

Discussion on the Teaching Reform of Business Administration Major in Undergraduate Colleges Based on the Cultivation of Applied Talents

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Abstract

Business administration major is an applied discipline closely related to social and economic development, which has trained a large number of business administration talents for China. However, at present, the present situation of the training of business administration professionals in China is not optimistic, and it is urgent to take relevant measures to reform it. In order to explore the teaching reform measures of business administration major in undergraduate colleges based on the training of applied talents, this paper analyzes the existing problems in the current business administration teaching in combination with the current situation of business administration major training in China, and puts forward a targeted training mode for business administration major, with a view to providing reference for the education and teaching reform of business administration major in China. Business administration majors in universities need to actively adjust teaching policies and improve teaching activities, establish training objectives oriented to market employment ability, strengthen the construction of characteristic teaching materials, and strengthen the cultivation of students' innovative ability. Furthermore, it will promote the universities to train business management talents better and inject new development momentum into Chinese enterprises.

Keywords: Applied talents; Undergraduate institutions; Business administration; reform in education

1. Introduction

With the development of market integration and market competition to a higher level, the social market has higher and higher requirements on the comprehensive quality and practical ability of students majoring in business administration. Business administration is an applied discipline closely related to social and economic development [1]. For today's universities, the teaching of business administration shoulders a heavy responsibility, not only to provide professional talents for industrial and commercial enterprises, but also to provide some professional talents for government departments and institutions [2]. The talents of Business Administration major are mainly the business and management personnel of enterprises. With the increasing demand for business administration talents in the society, the

teaching of business administration must make corresponding teaching reform. However, there are many problems in the teaching of business administration. The existence of these problems promotes the continuous innovation of Business Administration Teaching [3]. The cultivation of College Students' professional practice ability is the basic task of higher education. Practice teaching is an important part of the teaching in application-oriented universities. A perfect practice teaching system is an effective measure and necessary guarantee to improve the quality of practice teaching, improve the overall teaching quality, and cultivate qualified talents urgently needed in China's modernization construction [4-5]. In the current situation of annual enrollment expansion and increasingly severe employment situation in universities, the undergraduate education of business administration is facing a serious survival crisis, which is an indisputable fact. It is imperative to carry out teaching reform and innovation [6].

The applied undergraduate education requires

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the talents to master the basic knowledge and skills of a certain technical discipline, have strong technical thinking ability, be good at the application of technology, and be able to solve the specific technical problems in the actual production [7]. Business administration is an applied subject, which is closely related to the social market. Therefore, the curriculum content and practice need to be closely linked, and students need to have strong innovation ability [8]. However, the current talent training program does not have these kinds of needs, so we need to take corresponding measures to improve the specific problems, so that the ability and quality of students can meet the needs of the market [9]. In today's society, all walks of life pay more and more attention to professionals, which leads to the shortage of professionals [10]. With the continuous acceleration of China's socialist modernization process at the present stage, China's comprehensive national strength and international competitiveness have been greatly improved, and it has begun to stride forward to an international power [11]. In order to effectively promote the development and construction of socialist economy, a large number of high-quality comprehensive talents are needed [12]. The cultivation of applied talents is the need of the reform and development of higher education. Business administration is a subject with strong applicability, and it is indisputable that the training standard of its professional talents is oriented at the applied type [13]. This paper will mainly focus on the analysis and discussion of business administration education, which plays an important role in the education industry, focusing on its teaching reform, and put forward the corresponding views.

With the development of market integration and market competition to a higher level, the social market has higher and higher requirements on the comprehensive quality and practical ability of students majoring in business administration. For today's universities, how to seize the opportunity to achieve business administration teaching reform and cultivate high-quality application-oriented talents is the key to development [14-15]. Business administration is an important discipline to cultivate modern business administration talents for China, and it is also an applied discipline closely related to social and economic development [16]. In the current era of rapid social and economic development, people pay more and more attention to the cultivation of enterprise talents. More and more professional talents with strong professional knowledge and ability

are needed by enterprises, and so are business management enterprises [17]. At present, the construction and innovation of talent training mode is an important issue in business administration teaching. With the continuous expansion of the scale of Business Administration Major in universities and the increasingly severe employment situation, it is imperative to carry out teaching reform and innovation [18]. In this paper, combined with the current situation of China's business administration professional training, analyzes the problems existing in the current business administration teaching, and puts forward the construction of business administration professional training mode, in order to have reference significance for China's business administration professional education and teaching reform.

2.The main problems in the teaching of Business Administration

2.1 Inaccurate training objectives

In the new period, the demand for talents is getting higher and higher, and the competition of enterprises is actually the competition of talents reserve. If we want to stand out from the competition, we need talents as the driving force for development. Nowadays, the market competition is becoming increasingly fierce. If enterprises want to gain a place in this competition, they should have talents with business management ability. The competition among enterprises is the competition of talent reserve, which needs talents as the driving force of development, and the ability of business administration is the key factor for the survival and development of an enterprise. The ability of business administration is the key factor for the survival and development of an enterprise, so increasing the proportion of professional talents familiar with business administration is the key way to improve the ability of business administration. For each university, it is an important institution to reserve talents for the society, so it must be combined with the talent demand structure of the society. Once the talent demand structure of the society changes, it is necessary to make corresponding changes [19]. At present, most schools have trained practical and professional talents in business administration that are not suitable for the requirements of the times. Therefore, most schools should aim at practical talents and pragmatic management talents according to the social environment, market demand and their own teaching characteristics. Nowadays, the training

mode of most schools is not suitable for the requirements of enterprises, and the trained talents are not the practical and professional talents that enterprises need. Therefore, universities should combine the background of the times, the needs of the market and their own teaching characteristics to formulate training programs and clarify training objectives.

2.2 The reform is not thorough and comprehensive

From now on, the reform of many universities will have such problems. The reform knowledge is not implemented in the actual teaching work, but some policies have been formulated, or the curriculum has been simply adjusted, and there is no change in consciousness and teaching mode, so the reform is not thorough and comprehensive. In business administration, we should pay attention to the practical ability of employees, so we must pay attention to the combination of theory and practice when cultivating business administration talents. At present, in the teaching activities of business administration in universities, the curriculum content is not closely related to practice. Most of them pay attention to the cultivation of theoretical knowledge of business administration students, ignoring the guidance of application. At present, the curriculum content of most universities is not closely related to practice, only focusing on the cultivation of theoretical knowledge, ignoring practical operation, making students at a loss in real practice [20]. Many school textbooks are imported from abroad, and these theoretical knowledge can not well explain the management problems in China's actual situation, so it is difficult for students to combine theory with practice, and also can not cultivate their practical ability. In fact, the reform of many universities is only to cope with the inspection work of the higher authorities, and has not really implemented it in practice, which also leads to the little effect of the teaching reform and can not really achieve the purpose of the reform. Business administration is a highly practical subject. In business administration, it focuses on the practical ability of employees. Therefore, the cultivation of business administration talents should focus on the combination of theory and practice, so that students can better apply what they have learned to practice.

2.3 Lack of training innovation ability

With the continuous development of science and technology information technology, the social demand for talents is mainly reflected in the demand for innovative practical ability. Therefore, the

innovative ability of talents is an important goal of current education and training. Innovation is the core of competition in today's society. With the development of information technology, the demand for innovative talents is getting higher and higher. However, at present, many universities lack the cultivation of students' innovative ability. Most schools adopt indoctrination teaching methods, and teachers are the main body, which leads to students' dependence psychology and seldom take the initiative to think about problems, which makes the knowledge they have learned unable to use flexibly [21]. Secondly, the update cycle of teaching materials is long, the course content can not be consistent with the times, and it is difficult for teachers to integrate the ideas of the new period into teaching. With the continuous development of market economy, the update cycle of business administration textbooks is longer, and the contents of textbooks cannot keep pace with the times. On the other hand, it is difficult for teachers of this major to integrate the ideas of the new period into classroom teaching, and they can't combine new ideas and understandings to carry out teaching activities [22]. All these problems lead to the lack of new theoretical guidance in the training of business management talents, and the students' innovative ability to solve problems can not be well trained. For the present teaching reform of business administration in universities, there is no systematic reform method, so the reform work is not thorough. Through practical analysis, we can know that although many scholars have put forward their own teaching methods for the teaching reform of business administration, these methods need to be constantly improved and tested in practice to further form a systematic reform method.

3. The target orientation of undergraduate education in Business Administration

In the process of teaching reform of business administration based on the cultivation of applied talents, in order to ensure the effectiveness of the cultivation of applied talents, we should comprehensively grasp the overall situation of social development, clarify the diversified demand of market environment for talents, adhere to the guidance of market employment strength, actively construct teaching objectives, and find the basic direction of business administration talents cultivation, In order to promote the efficient development of applied talents training activities. The employment process of business administration

graduates can be divided into three stages: the first stage is the employment link, which is compared with the display of self and professional knowledge level. Secondly, after entering the enterprise, we are faced with the daily work of the enterprise operation level, which is compared with the ability to adapt to the post, the ability to understand the business, and the ability to communicate and coordinate with people. Thirdly, when the conditions are ripe, the enterprise will promote the excellent to the middle managers. This enlightens us that graduates must have the following abilities:

- (1) Be able to integrate into the enterprise environment as soon as possible;
- (2) To have skilled professional knowledge;
- (3) Be able to adapt to their jobs as soon as possible;
- (4) Give full play to your professional knowledge.

Therefore, business administration teaching must first be market-oriented, based on reality, facing the future, to output qualified application-oriented talents to the society, solve the employment problem, and ensure the development of professional education itself. Secondly, the undergraduate education of business administration should focus on the needs of the society, and cultivate application-oriented management talents with broad foundation, combination of professional and general knowledge, and harmonious development.

A rational manager always seeks a management portfolio x that minimizes risk under the conditions of a given expected return level R_0 . That is to solve the formula (1) or maximize the expected return under the conditions of a given risk level V_0 . That is to solve the equation (2):

$$\begin{cases} \min & x^T \Sigma x \\ \text{s.t.} & r^T x \geq R_0 \\ & \sum_{i=1}^n x_i = 1, \quad x \geq 0 \end{cases} \quad (1)$$

$$\begin{cases} \max & r^T x \\ \text{s.t.} & x^T \Sigma x \leq V_0 \\ & \sum_{i=1}^n x_i = 1, \quad x \geq 0 \end{cases} \quad (2)$$

Among them,

$$x = (x_1, x_2, \dots, x_n)^T, r = (r_1, r_2, \dots, r_n)^T, i = 1, 2, \dots, n.$$

r_i represents the ratio coefficient of the i -th

corporate management to the total management; $r^T x$ represents the rate of return of the corporate management portfolio; $x^T \Sigma x$ represents the risk of the corporate management portfolio; $\Sigma = (\sigma_{ij})_{n \times n}$ represents the rate of return covariance matrix.

Under the severe employment situation, undergraduate colleges should adjust measures to local conditions, make good use of the situation, and position talents training objectives according to the needs of local economic and social development, so as to serve regional economic and social development. At the same time, application-oriented undergraduate education should combine high-level and high-level education with application-oriented education to improve the level of running a school. Under the current market environment, some enterprises have extremely high requirements on the comprehensive skills of talents, which not only have basic post ability, but also have computer and foreign language skills, and can actively explore quantitative and qualitative research. It also requires business management talents to have a solid theoretical foundation of economic management and sales, and also have strong comprehensive analysis and adaptability, so as to ensure that various problems can be solved efficiently in practical work.

4. Suggestions on the teaching reform of business administration based on the cultivation of Applied Talents

In this paper, combined with the current teaching situation of business administration major in Chinese universities, referring to a large number of advanced teaching cases at home and abroad, the relevant suggestions in teaching reform are summarized as follows:

4.1 Change the traditional teaching idea and set up the clear reform goal

In the goal setting of talent training, the training goal of business administration major can be set according to the actual needs and professional characteristics of the industry, such as production construction and service management. For example, the skill type required by enterprises should have good computer and foreign language skills, and master the skills of quantitative analysis and qualitative analysis. Such talents should not only master the basic skills of enterprise management and the knowledge base of economic management and marketing, but also have strong comprehensive

analysis and problem-solving ability. First of all, the concept of "teaching-oriented" under the traditional teaching thinking mode is transformed into the concept of "learning-oriented", and the theoretical knowledge is fully combined with the actual situation of market economy development at the present stage, which helps students to fully "practice" and "concretize" the theoretical knowledge, improve students' practical ability, and lay a solid foundation for them to step into society in the future [23]. Secondly, teachers set up more teaching situations that are consistent with the actual situation for students in teaching activities, so that students can consciously and automatically participate in teaching activities, and personally learn the content of teaching management. Finally, according to the development of the times and the needs of the society for business administration, the teaching management department should formulate the teaching objectives in line with the actual situation, and run them through the whole teaching activities, so as to further promote the production of good teaching results. The teaching of Business Administration major should take students' employability as the primary goal of talent training. The practical teaching plan with ability training as the core is based on career analysis and focuses on the ability to solve the practical management problems of enterprises.

4.2 Optimize the teaching staff of Business Administration Education

According to the progress of the business teaching reform being carried out in various universities, the teachers' understanding of professional knowledge has a great influence on the overall progress of the business teaching reform. Managers should not only have corresponding professional knowledge and skills, but also have forward-looking ideas, a sense of steady development and a spirit of unity and cooperation. Before teaching students, the first thing to ensure is that the teachers' professional knowledge and understanding of their business administration teaching reach the standard. In order to ensure the quality and progress of teaching, enterprises should first ensure that teachers' teaching ability reaches the required level. In the era of knowledge economy, with the rapid updating of knowledge and the explosion of information, it is obviously impossible for university education to impart all knowledge to students. Students' graduation is not the end of knowledge learning, but a new beginning, so it is necessary to establish the

concept of lifelong learning and continuous learning [24]. In addition to imparting necessary knowledge, it is necessary to teach students how to learn and how to apply knowledge, so as to improve students' ability to acquire and update knowledge and their adaptability. In order to promote the smooth realization of the teaching reform of business administration based on the training of applied talents, we should actively set up and optimize the teaching staff of business administration education, provide reliable talent support for the development of applied talents training activities, and effectively improve the overall effect of business administration teaching.

Training reserve talents of middle-level managers with strong practical ability should be the goal of undergraduate business administration education. At present, the emphasis of teaching reform should be put on improving the current teaching and practice links, and improving students' ability to systematically apply knowledge, solve problems and adapt themselves, so as to avoid the difficulty of cultivating undergraduates to stand in the society. In the process of business administration teaching reform, in order to improve the training effect of applied talents, universities should devote themselves to the training of "double-qualified" teachers and give full play to the guiding role of teachers. Whether in the process of theoretical education or practical teaching, targeted teaching methods should be adopted to consolidate students' theoretical foundation and promote students' comprehensive ability. Business administration major is a relatively practical and applied discipline type, and the future work of its trained talents will play a very important role in China's economic construction and social development. Therefore, in order to improve its teaching effect, its teaching mode needs to be constantly improved and perfected. In order to promote the continuous improvement of the overall level of the teaching staff of business administration education, we should do a good job in exploring business administration related issues, adopt various incentive methods, stimulate the inquiry spirit of business administration teachers, deeply understand the relevant theories of enterprises, and form unique insights, so as to cultivate applied talents with the support of relevant theories of enterprises.

4.3 Realize the combination of production, education and research

Under the new normal of the development of business administration education concept, how to

develop business administration teaching space can better meet the burden of cultivating innovative and compound business administration talents in the new era has become a prominent problem. In order to better adapt to the educational idea of integrating business administration resources, the teaching function space of business administration has been influenced and changed at different levels. The curriculum of business administration major should adhere to the principles of strengthening foundation, market orientation and relevance. Secondly, the contents of teaching materials should be supplemented and updated in time. In order to train high-quality business management talents, it is necessary to realize the combination of teaching, production and scientific research, which is also the inevitable trend of future education development. Through the combination of teaching and production, students can have a platform for practice, which is

beneficial for students to transform theoretical knowledge into learning ability. With the continuous emergence of new theoretical knowledge, the teaching materials of business administration major should be revised according to practical experience, and according to the continuous development of information and practice, attention should be paid to absorbing the latest scientific research achievements and facing modernization.

Business administration discipline is the product of the development of social productive forces at a certain stage. It can be said that it is an applied discipline closely related to market economy, and it is influenced by many factors such as social culture, economic foundation and form, educational philosophy and values. The impact of resource integration concept on business administration is shown in Figure 1.

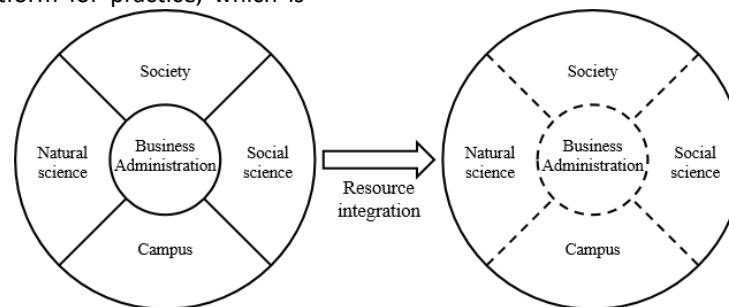


Figure 1 The impact of the concept of resource integration on business management

In the teaching process, we should adopt the teaching method of discussion appropriately, and stimulate students' interest in studying theoretical knowledge points and fully arouse students' enthusiasm for learning through interactive and independent discussion with students. In order to realize the organic integration of production, education and research, the school should adjust its own curriculum and provide students with as many internship opportunities as possible, so that students can find problems in the practice process and further cultivate their scientific research ability and innovation ability. In the era of knowledge economy, the social development puts forward higher requirements for the training of business administration professionals. In order to meet the needs of talents in the new era, the new focus of business administration education has shifted from paying attention to knowledge to respecting students' interests and needs, and emphasized the importance of hidden classroom teaching, overcoming the preaching classroom teaching based on knowledge

transfer. To improve the quality of teaching, it must be based on developing teachers' and students' enthusiasm. Especially when increasing the second classroom education and cultivating students' innovative spirit, it is very important to establish students' dominant position in teaching while continuing to play the role of teachers. Business administration majors are highly applied. Therefore, while ensuring scientificity, basicity and systematicness, we should try our best to make the teaching materials closely related to practice, highlight the characteristics of this major, and pay attention to the training of basic skills and skills while imparting knowledge.

4.4 Strengthen the cultivation of innovation ability

In order to cultivate students' innovative ability, we must pay attention to students' individualized development, which are complementary to each other. The talents needed by the future society are those with individual characteristics. Therefore, teachers should improve the traditional indoctrination teaching mode, take students as the

main body, and pay attention to cultivating students' specialties and advantages on the premise of ensuring the overall training objectives. On the premise of ensuring the overall training objectives, the teaching of business administration major must pay attention to the individual development needs of different types of students, cultivate students' creative spirit and ability, and overcome the disadvantages of "product convergence" caused by the traditional "mass production" mode of talent training. universities should keep in touch with relevant industrial and commercial management enterprises, pay close attention to industry trends, adjust the ratio between professional theories and practical courses, and have practical curriculum system and instructions. For the development and changes of enterprises and industries, it is necessary to have foresight, adjust the teaching plan in time, and pay attention to the relevance with reality [25]. In order to carry out business administration teaching reform and cultivate applied talents, it is necessary to apply practical research methods, such as demonstration experimental teaching methods, simulation experimental teaching methods, inquiry experimental teaching methods, etc., and plan them into a perfect model, so as to apply them to the daily teaching work of business administration in universities, thus improving students' application ability. Case teaching is a method to achieve teaching objectives through teachers' lectures and students' discussions. Case teaching requires not only case analysis reports, but also teachers' summaries.

Starting from the basic requirements of social and economic development for students' ability and quality, the assessment and evaluation of students' ability to apply knowledge should be highlighted, and the assessment proportion of students' ability to solve problems creatively should be increased. The evaluation content of students majoring in business administration should include a complete and systematic evaluation standard of teaching quality with thinking, analysis, application and innovation as the core. For the case teaching method, its main feature is that the pros and cons can be analyzed in detail until the students make a clear decision. Teachers do not teach in the usual way, but discuss in the Socratic way, that is, teachers only criticize and ask questions, so that students can find their own solutions. It is necessary for schools to have good relations with some industrial and commercial enterprises, establish good cooperative relations and build a stable practice base outside the school [26]. It

is not only beneficial to the cultivation of applied talents, but also helpful for enterprises to solve related professional problems, create economic value and promote win-win between universities and enterprises. In the experimental teaching, we should also actively adopt network teaching, speed up the construction of excellent courses of business administration, and make use of campus network to conduct virtual simulation experiments of inter-school network, which can deepen students' understanding of the application fields of management theory. In the specific implementation process, a set of strict evaluation system should be established and flexible evaluation methods should be adopted to improve students' innovative ability in this process.

5. Summary

With the rapid development of information technology, the market demands more and more applied talents in business administration. Therefore, universities should improve the training scheme for business administration talents, take market demand as the standard, clarify the training objectives, and strengthen the connection between course content and practice, so that students can better apply their knowledge to practice and cultivate their ability to solve practical problems. The increasing application characteristics and industrialization of business administration majors determine the necessity of training applied talents of business administration majors. Through effective implementation in the process of practical teaching, students' practical application, practical ability and comprehensive quality have been significantly improved, and graduates are generally praised by employers in the talent market. In this way, it not only optimizes the training objectives of application-oriented undergraduate colleges, highlights the cultivation of students' application ability, and meets the needs of students' growth and success, but also trains the teachers, accelerates the pace of school professional construction, and improves the school-running level with remarkable results. Business administration teaching reform should always grasp the social development situation, set clear reform goals, and at the same time, constantly change teaching ideas and improve business administration teaching mode. Only by cultivating applied talents can we meet the social demand for business administration professionals and further promote the harmonious development of society.

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