

Research on the Training of Business Education Teachers in Applied Universities

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Abstract: Business education in applied universities is a vital component of higher education in China, primarily cultivating applied business talents. Currently, teacher training in applied universities exhibits both positive aspects and shortcomings. The positive aspects mainly include: emphasizing the enhancement of teachers' comprehensive capabilities; focusing on improving teachers' interdisciplinary learning abilities and digital application skills; demonstrating a hierarchical characteristic in teacher training; and prioritizing the enhancement of teachers' practical competencies. The shortcomings are primarily reflected in: an incomplete faculty structure; an insufficiently robust training mechanism with imprecise and inadequate pathways; the incomplete establishment of comprehensive incentive and safeguard mechanisms; and a lack of organic integration with external resources. Therefore, comprehensive measures are necessary, including: improving policy and institutional supply; strengthening research leadership and enhancing research capabilities; reinforcing practical platform development to elevate practical skills; implementing teaching capacity enhancement initiatives; and refining assessment methods.

Keywords: Applied Universities, Business Education, Faculty Development

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1. Introduction

Applied universities are institutions dedicated to cultivating applied talents. According to statistics, applied universities account for 54% of regular undergraduate institutions in China, highlighting their pivotal role in the nation's talent development system. Among these universities, business education faculty also constitute a relatively large proportion.

Enhancing the teaching and educational capabilities of business faculty in applied universities is crucial for nurturing applied business talents. We are currently in an era of technological transformation, with innovations like artificial intelligence emerging continuously and profoundly impacting all industries. How applied university business educators can address the opportunities and challenges brought by new technologies, reshape their knowledge and skill frameworks, adapt to evolving educational demands, and provide students with more valuable knowledge and skills is a topic worthy of serious discussion.

2. Analysis of the current research status of teacher training in business education in application-oriented universities

Research achievements in the field of university teacher training include: Zhao Feng et al. (2015) established a “dual-qualified” business teacher training target model and evaluation system^[1]. Liu Jian (2025) proposed a new business talent cultivation path for application-oriented undergraduate universities under the background of industry-education integration^[2]. Sun Jiangbaihe (2025) proposed a new business talent cultivation strategy for local application-oriented undergraduate universities^[3]. Han Yanchun (2012) proposed a new model for constructing innovation and entrepreneurship education in business colleges^[4].

These research findings primarily focus on talent cultivation in universities, with virtually no research directly addressing the cultivation of teachers in application-oriented universities. Evidently, further enriching research on the cultivation of business teachers in application-oriented universities is a worthwhile direction to pursue.

3. Current situation of teacher training in business education in application-oriented universities

Overall, various application-oriented universities attach great importance to the teacher training of business education, and the current situation presents several positive characteristics.

Firstly. Emphasize the improvement of teachers’ comprehensive abilities. Most application-oriented universities focus on the construction of a “dual teacher and dual ability” teaching team in the training of business education teachers, aiming to enhance their comprehensive abilities. These universities encourage teachers to actively participate in corporate practice, connect their professional knowledge with social needs in various ways, enhance their ability to apply knowledge, and improve their practical skills. For example, the proportion of “dual qualified” teachers in the School of Economics and Management at Weifang University exceeds 75%. This approach greatly enhances the practical ability of teachers

Secondly. Emphasize the improvement of teachers’ interdisciplinary learning and digital application abilities. In today’s world, various new problems continue to emerge in the process of economic and social development, and the application of digital technology is becoming increasingly widespread. Industrial digitization and digital industrialization have become the norm. In this situation, the demand for talents with interdisciplinary knowledge and mastery of digital tools is increasing day by day. This requires applied university business education teachers to become high-quality talents who master interdisciplinary knowledge and skills, as well as digital tools. Many universities create favorable environmental conditions to help teachers of applied business education cultivate interdisciplinary talents.

Thirdly. Teacher training presents a hierarchical feature. Many applied universities have implemented a hierarchical training approach for business education teachers. Young teachers often implement a “mentorship system”, led by experienced school and corporate mentors. Middle aged teachers are trained as “backbone teachers” to increase the proportion of backbone teachers among middle-aged teachers. Experienced senior teachers leverage their expertise and systematically summarize their years of teaching experience to provide growth support for other teachers.

In addition, there are also a series of issues in the cultivation of teachers for business education in application-oriented universities, which are mainly reflected in several aspects.

Firstly. The faculty structure is not yet perfected. This is mainly reflected in several aspects: Firstly, the proportion of “double-qualified and double-skilled” teachers with comprehensive application abilities is still low. According to statistics, the average proportion of “double-qualified and double-skilled” teachers in application-oriented undergraduate universities in 2021 was 24.5%, and the average proportion of such teachers in business majors exceeded 50%. Nevertheless, this proportion still falls far short of the ideal state. Secondly, the digital capabilities of the faculty are significantly lacking. Although there has been some progress in the digital capabilities of teachers in business education in application-oriented universities, the proportion of professional teachers who are proficient in digital tools remains low, which affects the continuous improvement of the overall teaching quality of business education. Thirdly, the continuity of the faculty

echelon is not high. In many business education teams, young teachers are mostly doctoral graduates who graduated in recent years and lack practical experience, while the phenomenon of older backbone teachers is widespread.

Secondly. The cultivation mechanism is not sufficiently robust, and the cultivation path lacks precision and perfection. Currently, application-oriented universities have not yet formed a comprehensive talent cultivation mechanism overall, and there are significant differences in cultivation mechanisms among various universities. There is still a long way to go in terms of scientificity and standardization. This is mainly manifested in several aspects. Firstly, the level of school-enterprise cooperation is not high. In the process of business education in many application-oriented universities, school-enterprise cooperation is implemented through the establishment of school-enterprise cooperation bases. However, many school-enterprise collaborations are superficial, with most students only regularly visiting relevant bases, and there are few substantive cooperation projects. This means that students cannot receive practical training, and university teachers cannot significantly improve their practical abilities. Secondly, the relevance of cultivation content to social needs is not high. Currently, China's economic and social development is undergoing significant changes, and society's demand for talents who meet the needs of the times is becoming increasingly urgent. This requires teachers, who are the main force in cultivating application-oriented talents, to have strong knowledge reserves and practical abilities that meet the requirements of the times. However, the vast majority of teachers in application-oriented universities currently come from comprehensive universities. These universities generally emphasize theory, and the emphasis on practical ability is not high. Therefore, many teachers are lacking in improving students' practical abilities during the teaching process, which leads to students who cannot adapt to the needs of social development. Thirdly, the system of divided teacher training is not perfected. Application-oriented universities require both teachers with strong theoretical innovation abilities and more composite teachers who can balance theoretical knowledge and practical application abilities. These two types of teachers should use different talent cultivation models, but many application-oriented universities are not perfect in this regard.

Thirdly. A comprehensive incentive and support mechanism has not yet been fully established. Many application-oriented universities still face a series of shortcomings in teacher incentives and support. Firstly, in terms of evaluation criteria, there is still an emphasis on theoretical achievements such as papers and research projects, with insufficient attention paid to the evaluation of practical achievements. This situation is more evident in aspects such as professional title evaluation. Secondly, the corresponding incentive mechanisms are not yet perfected. For example, there is a lack of incentives to encourage teachers to take temporary positions in enterprises and actively participate in enterprise practice. Thirdly, the investment in funding for support is insufficient. For instance, there is inadequate funding for the construction of modern digital platforms and high-quality practice bases, which leads to the inability to train teachers according to the latest industry standards.

4. Measures to enhance the quality of teacher training in business education in application-oriented universities

Based on the above analysis, the enhancement of teacher training quality in business education at application-oriented universities faces both rare development opportunities and a series of challenges that must be addressed. Therefore, comprehensive strategies should be implemented for the training of teachers in business education at application-oriented universities to improve the quality of teacher training. In addition to the common training content for all teachers, such as the cultivation of teacher ethics and style, and the improvement of ideological and moral quality, the training of teachers in business education at application-oriented universities should also focus on the following aspects.

Firstly. Enhance the level of policy and institutional supply. Currently, China has a series of policies and systems aimed at improving the training level of university teachers. In November 2025, the Ministry of Education and five other departments issued the "Guiding Opinions on Strengthening the Construction of Young Teachers in Colleges and Universities in the New Era". This document mainly proposes corresponding suggestions and requirements in terms of supporting young teachers in academic exchanges, interdisciplinary scientific research, as well as improving assessment

methods and salary systems for young teachers. In 2025, the Ministry of Education and the National Development and Reform Commission issued the “Notice on Organizing the Implementation of the Teacher Education Capacity Improvement Project”. It sets requirements in terms of ensuring the length of educational practice for teacher trainees and incorporating teacher training into the requirements for professional title evaluation. The current two documents are relatively macro in nature. Application-oriented universities should, based on relevant national policies and systems, adjust measures to local conditions, and propose scientific, targeted, and feasible policies and systems tailored to the specific requirements of business teacher training in application-oriented universities. Under the guidance of these systems and policies, we should vigorously enhance the comprehensive literacy of business teachers in application-oriented universities to meet the needs of cultivating applied business talents.

Secondly. Strengthen the leadership of scientific research and enhance the level of scientific research. Business education in application-oriented universities primarily aims to cultivate applied talents. Focusing on this direction, business teachers in application-oriented universities should pay attention to several aspects of scientific research. Firstly, they should have a very clear directionality. They should anchor on the future needs of China’s industries and formulate specific scientific research directions. For example, as China’s economy enters a period of high-quality development, the application of artificial intelligence in marketing, human resource management, financial information sharing, logistics management upgrading, and deepening rural revitalization are all scientific research directions that can be focused on. Secondly, they should build a scientific and efficient scientific research team. They should cooperate with enterprises, government departments, and research institutions to build a scientific research team. Business education teachers in application-oriented universities should closely grasp the needs of the times and highlight the application characteristics. Personnel from government departments are familiar with relevant national policy requirements, personnel from enterprises are familiar with current market demands, relevant research institutions have corresponding research foundations, and business education teachers in application-oriented universities have solid theoretical foundations. A scientific research team formed by personnel from these departments will surely be able to accurately grasp the pulse of the times, conduct targeted applied research, and achieve scientific research results that meet the requirements of the times. Thirdly, they should strengthen basic literacy. Business teachers in application-oriented universities need to master basic research tools and application methods, so they need to lay a solid foundation in scientific research, strengthen the training in the use of basic tools, and grasp basic theories.

Thirdly. Strengthen the construction of practical platforms and enhance practical abilities. For application-oriented universities to cultivate students with strong practical abilities, it is firstly required that their business education teachers possess strong practical abilities. Various forms of practical platforms should be established to provide strong support for enhancing the practical abilities of business education teachers in application-oriented universities. Firstly, it is necessary to jointly build various forms of practical platforms. Industry colleges or training bases can be jointly established with leading enterprises in industries such as banking, logistics, and e-commerce. On campus, digital and intelligent practical platforms can be built based on the characteristics of the university, such as digital and intelligent financial laboratories, digital and intelligent trade laboratories, and digital marketing laboratories. Cross-disciplinary and cross-regional practical platforms can also be established, such as a joint research project involving economics and management, computer science, and intelligent manufacturing disciplines, focusing on practical research related to the future development of China’s current real estate industry, and forming an action plan for enhancing practical abilities. On the basis of building a practical platform, we encourage teachers of business education in application-oriented universities to actively participate in the operation of the practical platform. For example, we can make appropriate adjustments to the course schedule, allowing teachers with practical needs to reduce their theoretical teaching hours, thus providing more opportunities to participate in the operation of the practical platform.

Fourthly. Implement actions to enhance teaching capabilities. Teachers in application-oriented universities not only need to possess strong practical and research capabilities, but also should have strong teaching abilities, including theoretical and practical teaching skills. In terms of theoretical teaching, it is necessary to avoid simply imparting relevant

theoretical knowledge. Instead, it should be combined with the characteristics of business education in application-oriented universities and the current economic and social development status of China, integrating relevant theories with current practices to trigger students' thinking about the applicability of theory in the new era and enhance their interest in learning. Teaching methods should leverage tools such as artificial intelligence and incorporate the most advanced materials to assist theoretical teaching. At the same time, efforts should be made to enhance practical teaching capabilities. Application-oriented universities cultivate applied talents, which requires not only strong practical abilities but also strong practical teaching capabilities. Teachers should be able to impart their practical abilities to students and help them improve their practical application abilities. In practical teaching, various measures can be taken, such as collaborating with corporate mentors to jointly enhance students' practical abilities. Pair-teaching methods can be adopted, where teachers and students pair up to explore certain practical issues and jointly improve practical abilities. Alternatively, teachers can guide students to actively participate in various skill competitions to effectively enhance their practical abilities.

Nowadays, the country encourages various forms of competitions to enhance practical skills, and the number of competitions participated in by students majoring in business in application-oriented universities is increasing year by year. However, there is still much room for improvement in competition organization.

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