



# The Antecedents and Consequences of Perceived Learning Outcomes of Business Studies Curriculum: A Review and Agenda for Future Research

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**Abstract.** The importance of business and management curriculum in higher education is essential to offering students both current and future educational opportunities that are both high-quality and timely. Regardless of size, type, or origin, curriculum is recognised as the lifeblood of all educational institutions. In both the short and long terms, curriculum is essential to the health and efficacy of higher education. Although theoretical learning models exist in the literature, the majority do not concentrate on a specific business and management programme. As a result, the examination of current literature on a student's perceived learning approach to business management curriculum creation is a source of pertinent, current, and thorough knowledge management in institutions of higher education. Given that business and management curricula are crucial, the main objective of this study is to develop a conceptual model of perceived learning outcomes specific to the MBA program. This paper outlines a student's perception of the current MBA curriculum. Based on a review of the existing literature, this study proposes a conceptual model that links the determinant factors (rigor, course structure, course content, engagement, student-student interaction, lecturer-student interaction, and mentoring) toward perceived learning outcomes. Satisfaction is proposed as the consequence of perceiving learning outcomes. The proposed model is developed based on experiential learning theory (ELT) as its theoretical foundation and will be especially useful for faculty and administrators who desire to lead the process of curriculum development.

**Keywords:** Perceived Learning · Curriculum Development · Satisfaction  
Introduction

## 1 Introduction

Whether curriculum is created by private or public higher education institutions, it is bound by culture and geography since different countries have various institutions, regulations, and programmes that influence and oversee curriculum development. According to the body of research on curriculum development, each country has a different level and type of government involvement in managing higher education. No matter the level of government engagement, higher education institutions must ensure that “the business studies programs mainly prepare and provide students with the necessary knowledge, skills, and practices to perform different roles in organizations (cooperatives, sole proprietorships, partnerships, and private and public companies) that operate in an ever-changing environment and meet different stakeholders’ and regulatory requirements” [1].

As a result, a lot of effort has gone into figuring out and comprehending the variables that influence learning, engagement, and student satisfaction. Its developing programs of study should focus on “the ability of its graduates to carry out their expected roles and responsibilities in society.” For this, the programme must clearly define the competencies, or the hard, soft, and intellectual abilities, that students are supposed to possess by the end of the program [2]. According to Chaney et al. [3], the key components of educational efficacy are effective teaching and learning, student and staff support, course creation, instructional design, evaluation, and assessment.

Although faculty support, institutional commitment, and leadership are important factors in determining the quality of the MBA curriculum, lecturers who teach and design business courses make several decisions (such as those regarding structure, content, and delivery) that directly affect students’ perceptions and experiences. It’s critical to comprehend how these decisions affect student results, such as satisfaction or perceived learning, in order to build successful instructional techniques that can aid in drawing in and keeping students in an increasingly cutthroat global economy.

## 2 Problem Statement

Academics, business school administration, and students all play crucial roles in a higher education institution’s effort to provide a high-quality curriculum. The business school has realized that student involvement in curriculum development can aid in program alignment. It is now widely accepted that student involvement in curriculum creation may be used as a competitive advantage and an effective strategic tool. As a result, numerous business schools are working to create an identifiable and recognized MBA program. A few learning aspects of an effective MBA program include rigor, course structure, course content, engagement, student-student interaction, lecturer-student interaction, and mentoring. These issues need to be addressed to attract and retain quality students to the MBA program due to the highly competitive environment.

The business schools are forced, in some senses, to become more attractive for students to enroll. The accreditation of the program, such as AACSB, EQUIS, and AMBA,

has become important to remaining competitive. The accreditation body has set a standard for business education as a requirement to get accredited. This encourages the business school to develop a standard curriculum that supports the quality program offered. As a result, the student's learning experiences and quality improve. For instance, graduates from the competence-based program are better equipped for their next management and business activities. Students who have learned to adapt to change and to adapt their abilities to a variety of contexts and scenarios develop management skills for a turbulent environment [4].

Effective MBA curriculum development will assist business schools in gaining a competitive advantage over their competitors. As a result, a growing number of business schools started to develop and implement effective MBA programs as part of their strategic growth and expansion. As part of the important learning outcomes of the program, many scholars also suggest looking further at its antecedents, such as rigor, course structure, course content, engagement, student-student interaction, lecturer-student interaction, and mentoring. It can help maintain the quality of the MBA program by attracting and retaining students and providing an immense competitive edge to the business school. Many studies have proven the contribution of those elements in the business school system. Therefore, specifically, the aim of the study is to investigate the antecedents and consequences of the perceived learning outcomes of the business curriculum.

### **3 Literature**

#### **3.1 Curriculum Development**

The process of developing a curriculum has several phases and is completed following each time period that has been designated by the educational institution in question. Although it may differ from university to university, it typically lasts for five years and is updated and revised frequently during that time. Depending on the size of the institution, developing a curriculum could take longer or less than three months. Following the creation of the curriculum, it is implemented and evaluated during the allotted five years. Therefore, a strategy for creating a curriculum should include design, implementation, and assessment. Curriculum development, according to Ornstein and Hunkins [5], "involves how a curriculum is created, implemented, and assessed, as well as what individuals, processes, and procedures go into each step." Curriculum development leaders may find it easier to undertake this complex process methodically and exhaustively if they have a curriculum model serving as a path map [6].

Curriculum designers should take objectives into account when coming up with their methodologies, resources, systems and procedures for assessments. These standards relate to the general education curriculum, which, when created with universal design principles, should accommodate the educational needs of the majority of students, including those with disabilities [7]. Since curriculum is viewed by educational theorists as a broader concept [8], a quality education entails more than just developing

a set of predetermined skills; it also entails realising one's full potential and being able to use those skills for the benefit of oneself and others.

The quality of the learning experience can be ensured through a variety of strategies. Grandzol and Grandzol [9] offered advice regarding instruction, student services, course delivery, and administration in their study of the literature on recommended procedures for business education. Modularizing course content, standardizing course structure, offering immediate and helpful feedback, helping students with technology, and keeping class sizes small are common themes. Therefore, we emphasise the need for planning and having clearly defined learning objectives in a situation where courses must be practically totally prepared in advance.

### **3.2 Factors Related to Content**

The majority of learning theories acknowledge the necessity of a particular knowledge domain to teach concepts and skills [10]. A few of the elements that affect the content decisions made by lecturers in classrooms include the selection of topics to cover, the order in which each topic is given priority, and the degree of difficulty. Course material should be challenging, current, and presented in a way that inspires students [11, 12].

Studies have investigated the relationship between the content of a course and student outcomes. The success of a management course was the primary focus of the investigation. Data showed that one of the most important aspects of learning in the eyes of students was comprehending the course material. The course material was the main factor influencing how well the learning experience was regarded in a study that used data from online MBA students [13]. The degree of prior familiarity and the appropriateness of the course content were found to be significant factors of students' satisfaction with their courses in another research of MBA students [14].

Additionally, it has been proposed that rigour level, among other factors, has an impact on how well students perceive their education. The degree of academic challenge is, in fact, one of the indicators of student participation in learning. The students who felt more satisfied with their learning also reported developing more academic skills (such as critical thinking and writing) and thinking at a higher level [15]. In this approach, objectives both direct course design and help students through the learning process.

### **3.3 Factors Related to Interaction and Engagement**

Students get the chance to engage in more interpersonal and social interactions with lecturers and peers in a classroom setting. The amount and quality of student interactions with lecturers and peers have a major impact on student engagement, which is a commonly accepted finding in higher education research [16]. As could be imagined,

this topic receives a lot of attention in the literature on education and can be examined from a variety of angles.

The most basic type of contact (e.g., assignments, quizzes) is lecturers providing students with feedback on their academic achievement and activities. It is advised that feedback be given promptly, meaningfully, and consistently, particularly with regard to grading, to promote trust in a learning environment between the lecturer and students. Additionally, feedback that comprises thoughts and ideas for material should be extremely responsive and given on a regular basis [17]. The service quality component includes feedback from lecturers to students, which is assessed using certain criteria of availability, promptness, fairness, responsiveness, and competency in the aforementioned learning success model. But it's critical for lecturers to understand that in a classroom setting, students could have inflated expectations for lecturers' response times. Therefore, it is advised that lecturers set and disseminate rules about appropriate turnaround times for marking assignments and posts, replying to inquiries, and sending emails [18].

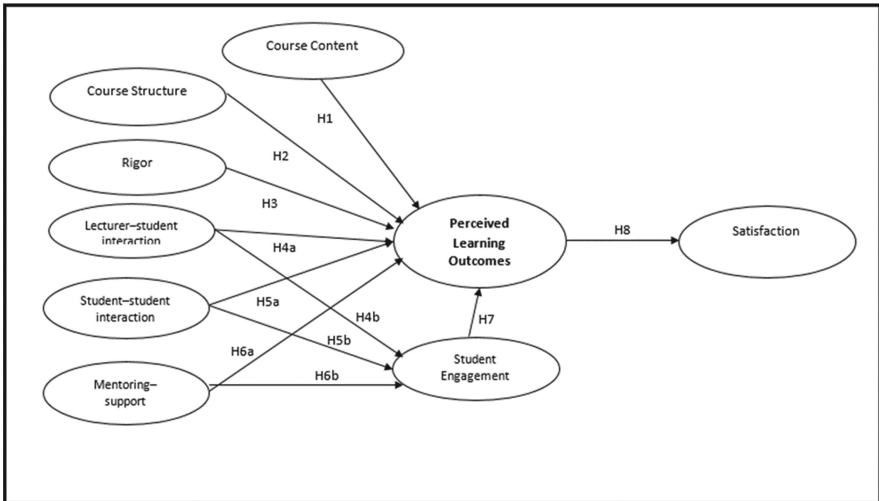
The nature, extent, and calibre of this form of student-student engagement have drawn a lot of attention in the literature. Students can communicate with one another through class discussions and online forums. The benefits of cooperative learning (from and with peers) via online forums are widely acknowledged [17, 19]. In professional schools like the MBA programme, where students frequently have a wealth of relevant professional experience to draw on, it has been suggested that student participation in online forums is much more significant [13].

According to Kahu [20], student engagement in the learning process can lead to an increase in their motivation to learn, which in turn leads to an increase in their perceived learning outcomes. Active engagement leads to better outcomes than passive engagement [21], as students who are more engaged in their learning tend to have higher grades and are more likely to persist in their studies [22]. According to these studies, learning outcomes and student involvement are favourably associated, and actively engaging students in the learning process can lead to better outcomes.

## 4 Hypothesis

Three content-related factors were found after conducting a review of the literature. And four interaction-related factors shown to impact perceived learning outcomes. Based on a review of existing research in the fields of higher education management and curriculum development, seven sets of antecedents pertaining to rigor, course structure, course content, engagement, student-student interaction, lecturer-student interaction, and mentoring are hypothesised to be related to perceived learning outcomes.

Furthermore, there are three more hypotheses in the framework. First, it is proposed that the relationship between student-student interaction, lecturer-student interaction, mentoring support, and engagement be examined. Second, it is proposed that students' engagement in the relationship between lecturer-student interaction, student-student interaction, and mentoring support with perceived learning outcomes acts as a



**Fig. 1.** A Conceptual Model of Perceived Learning Outcomes

moderator. Finally, the proposed conceptual model also suggests a positive relationship between perceived learning outcomes and satisfaction (Fig. 1).

## 5 Conclusion

The antecedents of perceived learning outcomes in the business studies curriculum are factors that precede and influence students' perceptions of what they have learned. These can include factors such as rigor, course structure, course content, engagement, student-student interaction, lecturer-student interaction and mentoring. The consequences of perceived learning outcomes refer to the outcomes or effects that result from students' perceptions of what they have learned. These can include academic performance as well as satisfaction. Overall, the antecedents and consequences of perceived learning outcomes are interrelated and play a significant role in shaping students' experiences and outcomes in business studies education. Therefore, it is important for educators and policymakers to understand and address these factors to enhance the quality and impact of business studies education.

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