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## **Causes and Countermeasures of Business Administration Teaching in Colleges and Universities**

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**Abstract.** The subject of business administration has become a multi-field intersecting theory, strategy and technology, which is widely used. The purpose of running a business administration major in colleges and universities is to export professional talents with rich theoretical knowledge, strong practical ability and strong post adaptability to the society. This paper mainly analyzes the characteristics of business administration teaching in colleges and universities and the reasons for the existence of the teaching process. And put forward targeted corrective measures.

**Keywords.** business administration; reason; strategy

### **Introduction**

The goal of the business administration major is to cultivate applied talents with comprehensive abilities and strong adaptability. It not only requires students to master modern business management theories and methods, but also to improve students' comprehensive quality and ability to apply theory to practice. Teaching is based on the guiding spirit of students' sustainable development and the fundamental goal of cultivating applied innovative talents. Western countries with earlier development of higher education have formed a mature teaching system, such as the "dual system" teaching mode in Germany, the teaching talent training mode of "production-university-research + work-study" in the UK, and the "order-based" teaching talent training in Australia Models, etc., effectively promote the cultivation of applied innovative talents in business management. With the advancement of China's education reform, business administration teaching has gradually become a hot spot for domestic scholars. At present, domestic scholars have conducted research on the theory and methods of business administration teaching, and the research on the teaching theory of business administration has developed rapidly.

### **Research Background**

Due to the further development of our country's economy, the subject of business administration has become a multi-field interdisciplinary theory, strategy and technology, which is widely used. The purpose of running a business administration major in colleges and universities is to export professional talents with rich theoretical knowledge, strong practical

ability and strong post adaptability to the society. With the development of information technology, the practical teaching methods of business administration majors are more abundant, but there are still many reasons in the teaching of business administration in colleges and universities today, which need further research.

## **Literature review**

### **1. Domestic status**

#### **1.1 Research on the Connotation of Business Administration Teaching.**

Domestic scholars have different views on the connotation and extension of management teaching . Guo Shuilan believes that the main body of teaching is teachers and students. The teaching objectives include training objectives and learning objectives. Teaching methods must consider the dual factors of teaching and learning. All satisfied. Liang Xinjian further summarized the connotation of business administration teaching, and believed that it is not only a teaching form or means , but also a teaching process, which runs through the entire professional education. Yang Yong elaborately interpreted the connotation of management teaching from three aspects: the ontological connotation of teaching; the epistemological connotation of teaching ; and the methodological connotation of new learning . The interaction between teachers and students teaching and learning is the primary issue of teaching research. Teaching has two characteristics of universality and reality. It is not only the theoretical basis of teaching, but also the realistic basis of teaching, and teaching is also a way of thinking. The Research Reform of Higher Agriculture and Forestry Undergraduate Education concluded that the extension of teaching refers to different types of teaching, and the extension of teaching includes the collection of all elements of teaching, rather than a specific teaching method or teaching method. Wu Yisheng believes that the extension of business administration teaching mainly refers to the characteristics of business management teaching, and puts forward that teaching is the main body, and its content system is relatively independent ; teaching has social characteristics ; the teaching link is mainly based on practical training and comprehensive training, and has the characteristics of technical application.

#### **1.2 Research on the Problems of Business Administration Teaching**

The majors of business administration in colleges and universities in my country actively respond to the national medium- and long-term education reform and development planning outline, which emphasizes the call to improve students' professional ability, actively and orderly carry out educational reforms, and vigorously develop business administration teaching. Although some achievements have been made in the teaching reform of business administration in colleges and universities in my country, there are still problems and deficiencies. Some scholars have conducted research on the problems existing in the teaching of business administration at the present stage.

Xia Wenli and Yu Honglian pointed out that there is a problem of backward educational concepts in the teaching of business administration majors in my country. The education concept of business administration major lags behind professional development, ignoring the remarkable characteristics of application and practicality of business administration major, which leads to a structural imbalance between the supply and demand of schools and enterprises, resulting in a mismatch between the students trained by the school and the talents required by the enterprise, and the subjectivity of teaching The position urgently needs to be strengthened. Lei Fabin's research found that the teaching of business administration not only has the problem of outdated concepts, but also has the phenomenon that teaching plans

are neglected and implementation is neglected, and teaching plans deviate from the goals. The main manifestations are that some colleges and universities lack relevant financial support, lack of practical teaching bases and equipment; the total number of teaching courses is small, and teachers' execution of teaching is not enough; schools lack close cooperation enterprises, and off-campus internships are mere formalities. Zhang Yuhua believes that my country's business administration teaching lacks "double-teacher punishment" teachers. At present, the business administration teachers who are teaching are full-time teachers in the school. They have rich theoretical knowledge and teaching experience but lack of practical experience in business administration, which is not conducive to the in-depth development of teaching. Ma Tongtao believes that there are great flaws in the teaching system and management of the business administration major. The teaching management has not formed a guarantee system centered on ability, and the teaching personnel management lacks a strict reward mechanism.

### 1.3 Research on the teaching evaluation system of business administration major.

The teaching evaluation system is an important means to promote the quality of teaching, and it plays a positive role in improving the teaching level and teaching methods. For the teaching evaluation system of business administration majors, different scholars have different opinions. Sun Aidong and Shen Aihua believe that,

The ability index system of students majoring in business administration is composed of 5 first-level indicators and 13 second-level indicators such as language expression ability. With the help of fuzzy mathematics evaluation method, it can comprehensively evaluate professional ability, which is a complex thing involving many factors. When evaluating, it is necessary to evaluate the specific characteristics of various activities from the aspects of organizational preparation, implementation process, and summary and evaluation results. Li Chunhui et al. introduced the thought and method of whole-process quality management, and constructed a "trinity" comprehensive evaluation system of student evaluation, management institution evaluation and peer expert evaluation. "Trinity" teaching evaluation This department is the completion of teaching infrastructure, management mode, teaching plan and syllabus, the organization of each teaching link, the implementation of the whole teaching process, teachers' teaching reform and innovation, students' comprehensive quality and innovation A comprehensive and systematic comprehensive evaluation of the cultivation of thinking and innovative ability. Combined with the background of business management, Zhang Qinghua et al. extracted three dimensions including schools, teachers, and enterprises. The assessment table for the teaching quality supervision system of business management majors was divided into 10 indicators, and the corresponding weights were obtained through fuzzy matrix analysis to finally realize the teaching of business management. The docking of supervisory mechanism departments.

## 2. Research status abroad :

In recent years, the cultivation of MBA has become a hot topic that foreign education circles, business circles and even public opinion circles are very concerned about. Especially in April 1993, Harvard Business School (Harvard Business School) put forward a special report titled "External Comparison Summary Report: MBA: Leadership and Learning") External Comparisons Summary Report: MBA: Leader-ship & Learning), which is the result of a survey and comparative study by experts organized by the college on the MBA education situation of 23 educational units in the United States and abroad, including traditional business schools, corporate training departments and other selected institutions.

## 2.1 Problems and changes faced by MBA education

Impressive as the report is at the drastic changes taking place in different kinds of business schools, it is inferred that MBA programs of all kinds are in the midst of a period of major structural change that will redefine the nature of management education.

The most important drivers of change come from:

2.1.1 In recent years, the total number of applicants for admission has shrunk (the number of people taking the GMAT test has dropped by 20% in the past two years), while at the same time, the number of various MBA programs has increased significantly (more than 700 in the United States alone ), resulting in increasingly fierce competition among business schools for a smaller number of students.

2.1.2 In today's companies, the requirements for management are changing rapidly (such as the increase of international operations, the acceleration of technological innovation, the generalization of company reorganization, etc.), so that the practicality of the MBA program for the employing departments of various companies and the graduates' possession skills, increasingly critical.

2.1.3 \_ Business school rankings, widely publicized by the mass media, have led to more frequent scrutiny of business schools and increased competition among them.

These dynamics of change have given rise to a great deal of activity and change, some of which is creative and effective, and some of which is superficial and hasty, but they are having a major impact on MBA education. The crucial core of this change is to think explicitly or implicitly about the central task of business education. Generally speaking, the focus seems to be expanding, that is, from teaching management, such as imparting pure theory and rational knowledge, and teaching analysis reports, to cultivating managers, such as teaching various management skills and instilling values. The tendency to make managers a broader goal has had an impact on the nature of the courses taught and the pedagogy used. The most immediate impact of this change has been the tendency to introduce more courses aimed at developing personal management skills, such as communication skills, language skills, collective leadership skills, computer skills, etc. courses, often crowding out the time spent in various traditional scholarship-based management courses.

A variety of factors call for more practical and practical MBA classroom instruction, leading to two other general trends. First, the more traditional academic programs in particular are trying to make their programs more practical. Similarly, there has also been a clear shift in the focus of pedagogy, from a purely theoretical lecture-based approach to a more applied, case-based, experiential learning approach. Second, there is a general tendency to create more comprehensive courses and exercises, in an effort to sweep away the functional division of basic courses and often confining them to a narrow field.

These two general trends have made some colleges, which were once regarded as very theoretical, become more and more "market-oriented". Although their approach is often quite different from that of the inherently practice-oriented colleges, the perception in the marketplace is that most changes are bringing these programs closer to an educational philosophy that is practically oriented, general management-oriented, and based on interaction and experiential teaching methods.

## 2.2 Teaching content and teaching methods

### (1) Changes in knowledge transfer

Business schools have traditionally seen their role as teaching management by imparting purely theoretical or intellectual knowledge and by teaching analytical reporting. The

tradition of some colleges is to expound this kind of knowledge through induction, and to guide students to acquire rational knowledge through case analysis. Other colleges use a deductive approach, using lectures to teach theory, and examples are used only to illustrate the theory.

The pressure from both sides, namely, the need for more practical knowledge by corporate hiring departments to recruit MBA graduates, and the need for students to pay more attention to the practical content of employment in their classes, compels all MBA programs, especially the theory-driven ones, to have to teach more and more applied knowledge. For most colleges, the easiest way to do this is to add use cases to basic courses, although these are often used mainly to illustrate theory rather than to illustrate concepts in an inductive way. In any case, both the employing department and the students feel that their calls for "more applicable and more practical" have attracted attention and echoed.

Another tendency is that fully functional programs are being forced to combine previously separate courses by crossing each other, with the faculties asserting that they provide a concept of 'general management'. The nature and extent of this integration process varies widely, ranging from the addition of "common curriculum topics" to an existing set of functional courses, to the creation of new comprehensive courses supported by multiple departments (such as the current "main elective courses"). from three domains of teachers who jointly develop and teach a comprehensive curriculum), to a complete redesign of the core curriculum based on various comprehensive themes (such as the development of various issue-based programs and new core lessons to coincide with the various stages of the company's development)

### ( 2 ) The importance of pedagogy is increasing

Faculties have begun to try various changes, including from theory to application, from imparting knowledge to developing skills. At the same time, teachers have to try various new teaching methods. In many colleges, however, the teaching methods programmed by the teachers severely constrained the nature, direction, and steps of the intended changes. Colleges have been able to bring about many important innovations only if they have managed to get faculty willing to experiment with unconventional teaching methods. The demand from students and companies is to move away from the theory-based, discipline-based and lecture-driven approach to a more practical approach. The resulting "market forces" began to push faculty in some colleges to become more practical and practical in their pedagogy. In order to maintain this trend, some colleges also hold various teaching seminars to help those traditional lecture-based teachers retrain.

While there are times when new skills are acquired by existing faculty, more often faculties will need skills that existing faculty lack or do not possess as part of the reform curriculum," outsourced" or subcontracted to teaching assistants, administrators, or second-year students. In many colleges, the problem of teachers being limited by their expertise is being brought up on the agenda, and the solution is to find partners. This is most notable in the field of internationalization, where hundreds of bilateral and multilateral exchange programs have indeed been established in recent years, but it is also evident in the partnership between companies and business schools, such as the joint development of quality management Program.

### ( 3 ) Administrative management issues

Changes in content, system, and pedagogy have had a dramatic impact on the administrative methods and infrastructure that sustain the MBA program. In most colleges,

however, these administrative issues have either hitherto been ignored or have been vastly underestimated. For example, the MBA review committee of some business schools conducted repeated and detailed consultations on the opinions of various schools of thought on the MBA program. Only in the end, when they worked with the administrators to implement item by item, were they told that the program was far from logistical management. Watching doesn't work. As a result, the review committee had to renegotiate some changes on hold, delay others, and write off planned increases in crew size due to administrative involvement.

Program changes, in addition to issues of scheduling and facility conditions, affect and are affected by the way admissions and employment are done. For example, some business schools recruit many older students, resulting in various job-hunting problems for graduates, because they are regarded as jack-of-all-trades rather than professional experts. Similarly, another business school's decision to boldly embrace an international exchange program undermined class cohesion and caused quality to spiral out of control.

Teaching according to the new method also created another important administrative difficulty, that is, much of its content became difficult to evaluate and grade. Group exercises and field work are effective methods, but many colleges have difficulty developing their grading schemes to properly assess students' learning. But despite the pros and cons of some of the major changes some colleges have made to their grading frameworks and standards, they have been working fairly effectively.

### **Research methods**

Due to the stated problem of this study, this study focuses on the characteristics of business administration teaching in colleges and universities in China . This thesis adopts the method of qualitative research, based on previous research articles, historical development and life experience materials, etc. to carry out logical analysis on the management of business teaching in colleges and universities , aiming to understand the current situation of business management teaching in colleges and universities; Factors; finally put forward corrective measures for the existing problems.

### **Analysis and Summary**

#### **3. Characteristics of Business Administration Teaching in Colleges and Universities**

3.1 \_ targeted. Business administration teaching should combine theory with practice, and carefully select teaching content according to the needs of teaching objectives. The cases should be vivid, specific, authentic and reliable, and fully serve the teaching objectives. In the teaching process, realistic and typical educational methods often correspond to the knowledge points and theoretical principles involved in the teaching process [1]. At the same time, according to the changes in teaching objectives and syllabus, the teaching methods are changed in a timely manner, so that theory and practice are closely integrated.

3.2 \_ participate. A high level of engagement is key to the success of the teaching method. Making full use of the case teaching method is a key point in the teaching of business administration. Compared with the traditional classroom teaching mode, the case teaching method can cultivate students' ability to connect theory with practice and promote the improvement of work ability. But the premise to achieve this effect is to ensure the high participation of students. Students are required to have the ability to collect data, find out the reasons, solve the reasons and exchange opinions with others, know how to express their own views, adopt other people's suggestions, and express their own opinions. The learning process

of the case teaching method cannot be replaced by traditional teaching, and it can cultivate students' subjective initiative and active participation.

3.3 Practical. The training goal of business administration teaching is to enable students to develop the ability to analyze and deal with various reasons in practical work. Pure theory teaching is still effective for classroom tests, but in actual work, practical ability is still one of the key indicators to measure the final work results. In the teaching process, it is always emphasized that everything proceeds from reality, and on the basis of a clear analysis of its own characteristics, it uses theories and management strategies to conduct in-depth thinking, analysis, judgment and decision-making.

#### **4. Reasons for Teaching Business Administration in Colleges and Universities.**

4.1 Schools do not pay enough attention to practical teaching. The traditional education and teaching mode that has been formed in my country for a long time has single content, single method, and outdated concepts, and business administration teaching is no exception. Compared with theoretical teaching, schools are not aware of the role of practical teaching in promoting students' learning, so that the practical teaching arranged by most colleges and universities only stays in the form, has no practical effect, and lacks systematic planning and arrangement. Colleges and universities still pay more attention to the traditional classroom teaching mode, using practical teaching as a supplementary and auxiliary means [2]. Therefore, in the daily teaching process, the reason why teachers did not infiltrate the content and teaching strategies into the teaching of business administration in practice-oriented colleges is that they paid attention to the means and awareness of the practical teaching of graduation thesis and professional titles, and did not formulate relevant supporting measures. In the process of classroom theory teaching, it can be combined with practical application skills, related concepts and operation demonstrations to organize, recall and stabilize unsolidified basic knowledge in time to make it serve practice.

4.2 \_ Insufficient investment in practical teaching equipment and venues on campus. The practical teaching of business administration places high demands on facilities. Therefore, whether the practice can be effectively carried out depends on whether the school has a certain environment and infrastructure. The school has relatively complete practical teaching facilities, which can provide students with a good practical environment, fully combine classroom theory teaching with practical teaching, improve students' ability to discover reasons, propose reasons, and solve reasons, and help students understand knowledge from empirical evidence. The perceptual perspective lays a good foundation for off-campus practice and practice. Due to the current shortage of funds in various colleges and universities, except for some business schools with poor economic benefits, other colleges and universities do not have more funds for management practice teaching, and the corresponding software and hardware equipment cannot keep up with the pace and cannot meet the actual needs of business management students. Teaching needs. Therefore, many schools omit the step of practical teaching of business administration, or replace it with simulation, or let students get in touch with relevant enterprises for practice and practice.

4.3 \_ Lack of valuable and effective business practice base. The off-campus enterprise practice teaching base is one of the important foundations for carrying out practice teaching. However, due to the severe lack of practice bases, the final effect of practice teaching in colleges and universities is greatly reduced. Compared with other management majors, the business administration major is more practical. Most of what students learn in class is abstract theoretical knowledge such as marketing, production and operation management. However, if

there is no practical experience in enterprises, students will not be able to perceptually experience and truly grasp theoretical knowledge, which is quite difficult. Quickly adapt to the actual work of the enterprise. However, at present, most enterprises are unwilling to establish a practical teaching base relationship with colleges and universities, because in this way they cannot obtain higher profits, nor can they maximize the interests of enterprises. Higher quality [3]. At the same time, due to the further advancement of college enrollment expansion policies, the existing practice bases cannot satisfy such a large student group.

## **5. Teaching Strategies of Business Administration in Colleges and Universities**

5.1 Change the concept of education and pay more attention to practical teaching. The key core of the Ministry of Education's higher education teaching reform is practical teaching, and the first foundation is to change concepts. Correctly understand the definition of practical teaching, recognize the key role of practical teaching, and take practical measures to strengthen the time and links of practical teaching, especially to straighten out the relationship between practical teaching and theoretical teaching. For students majoring in business administration, when they graduate and enter the workplace, knowledge comes from books and is higher than books. Only when practice and theory are organically combined can the guiding role of practical teaching be brought into full play.

5.2 Optimize the course structure and establish a sound practical teaching system. Classify and classify business management majors, and refine the practical teaching content of business management majors. According to the goal of talent training, select teaching content, establish a scientific and perfect educational knowledge system, and improve students' knowledge, ability, and quality [4]. Realize a professional curriculum system, practically combine practical teaching with the second classroom, and consider all links in a unified way, so as to realize the integration and optimization of teaching content. According to the students' abilities, teaching in stages, redistribution of class hours, and perfecting the design of the practical teaching system for business administration majors. Realize the improvement of the practical teaching system, carry out rectification from the aspects of basic skills, practical operation, advanced research and adapting to society, etc., especially pay attention to the operation links of scientific research, practice and social practice, formulate accurate assessment standards, and truly reflect the actual situation of students learning situation.

5.3 \_ Improve the process-based teaching quality evaluation system. Establish and improve the laboratory evaluation system, expand the experimental training center, and purchase supporting equipment and facilities. Analysis and research should be carried out according to the current situation of business administration teaching, appropriate evaluation elements should be selected, and further evaluation indicators should be determined on this basis. Select quantitative indicators, avoid the influence of human factors, and take the assessment of students' participation in practice as the teaching goal of the syllabus, making it a set of systematic and scientific evaluation indicators for teaching quality. In the traditional theoretical assessment, choose a comprehensive assessment method that adapts to the current teaching system, abandon the outdated and outdated, and then choose the forms of operation, demonstration, and defense. For those with outstanding practical achievements and strong practical ability, encouragement and guidance should be given in a timely manner.

## **6. School of Business Administration Strategy Management**

This major cultivates senior professionals with international vision and engaged in strategic management. After graduation, students are mainly engaged in planning, strategic

management, organization and coordination in large and medium-sized enterprises, government departments, scientific research institutions and education administration departments. Employment direction: corporate leadership (manager), decision-making (senior management), functional departments, strategic decision-making departments, senior managers, business consulting agencies, universities, scientific research institutions, government agencies and other government departments, institutions and enterprise groups, The management department of a large enterprise group is engaged in corporate strategic management, corporate strategy and marketing, corporate financial management and strategic management, etc.

6.1 Students must have good ideological and moral qualities and scientific literacy, and systematically master the basic theories of management and economics .

and the basic theory of modern enterprise management, master management methods, have an international perspective, understand international and domestic development trends and economic knowledge, and have strong practical ability.

Have a strong innovative spirit and practical ability. Have a good level of interpersonal communication, have the ability to interact well with people and organizations; be familiar with my country's national conditions and international business practices, understand foreign business development trends, understand industry-related knowledge and information, and master a foreign language-related professional skills. Possess certain scientific research ability. Main courses: Microeconomics, International Trade Theory, Enterprise Management, Modern Management Principles, Introduction to Marketing, Market Forecasting. The main practical teaching links include graduation practice (professional practice), enterprise production practice (project management), enterprise management practice (enterprise management work) and graduation thesis. The general schooling period is 4 years, and students of this major should generally complete their studies in the school within four years, and can apply for graduation thesis defense after the period expires. Graduates who have obtained a bachelor's degree can apply for a doctoral degree; students who have obtained a master's degree and completed their studies can also directly apply to return to work or continue their studies.

6.2 Students of this major can choose a professional direction according to their personal development plan, and after completing all the courses stipulated in the teaching plan, they can continue to study for a postgraduate or doctoral degree.

Students in this major adapt to the needs of socialist market economy and socialist modernization, systematically master the basic theories of management, economics and modern enterprise management, master management methods, have an international perspective, understand foreign business development trends, and understand industry-related knowledge and information , to master a foreign language-related vocational skills. Training requirements: Students of this major have a strong international perspective, systematically master the basic knowledge of Western economics, and have certain scientific research capabilities. Have a high cultural quality and international perspective, and complete the project or planned tasks stipulated in the course after about one year of study. Master the theoretical knowledge of enterprise strategic planning such as marketing, management information system, human resource management and development.

6.3 During the school period, students can participate in various academic activities organized by the state and industry organizations according to the requirements of their graduation thesis.

Students of this major can study by themselves or participate in on-campus and off-campus course research, and can also continue their studies in foreign universities or scientific research institutions. Students have solid basic theoretical knowledge. Can meet the needs of

the country, industry and society for strategic talents. Strong English language skills and interpersonal communication skills.

6.4 Possess a sense of innovation and professionalism, good health and good moral character; have strong language and writing skills and teamwork spirit; have a strong sense of professionalism and responsibility, and have a good professionalism; understand China's national conditions and domestic and foreign development trends, Have strong academic research interest and research ability. Adapt to the development needs of modern enterprises. Professional training objectives: To cultivate high-quality management-oriented senior professionals with an international perspective who adapt to modern enterprise management and continue to innovate in the field of operation and management, and can adapt to the needs of domestic and foreign enterprises and government departments.

### **Summarize**

There are many reasons in the teaching process, such as insufficient attention to practical teaching, insufficient investment in practical teaching equipment and venues, and lack of valuable and effective corporate practice bases. Measures should be taken to change the concept of education, pay more attention to practical teaching; optimize the course structure, establish a perfect practical teaching system; improve the process-based teaching quality evaluation system and other measures to improve the efficiency of business administration teaching.

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