

Exploring Teaching Methodologies and Business Management Education's Impact on Entrepreneurial Success

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ABSTRACT

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This study examines the impact of teaching methodologies in Business Management Education on the entrepreneurial success of 2023 alumni from Nueva Ecija University of Science and Technology. Using a descriptive research design and a 4-point Likert scale questionnaire, it analyzes alumni perceptions of instructional approaches and their influence on entrepreneurial skills, curriculum content, and support services. The findings emphasize the importance of experiential learning and practical skill application, suggesting enhancements in resilience training, resource access, and post-graduation support. This research provides actionable insights for educators and policymakers to optimize business management education for entrepreneurial success.

Keywords: Business Management Education, Entrepreneurial Success, Experiential Learning, Teaching Methodologies, Post-Graduation Support

1) INTRODUCTION:

The dynamic global business environment, fostering successful entrepreneurs is crucial for economic growth and addressing 21st-century challenges like technological advancement, market globalization, and sustainability. Business management education plays a pivotal role in nurturing this new generation of innovators. This research explores the relationship between teaching methodologies in business management education and their impact on entrepreneurial success.

The study focuses on various instructional approaches—traditional lectures, case studies, experiential learning, and digital simulations—to understand how they develop entrepreneurial skills and mindsets. It also examines the practical application of these methodologies in real-world scenarios, assessing their effectiveness in equipping future entrepreneurs to thrive in competitive business environments. The adaptability of educational programs to diverse learning needs is scrutinized to determine how they prepare students for an ever-changing business landscape.

Given the critical role of business management education in shaping entrepreneurial outcomes, this research aims to provide insights into how teaching methodologies influence the development of essential entrepreneurial competencies, such as innovation, leadership, resilience, and strategic thinking. By identifying the most effective educational practices, this study seeks to offer recommendations for educators, curriculum developers, and policymakers to enhance the entrepreneurial success of business management graduates, contributing to broader economic and societal advancement.

Several scholars highlight evolving methodologies to enhance learning outcomes across disciplines. Stancheva-Todorova [16] emphasizes innovative teaching in accounting education, integrating ICT, business simulations, and the Color Accounting system. Mitchell & Rich [11] advocate for virtual learning platforms in business schools to cultivate critical thinking. Mamontov [9] promotes an interdisciplinary model for SMEs through project-based learning. Kang Jung-Chan [6] suggests systematic analysis of classroom activities to refine teaching management. Bratianu et al. (2020) call for a shift towards competence-based education. Carreiro et al. (2023) identify challenges in project management education, focusing on informal learning and skill development.

Recent studies underscore the correlation between business management education and entrepreneurial success. JyothiSreedhar [7] highlights the positive impact of an MBA on entrepreneurial ventures, emphasizing interpersonal skills. Almahry et al. [1] assert that entrepreneurship education enhances technical, business management, and personal entrepreneurial competencies. Sar [15] finds a positive correlation between postgraduate management education and entrepreneurial success in India. Kolstad & Wiig [8] reveal that even primary education boosts entrepreneurial profitability in Malawi. Boldureanu et al. [2] argue that exposure to successful entrepreneurial models in higher education increases students' confidence in starting businesses. Yasmeen et al. [19] show a positive relationship between business studies and entrepreneurial intentions in Peshawar.

Research Objectives:

1. Describe teaching methodologies in Business Management Education, focusing on instructional approach, practical application, flexibility, and adaptability.
2. Describe the impact of Business Management Education on entrepreneurial success in terms of curriculum content, teaching quality, entrepreneurial skills development, access to resources and support services, and post-graduation outcomes.

2] METHODS AND METHODOLOGY

This study at Nueva Ecija University of Science and Technology involved 105 business management alumni from the class of 2023. It employed a descriptive research design to understand alumni perceptions of their education's impact on entrepreneurial success. A self-made questionnaire using a 4-point Likert scale was used for data collection, divided into two parts: effectiveness of teaching methodologies and the impact on entrepreneurial success.

Data analysis included frequency distribution, percentage calculations, and weighted mean to gauge average perceptions. Verbal descriptions provided qualitative insights to complement the quantitative data. This comprehensive methodology allowed for a detailed exploration of alumni views on teaching methodologies and their effect on entrepreneurial outcomes, offering valuable insights into the relationship between business management education and entrepreneurial success among the university's alumni.

3] RESULT

1. Teaching Methodologies in Business Management Education

Table 1. Instructional Approach

Instructional Approach	Frequency	Percentage
Lectures	13	12.38
Presentation	20	19.05
Case studies	11	10.48
Group discussions	7	6.67
Simulations	22	20.95
Experiential learning activities	20	19.05
Guest lectures by industry experts.	12	11.42
Total	105	100

Table 1 reveals a diversified approach in business management education, emphasizing active and experiential learning alongside traditional methods. Lectures, making up 12.38% of the methods, remain effective for theoretical instruction but are less prevalent, indicating a shift towards interactive techniques. Presentations and experiential learning activities, each at 19.05%, focus on active learning and skill development, crucial for business leadership and problem-solving.

Simulations, the most frequent at 20.95%, provide realistic, risk-free environments for students to practice business strategies and resource management. Case studies (10.48%) and guest lectures (11.42%) bridge academic

knowledge with real-world business challenges, offering critical analysis and industry insights. Group discussions, though less common at 6.67%, foster collaboration, critical thinking, and peer learning.

This strategic blend of instructional approaches equips students with a comprehensive skill set, blending theoretical knowledge with practical application, to meet the complex demands of entrepreneurship effectively.

Table 2. Practical Application

Practical Application	WM	Verbal Description
The business management curriculum emphasizes the practical application of theoretical concepts through activities like business plan development and market research projects.	2.89	Agree
Internships and participation in startup incubators or accelerators are effective components of the business management education program.	2.94	Agree
The integration of real-world scenarios into the learning process helps students better understand the challenges faced by entrepreneurs.	2.95	Agree
The business management curriculum provides students with the necessary skills and knowledge to successfully launch and manage their own entrepreneurial ventures.	3.11	Agree
The hands-on experiences and practical application of concepts in the business management program contribute to the development of entrepreneurial mindset and success.	3.02	Agree
Overall Weighted Mean	2.98	Agree

A critical analysis of the data in Table 2 highlights several key components in cultivating entrepreneurial skills and knowledge. The emphasis on practical application of theoretical concepts, with a weighted mean (WM) of 2.89, underscores the importance of bridging theoretical knowledge and real-world application. Activities such as business plan development and market research projects enable students to apply theoretical frameworks to practical scenarios, enhancing their understanding of business principles.

Internships and participation in startup incubators, with a WM of 2.94, immerse students in the entrepreneurial ecosystem, providing insights into operational, financial, and strategic challenges. This hands-on exposure is crucial for preparing students for entrepreneurship. The integration of real-world scenarios into learning, with a WM of 2.95, enhances students' problem-solving and decision-making skills essential for navigating business complexities.

The curriculum's comprehensiveness, with a WM of 3.11, covers essential topics like financial management and strategic planning, crucial for entrepreneurial ventures. Hands-on experiences and practical applications, with a WM of 3.02, foster an entrepreneurial mindset, transforming theoretical understanding into actionable strategies. The overall WM of 2.98 indicates a positive consensus on the curriculum's effectiveness, underscoring the value of experiential learning in business management education. This approach enhances learning and prepares students for the challenges of entrepreneurship, significantly contributing to their potential success. The positive agreement across the data points reaffirms the value of experiential learning methodologies in fostering the skills, knowledge, and attitudes necessary for entrepreneurial success. Wooding ^[18] emphasizes the importance of experiential learning within the realm of medical education, highlighting its role in nurturing the development of medical professionals and bridging the gap between theoretical knowledge and practical application in real-world settings.

Table 3. Flexibility and Adaptability

Flexibility and Adaptability	WM	Verbal Description
The business management education program offers flexible scheduling options to accommodate the diverse needs of students.	3.13	Agree
The curriculum is designed to provide personalized learning pathways that cater to individual learning styles and entrepreneurial interests.	3.26	Strongly Agree
The teaching methods employed in the business management program are adaptable and responsive to industry trends and market demands.	3.19	Agree
The flexibility and adaptability of the business management education program enable students to develop the necessary skills to succeed as entrepreneurs.	3.14	Agree
The program's ability to adapt its teaching methodologies ensures that the curriculum remains relevant and aligned with the evolving entrepreneurial landscape.	2.93	Agree
Overall Weighted Mean	3.13	Agree

Table 3 shows the education program's flexible scheduling options, with a weighted mean (WM) of 3.13, accommodate students' varied schedules and commitments. This flexibility reflects the program's recognition of diverse learning needs and life circumstances, mirroring the adaptability essential to entrepreneurship. Personalized learning pathways, indicated by a WM of 3.26, cater to individual learning styles and entrepreneurial ambitions, fostering deeper engagement with the curriculum. This customization ensures students absorb relevant knowledge and skills while feeling supported in their educational journeys. The adaptability of teaching methods to industry trends, with a WM of 3.19, demonstrates a proactive approach, exposing students to current issues, technologies, and business models. This exposure prepares them for the evolving business landscape. The program's flexibility and adaptability, earning a WM of 3.14, are foundational in developing entrepreneurial skills, suggesting that the ability to pivot and adapt is both taught and practiced within the educational structure. Lastly, the program's capacity to adapt its teaching methodologies, with a WM of 2.93, shows a commitment to maintaining curriculum relevance. This ensures students are equipped with up-to-date knowledge and strategies for modern entrepreneurship. The overall WM of 3.13 underscores the importance of a dynamic and responsive learning environment. This environment not only accommodates diverse student needs but also equips them with practical skills and an adaptive mindset essential for navigating entrepreneurship complexities. The positive reception to these attributes, as shown through the weighted means, affirms their value in fostering an educational foundation that is both relevant and empowering for aspiring entrepreneurs. Passaro, Quinto, and Thomas ^[12] underscore the profound effect of higher education on cultivating entrepreneurial intention and enhancing human capital. They point out that the extent of entrepreneurial education and certain distinct traits play a pivotal role in this developmental process.

2. Impact of Business Management Education on Entrepreneurial Success

Table 4. Curriculum Content

Curriculum Content	WM	Verbal Description
The business management education curriculum includes a comprehensive range of courses on startup management, innovation, finance, marketing, leadership, and strategic planning.	3.19	Agree

The course content within the business management program is effective in equipping students with the necessary skills and knowledge for entrepreneurial success.	2.91	Agree
The curriculum design of the business management education program is aligned with the key competencies required for successful entrepreneurship.	3.29	Strongly Agree
The depth and breadth of the curriculum content in the business management program contribute to the development of entrepreneurial mindset and capabilities.	3.21	Agree
The business management education curriculum adequately prepares students to navigate the challenges and complexities of launching and managing their own entrepreneurial ventures.	3.36	Strongly Agree
Overall Weighted Mean	3.19	Agree

Table 3 shows the curriculum's comprehensive range of courses in startup management, innovation, finance, marketing, leadership, and strategic planning, with a weighted mean (WM) of 3.19, ensures a well-rounded education that addresses the multifaceted nature of entrepreneurship. This breadth equips students with both theoretical knowledge and practical skills needed for running startups, fostering a holistic understanding of business. The course content's effectiveness in providing necessary entrepreneurial skills, with a WM of 2.91, suggests a positive reception but indicates potential for further improvement. This feedback emphasizes the need to continuously update course materials to align with the evolving entrepreneurial landscape, maintaining the curriculum's relevance and practicality. The curriculum's strong alignment with key entrepreneurial competencies, evidenced by a WM of 3.29, reflects a strategic and tailored approach. This alignment ensures students are well-prepared for entrepreneurial challenges with a robust foundation of knowledge and skills.

The depth and breadth of the curriculum, contributing to the development of an entrepreneurial mindset and capabilities, with a WM of 3.21, highlight its comprehensive nature. This aspect is significant as it fosters critical thinking, creativity, and resilience essential for entrepreneurship. Lastly, the curriculum's capacity to prepare students for the complexities of launching and managing ventures, with a WM of 3.36, underscores its effectiveness in simulating real-world scenarios. This strong agreement indicates confidence in the curriculum's ability to equip students with the tools and mindset necessary for entrepreneurial success.

An overall weighted mean (WM) of 3.19, strong agreement on the curriculum's comprehensiveness, relevance, and alignment with entrepreneurial competencies. While there is room for enhancement in certain areas, the overall positive reception indicates that the curriculum effectively fosters the necessary skills, knowledge, and mindset for entrepreneurship. This foundational preparation is critical in equipping aspiring entrepreneurs to navigate the challenges and seize the opportunities in the dynamic landscape of entrepreneurship. RezaeiZadeh et al. [3] highlight that in educational settings, it's essential to foster core entrepreneurial competencies such as productive thinking, motivation, interpersonal skills, and leadership, noting the interrelatedness among these competencies.

Table 5. Teaching Quality

Teaching Quality	WM	Verbal Description
The faculty members teaching in the business management program have the necessary expertise and industry experience to effectively deliver entrepreneurship-related content.	3.26	Strongly Agree
The teaching methods employed in the business management education program are conducive to the development of entrepreneurial skills and mindset.	3.23	Agree
The level of student-instructor interaction and feedback mechanisms within the business	2.71	Agree

management program contribute to the success of entrepreneurial students.		
The instructors in the business management program are able to effectively inspire and motivate students to excel in their entrepreneurial endeavors.	2.92	Agree
The overall teaching quality of the business management education program positively impacts the entrepreneurial success of its graduates.	3.31	Strongly Agree
Overall Weighted Mean	3.09	Agree

The faculty's expertise and industry experience shown in table 5, with a weighted mean (WM) of 3.26 ("Strongly Agree"), highlight the importance of instructors who bring both theoretical knowledge and real-world insights into the classroom. This expertise is essential for delivering content that is academically sound and practically relevant, helping students navigate entrepreneurial challenges. The effectiveness of teaching methods, receiving a WM of 3.23, demonstrates the program's commitment to instructional approaches conducive to entrepreneurial learning. Methods such as experiential learning, problem-based learning, and collaborative projects help develop critical thinking, problem-solving, and leadership skills necessary for entrepreneurial success. Student-instructor interaction and feedback mechanisms, with a WM of 2.71, although the lowest among the data points, still fall within the "Agree" range, indicating a positive contribution to the learning experience. Effective feedback is crucial for guiding students, refining their ideas, and developing robust entrepreneurial strategies. The ability of instructors to inspire and motivate students, with a WM of 2.92, underscores the importance of educators as catalysts for inspiration and motivation, which are critical components of the entrepreneurial journey.

Overall teaching quality, with a WM of 3.31 ("Strongly Agree"), suggests a significant positive impact on graduates' entrepreneurial success. This indicates that faculty expertise, effective instructional methods, student interaction, and motivational support collectively create an educational environment that effectively nurtures entrepreneurial talent. An overall weighted mean (WM) of 3.09, reveals a generally positive recognition of the importance of knowledgeable and experienced faculty, effective teaching methodologies, engaging student-instructor interactions, and inspirational instructors in fostering an entrepreneurial mindset and skills. While there appears to be an opportunity for enhancing student-instructor engagement further, the overall positive reception highlights the significant impact of teaching quality on preparing students for the challenges and opportunities of entrepreneurship. Gao, Zhuang, and Chang [5] indicate that there is a positive relationship between the teaching content, methodologies, conditions, and management within Fundamentals of Entrepreneurship courses and student satisfaction, which in turn, augments their capabilities for employment and entrepreneurship.

Table 6. Entrepreneurial Skills Development

Entrepreneurial Skills Development	WM	Verbal Description
The business management education program effectively cultivates essential entrepreneurial skills such as leadership, creativity, and critical thinking.	2.93	Agree
The learning activities and experiences within the business management program contribute to the development of problem-solving and communication skills necessary for entrepreneurial success.	2.91	Agree
The business management curriculum fosters the development of resilience, adaptability, and risk management competencies in students.	2.49	Disagree
The overall skills development within the business management education program prepares students to successfully navigate the challenges of entrepreneurship.	2.73	Agree

The entrepreneurial skills acquired through the business management program are directly applicable and beneficial to the success of student-led ventures.	3.30	Strongly Agree
Overall Weighted Mean	2.87	Agree

Table 6 represents the program's effectiveness in cultivating essential entrepreneurial skills such as leadership, creativity, and critical thinking, with a weighted mean (WM) of 2.93, indicates positive outcomes in these areas but also suggests room for enhancement. These skills are foundational for entrepreneurial success, enabling innovation, deep analysis, and effective team leadership. Similarly, learning activities and experiences contributing to problem-solving and communication skills, with a WM of 2.91, are viewed positively. These skills are vital for navigating complex challenges and engaging stakeholders effectively. However, the scores indicate opportunities for improvement to maximize their impact.

A significant concern is the development of resilience, adaptability, and risk management competencies, with a WM of 2.49, falling into the "Disagree" category. This highlights a critical gap in preparing students for the unpredictable nature of entrepreneurship. Enhancing these areas is crucial for equipping students to handle entrepreneurial challenges effectively. The overall skills development within the program, with a WM of 2.73, suggests general agreement on its effectiveness but implies inconsistencies in skill development, reinforcing the need for a more integrated approach. Conversely, the strong agreement on the direct applicability and benefit of entrepreneurial skills to student-led ventures, with a WM of 3.30, underscores a significant positive aspect of the program. Despite areas needing improvement, the skills acquired are highly relevant and beneficial for entrepreneurial success.

With an overall weighted mean (WM) of 2.87, data illustrates a complex picture of how business management education impacts entrepreneurial success. While there are strengths in the direct applicability of entrepreneurial skills and the cultivation of certain core competencies, notable areas for improvement are in developing resilience, adaptability, and risk management skills. Addressing these gaps is essential for enhancing the overall effectiveness of business management programs in preparing students to navigate the entrepreneurial landscape successfully. Tem, Kuroda, and Tang [17] emphasize the significance of critical thinking and problem-solving abilities for entrepreneurs, noting their role in augmenting competitiveness and productivity. They advocate for the integration of these skills into higher education curricula to bolster entrepreneurial capacity.

Table 7. Access to Resources and Support Services

Access to Resources and Support Services	WM	Verbal Description
The mentorship programs provided by my business management education significantly enhanced my leadership and problem-solving skills for entrepreneurship.	2.40	Disagree
The alumni network accessible through my business management program has been a valuable resource for guidance and opportunities in my entrepreneurial journey.	2.35	Disagree
The incubation and acceleration services offered by my institution were instrumental in helping me apply theoretical knowledge to practical entrepreneurial challenges.	3.14	Agree
The funding opportunities and financial education provided in my business management program adequately prepared me to manage the financial aspects of my entrepreneurial venture.	3.33	Strongly Agree
The professional development resources offered during my business management education substantially	3.41	Strongly Agree

improved my ability to think creatively and manage risks in an entrepreneurial context.		
Overall Weighted Mean	2.93	Agree

The study’s findings, as shown in Table 7, indicate that access to resources and support services within business management education reveal a complex landscape of student perceptions. The overall weighted mean (WM) of 2.93, which corresponds to "Agree," indicates a generally positive but varied evaluation of the available support services. The mentorship programs, with a WM of 2.40 ("Disagree"), suggest that students do not find these programs significantly beneficial in enhancing their leadership and problem-solving skills for entrepreneurship. This result points to a potential gap in the quality, accessibility, or alignment of mentorship offerings with the specific needs of entrepreneurial students. Similarly, the alumni network received a WM of 2.35 ("Disagree"), indicating that students perceive the network as lacking in providing valuable guidance and opportunities. This suggests that the alumni network might not be effectively integrated into the entrepreneurial support framework or that its potential is not fully realized in practice. In contrast, incubation and acceleration services were rated more favorably, with a WM of 3.14 ("Agree"). This positive assessment underscores the effectiveness of these services in helping students apply theoretical knowledge to practical entrepreneurial challenges, highlighting the importance of hands-on, practical experiences in entrepreneurship education.

Funding opportunities and financial education received strong approval, with a WM of 3.33 ("Strongly Agree"). This high rating reflects the critical role of financial literacy and accessible funding in preparing students to manage the financial aspects of their ventures, which are essential components for entrepreneurial success. Professional development resources also received high marks, with a WM of 3.41 ("Strongly Agree"), indicating that these resources are highly effective in improving students' creative thinking and risk management skills. This suggests that tailored professional development opportunities are successful in equipping students with essential entrepreneurial competencies. Overall, while the study reveals strengths in areas such as incubation services, funding opportunities, and professional development, the lower scores for mentorship and alumni network highlight significant areas for improvement. These disparities suggest a need for a more integrated and effective approach to leveraging all available resources and support services to fully address the diverse needs of entrepreneurial students. Addressing these gaps is crucial for enhancing the overall effectiveness of business management education in fostering entrepreneurial success. Marshall, Meek, Swab, and Markin ^[10] posit that enhanced access to resources boosts entrepreneurial well-being and persistence by fostering greater self-efficacy.

Table 8. Post-Graduation Support

Post-Graduation Support	WM	Verbal Description
The business management education program provides continued access to mentorship and alumni networks for graduates pursuing entrepreneurship.	3.24	Agree
The program offers professional development opportunities, incubation, or acceleration programs to support graduates in their entrepreneurial endeavors.	2.54	Agree
The post-graduation support available through the business management education program includes access to funding opportunities for student-led ventures.	2.61	Agree
The program provides comprehensive support for business development and growth to help graduates succeed in their entrepreneurial endeavors.	3.18	Agree
The post-graduation support offered by the business management education program is effective in facilitating the entrepreneurial success of its graduates.	3.15	Agree
Overall Weighted Mean	2.94	Agree

Table 8 highlights key aspects of post-graduation support in business management education. Continued access to mentorship and alumni networks, with a weighted mean (WM) of 3.24, underscores their critical role in providing guidance, resources, and networking opportunities essential for early-stage entrepreneurs. This strong agreement suggests that these networks are both available and beneficial. However, professional development opportunities, incubation or acceleration programs (WM of 2.54), and access to funding for student-led ventures (WM of 2.61) show moderate levels of agreement. These scores indicate that while such opportunities exist, there may be gaps in accessibility, effectiveness, or alignment with graduates' needs. Enhancements in these areas are crucial as they are pivotal during the initial business development phases. The comprehensive support for business development and growth (WM of 3.18) and the effectiveness of post-graduation support in facilitating entrepreneurial success (WM of 3.15) reflect strong agreement. This suggests the programs are successful in providing a holistic support system that positively impacts graduates' entrepreneurial journeys.

Overall, while there is general agreement on the value of post-graduation support, the data indicates areas for improvement, particularly in enhancing the accessibility and effectiveness of professional development, incubation, acceleration programs, and funding opportunities. Addressing these gaps could strengthen the role of post-graduation support in ensuring the entrepreneurial success of business management graduates, providing a more robust foundation for launching and growing ventures. With an overall weighted mean (WM) of 2.94, data underscores the significance of a supportive ecosystem for business management graduates embarking on entrepreneurial endeavors. The overall agreement on the effectiveness of these support mechanisms reflects positively on the programs' commitment to fostering entrepreneurial success. However, the nuanced responses also call for a critical evaluation and enhancement of certain areas to ensure that all graduates have the resources, guidance, and opportunities necessary to thrive in the dynamic and challenging world of entrepreneurship. Saeed, Yousafzai, Yani-De-Soriano, and Muffatto ^[14] argue that the perception of university support—spanning educational, concept development, business development, and institutional assistance—plays a vital role in shaping students' entrepreneurial self-efficacy and their intentions to embark on business ventures.

4] DISCUSSION

Business management education has evolved from traditional lectures to more interactive and experiential teaching methods. While lectures still offer theoretical knowledge, interactive techniques such as presentations, simulations, and experiential activities have become central. These methods emphasize active learning and practical application, which are crucial for developing leadership and problem-solving skills. Case studies and guest lectures connect academic theories with real-world business challenges, providing students with critical insights and enhancing their understanding through practical examples. Group discussions, although less common, further enrich learning by promoting collaboration and peer learning.

Practical application of theory is fundamental, with activities like business plan development, market research, and internships bridging the gap between academic knowledge and real-world experience. Flexibility in scheduling and personalized learning pathways reflect the adaptability needed in entrepreneurship, preparing students for a dynamic business environment. While the curriculum's breadth and hands-on experiences effectively equip students with essential skills, teaching quality and access to resources show mixed results. Effective faculty, practical teaching methods, and robust support services are critical for nurturing entrepreneurial talent. However, improvements in mentorship programs, professional development, and funding access are needed to enhance support for graduates and ensure their successful transition into entrepreneurial roles.

5] CONCLUSION

The comprehensive analysis of business management education, encompassing teaching methodologies, curriculum content, instructional approaches, resource availability, support services, and post-graduation support, reveals a generally positive impact on entrepreneurial success. Effective experiential learning, practical application, and entrepreneurial mindset development are noted strengths. However, areas needing enhancement, such as resilience, adaptability, and resource access, are identified. The data suggest that these programs are effective in preparing students for entrepreneurial endeavors, emphasizing skill applicability and robust post-graduation support. To maximize their impact, programs should enhance resilience, adaptability, and risk management through targeted experiential learning and realistic simulations. Strengthening industry and alumni partnerships can improve

resource access, while elevating teaching methodologies through active learning, critical thinking, and diverse instructional methods like case studies and guest lectures will enrich educational experiences. Expanding mentorship programs and networking opportunities will also provide necessary post-graduation support. These enhancements will significantly strengthen the ability of business management programs to nurture successful entrepreneurs and impact the entrepreneurial landscape.

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