

AN INTEGRATIVE REVIEW OF COMPETENCY-BASED EDUCATION IN BUSINESS ADMINISTRATION PROGRAMS: CHALLENGES AND STRATEGIES FOR INTEGRATING TEACHING AND LEARNING

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Abstract

The purpose of this study is to present an integrative review of the literature on competency-based education in business administration programs, focusing on the challenges and opportunities for integrating teaching and learning. To conduct the review, the SciELO, Redalyc, SPELL, and Google Scholar databases were consulted, covering the search period from May to August 2026. Publications produced between 2015 and 2025 were analyzed. The study selection process involved mapping and analyzing the scientific articles identified in the consulted databases, in accordance with the established inclusion and exclusion criteria. The results showed that competency-based education in the Business Administration program requires moving beyond teaching practices centered predominantly on the memorization of theories, favoring the development of students' ability to mobilize knowledge (knowing), skills (knowing-how), and attitudes (knowing how to be and interact) to address and solve complex problems in an organizational context. The study identified the main challenges to integration—namely, cultural resistance and changing roles—as well as pedagogical and institutional challenges, such as curricular fragmentation, disconnect from the labor market, and inadequate assessment methods. The study also identified pedagogical and institutional strategies, namely: active methodologies and simulations; and faculty training and development.

Keywords: Business Administration, Knowledge, Competency, Active Methodologies