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Examining the satisfaction of students from the personalized business design course in the field of health, in Smart University of Medical Sciences, Tehran in 2022-2023

Background: Personalized business courses are an effective way to learn the basics of a business or industry. This study analyzed the effectiveness of the business course offered at Smart University of Medical Sciences.

Method: This study evaluated the personalized business course using retrospective data to assess learner satisfaction. The course was delivered entirely online but was flexible in delivery. It was designed according to the ASSURE educational model, which emphasizes content presentation and personalization of the learning experience. The course was attended by 132 participants. In this study, the validity of the data collection instrument was confirmed by ten SMUMS faculty members, after which a preliminary study was conducted with 10 pilot samples, yielding a Cronbach coefficient of 96%. For the translation into Persian, the World Health Organization guide was used as a methodological model.

Results: A total of 15 out of 18 participants from the Ministry of Science were satisfied with the course, as were 87 out of 107 participants from the Ministry of Health. Satisfaction with the course was higher among males than females, (84.6% versus 74.3%). The course was rated satisfactory by 81.4% of participants.

Conclusion: Satisfaction with the course may lead to similar courses being offered in the future. This personalized business course was a great success. Participants were satisfied with the content they learned and the progress they made.

Keywords: Personalized business courses, Innovation, Online, Flexible, Satisfaction, Model of ASSURE

فحص رضا الطلاب من دورة تصميم الأعمال الشخصية في مجال الصحة، في الجامعة الذكية للعلوم الطبية، طهران في 2022-2023

الخلفية: تعد دورات الأعمال المخصصة طريقة فعالة لتعلم أساسيات العمل أو الصناعة. حللت هذه الدراسة فعالية دورة الأعمال المقدمة في الجامعة الذكية للعلوم الطبية.

الطريقة: قامت هذه الدراسة بتقييم دورة الأعمال الشخصية باستخدام البيانات بأثر رجعي لتقييم رضا المتعلم. تم تقديم الدورة بالكامل عبر الإنترنت ولكنها كانت مرنة في التسليم. وقد تم تصميمه وفقاً للنموذج التعليمي ASSURE، الذي يؤكد على عرض المحتوى وتخصيص تجربة التعلم. وحضر الدورة 132 مشاركاً. في هذه الدراسة، تم تأكيد صحة أداة جمع البيانات من قبل عشرة من أعضاء هيئة التدريس بجامعة SMUMS، وبعد ذلك تم إجراء دراسة أولية مع 10 عينات تجريبية، مما أسفر عن معامل كرونباخ بنسبة 96%. بالنسبة للترجمة إلى اللغة الفارسية، تم استخدام دليل منظمة الصحة العالمية كنموذج منهجي. النتائج: كان ما مجموعه 15 من أصل 18 مشاركاً من وزارة العلوم راضين عن الدورة، كما كان 87 من أصل 107 مشاركاً من وزارة الصحة. وكان الرضا عن الدورة أعلى بين الذكور منه بين الإناث (84.6% مقابل 74.3%). حصلت الدورة على تقييم مرض من قبل 81.4% من المشاركين.

الخلاصة: الرضا عن الدورة قد يؤدي إلى تقديم دورات مماثلة في المستقبل. حققت دورة الأعمال الشخصية هذه نجاحاً كبيراً. كان المشاركون راضين عن المحتوى الذي تعلموه والتقدم الذي أحرزوه.

الكلمات المفتاحية: دورات الأعمال الشخصية، الابتكار، عبر الإنترنت، المرنة، الرضا، نموذج الضمان

سمارت یونیورسیتی آف میڈیکل سائنسز، تهرآن میں 2022-2023 میں صحت کے شعبے میں ذاتی نوعیت کے بزنس ڈیزائن کورس سے طلباء کے اطمینان کا جائزہ

پس منظر: ذاتی نوعیت کے کاروباری کورسز کاروبار یا صنعت کی بنیادی باتیں سیکھنے کا ایک مؤثر طریقہ ہیں۔ اس تحقیق میں اسمارت یونیورسٹی آف میڈیکل سائنسز میں پیش کیے جانے والے کاروباری کورس کی تاثیر کا تجزیہ کیا گیا۔

طریقہ: اس مطالعہ نے سیکھنے والوں کے اطمینان کا اندازہ لگانے کے لیے سابقہ ڈیٹا کا استعمال کرتے ہوئے ذاتی نوعیت کے کاروباری کورس کا جائزہ لیا۔ کورس مکمل طور پر آن لائن فراہم کیا گیا تھا لیکن ترسیل میں لچکدار تھا۔ اسے ASSURE تعلیمی ماڈل کے مطابق ڈیزائن کیا گیا تھا، جو مواد کی پیشکش اور سیکھنے کے تجربے کو ذاتی بنانے پر زور دیتا ہے۔ کورس میں 132 شرکاء نے شرکت کی۔ اس مطالعہ میں، دس SMUMS سفیکلٹی ممبران کے ذریعہ ڈیٹا اکٹھا کرنے کے آلے کی درستگی کی تصدیق کی گئی، جس کے بعد 10 پائلٹ نمونوں کے ساتھ ایک ابتدائی مطالعہ کیا گیا، جس میں 96% کا Cronbach گٹانک حاصل ہوا۔ فارسی میں ترجمے کے لیے عالمی ادارہ صحت کی گائیڈ کو طریقہ کار کے نمونے کے طور پر استعمال کیا گیا۔ نتائج: وزارت سائنس کے 15 میں سے کل 15 شرکاء کورس سے مطمئن تھے، جیسا کہ وزارت صحت کے 87 میں سے کل 87 شرکاء میں سے 87 تھے۔ کورس کے ساتھ اطمینان خواتین کے مقابلے مردوں میں زیادہ تھا، (84.6% بمقابلہ 74.3%)۔ کورس کو 81.4% شرکاء نے تسلی بخش قرار دیا۔ نتیجہ: کورس کے ساتھ اطمینان مستقبل میں پیش کیے جانے والے اسی طرح کے کورسز کا باعث بن سکتا ہے۔ یہ ذاتی نوعیت کا بزنس کورس بہت کامیاب رہا۔ شرکاء اپنے سیکھے ہوئے مواد اور ان کی پیش رفت سے مطمئن تھے۔

مطلوبہ الفاظ: ذاتی نوعیت کے کاروباری کورسز، جدت، آن لائن، لچکدار، اطمینان، یقین کا نمونہ

بررسی میزان رضایت دانشجویان از دوره طراحی کسب و کار شخصی سازی شده در حوزه سلامت در دانشگاه علوم پزشکی هوشمند تهران در سال 1402-1401

زمینه و هدف: دوره آموزشی کسب و کارهای شخصی سازی شده روشی مؤثر برای یادگیری اصول اولیه یک تجارت یا صنعت است. این مطالعه برای تعیین اثربخشی دوره آموزشی کسب و کارهای شخصی سازی شده دانشگاه علوم پزشکی هوشمند طراحی و اجرا شده است.

روش: این مطالعه دوره آموزشی کسب و کارهای شخصی سازی شده را با استفاده از داده‌های گذشته‌نگر برای ارزیابی رضایت شرکت کنندگان ارزیابی کرده است. دوره به طور کامل به صورت آنلاین ارائه شد اما در ارائه محتوا انعطاف پذیر بود و بر اساس مدل آموزشی ASSURE طراحی گردید. این دوره با حضور 132 شرکت کننده برگزار شد. در این مطالعه، روایی ابزار جمع‌آوری داده‌ها توسط 10 نفر از اعضای هیأت علمی تأیید شد و پس از آن یک مطالعه مقدماتی با 10 نمونه آزمایشی انجام شد که ضریب کرونباخ 96 درصد بدست آمد. برای ترجمه به فارسی از راهنمای سازمان جهانی بهداشت به عنوان مدل روش شناختی استفاده شد.

یافته‌ها: در مجموع 15 نفر از 18 شرکت کننده از وزارت علوم و 87 نفر از 107 شرکت کننده از وزارت بهداشت از دوره راضی بودند. رضایت از دوره در میان مردان بیشتر از زنان بود (84.6٪ در مقابل 74.3٪). کورس کو 81.4٪ شرکاء نے تسلی بخش بخش ارزیابی کردند.

نتیجه گیری: بر اساس نظر شرکت کنندگان، دوره آموزشی کسب و کارهای شخصی سازی شده موفقیت آمیز برگزار شده است و شرکت کنندگان از مطالبی که یاد گرفتند و پیشرفتی که داشتند راضی بودند.

واژه های کلیدی: دوره آموزشی کسب و کارهای شخصی سازی شده، نوآوری، آنلاین، انعطاف پذیر، ارزیابی، رضایت، مدل آموزشی ASSURE

INTRODUCTION

According to the Merriam-Webster dictionary, an innovation is an idea, method, or device that is new in a particular field (1). Entrepreneurs are those who develop bold new ideas and take them from conception to implementation (2). In doing so, they take the risk associated with running a business or enterprise that enables innovation. The health sector does much to foster innovation within hospitals, clinics and universities (i.e. entrepreneurship or innovation within existing structures), but much less is done to foster innovation outside traditional health structures (3-5). Although quality improvement is a vibrant area of clinical science, in many cases it promotes the spirit of innovation within the health system rather than the development of new ideas and the promotion of entrepreneurship outside these traditional systems (6). Training programs for health professionals and health systems around the world integrate elements of in-house quality improvement, but this may not meet professionals' needs for novel strategies to address the 'wicked problems' in medicine and health care (i.e. massive and complex problems with no obvious solution) (7, 8). Increasing pressure on healthcare resources and costs has sparked interest in innovation and entrepreneurship (9). There seems to be a growing interest in the topic of health innovation at the level of government, medical associations and the private sector, suggesting that innovation is an important aspect of the future of medicine in general.

The global COVID-19 pandemic had a significant impact on the world's major economies, leading to an impressive decline in economic levels and a marked increase in unemployment. The opening of many businesses has been delayed and some have even been closed. At the same time, the number of university graduates continues to reach new records. As a result of this global economic situation, employment prospects are bleak. Therefore, governments and businesses are now looking for innovative solutions to mitigate the economic impact and ensure the well-being of their citizens (10). Entrepreneurship education is crucial to alleviate the pressure on employment. Entrepreneurship education plays a dual role: it can develop students' entrepreneurial awareness and skills and provide them with the necessary skills and knowledge to become independent entrepreneurs (11). The above statement is exactly in line with the definition of UNESCO, which states that the development of pioneering personalities in a broader sense is also relevant for workers (12).

Despite this growing interest, traditional medical education curricula rarely focus on healthcare innovation or entrepreneurship. To meet this unmet need, innovators and entrepreneurs in medicine are seeking graduate degrees, innovation fellowships, and other opportunities to satisfy their interests (13). However, it may be beneficial if medical students are given the opportunity to participate in structured mentoring during additional courses in their medical education (14). According to the American Heart Association, training and promoting clinical innovators requires a fundamentally different approach that includes redefining mentoring structures, project support, and

success metrics, including promotion criteria, in addition to redesigning training curricula (15). Furthermore, most students do not know what opportunities there are to start a business in their field of study. Lack of knowledge can sometimes lead to students' changing their field of study or being unmotivated (16). Given the growing industry and the link between knowledge-based companies and universities in Iran (17), it is necessary to offer entrepreneurship courses to train capable individuals. As one of the leading providers of entrepreneurship courses in the country, Smart University of Medical Sciences (SMUMS) is a leader in its field. However, there is a need to continuously evaluate the effectiveness of the courses offered. Accordingly, this study sought to assess course evaluation from the participants' perspective by using retrospective data from SMUMS' personalized business design courses.

METHODS

A retrospective study was conducted to assess the educational course on a personalized business design using retrospective data. In the academic year 2022-2023, this personalized course was designed and implemented at SMUMS University in Tehran. However, permission was obtained from the relevant university ethics committee to present this report and informed consent was obtained from all participants. Participants were informed that only combined data would be reported.

Course start-up considerations

The execution of the personalized business course had some restrictions that must be met in order for participants to be able to participate. Firstly, participants had to be over the age of 18. Secondly, participants had to obtain a minimum of a high school diploma or equivalent. Thirdly, participants had to know some basic knowledge of the Persian language and the ability to communicate effectively. Finally, participants had to have a valid ID or driver's license. These restrictions were in place to ensure that all participants are able to adequately understand and complete the course. The course was designed to teach participants the fundamentals of business operations and the importance of professionalism in the workplace. As such, it was essential that all participants meet the minimum requirements to participate.

Pedagogical design of business course

According to the pedagogical model of ASSURE, the course went through the stages of analyzing learners, setting standards and objectives, selecting methods and media, using media and technology, inviting learners to participate, and evaluating and revising the course. The ASSURE model is a guide or instructional system for teachers that helps them develop lesson plans that make meaningful use of technology and media (18). The distinctive feature of this model is that it focuses on "planning and delivering lessons based on media resources" (19). The ASSURE model was chosen for this course because it can be used for a few lessons and for each learner individually (20). Table 1 provides a list of activities based on this model.

How to run course

The aim of this personalized business course was to discuss the various components of a business. Topics covered in this

course included: Developing a purposeful sense of self in the career field, Entrepreneurial self-motivation, Business application of behaviorism based on the DISC model, Knowing the concepts of foresight, purposefulness and planning, Knowledge of the health technology ecosystem and the related industries, Having familiarity with organizational, social and other types of entrepreneurship, and Seminar (presentation of accomplishments of entrepreneurs, questions and answers). By the end of the course, participants had a better understanding of different components of business and how they can be used to create successful businesses.

Sample and setting

The course was delivered entirely online but was flexible in delivery. The program was conducted over eight consecutive sessions during a period of two weeks. Most of the discussions were held synchronously via Adobe Connect. In addition, the Navid system included learning content provided by the technical support team, based on Mayer's principles. The assignments were designed by the professors in accordance with the pedagogical principles and uploaded to the system. Details of the assignments can be found in Table 1. An invitation letter and poster were sent to

Table 1. A summary of the activities involved in designing the course according to the ASSURE model	
ASSURE model	Activity
Analyze Learners	Learners' general characteristics, such as their age, academic ability, gender, and interests. Prior competencies Styles of learning, such as auditory, visual, and tactile
State Standards and Objectives	Audience – faculty and students Behavior – Develop a business plan based on your area of expertise Conditions - The assignments include the following activities: ones that can be performed in your workplace, Activities that you can perform outside of your work environment, Facility requirements for project design, What is the best way to organize a team within an organization, Business project success: how to recognize it, What characteristics should the leader of the business team possess?, In order for the activities to be successful, what characteristics should the participants possess? Degree – Certificate
Select Strategies, Technology, Media, and Materials	The selection of media was initially based on a systematic approach. The selection process consisted of two stages: 1) Choosing an appropriate learning method based on the given learning objectives. 2) Assembling the specific materials within the desired format by selecting, modifying, or designing appropriate media formats. Choosing the appropriate media format: Media formats refer to the physical form in which a message is incorporated and communicated. The following media formats were used in this study: Flip charts (still images and text), slides (projected still images), audio (voice), film (moving images on screen), video (moving images) and computer multimedia (graphics, text) The following things were considered in media selection models: a) Situation or setting of instruction (for example, large groups, small groups, or self-study); b) Identify learner variables (such as reader preferences, nonreader preferences, or auditory preferences). In addition, it was examined how each of the media formats presented the objective (e.g., providing still images, motion images, written words, or spoken words) based on the nature of the objective (e.g., cognitive, affective, motor skill, or interpersonal). c) The capability of each format to provide feedback to the learner was also considered. Other items that were considered by the course design team were as follows: Is it compatible with the curriculum? Is it accurate and up-to-date? Can it be read clearly and concisely? Does it stimulate motivation and maintain interest? Does it provide learners with the opportunity to participate? Does it meet a high standard of technical quality? Does it have evidence of effectiveness (e.g., field test results)? Is it free from objectionable bias and advertisements?
Utilize Technology, Media, and Materials	The "five p's" process was used to accomplish this in this study: <ul style="list-style-type: none"> • Preview the Technology, Media, and Materials • Prepare the Technology, Media, and Materials • Prepare the Environment • Prepare the Learners • Provide the Learning Experience
Require Learner Participation	During this step, we developed plans for how we will engage our learners actively in the material. Our first step was to require learners to participate in class discussions in order to achieve the desired results. The more sophisticated approach required that learners prepare questions and comments at home and bring them to class. Moreover, we attempted to allow individual learners to act as leaders of classes or discussions in the style of seminars.
Evaluate and Revise	The evaluation included a review of our teaching strategies and the technology, media, and materials we utilized. In order to evaluate the program, we used the CSQ questionnaire to assess the satisfaction level of the learners.

universities inviting them to participate in the course. Finally, the course was attended by 132 participants in six groups of 22 from different universities. The course was evaluated using a valid and reliable questionnaire developed on the Porsline website.

Data collection tools

The instrument used for data collection was a questionnaire that was examined for validity and reliability in the study by Frey et al (21). The two components of the questionnaire included: a) demographic information (gender, age, previous experience with similar courses, educational background), b) Course Satisfaction Questionnaire (CSQ) (This survey included 21 different items and was designed to determine how students were satisfied with the online course overall). The instrument consisted of items covering areas related to student-instructor interaction, student-student interaction, and organizational principles for the course content, relevance of the course content, methods used to deliver the content, and feedback mechanisms implemented in the course. Each response was rated using a

seven-point Likert scale ranging from 1 (completely dissatisfied) to 7 (completely satisfied). This resulted in a rating range of 21 to 147, with 21 representing the least satisfaction with the course and 147 representing the most satisfaction. The higher the score, the more satisfied the student was with the online course. Psychometric tests from previous studies showed that the CSQ has a high reliability coefficient or internal consistency: Cranach's alpha was 0.97 (21-23). In this study, the validity of the data collection instrument was confirmed by 10 SMUMS faculty members, after which a preliminary study was conducted with 10 pilot samples, yielding a Cranach's coefficient of 96%. The instrument proved to be internally reliable. For the translation into Persian, the World Health Organization's guide was used as a methodological model (24). The authors also assessed the comprehension and translation equivalence between the Persian and English versions (semantic and content equivalence) as well as the quality of the translation. The appropriateness and relevance of each item were rated on a 5-point Likert scale.

Table 2. Participant satisfaction based on each item of the questionnaire expressed as a percentage and number

No	Item	A	B	C	D	E	F	G	Total Score
1	The amount of interaction between you and your instructor	0%	1%	2%	2%	4%	5%	86%	126 (95%)
2	The quality of interaction between you and your instructor	1%	2%	4%	9%	1%	2%	81%	111 (84%)
3	The cooperation between you and your classmates	0%	3%	4%	6%	1%	3%	83%	114 (87%)
4	The manner in which the syllabus was distributed	2%	9%	7%	2%	0%	3%	77%	106 (80%)
5	The logical organization of the course content	1%	2%	3%	4%	1%	2%	87%	119 (90%)
6	The reminders given to you about assignments due	4%	7%	11%	1%	0%	3%	74%	102 (77%)
7	The manner in which guidelines were given on the completion of assignments	0%	1%	5%	5%	2%	6%	81%	117 (89%)
8	The lecture notes provided to you	0%	2%	8%	4%	1%	4%	81%	113 (86%)
9	The extra learning resources provided to you (e.g., online resources, online discussion groups)	0%	0%	2%	5%	1%	5%	87%	122 (93%)
10	The format of the different assignments	1%	1%	10%	8%	0%	1%	79%	106 (80%)
11	The learning value of the assignments	3%	14%	9%	3%	2%	2%	67%	94 (71%)
12	The options available to you to hand in assignments	4%	6%	14%	8%	1%	1%	66%	89 (68%)
13	The time it took for your instructor to provide feedback on graded assignments	1%	8%	7%	2%	1%	2%	79%	108 (82%)
14	The quality of the feedback provided on graded assignments	2%	5%	6%	4%	0%	3%	80%	110 (83%)
15	Access to your grades during the semester	2%	4%	3%	5%	1%	1%	84%	113 (86%)
16	The teaching style of your instructor	0%	1%	1%	3%	1%	3%	91%	125 (95%)
17	The assistance given by the instructor in completing the course successfully	1%	11%	7%	4%	0%	3%	74%	101 (77%)
18	The instructor in terms of his devotion to the course	1%	7%	13%	9%	3%	2%	65%	93 (70%)
19	The accommodation of your approach to learning in the way this course was taught	9%	7%	15%	5%	0%	1%	63%	84 (64%)
20	The increase in your knowledge and/or skills as a result of this course	4%	7%	13%	6%	1%	0%	69%	93 (70%)
21	The increase in your confidence in using the knowledge and/or skills as a result of this course	3%	10%	6%	3%	2%	2%	74%	102 (78%)
A: Completely dissatisfied = 1, G: Completely satisfied = 7									81.4%
Each questionnaire item is scored based on the sum of its E, F, and G scores.									(N= 107)

Data Analyze

Data were presented as means and standard deviations (SDs) for continuous variables, and as frequencies and percentages for categorical variables. A descriptive statistical method was used to characterize the participants. SPSS v.25 statistical software was used to organize and analyze the collected information using descriptive statistics and correlation coefficient tests (Chi-square).

RESULTS

The results of the chi-test showed that there was a significant difference between the genders of the participants. 65% (N= 86) of the participants were male. Only 4% of the participants had attended similar courses before. In terms of demographics, the results showed that 56.9% of the respondents were between 33 and 38 years old, while 14.1% were younger than 30 years old. Most of the participants were employed in the Ministry of Health (81.4% = 107), 13.7% (18) were employed in the Ministry of Science, and the rest were employed in Islamic Azad University (4.9% = 7). Based on the results of the satisfaction questionnaire, it was found that satisfaction with the course was higher among males than females (84.6% vs. 74.3%), calculated as a percentage of 100. A total of 15 out of 18 participants from the Ministry of Science were satisfied with the course, as were 87 out of 107 participants from the Ministry of Health (Table 2). The course was rated as satisfactory overall by 81.4% of participants (Table 3). According to their feedback, the following points were the most satisfactory factors:

- The amount of interaction between you and your instructor
- The extra learning resources provided to you (e.g., online resources, online discussion groups)
- The teaching style of your instructor
- The logical organization of the course content
- The manner in which guidelines were given on the completion of assignments

DISCUSSION

Evaluations provide valuable feedback on course content, teaching methods, and instructor performance. This information can be used to improve the course and ensure that it meets the needs of the students. Therefore, it is important for the success of a course properly been assessed. To ensure a successful program, it is important to measure participant satisfaction with the course. The evaluation was conducted to determine the effectiveness of this course, to measure the level of participant satisfaction, and to determine what changes could be made to improve the

course.

Surveys conducted as part of the study revealed that the majority of participants who attended the business course rated their overall experience as very positive. Many participants reported that the course was well organized and the lecturer was knowledgeable and helpful. The course material was relevant, engaging and thought-provoking. In addition, the course provided a great opportunity for participants to network and build relationships with other students and business people. The course also provided a safe and secure learning environment. Participants felt comfortable and supported by their instructors and other participants, allowing them to focus on their learning goals. The course was also flexible and accommodating, allowing participants to attend lectures and complete assignments at their own pace. Overall, learners and participants alike have expressed satisfaction with the business course. Many have reported that the course was an invaluable experience that helped them achieve their professional goals. The course has helped them gain a better understanding of the business environment and build a solid foundation for their future business ventures. In accordance with this research, the following studies have indicated that the importance of designing business courses cannot be overstated.

Carroll and colleagues introduced a program designed to promote entrepreneurial and professional development among medical informatics students. The program offered students the opportunity to start their own business, acquire the necessary skills and knowledge to work in a professional environment, and gain valuable experience in the growing field of medical informatics (25). Servoss and colleagues offered a course to help academic doctors develop commercialization skills. In this way, they hope to encourage the transfer of knowledge from academia to the marketplace, benefiting society as a whole (26). In addition, Servoss and colleagues described the Surgery Innovation and Entrepreneurship Development Program (SIEDP), which helped surgical faculty develop and implement innovative practices. SIEDP gave faculty the tools to turn their ideas into action and promote the impact of their innovations (27). Different teaching methods were used in each program. Each program emphasized experiential learning, including didactic lectures, webinars, discussion sessions, guest lectures, workshops and seminars. Although no detailed description of the teaching methods was provided or their effectiveness evaluated, each program included at least one element of hands-on learning. Despite differences in the time frame of each program, all required a continuous time commitment, either weekly or monthly. One program

Table 3. Percentage of satisfaction with the course based on gender and academic standing

Item	Gender		Filed of employed			Total
	Male	Female	Health ministry	Science ministry	Islamic Azad University	
Satisfaction	84.6% (N = 73)	74.3% (N= 34)	81.8% (N = 87)	87.1% (N = 15)	76.4% (N = 5)	81.4% (N = 107)

required students to commit at least nine hours per week to the course outside of class time. Because of the continuous commitment to the program, students should have had enough time to go through the different stages of innovation, from needs assessment to concept creation and development. Student and participant satisfaction with business courses has increased in recent years. Many participants in business courses report improved self-confidence, communication and problem-solving skills, and improved knowledge of the business world. These skills and knowledge lead to tangible benefits and help businesses become more successful. Business courses are fast becoming one of the most popular courses and student and participant satisfaction is likely to remain high in the future.

LIMITATIONS

This study was conducted with retrospective data, so pretests and posttests could not be used to measure learner

knowledge. Ultimately, this study was conducted with satisfaction of the course as a measure of its success.

CONCLUSION

The conclusion of this personalized business course is that it was very useful for all participants. Through this course, the participants learned and understood the basics of business principles and fundamental concepts. They also applied these principles to real-life scenarios.

Ethical considerations

Ethical issues including plagiarism, informed consent, misconduct, data fabrication and/or falsification, double publication and/or submission, redundancy, etc. have been completely observed by the authors.

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Conflict of interest: None

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