

Problems and Countermeasures of Practical Teaching of Business Administration Major in Colleges and Universities in the New Era

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Abstract: For the business administration major in colleges and universities, practical teaching is an important part, which can not only connect theoretical knowledge with practical applications, but also play an irreplaceable role in improving students' practical problem-solving ability and professional literacy. However, the practical teaching work carried out by teachers of business administration major in some current colleges and universities is out of touch with the times, and there are many problems to be solved. This not only limits the cultivation of students' practical ability, but also affects their future employment and development. In view of this, this paper first summarizes the problems encountered in the current practical teaching work of business administration major in colleges and universities, and on this basis, puts forward targeted solutions, in order to comprehensively improve the teaching quality and help business administration students achieve better growth and development.

Keywords: University business administration; Practical teaching; Existing problems; Solutions

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1. Introduction

With the rapid development of current digital technology and artificial intelligence technology, the entire socioeconomic landscape has undergone tremendous changes^[1]. Against the backdrop of enterprise informatization and modernization, the requirements for talent cultivation in the industrial and commercial enterprise sector have undergone significant changes. Enterprises no longer merely need talents who can master textbook knowledge proficiently, but also eagerly expect individuals who can flexibly apply skills such as big data and intelligent enterprise management, and possess advanced thinking, comprehensive capabilities, and practical operation skills in these aspects^[2]. Universities serve as the main channel for cultivating management talents for industrial and commercial enterprises. The quality of professional courses in business administration is crucial to the quality of talent cultivation and the development direction of enterprises and industries. Therefore, it is urgent to address the problems existing in the practical teaching quality of business administration majors in universities and explore optimization strategies to improve the quality of talent cultivation^[3].

2. Problems existing in practical teaching of business administration in colleges and universities in the new era

2.1. Disconnection between the practical teaching system and industry needs

With the era of information intelligence, enterprise management is facing huge impacts, and emerging industries such as big data, artificial intelligence, and e-commerce have emerged and developed rapidly. However, the teaching methods of practical courses in business administration at many colleges and universities still follow traditional course types, such as case analysis courses and simulation experiment courses^[4]. For example, in the business administration major of a certain university, more than 70% of the courses are case analysis types, while courses targeting emerging management concepts such as big data and intelligent management are rarely set up. This makes students unfamiliar with emerging enterprise technologies and development management concepts, difficult to adapt to the requirements of the big data era, and hard to improve their adaptability. In addition, the current practical teaching content also appears fragmented. Practical projects are mostly set up as different experimental projects according to different courses, lacking systematic connections. For instance, in marketing courses, only simulated experiments of market research are carried out, and in financial management courses, only financial statement analysis experiments are conducted. These disconnected experimental projects prevent students from experiencing a complete enterprise management process, resulting in their inability to integrate knowledge from different disciplines, lack of macro thinking and problem-solving abilities when encountering specific management problems, and the disconnection between theory and practice^[5].

2.2. Insufficient practical teaching resources

Most teachers of business administration in colleges and universities started their teaching careers right after graduation. These teachers have a solid theoretical foundation, but they lack practical work experience in enterprise management. Due to the lack of practical experience, they are unable to solve students' practical problems in the process of practical teaching. For example, when students are engaged in simulated projects of enterprise strategic planning, teachers find it difficult to combine practical issues to provide students with valuable suggestions, incorporate the latest industry trends and practical experience into teaching, resulting in a disconnection between teaching content and practical application, which affects the effect of improving students' practical abilities^[6]. At present, the depth of cooperation between colleges and enterprises in practical teaching for business administration is insufficient. School-enterprise cooperation mostly focuses on organizing students to visit enterprises, conduct research and internships, which are mostly one-time. Enterprises are not very enthusiastic about cooperating in practical teaching for business administration in colleges and universities. Enterprises are concerned that students' internships will affect their production activities, and they also lack the motivation to obtain direct benefits from participating in talent training. They are not interested in the internship guidance for college students and the management decisions of important links and main businesses. This is likely to cause the types of work that students intern in to be single, mostly doing simple work such as document sorting and data entry. The internship content lacks the real experience of enterprise management and decision-making, and cannot provide students with real opportunities to exercise their practical abilities^[7].

2.3. Single practice teaching methods and evaluation system

In terms of practice teaching methods, most universities still adopt the traditional teaching approach where teachers are the main body and students passively accept knowledge. Teachers conduct demonstrative and verification experiments in class, and students operate according to the teacher's guided steps. This approach ignores the dominant role of students, depriving them of platforms and space for independent exploration and innovation, and leading to a lack of critical thinking and practical problem-solving abilities. For example, in business management simulation experiment teaching, students can only operate according to fixed processes and parameters, unable to make flexible adjustments or innovative decisions based on actual situations, which is not conducive to improving students' practical and innovative capabilities. Currently, the evaluation standards for practical teaching in business administration majors

of universities are unscientific. The assessment of practical teaching mainly focuses on students' experiment reports, internship appraisals, etc., emphasizing the examination of students' written report achievements while neglecting their participation in practice, team collaboration skills, communication abilities, and the innovativeness of their achievements. The single assessment and evaluation method fails to objectively, fairly, and comprehensively reflect students' practical proficiency, resulting in a situation where students only focus on submitting experiment reports while ignoring the abilities they should master and the gains they should obtain in the practice process. This is not conducive to stimulating students' enthusiasm and initiative in practical teaching^[8].

2.4. Insufficient motivation for student practice

At present, many students majoring in business administration do not have a clear understanding of the social employment directions and professional requirements of their major, and lack a clear career plan. The ambiguity of career planning leads to the lack of clear direction and goals for students to participate in practical teaching, resulting in low enthusiasm. For example, some students participate in internships only to complete the credits required by the school, rather than taking the initiative to exercise their practical abilities and gain work experience, which makes it impossible to truly achieve the purpose of practical teaching. There is a conflict between the normal course study time of students and the time and work of enterprise internships. In the university stage, students have heavy learning tasks. They need to complete professional courses and after-class review. With the increasingly tense situation of postgraduate entrance examinations, many students spend more time on postgraduate review. Enterprise internships usually require students to devote all their energy within a certain period of time. In this case, it is difficult for students to find a balance among internship, study and postgraduate review, so it is difficult to devote themselves wholeheartedly, and the effect of internship is difficult to guarantee. Some students have to choose to compress the internship time or reduce their investment in the internship, which is likely to lead to the internship becoming a mere formality and failing to achieve the training effect of practical teaching for students^[9].

3. Optimization countermeasures for practical teaching of business administration in colleges and universities in the new era

3.1. Constructing a “needs-oriented” practical teaching system

Colleges and universities should dynamically adjust the content of practical courses for business administration based on the new trends of digital development. In the structural system of practical courses for business administration, courses such as “Big Data Management Decision-Making”, “Intelligent Operations Management”, and “Blockchain and Supply Chain Finance” should be added to teach students how to use big data analysis tools to mine and analyze enterprise operation data, serving enterprise decision-making. Meanwhile, courses like Python and Excel data analysis should be incorporated into curriculum teaching to train students' data processing and analysis capabilities, enabling them to possess the skills required for enterprise digital management. To better serve the actual needs of enterprises, colleges and universities can design comprehensive training projects that require the collaboration of multiple courses and majors according to enterprise requirements. For example, organizing the “Enterprise Digital Transformation Solution Design” project, where students need to apply knowledge from multiple courses such as marketing, financial management, and human resource management to diagnose selected enterprises, investigate problems encountered in their digital transformation, and provide solutions; organizing the “Innovation and Entrepreneurship Practical Simulation” project, where students form entrepreneurial teams to carry out a series of simulated practical training including market research, project planning, business model design, project management, operation, and promotion based on innovation and entrepreneurship-related projects. Through such comprehensive training projects, students can enhance their ability to comprehensively apply knowledge through teamwork and exercise their practical operation and innovative capabilities^[10].

3.2. Strengthening the construction of practical teaching resources

Colleges and universities can encourage teachers of business administration to take temporary posts in enterprises, provide management services for enterprise management consulting, production and operation, and accumulate work experience. They can also invite industry experts and successful entrepreneurs to serve as part-time teachers, who will regularly give reports and lectures to students to popularize enterprise management cases and the latest trends in related industries. For example, the human resources directors of local successful enterprises can be invited to explain the company's talent recruitment and training plans, and marketing experts can be invited to share successful marketing activities and concepts with students. Through the cooperation between full-time and part-time teaching teams, a "double-qualified" teaching team with strong theoretical and practical skills can be cultivated to improve the quality of practical teaching^[11]. Colleges and universities should join hands with enterprises, especially leading enterprises, to establish "modern industrial colleges" and "practical teaching bases". By signing long-term cooperation agreements, the responsibilities and obligations of colleges and universities and enterprises (or industries) in cultivating technical and skilled talents can be clarified, and order-based training can be implemented. That is, enterprises participate in the construction of college courses, the formulation of talent training programs, and the management of practical teaching, and provide students with real projects or positions. For instance, higher vocational colleges and e-commerce enterprises can carry out school-enterprise cooperation to build e-commerce projects, incorporate enterprise e-commerce operation projects into the curriculum design of higher vocational e-commerce majors. Under the joint guidance of teachers and enterprise mentors, students undertake job tasks such as product marketing promotion and customer service on e-commerce platforms. Through project-based teaching methods, students can achieve "learning by doing", which enhances their practical skills and ability to solve real problems. At the same time, this approach cultivates talents that meet the needs of enterprises for schools, achieving a win-win situation for both schools and enterprises^[12].

3.3. Innovating practical teaching methods and evaluation systems

Teachers of business administration in colleges and universities optimize and enrich the existing practical teaching models. For example, the "scenario simulation + role-playing + virtual simulation" model uses VR technology to construct virtual practical operation scenarios of enterprises, allowing students to experience enterprise operations in a realistic work environment. For instance, VR technology is employed to build simulated scenarios for enterprise crisis management, where students play roles such as enterprise managers, employees, and media reporters. In these virtual scenarios, they handle problems, respond to crises, and engage in verbal communication, thereby exercising and enhancing their abilities to address emergencies and coordinate teamwork. Meanwhile, participating in competition activities such as "case competitions" and "innovation and entrepreneurship competitions" encourages and mobilizes students' innovative awareness and practical enthusiasm, cultivating their competitive skills and innovative spirit^[13]. A multi-faceted assessment and evaluation system is implemented, combining "process evaluation (class performance, project participation) + outcome evaluation (reports, plans, competition results) + enterprise evaluation". In process evaluation, emphasis is placed on students' participation, performance, and contributions in classroom discussions and project team activities. Outcome evaluation focuses on the quality of students' submitted experimental reports and project plans, as well as the evaluation of their innovative achievements. Enterprise evaluation is invited to introduce external assessment forces. During internships and practical projects, enterprise tutors evaluate students' behaviors in real-world practice, judging their practical abilities from the perspective of enterprise needs. Additionally, a quantitative evaluation system is added to conduct data analysis on students' practical capabilities, scientifically, objectively, and accurately assessing their data processing skills, team contribution, etc., to provide feedback and guidance for their practical learning.

3.4. Stimulating students' motivation for practice

Colleges and universities can offer a specialized "Career Planning" course for students, focusing on introducing the

employment fields, career development paths, and talent requirement standards of the business administration major. Inviting outstanding alumni to return to campus to share their career development experiences, and using their growth stories and success stories in different positions to advise students to establish career goals. Guide students to formulate personalized career plans based on their own interests and advantages through career assessments and one-on-one consultations, so that students can recognize and understand the importance of practical teaching for career development, and further enhance their initiative and enthusiasm to participate in practical teaching. Colleges and universities can adjust the practice time by adopting a “mini-semester system” or a “flexible internship system”^[14]. The “mini-semester system” refers to setting aside a separate mini-semester to carry out practical teaching and organizing students to carry out concentrated practical learning time; the “flexible internship system” means that students can decide the internship time and method according to their course study, postgraduate entrance examination, or other situations. Secondly, encourage students to use winter and summer vacations to participate in short-term corporate projects or social research practices, and normalize practical activities. For example, schools and enterprises can cooperate to carry out winter and summer vacation internship projects. Students can intern in enterprises during winter and summer vacations, which can help them familiarize themselves with business operations, exercise their problem-solving abilities, avoid being affected by course study and postgraduate entrance exams, and enrich and enhance their practical capabilities^[15].

4. Conclusion

In summary, against the backdrop of the rapid development of digitization and intelligence, the practical teaching of business administration in colleges and universities is faced with numerous opportunities and challenges. For teachers, it is necessary to face up to various problems encountered in teaching, deeply analyze the specific root causes of these problems, and actively explore scientific and effective practical teaching paths based on this, so as to help students achieve flexible application of theoretical knowledge on the basis of fully mastering it. In the future, colleges and universities should continue to pay attention to industry development trends, continuously improve the practical teaching system, and make unremitting efforts to cultivate composite business administration talents who meet the needs of the new era.

Disclosure statement

The author declares no conflict of interest.

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