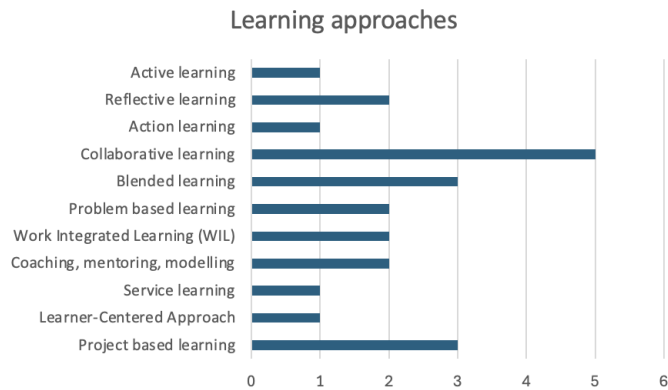


Graph 1. Papers by RQs

Graphs 2 and 3 show the teaching approaches and methods applied in the selected studies.

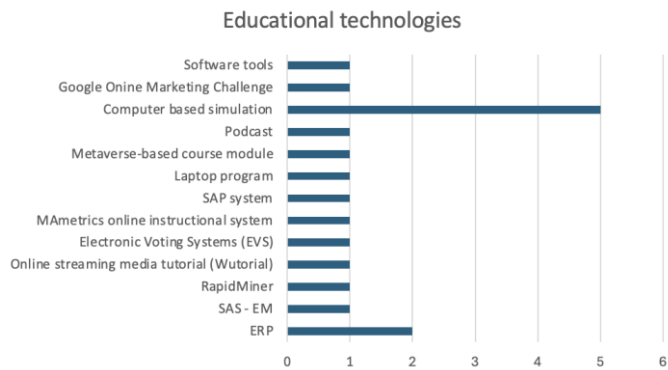


Graph 2. Experiential learning methods



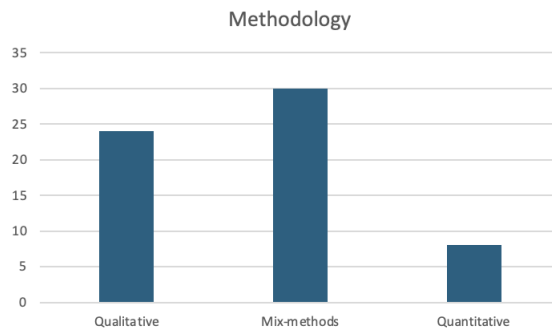
Graph 3. Teaching and learning approaches

Graph 4 shows the educational technologies applied in the selected studies.



Graph 4. Educational technologies

Graph 5 divides papers by the methodology applied.



Graph 5. Papers by methodology

4. Discussion

RQ1: To what extent can teaching and learning approaches improve business student learning and employability?

The reviewed studies for RQ1 illustrates a rich diversity of interventions employed within business education to foster both student learning and employability skills (graph 2 and 3). A dominant approach across the studies is the adoption of experiential learning (EL) methods, whereby students are actively engaged in real-world activities and professional environments. For instance, Fang and O'Toole (2023) integrated the United Nations Sustainable Development Goals (SDGs) into a capstone course using a project-based learning approach, enabling students to develop critical thinking, teamwork, and project management skills through direct collaboration with multinational companies. Similarly, Lantu et al. (2022) employed an experiential internship program within start-up environments, emphasizing the immersion of students in real work contexts to strengthen entrepreneurial, professional, and ethical competencies. A second recurring approach is project-based learning connected to external clients and stakeholders. Liu and Olson (2011) designed real-client consulting projects that not only required the application of marketing theory but also cultivated teamwork, strategic analysis, and communication abilities. This approach often overlaps with action learning methodologies, as observed in Perusso et al. (2021), where undergraduate students engaged in solving ill-defined, complex business problems through structured reflection and mentorship. Simulations and business games represent the most prevalent EL method. Studies such as those by Costin et al. (2018) and Thompson and Noble (2017) utilized business simulations to simulate decision-making under pressure and to train students to manage team disruptions and adapt to dynamic changes, thereby enhancing resilience and adaptability. These simulated environments provide a low-risk yet highly authentic context for students to develop crucial soft and hard skills demanded by employers. Team-based and collaborative learning experiences also feature prominently among the interventions reviewed. Butler and Zander (2008) proposed a model for multicultural team collaboration that improved students' conflict resolution skills and cross-cultural competence. In a similar vein, Giraud-Carrier et al. (2021) developed the SPARRING model, promoting deliberate practice through teamwork, simulations, and industry projects to sharpen critical thinking and real-world problem-solving capabilities. Work-integrated learning (WIL) and internship

programs, such as those studied by Eljido-Ten and Kloot (2015) and Narayanan et al. (2010), further underscore the effectiveness of direct industry engagement. These experiences not only refine technical and soft skills but also bridge the gap between academic learning and professional practice, significantly enhancing students' career readiness and employment prospects. Reflective and feedback-driven pedagogies, including co-designed peer review processes as in Houldsworth et al. (2024), are another integral component across many interventions. Embedding reflective writing and peer feedback opportunities fosters critical self-awareness, self-regulation, and meta-cognitive development, which are increasingly recognized as vital for lifelong learning and career adaptability. In terms of employability skills, critical thinking and problem-solving (Hammer & Green, 2011; Giraud-Carrier et al. 2021; Fang & O'Toole, 2023), teamwork and communication (Butler & Zander, 2008; Liu & Olson, 2011), leadership development and emotional intelligence (Dixon, 2014; Costin et al., 2018), adaptability and resilience (Thompson & Noble, 2017) emerge as the most consistently enhanced capabilities across interventions. In relation to student learning, the studies reported heightened student motivation, greater engagement with the curriculum, and the strengthening of professional identity, suggesting that experiential and active learning approaches foster a deeper and more sustainable form of learning (Kong, 2021; Gallop et al., 2023; Kaul, 2024).

Structured narrative synthesis of quantitative results

Table 2 graphically synthesises the results of the quantitative and mix-methods studies.

Study	Measured Outcome	Data Type	Main Results	Significance	Analytical Method
Lester et al. (2005)	Perceived value of service-learning	Standardized coefficients (β)	$\beta = 0.28$ (skill variety), $\beta = 0.59$ (task significance)	$p < 0.05$	SEM
Narayanan et al. (2010)	Student satisfaction in internships	Standardized coefficients (β)	$\beta = 0.42$ (motivation), $\beta = 0.33$ (support)	$p < 0.01$	Multiple regression
Berdrow & Bird (2018)	Intercultural effectiveness	IES score change	Increase in IES scores from sophomore to senior	Descriptive only	Longitudinal assessment
Parker et al. (2008)	Career learning via peer coaching	Likert survey	Relationship quality $\rightarrow$ perceived career improvement	$p < 0.05$ (estimated)	Survey + correlation
West et al. (2021)	Skills via Bloomberg use	Survey + qualitative feedback	Perceived increase in technical skills	No statistics reported	Descriptive survey
Al-Shammari (2022)	Cognitive, affective, and interactive skills	Kruskal–Wallis ANOVA	Game > essay in all skill domains	$p < 0.05$	PCA + nonparametric ANOVA
Arora (2012)	SCM + marketing learning	Case study	Improvement in soft skills and critical thinking	n.s.	Qualitative assessment
Bakhru (2018)	Teaching-learning alignment	QFD + survey	Experiential > other methods	No inferential statistics	Descriptive QFD
Cowley (2017)	Digital marketing skills	Views + self-assessment	Greater engagement and strategic skills	n.s.	Mixed measures
Elijido-Ten & Klot (2015)	Perception of WIL in accounting	Survey + interview data	Positive WIL experience for students and employers	Descriptive only	Mixed-methods case study
Emblen-Perry (2019)	Sustainability knowledge and skills	Reflection + survey	Increased knowledge, skills and engagement	Descriptive only	Living Lab + reflective analysis

Frey et al. (2021)	Engagement and team-based learning	Survey + thematic analysis	Enhanced collaboration and learning through experience	Descriptive	Qualitative content analysis
Kaufman et al. (2011)	Global marketing competence	Survey (Likert + comparison)	GMP > Study Abroad in skill and business experience	Comparative, no inferential stats	Program comparison survey
Inamdar & Roldan (2013)	Applied, practical, reflective skills	Survey (Likert)	Applied > Reflective; variation by background	$p < 0.05$	Descriptive + inferential stats
Masui & De Corte (2005)	Reflection and attribution	Quasi-experimental	↑ reflection and attribution skills, better academic performance	$p < 0.05$	t-tests + effect size
Rahma et al. (2020)	Professional etiquette, engagement	Survey + observation	Higher grooming, attention, and participation	Descriptive	Action research (scaffolding)
Reynolds et al. (2013)	Creative thinking & integration	Survey + rubric scoring	Creative tasks enhanced learning and critical skills	Descriptive + Likert	Survey + rubric assessment
Rupavijetra et al. (2022)	Career skills & entrepreneurship	Survey + focus group	↑ skills, knowledge, satisfaction (90–100%)	Descriptive only	Project-based learning evaluation
Tambunan et al. (2024)	Intrapreneurship skills	Experimental field data	Case method enhanced intrapreneurial thinking	$p < 0.05$	Field experiment with MSME cases
Zhang et al. (2024)	Business analytics learning (engagement, satisfaction)	Pre- and post-course surveys	Increased engagement, satisfaction, and learning interest	$p < 0.05$	Pre-post survey analysis
Cheng et al. (2020)	Capstone project group performance	Student records + survey	GPA diversity positively related to project grades; nationality diversity negatively related	$p < 0.05$	Regression analysis

Ferreras-Garcia et al. (2021)	Entrepreneurial competencies development	Questionnaire (PLS analysis)	Generic competencies → Specific competencies → Entrepreneurial competencies	$p < 0.05$	Partial Least Squares (PLS) modeling
Ismail et al. (2018)	Entrepreneurial skills development	Pre- and post-test (quasi-experimental)	Teacher-centered > Student-centered for skill development	$p < 0.05$	Quasi-experimental design
Treleaven & Voola (2008)	Graduate attributes development (critical thinking, reflection)	USE survey (Likert scale)	Increased student perception of graduate attribute development over successive course iterations	Small improvement across iterations; no formal p-value	Descriptive + standards-based assessment
Lebrón et al. (2020)	Strategic management skill application via live case competition	Project evaluation + surveys	Enhanced critical thinking, teamwork, and strategic analysis skills	Descriptive results; qualitative support	Project-based evaluation + qualitative survey analysis

Table 2. Quantitative studies

Studies using regression, SEM, and experimental designs (e.g., Lester et al. (2005), Masui and De Corte (2005), Narayanan et al. (2010), Zhang et al. (2024)) reported statistically significant results ($p < 0.05$), demonstrating gains in reflection and intrapreneurship skills, student satisfaction and engagement, perceived career improvements. Other studies, like Berdrow and Bird (2018) and Emblen-Perry (2019), provided only descriptive results without inferential statistics.

RQ2: To what extent can educational technologies improve business student learning and employability?

The reviewed studies for RQ2 examine diverse educational technologies aimed at fostering more interactive, practice-oriented, and student-centered learning experiences. Computer-based simulations emerge as the prominently used technology (graph 4). For instance, Riivari et al. (2021) utilized the Novicraft simulation game to enhance teamwork, communication, and decision-making skills, while Seethamraju (2011) implemented the ERPsim simulation using SAP software to develop business process orientation and analytical skills. Similarly, Lohmann et al. (2019) employed total enterprise simulations to integrate decision-making across business functions, demonstrating their positive effect on teamwork

quality, problem-solving abilities, and student satisfaction. Zadeh et al. (2018) incorporated SAS Enterprise Miner into an introductory MIS course to develop students' skills in data visualization, association rule mining, and network analysis. Likewise, Saber and Foster (2011) used the MAmetrics online system to improve students' grasp of marketing metrics, illustrating that digital platforms can significantly strengthen students' applied knowledge and real-world readiness. McCarthy et al. (2021) introduced an intercollegiate podcasting project where students collaborated remotely using Skype and online platforms, leading to enhanced communication skills, remote collaboration competencies, and professional confidence. In a similar vein, Canhoto and Murphy (2016) discussed the Google Online Marketing Challenge (GOMC) as an experiential, technology-mediated project, where students planned, executed, and analyzed real digital marketing campaigns, thereby developing digital literacy, teamwork, and analytical skills essential for modern employment. Further, interventions such as the Metaverse-based learning environment analyzed by Galindo-Manrique et al. (2024) indicate the growing importance of immersive virtual environments. Their study found that the use of VirBela's virtual campus positively influenced student engagement, knowledge retention, and attitudes towards technology adoption in educational contexts. Despite the clear benefits, some limitations are noted. Friehs and Craig (2008) reported mixed results regarding the effectiveness of an online streaming tutorial for financial database usage: while students appreciated its clarity and accessibility, many still preferred face-to-face instruction for complex tasks. Similarly, Rienzo and Han (2011) found that although ERP software exercises enhanced students' appreciation for business process integration, they produced only marginal objective learning gains in detailed business process knowledge. The most recurrent developments in employability skills include enhanced teamwork, communication, decision-making, leadership, and digital literacy. Regarding student learning, technological interventions fostered critical and reflective thinking and strengthened students' autonomy and confidence. The effective integration of technology in education fosters active, situated learning and supports the development of twenty-first century skills (Consoli et al., 2024; Zou et al., 2025). Moreover, technological tools nurture adaptability, digital fluency, and lifelong learning capacities which are crucial attributes in a labor market increasingly characterized by digital transformation and constant innovation (Denisov, 2025; Goglio, 2025).

Structured narrative synthesis of quantitative results

Table 3 graphically synthesizes the results of the quantitative and mix-methods studies.

Study	Measured Outcome	Data Type	Main Results	Significance	Analytical Method
Friehs & Craig (2008)	Effectiveness of online library instruction	Survey responses + knowledge test	Positive perceptions but limited skill retention (30% success)	Descriptive only	Survey + descriptive statistics
Saber & Foster (2011)	Acquisition of marketing metrics skills	Pre-test, final exam comparison	Improved understanding of marketing metrics after course iterations	Paired sample t-test ($p < 0.05$)	Quasi-experimental pre-post analysis
Seethamraju (2011)	Process orientation and ERP skills development	Survey + case study feedback	Significant improvement in integrative skills and deep learning	Descriptive + some inferential	Mixed-method evaluation
Tan & Morris (2006)	Impact of laptop program on lifelong learning	Survey-based learning outcomes metric	Positive effect on self-directed learning behaviors	Regression models ($p < 0.05$)	Survey analysis + regression
Beckem & Watkins (2012)	Engagement and deep learning via simulations	Pilot test results + feedback survey	Higher engagement and deeper learning reported after simulations	Descriptive analysis	Survey feedback + qualitative analysis
Galindo-Manrique et al. (2024)	Adoption of Metaverse in Higher Education	Survey + SEM	Performance expectancy, effort expectancy, and social influence significantly predicted adoption	$p < 0.05$	Structural Equation Modeling (SEM)
McCarthy et al. (2021)	Engagement through intercollegiate podcasts	Survey (Likert) + qualitative	95% students reported increased engagement and learning	Descriptive only	Survey + qualitative content analysis

Kyng et al. (2013)	Use and relevance of software in quantitative disciplines	Survey of academics	Spreadsheet use enhances learning and is key to employability	Descriptive	Descriptive survey analysis
Lohmann et al. (2019)	Teamwork, learning outcomes, satisfaction via simulations	Survey (n=365) + SEM	Simulations improve learning outcomes and satisfaction via authentic teamwork	p < 0.05	Structural Equation Modeling (SEM)
Rienzo & Han (2011)	ERP hands-on experience and business process learning	Pre/post test + survey	Self-reported understanding improved, no statistical gain in knowledge	Mixed (self-report significant)	Repeated Measures ANOVA + TAM survey
Zadeh et al. (2018)	Understanding business analytics in first-year students	Survey + SAS project feedback	Hands-on analytics project enhanced awareness and engagement	Descriptive	Project-based learning feedback

Table 3. Quantitative studies

The statistical results from the studies show that some interventions produced significant improvements in marketing metrics skills (Saber & Foster, 2011), self-directed learning behaviors (Tan & Morris, 2006), and teamwork satisfaction through simulations (Lohmann et al., 2019) all reported p-values < 0.05. Studies using SEM (Lohmann et al., 2019; Galindo-Manrique et al., 2024) confirmed key predictive relationships. However, some studies, such as Friehs and Craig (2008) and Rienzo and Han (2011), offered only descriptive results or mixed findings, with positive perceptions but limited objective skill gains.

RQ3: To what extent can Faculty Development Initiatives (FDIs) improve business student learning and employability?

The reviewed studies for RQ3 examine some FDIs implemented within business education. Lindsay et al. (2023) explored how marketing instructors' tacit theories about effective teamwork translated into adaptive teaching strategies. Their development of the Adaptive Cultivation of Effective Teams (ACET) framework underscores the role of faculty training in dynamically managing group learning processes to foster collaboration and interpersonal skills. Similarly, Pereira and Felicetti (2022) examined faculty-led adoption of competency-based education (CBE) practices, demonstrating that intentional pedagogical design aimed at promoting critical thinking, problem-solving, and communication skills can

substantially increase student engagement and active learning. Other initiatives also involved embedding industry and real-world experience into curricula, facilitated by faculty partnerships with professional bodies. Poston and Richardson (2011) described a project management minor program developed in collaboration with the Project Management Institute (PMI), where faculty incorporated project-based learning mentored by industry practitioners. This approach not only strengthened students' technical and leadership skills but also enhanced their readiness for professional project management environments. Breslow (2015) documented a structured, active-learning based approach to teaching communication at MIT, treating it as a skill to be systematically developed rather than an innate ability. Through iterative assignments and feedback loops, faculty were able to scaffold students' critical reflection and metacognitive growth, illustrating how structured pedagogical support can make communication competencies as teachable as technical knowledge. The study of Hijazi and Zoubeidi (2017), who surveyed teaching practices in business statistics across the MENA region, highlighted a widespread underutilization of active learning methods, despite recognition of their potential, and stressed the need for further faculty training to integrate technology and context-specific materials into teaching. Similarly, Liton (2015) emphasized that business-focused English for Specific Purposes (ESP) instructors require better training to align course content with real-world communication demands, advocating for a more learner-centered, pragmatic curriculum redesign.

In terms of employability skills, interventions typically led to enhanced teamwork, communication, critical thinking, problem-solving, and leadership capabilities. Students reported greater readiness to engage in interdisciplinary teams, manage real-world projects, and apply reflective and strategic thinking in professional contexts. Regarding student learning, the initiatives contributed to the development of reflective practices, metacognitive awareness, and deeper conceptual understanding.

These initiatives reflect a growing recognition that faculty professional development is a critical lever for improving educational practices and aligning learning outcomes with the demands of the contemporary workplace (Iqbal et al., 2024; Dicataldo & Dipace, 2025). Indeed, institutional efforts to improve teaching quality and academic communities increasingly emphasize continuous professional development of the faculty. Ongoing training helps educators refine methods and meet evolving educational needs, directly benefiting student learning and

employability. FD programs (FDPs) ensure graduates gain both theoretical and practical skills aligned with industry demands. Moreover, the rise of AI in education highlights the need for faculty to continually update their skills to effectively integrate AI tools in their practises (Boubker, 2024). Despite this, very few studies were included in the review and none of them talked about an extensive FD program regarding whole institutions, study programs or courses. In fact, as stated by Wardak et al. (2024), there has been limited and scattered discussion regarding professional development in business education. FDPs have been widely examined in medical education, showing clear benefits in enhancing teaching quality, faculty competencies, and institutional growth. Many studies proved that they support structured, transformative teaching approaches and improve student learning and experience (Cotta et al., 2024). Similar positive outcomes have been reported in other fields, such as engineering education, where FDPs contribute to better teaching methods and learning outcomes (Dominguez et al., 2025). Interventions in university teaching that are grounded in evidence-based practices foster the advancement of applied research in the field of education, outlining, therefore, the need to take actions in the business education field as well.

Structured narrative synthesis of quantitative results

Table 4 graphically synthesises the results of the quantitative and mix-methods studies.

Study	Measured Outcome	Data Type	Main Results	Significance	Analytical Method
Hijazi & Zoubeidi (2017)	Business statistics education quality in MENA	Survey (questionnaires)	Identified significant gaps in statistical knowledge and skills compared to global standards	Descriptive statistics	Survey analysis and comparative benchmarking
Liton (2015)	Alignment of ESP courses with workplace communication needs	Teacher survey (30 ESP instructors)	Majority reported that ESP courses poorly align with real workplace communication needs	Descriptive statistics (percentages)	Survey + qualitative analysis
Sawan et al. (2024)	Perception of teaching quality and generic skills development	Survey + OLS regression	Lecturer ability and curriculum significantly predicted development of generic skills	$p < 0.05$	OLS regression analysis

Table 4. Quantitative studies

While Hijazi and Zoubeidi (2017) and Liton (2015) mainly provided descriptive statistics identifying skill gaps and misalignments between education and workplace needs, Sawan et al. (2024) applied an OLS regression and found a statistically significant ($p < 0.05$) positive relationship between lecturer ability, curriculum quality, and the development of students' generic skills. Thus, only Sawan et al. (2024) presented inferential statistical evidence supporting their conclusions.

Conclusions

This systematic narrative review examined the main teaching and learning approaches (T&LAs), educational technologies (ETs), and faculty development initiatives (FDIs) applied in business education and how they may improve students' learning outcomes and employability. The analysis highlighted that experiential, project-based, collaborative and reflective pedagogies play a significant role in fostering critical skills such as teamwork, communication, adaptability, and leadership. Similarly, the thoughtful integration of educational technologies can enhance students' digital fluency, engagement, and ability to apply knowledge in practical contexts. Faculty development initiatives, although less represented in the literature, showed potential to indirectly impact student success through improved instructional design and active learning strategies.

However, the review also revealed some limitations. Firstly, a limited number of studies were found regarding ETs and especially FDIs, which weakens the generalizability of the conclusions in these areas. Secondly, due to the methodological heterogeneity and the lack of consistent statistical data across studies, it was not possible to conduct a formal meta-analysis. Most of the quantitative studies either lacked effect sizes or provided only descriptive insights, limiting the robustness of the evidence base.

Future research should focus on expanding empirical investigations, particularly into educational technologies and comprehensive, institution-wide faculty development programs. There is also a need for more standardized, comparable quantitative data to enable meta-analytic approaches and to strengthen the evidence on the impact of these interventions. Advancing research in this direction is essential to better inform policy and practice in business education and to align educational strategies with the evolving demands of the global labour market.

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Appendix 1 Search string by database

Research Question	Database	Search string	Filters
RQ1	Scopus	("MBA student" OR "Business School" student OR "business education student" OR "business education graduate" OR "business education" OR "business school") AND "experiential learning" AND ("student" learning OR "academic performance" OR "student" achievement OR "learning outcome") AND ("employability" OR "employability skill" OR "career success" OR "job placement" OR "work readiness")	/
	ERIC	("MBA student" OR "Business School" student OR "business education student" OR "business education graduate" OR "business education" OR "business school") AND "experiential learning" AND ("student" learning OR "academic performance" OR "student" achievement OR "learning outcome") AND ("employability" OR "employability skill" OR "career success" OR "job placement" OR "work readiness")	Higher education, Journal articles.
	JSTOR	("business education" OR "business school") AND "experiential learning" AND ("student" learning OR "learning outcome") AND employability	Journal articles, Business, Education, English, Open Access.
RQ2	Scopus	("MBA student" OR "Business School" student OR "business education student" OR "business education graduate" OR "business education" OR "business school") AND "educational technology" AND ("student" learning OR "academic performance" OR "student" achievement OR "learning outcome") AND ("employability" OR "employability skill" OR "career success" OR "job placement" OR "work readiness")	/
	ERIC	("MBA student" OR "Business School" student OR "business education student" OR "business education graduate" OR "business education" OR "business school") AND "educational technology" AND ("student" learning OR "academic performance" OR "student" achievement OR "learning outcome") AND ("employability" OR "employability skill" OR "career success" OR "job placement" OR "work readiness")	Higher education, Journal articles.
	JSTOR	("business education" OR "business school") AND "educational technology" AND ("student" learning OR "learning outcome") AND employability	Journal articles, Business, Education, English, Open Access.
RQ3	Scopus	("MBA student" OR "Business School" student OR "business education student" OR "business education graduate" OR "business education" OR "business school") AND ("faculty development" OR "teacher professional development") AND ("student" learning OR "academic performance" OR "student" achievement OR "learning outcome") AND ("employability" OR "employability skill" OR "career success" OR "job placement" OR "work readiness")	/
	ERIC	("MBA student" OR "Business School" student OR "business education student" OR "business education graduate" OR "business education" OR "business school") AND ("faculty development" OR "teacher professional development") AND ("student" learning OR "academic performance" OR "student" achievement OR "learning outcome") AND ("employability" OR "employability skill" OR "career success" OR "job placement" OR "work readiness")	Higher education, Journal articles.
	JSTOR	("business education" OR "business school") AND ("faculty development" OR "teacher professional development") AND ("student" learning OR "learning outcome") AND employability	Journal articles, Business, Education, English, Open Access.

Appendix 2 Included papers

Author(s), year	Population	Intervention	Outcome	Study design	Statistical Analysis
Fang & O'Toole (2023)	Undergraduate business students enrolled in a final-year capstone course at a large public university in Australia	The integration of SDGs using (EEPBL) approach	Increased awareness and understanding of SDGs Development of employability skills (critical thinking, teamwork, problem-solving, research, project management)	Thematic analysis of reflective essays; in-depth semi-structured interviews; data triangulation	/
Hartog & Frame (2004)	Undergraduate students at Middlesex University Business School in North West London	An integrated experiential learning approach to teaching business ethics	Development of moral sensibility, critical thinking, emotional intelligence, and ethical decision-making. Improved reflective judgement, communication, and teamwork.	Qualitative, case study-based research involving	/
Butler & Zander (2008)	University-level business students participating in international business (IB) courses	The introduction and application of the 4 Cs Model for working in multicultural teams	Interpersonal and intrapersonal skills Conflict resolution Team effectiveness Creative problem-solving	Action research Literature synthesis Reflective analysis of long-term teaching	/
Dixon (2014)	MBA students at the University of Tampa	A holistic experiential MBA leadership course integrating	Enhanced leadership Self-awareness Improved team dynamics and communication	Descriptive, reflective case study	/
Giraud-Carrier et al. (2021)	Undergraduate business students enrolled in supply chain and decision sciences programs	Implementation of SPARRING	Improved critical thinking, problem-solving, teamwork, and communication skills Increased student engagement, confidence, and career readiness	Conceptual and instructional design model development study	/
Lantu et al. (2022)	Business students enrolled in the School of Business and Management at ITB (Bandung, Indonesia)	Experiential learning-based internship program at start-ups	Development of communication, decision-making, teamwork, leadership, emotional intelligence Integrity, social responsibility skills	Qualitative case study with an interpretative approach	/

Lau et al. (2019)	Undergraduate business students from a foreign private university in Malaysia	Two three-day academic fieldtrips to Malaysian tropical rainforests, taken six months apart	Development of soft skills, emotional and cognitive competencies, social competence and voice	Qualitative, longitudinal exploratory case study	/
Liu & Olson, (2011)	Undergraduate and MBA business students at the University of La Verne	Implementation of a real-client consulting project to the business	Enhanced strategic thinking, decision-making skills Real-world problem-solving, teamwork, communication, and presentation skills, confidence and career readiness	Descriptive, qualitative case study design	/
Perusso et al., (2021)	Business undergraduate students at a Brazilian university	The Action Learning (AL) methodology in a Management Experience Program (MEP)	Business knowledge: theoretical and practical understanding of management Soft skills: communication, collaboration, problem-solving Attitudes: self-efficacy, self-awareness, proactivity	Qualitative, single case study	/
Reid et al., (2020)	Undergraduate finance students at a small business school	A student-managed investment fund (SMIF) program	Investment knowledge and technical skills Real-world application of finance theories Professional development and career readiness	Descriptive case study	/
Thompson & Noble (2017)	Senior undergraduate business students at a large northeastern U.S. business school	Introduction of team member change during the midpoint of a team-based business simulation	Adaptability to change Emotional management and processing of team disruptions Enhanced communication, coordination, and team integration skills Preparedness for workforce transitions	Descriptive, experiential pedagogical case study	/
Watland & Santori (2014)	MBA students at Saint Xavier University's Graham School of Management	Use of four structured Improv exercises to build teamwork and collaboration skills	Increased student awareness and application of teamwork process skills	Descriptive pedagogical case study	/

Costin et al., (2018)	Postgraduate students enrolled in the Master's in International Entrepreneurship Management program at the University of Limerick	Students participated in a Business Simulation module where they used SimVenture, a computer-based simulation game	improvement in Decision-Making Problem-Solving Risk Management Communication and Teamwork	Exploratory Case Study, based on a qualitative methodology.	/
Hammer & Green (2011)	First-year university students enrolled in a compulsory Management unit at a large, multi-campus Australian university	Redesign of a major assessment task in the Management unit to specifically scaffold the development of critical thinking skills	Identify management problems in case studies. Find and critically engage with academic literature. Develop structured and logical arguments. Reflect critical thinking development through writing	Case study with an observational and reflective approach	/
Houldsworth et al. (2024)	Master's level students enrolled in a Senior Leadership Apprenticeship (SLA) programme at a business school in South-East England (UK)	Implementation of a co-designed peer review process in the Personal Development (PD) module	Improved reflective writing quality in summative assignments	Case study approach	/
Berdrow & Bird (2018)	Undergraduate business students at Bentley University, USA	The Intercultural Effectiveness Program	Enhanced self-awareness, global mindset, relationship-building ability, emotional resilience. Development of personal growth plans and career preparedness in global contexts	Longitudinal mixed-methods design	Longitudinal analysis Comparative analysis Correlation analysis Benchmarking
Lester et al. (2005)	Undergraduate business students from a midwestern U.S. university; corporate recruiters; community service project supervisors	Participation in a mandatory service-learning program	Students gained practical skills, interpersonal skills, a sense of citizenship, and personal responsibility	Cross-sectional, mixed-methods study	Descriptive statistics and correlation matrices Exploratory and confirmatory factor analysis (EFA & CFA) Structural Equation Modeling (SEM) (via LISREL)
Narayanan et al. (2010)	Undergraduate students in a business degree programs from a university in Portugal	Participation in a structured internship program	Student learning and skill development	Exploratory, cross-sectional study using survey data	Partial Least Squares (PLS) Structural Equation Modeling (SEM) using PLS-Graph software

Parker et al. (2008)	MBA students from Boston University and Griffith University (Australia)	Implementation of peer coaching as a formal component in MBA courses	Satisfaction with the peer coaching experience Contribution to professional development	Cross-sectional survey study, with both quantitative and qualitative data	Zero-order correlations among relational variables and outcomes Multiple regression analyses
West et al. (2021)	Finance educators and finance students at Griffith University, Australia	Integration of Bloomberg terminals as a work-integrated learning (WIL) tool	Level of engagement Perceived usefulness Student skill development	Descriptive, cross-sectional, mixed-methods study	Descriptive statistics
Al-Shammari (2022)	Undergraduate students enrolled in a Supply Chain Management (SCM) course at a university in Bahrain	Implementation of a blended, experiential learning approach	Development of Cognitive skills Affective skills Interactive skills	Exploratory, cross-sectional quantitative study	Descriptive statistics Inferential statistics
Arora (2012)	Undergraduate students enrolled in an Advertising course at a HBCU in the United States	Implementation of the Ad-SCM Experiential Lab Game	Improved team dynamics, creative and media strategy skills, and reflective learning Demonstrated transfer of learning from academic to organizational contexts	Exploratory, longitudinal case study design	Descriptive statistics Qualitative analysis
Bakhrū (2018)	Management students from business schools in the National Capital Region (NCR) of India	Evaluation and alignment of teaching and learning methods with intended learning outcomes	Experiential learning had the highest alignment with learning outcomes. Followed by project-based learning, fieldwork, problem-based learning, and simulation and games	Cross-sectional, descriptive, applied research using QFD methodology	Descriptive statistics Matrix-based analysis
Cowley (2017)	Undergraduate marketing strategy students and online MBA marketing students at Western Michigan University	Implementation of the BuzzFeed Marketing Challenge (BMC)	Gaining experience in social media, analytics, and digital product creation Developing campaign management skills	Applied, real-world classroom project	Descriptive statistics Qualitative analysis
Eljido-Ten & Kloot (2015)	Undergraduate accounting students from an Australian university	A Work-Integrated Learning (WIL) program	Development of students' technical and soft skills Increased confidence, clarity in career goals, and readiness for professional employment	Exploratory qualitative case study	Descriptive statistics Thematic qualitative analysis

Emblen-Perry (2019)	Business Management undergraduates at a UK university	A sustainability audit-based module operated as a "Living Lab"	Sustainability knowledge Employment-related skills Life and career skills	Mixed-methods longitudinal study	Quantitative analysis Qualitative analysis
Frey et al. (2021)	Undergraduate business students	Implementation of the Collaborative Engagement Experience-Based Learning (CEEEL) framework in a CI course	Increased student engagement, collaboration, and critical thinking Development of real-world skills	Mixed-methods exploratory study	Descriptive statistics Reliability testing
Kaufman et al. (2011)	International business education professionals across U.S. institutions	Evaluation and comparison of four types of experiential foreign study programs	Study Abroad scored highest on Cultural Impact International Internships scored highest on International Business Skill Development GMPs in developing business skills	Survey-based cross-sectional study	Factor analysis Reliability testing
Inamdar & Roldan (2013)	MBA students at a large west coast university	A capstone strategy course using	Students learned: Practical skills best Reflective skills the least across all groups	Mixed-method study: Quantitative analysis of student case study responses	Descriptive statistics ANOVA and t-tests
Masui & De Corte (2005)	First-year university students enrolled in business economics at a Flemish university, Belgium	A structured training intervention focused on learning to reflect and attribute constructively	Improvement in reflection and attribution skills Academic performance Greater self-regulation and transfer of skills to other courses	Quasi-experimental design with matched groups	t-tests for paired and independent samples
Rahma et al. (2020)	Diploma students from the Faculty of Business, Multimedia University (MMU), Malaysia	Implementation of the Scaffolding teaching method	Professional grooming Workplace etiquette Responsibility, confidence, teamwork, and communication skills Increased student engagement, satisfaction, and class participation	Descriptive study	Descriptive statistics
Reynolds et al. (2013)	Students enrolled in three professional school courses at Portland State University	Implementation of creative classroom projects	Increased engagement Better understanding Appreciation of the role of creativity in professional contexts	Cross-sectional, mixed-method study	Descriptive statistics Qualitative thematic analysis

Rupavijetra et al. (2022)	Undergraduate students enrolled in the Business Education Program at the Faculty of Education, Chiang Mai University, Thailand	A specially designed collaborative project-based learning model	Development of career skills, entrepreneurship competencies and self-employment project experience	Descriptive research design incorporating action research elements	Descriptive statistics Content analysis
Tambunan et al. (2024)	Undergraduate students enrolled in entrepreneurship and digital business programs at Universitas Negeri Medan, Indonesia	Implementation of the case method using Micro, Small, and Medium Enterprise (MSME) case studies	Development of intrapreneurship skills	Field experimental design with post-test only for both experimental and control groups	Descriptive statistics Mann-Whitney U Test Partial Least Squares Structural Equation Modeling (PLS-SEM) Validation metrics
Treleaven & Voola (2008)	Postgraduate students enrolled in a Marketing Strategy course within the Master of Commerce program at the University of Sydney, Australia	Integration of graduate attributes into the course design using the principle of constructive alignment	Increased critical thinking, reflective thinking, and independent learning	Action research approach	Descriptive statistics Independent samples t-tests Reliability checks Qualitative analysis
Lebrón et al. (2020)	Undergraduate business students enrolled in a capstone Strategic Management course at Towson University	A live case competition	Improved strategic thinking, critical analysis, teamwork, and presentation skills High student engagement, increased course satisfaction, and career development	Longitudinal descriptive case study	Descriptive statistics Correlation analysis Regression analysis
Zhang et al. (2024)	Senior-level undergraduate business students at a southwestern U.S. university	A business analytics course utilizing RapidMiner	Understanding of business analytics concepts and techniques Positive attitudes toward business analytics Engagement, learning interest, satisfaction, and intention to continue learning analytics	Quantitative, longitudinal survey-based study	Paired-sample t-tests
Cheng et al. (2020)	Undergraduate students enrolled in accounting or finance majors at a Hong Kong university	Participation in a group capstone project	GPA diversity within a group was positively related to performance. Nationality diversity negatively impacted project grades. Mastery orientation positively predicted better outcomes	Quantitative observational study using a cross-sectional design with a single cohort	Stepwise multiple regression analysis
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Ferreras-Garcia et al. (2021)	Undergraduate students enrolled in the Bachelor's Degree in Business Administration and Management at the Universitat Oberta de Catalunya (Spain)	Development of a business plan	Entrepreneurial competencies Generic competencies Instrumental and interpersonal competencies	Quantitative, cross-sectional study	Partial Least Squares Structural Equation Modeling (PLS-SEM)
Ismail et al. (2018)	Undergraduate business students in Malaysia	Teacher-centered approach Experiential learning	Subjective learning outcomes: Self-perceived entrepreneurship and managerial skills Objective learning outcomes: Business case essay and exams	Quasi-experimental study	Exploratory Factor Analysis (EFA) Multiple regressions