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The Effective Path to Improve the Teaching Quality of Business Administration Majors in Colleges and Universities Based on the Concept of Educational Management

Yonglin Zhao[1,*]

[1] Academic Affairs Office, Zhengzhou University of Science and Technology, Zhengzhou, Henan, 450064, China

SUMMARY: *Higher education BBA programs generate considerable enrollments based on low entrance fees, high societal needs, and sufficient teacher resources. Nevertheless, teaching quality is continuously a problem. The present research paper presents six hypotheses revolving around three relational hypotheses; teacher factors have a significant impact on teaching quality, teacher factors have a significant impact on student factors, and teaching factors have a significant impact on student factors and teaching quality. Based on these hypotheses, a structured questionnaire was designed and given to 300 undergraduate BBA students of J University. Using educational management principles, a multiple mediation model was created using structural equation modeling, where teacher factors were considered the independent variable, teaching quality the dependent variable, and teaching factors together with student factors as mediators. In other words, this model was applied to determine how the independent variable influences the dependent variable via the mediators, thereby determining the key determinants of teaching quality in BBA programs and the best ways to improve teaching quality. The findings indicate that teacher factors have a direct and significant impact on teaching quality and indirect effects through teaching factors and student factors, making the total effect equal to 0.038. Similarly, teaching factors have a direct and significant effect on teaching quality and an indirect effect through student factors, resulting in a total effect of 0.111. Finally, student factors have a direct effect on teaching quality. All six hypotheses are proved empirically. Based on this empirical research, the study recommends enhancing BBA teaching quality by developing faculty members, focusing on instructional design, and encouraging students' engagement.*

KEYWORDS: *structural equation; mediating effect; questionnaire survey; college business administration majors; teaching quality*

1 Introduction

Characterized by broadness, specialization, and practicality, business administration discipline has provided a large talent pool for the development of society along with its significant contributions towards the economic development of the country [1, 2]. However, there are evident problems in current BBA teaching at colleges and universities which are reflected in its inability to match up to demands of the time, changing requirements of students, and further reforms [3-6]. Such problems are mostly associated with educational management paradigm, which means that universities have to rethink their views on business education and

*zhaoyonglin791502@126.com
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apply a holistic student-centered reform aimed at improving quality of BBA teaching in terms of resource management, teacher improvement, and joint cultivation of skills [7-9].

Resource management approach involves the increase of educational investments, thus giving a chance for students to come across new ideas and changes in the market environment. As a result, students will make real achievements in their practical skills and critical thinking abilities [10-12]. Teachers are also an important part of the process and the necessity for renewal of teacher development approach appears quite evident [13, 14]. The institution should ensure continuous improvement of teachers' qualifications and require from teachers meeting necessary high standards of professional work. Student involvement in teacher assessment is crucial for success [15]. While the concept of collaborative education requires colleges and universities to actively seek opportunities for cooperation with enterprises, which is the only platform for students to contact social work in schools in addition to innovation and entrepreneurship [16, 17]. Colleges and universities should actively seek internship opportunities from enterprises, while protecting the basic rights and interests of students and acting as a mediator between school-enterprise cooperation [18, 19].

According to the results of a literature review on relevant national and international studies, the number of studies concerning the practical teaching quality assessment in college BBA is rather limited both in terms of quantity and depth of discussion. Using the theory of educational management, a conceptual model of the influencing factors on practical teaching effectiveness in universities majors will be developed, including three main variables such as teachers' factors, teaching factors, and students' factors. On the basis of an empirical investigation, carried out in the framework of the survey analysis, factors affecting practical teaching results will be identified and their impact estimated.

2 Research design and methodology

2.1 Research hypothesis

Based on student surveys collected over several years and interviews with teachers involved in actual teaching practices, the current study focuses on the determinants of professional teaching efficiency in higher education in three categories: teacher-related variables, teaching-related variables, and student-related variables, within the context of educational management.

2.1.1 Teacher factors

Teachers are the organizers and implementers of practical teaching activities, which directly affect the teaching effect. In addition, teachers' sense of professional responsibility and teaching skills affect students' learning attitude, which in turn affects the teaching effect. In this paper, we design three measurable indicators, namely, "professional knowledge of practice", "teaching skills" and "professional responsibility", to measure the latent variable indicator, "teacher factor".

H1: There is a significant effect of "teacher factors" on "teaching effectiveness" in practical teaching.

H2: There is a significant effect of "teacher factors" on "student factors" in practical teaching.

H3: There is a significant effect of "teacher factors" on "teaching factors" in practical teaching.

2.1.2 Pedagogical factors

The scientific nature and structural integrity of the teaching curriculum system will determine the effectiveness of teaching at both a basic and systemic level. The development of the structure of each practical subject within the system is an important educational activity whose success will affect the extent to which students are involved. In addition, the guarantee factors of practical teaching, such as teaching software, teaching network platform, teaching practice base and financial support, will directly affect the process and effect of practical teaching. Therefore, this paper designs three measurable variable indicators, namely "Teaching Curriculum System Design", "Curriculum Link Design", and "Teaching Guarantee", to measure the latent variable indicator "teaching factors". Moreover, it is clear that pedagogical factors affect the students' learning process, which in turn affects the effectiveness of teaching and learning.

H4: There is a significant effect of “pedagogical factors” on “student factors” in practical teaching;

H5: There is a significant effect of “teaching factors” on “teaching effectiveness” in practical teaching.

2.1.3 Student factors

Students' knowledge of the various aspects of practical courses, students' motivation to participate in practice, students' theoretical knowledge base and students' sense of collaboration have an impact on the effectiveness of practical training. Therefore, this paper designs these four measurable variables to measure the latent variable indicator “student factor”.

H6: “Student factors” have a significant effect on “teaching effectiveness” in practical teaching.

2.1.4 Quality of teaching in the business administration program

In this study, considering the current literature, along with the pedagogical features of the BBA programs, the author uses the CIPP evaluation model. This approach focuses more on the process rather than just achieving goals, taking into account the entire instruction process using four evaluative criteria such as context, input, process, and product. Based on this, the structure of the evaluation system for BBA practical teaching quality is presented using four main elements. In summary, the variable measurement indexes and their measurement coding expressions are shown in Table 1.

Table 1: The variable measurement index and its measure coding statements

Variable	Item	Code
Teacher factor (TF)	Professional knowledge level	T1
	Teaching skill	T2
	Occupational responsibility	T3
Teaching factor (GF)	Curriculum design	G1
	Practical design	G2
	Teaching assurance	G3
Student factor (SF)	The degree of professional theory	S1
	Teaching link awareness	S2
	Activity participation	S3
	Practice coordination cooperation consciousness	S4
Teaching quality (QE)	Teaching background and objectives	Q1
	Teaching condition	Q2
	Teaching process	Q3
	Teaching effect	Q4

2.2 Research model design

2.2.1 Fundamentals of SEM

According to structural equation modeling (SEM), there are some causal relationships among a group of latent variables expressed through their measurable indicators, which are analyzed by conducting an analysis on covariance matrices. While traditional statistics only focuses on either the relationship among latent variables or between latent and observable variables, structural equation modeling takes into account both. It allows one to check whether a certain model conforms to empirical evidence by means of estimating parameters and testing null hypotheses. When the null hypothesis holds true, the model fits the data.

(1) Model form

SEM consists of 2 parts: measurement model and structural model. The measurement model consists of latent variables and observed variables, which can be expressed as a linear function of the observed variables with the expression:

$$x = \Lambda_x \xi + \delta \tag{1}$$

$$y = \Lambda_y \eta + \varepsilon \tag{2}$$

where: x is the externally observed variable; Λ_x is the factor loading of the externally observed variable x; ξ is the externally latent variable; δ is the error term in which the externally observed variable is explained by the externally latent variable, and ξ is uncorrelated with δ; y is the endogenously observed variable; Λ_y is the endogenously observed variable y factor loadings; η is the endogenous latent variable; ε is the error term in which the endogenous observed variable is explained by the endogenous latent variable, and η is uncorrelated with ε.

Structural Model: It illustrates the interrelationships between latent variables that can be categorized into two types based on their causative effects, namely exogenous latent variables and endogenous latent variables. The formula is as follows:

$$\eta = \mathrm{B}\eta + \Gamma\xi + \zeta \tag{3}$$

where: B is the matrix of coefficients for the association between endogenous latent variables; Γ is the matrix of regression coefficients between exogenous latent variables and endogenous latent variables; and ζ is the value of the error that cannot be predicted or accounted for in the structural equation modeling.

(2) Parameter estimation

A complete SEM consists of 8 parameters, and parameter estimation is performed by the variance and covariance of the observed variables. There are 3 commonly used parameter estimation methods, namely, the method of great likelihood (ML), the generalized least square (GLS) method, and the unweighted least square (ULS) method.The ML is simpler than the other 2 parameter estimation methods, and is more widely used.The ML has a better convergence property when the number of samples is increased, so the sample size should not be less than 100 when the ML is used for parameter estimation.

(3) Model Evaluation

The evaluation of SEM mainly includes 2 aspects: fitting index and model parameters. The reasonableness of the fit index, also called the reasonableness of the model fit index, mainly

evaluates whether there is a match between the hypothetical model and the collected data; however, a model with good fit is not necessarily a valid model, so it is necessary to carry out a significance test on the model parameters.

Commonly used SEM model parameters are the chi-square value (χ^2), chi-square to degrees of freedom ratio (χ^2 / df), residual mean square and square root (RMR), standardized residual mean square and square root (SRMR), asymptotic residual mean square and square root (RMSEA), goodness-of-fit index (GFI), adjusted goodness-of-fit Index (AGFI), Parsimonious Adjusted Gauge Fitness Index (PNFI), Parsimonious Gauge Fitness Index (PGFI), and so on.

2.2.2 Theoretical Modeling

Based on the above hypothesis analysis and the principle of structural equation, this study proposes a theoretical model of the relationship between teacher factors, teaching factors, student factors and practice teaching effectiveness, in which teaching factors and student factors are used as mediating variables, and the arrows in the figure indicate the significant influence relationship. The structural equation model constructed in this paper is shown in Figure 1.

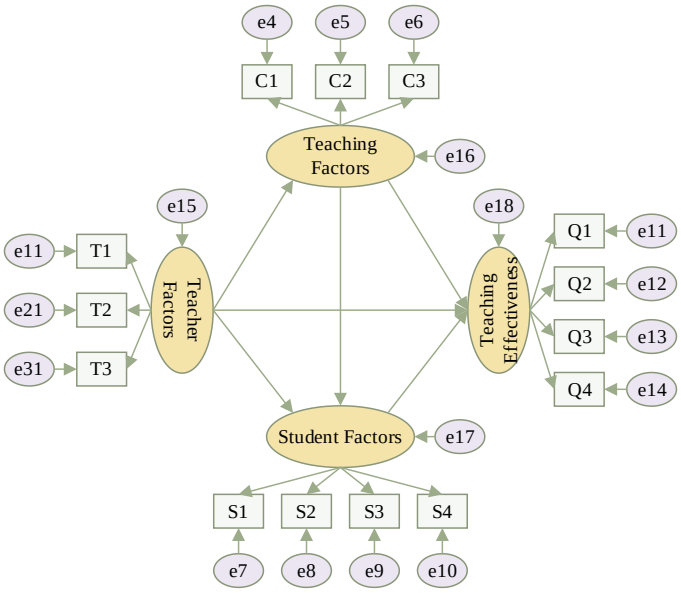

Figure 1: The model of the relationship structure equation of teaching quality

2.3 Data sources

The questions of the questionnaire were formed based on the factors in Table 1. The target population involved all students pursuing a Bachelor of Business Administration degree at J University through four year levels in the School of Management. Altogether, 300 questionnaires were administered in June 2020; out of which, 285 were received back. After removing the invalid answers with incomplete scale data and other inconsistencies detected manually, the number of valid answers was 272, indicating an overall response rate of 90.67%. With respect to year level, the distribution of valid answers was 76 for freshmen, 81 for sophomores, 60 for juniors, and 55 for seniors, corresponding to 28.00%, 30.00%, 22.00%, and 20.00% of the valid answers respectively. In gender terms, females contributed 172 questionnaires (63.2%), while males provided 100 answers (36.8%).

Table 2: Grade and gender distribution of samples

Grade	Gender	Number	Proportion
Freshman	Female	50	0.18
	Male	26	0.10
	Total	**76**	0.28
Sophomore	Female	45	0.17
	Male	36	0.13
	Total	**81**	0.30
Junior	Female	45	0.17
	Male	15	0.06
	Total	**60**	0.22
Senior	Female	32	0.12
	Male	23	0.08
	Total	**55**	0.20
Total		**272**	100%

3 Empirical analysis of factors affecting the teaching quality of business administration majors in colleges and universities

3.1 Reliability test of the scale

3.1.1 Reliability test

The questionnaire items have been generated from the variables presented in Table 1. The participants used in this study were randomly selected from the entire BBA student population from all four years in the School of Management at J University. In June 2020, a total of 300 questionnaires were sent out to the entire population. Out of 300 questionnaires sent out, 285 were successfully recovered. All the recovered questionnaires were individually examined and evaluated in order to find out which ones had missing scale ratings or any other forms of irregularities. After the evaluation process, 272 questionnaires were found to be valid, resulting in an effective response rate of 90.67%. The number of valid responses obtained from the students in different year levels are as follows: 76 for the first year (28.00%), 81 for the second year (30.00%), 60 for the third year (22.00%), and 55 for the fourth year (20.00%). Based on gender, there are 172 valid responses provided by female students (63.2%), and 100 by male students (36.8%).

Table 3: Test junction of the teaching quality influence factor measurement model

Variable	Item	Cronbach′s Alpha		Factor load	CR
Teacher factor	T1	0.962	0.895	0.888	0.842
	T2	0.904		0.821	0.729
	T3	0.896		0.886	0.846
Teaching factor	G1	0.965	0.872	0.939	0.847
	G2	0.974		0.878	0.754
	G3	0.949		0.89	0.837
Student factor	S1	0.921	0.868	0.838	0.833
	S2	0.908		0.852	0.855
	S3	0.979		0.817	0.725
	S4	0.921		0.924	0.834
Teaching quality	Q1	0.862	0.859	0.85	0.856
	Q2	0.878		0.938	0.813
	Q3	0.984		0.939	0.848
	Q4	0.957		0.896	0.865

3.1.2 Validity tests

The purpose of validity tests is to check the validity and reliability of the proposed measurement model. The two types of validity considered in this study include convergent validity and discriminant validity. In this research, factor loadings and AVE values have been used to evaluate convergent validity. It is important to note that as a general rule, the minimum level of convergent validity will be met where the factor loading of individual items will be more than 0.5 and the AVE of all latent variables will be greater than 0.5. The findings of discriminant validity test of teaching quality measurement model are shown in Table 4. The results obtained for the measurement model show that factor loadings and AVE values are above the required standards for ensuring adequate convergent validity. With regard to discriminant validity, the generally accepted threshold is that the square root of AVE value must be larger than the correlations between the latent variable and other variables.

Table 4: The difference validity test of the influence factor of teaching quality

	T1	T2	T3	G1	G2	G3	S1	S2	S3	S4	Q1	Q2	Q3	Q4
T1	0.929													
T2	0.429	0.951												
T3	0.414	0.323	0.859											
G1	0.43	0.313	0.319	0.924										
G2	0.36	0.582	0.475	0.361	0.919									
G3	0.504	0.401	0.446	0.476	0.549	0.908								
S1	0.548	0.405	0.538	0.362	0.6	0.338	0.885							
S2	0.408	0.383	0.531	0.459	0.441	0.569	0.368	0.872						
S3	0.413	0.482	0.42	0.568	0.521	0.554	0.334	0.461	0.869					
S4	0.428	0.52	0.526	0.432	0.422	0.37	0.436	0.351	0.576	0.871				
Q1	0.46	0.58	0.476	0.419	0.368	0.595	0.561	0.448	0.529	0.523	0.888			
Q2	0.346	0.458	0.408	0.594	0.358	0.352	0.353	0.579	0.358	0.347	0.506	0.902		
Q3	0.488	0.471	0.505	0.498	0.597	0.333	0.463	0.584	0.401	0.511	0.326	0.582	0.895	
Q4	0.569	0.451	0.471	0.355	0.524	0.509	0.593	0.511	0.525	0.312	0.538	0.6	0.575	0.902

3.2 Descriptive analysis of the sample

3.2.1 Analysis of student factors

The distribution of the means of the dimensions of the student factors is shown in Figure 2. The mean value of the dimensions of the student factors is 3.23, and the standard deviation is 1.01, which indicates that the students' mastery of the theoretical foundations of the profession, the knowledge of teaching and learning sessions, the active participation in the activities, and the awareness of the practical coordination and cooperation are still in a fair condition and are not very different from each other.

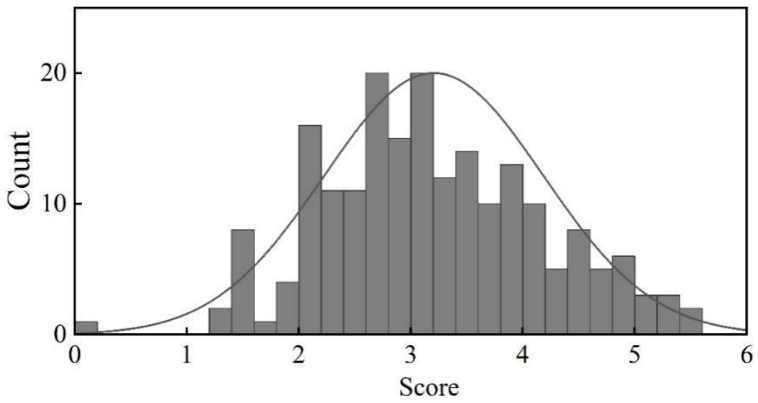

Figure 2: Student factors are distributed in each dimensional mean

3.2.2 Analysis of teacher factors

The distribution of the mean situation of the dimensions of the teacher factor is shown in Figure 3, and the mean of the dimensions of the student factor is 3.65 with a standard deviation of 0.91, which indicates that the teacher's level of professional knowledge, instructional skills, and sense of professional responsibility are in a fair situation and are not very different, satisfying the normal distribution.

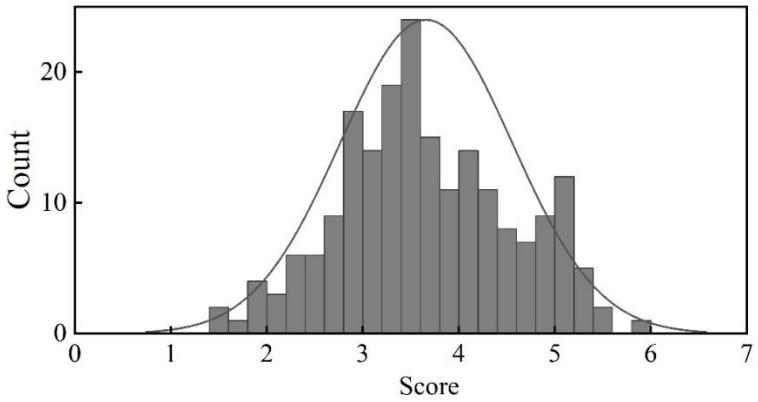

Figure 3: The teacher factor is distributed by the average of the average

3.2.3 Analysis of pedagogical factors

The maximum value of the mean under the environmental factor dimension of the teaching and learning factors appeared at 3.95 for the design of practical sessions, indicating that the students perceived the design of practical sessions to be better. The minimum value appeared at 3.31 for the degree of teaching security, indicating that the degree of teaching security for students was

relatively poor. The mean of the teaching factor dimension is shown in Figure 4, with a mean of 3.66 and a standard deviation of 0.87, indicating that the overall situation of the teaching factor is better and less variable.

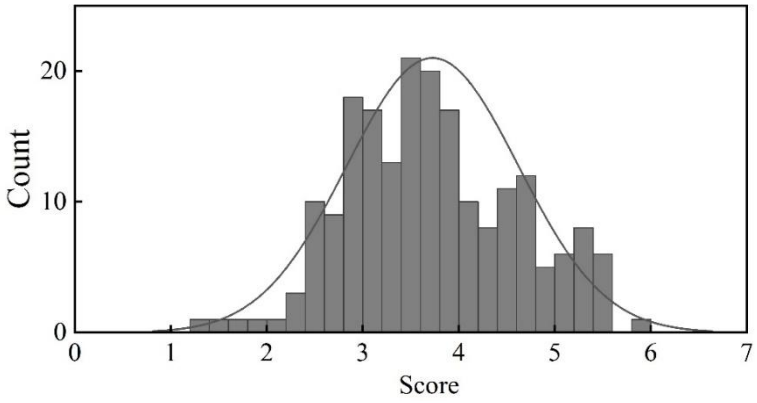

Figure 4: The mean of the teaching factor

3.2.4 Analysis of the quality level of teaching

In Figure 5, the quality of teaching for BBA courses at colleges is shown. The average for the quality of teaching indicator is 3.77, and the standard deviation is 0.88. This indicates that teaching quality is quite satisfactory on the whole and relatively uniform, although still room for improvements exists.

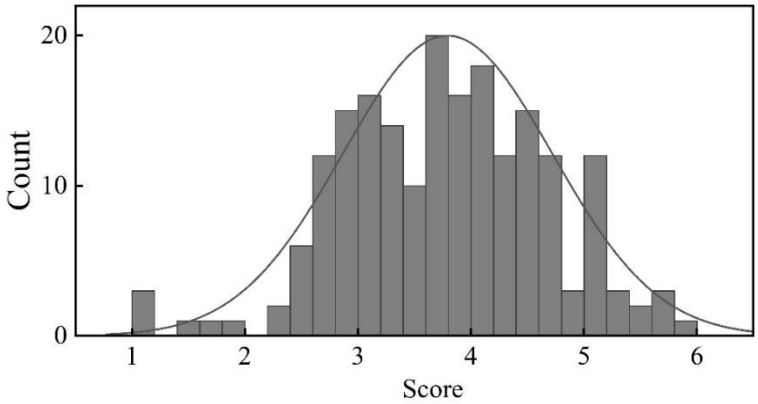

Figure 5: The quality of the professional teaching of business administration

3.3 Tests of variance and correlation analysis

In this paper, the questionnaire data were again analyzed for variability and correlation among the factors.

Table 5 shows the test of variability based on gender, the variability of different genders of school college students on each factor varies, and the variability of male students on each factor is larger than that of female students, indicating that male students have greater variability on each factor. On the other hand, the large mean for female students indicates that female students are more effective than male students in business management program and are relatively balanced.

Table 5: Gender test based on gender differences

Variable	Male	Female	t
Teacher factor	3.452±1.742	4.097±2.304	0.778*
Teaching factor	3.293±1.417	4.329±2.218	2.107*
Student factor	4.218±2.542	4.635±2.201	1.757**
Teaching quality	4.455±2.319	4.744±2.348	1.914*

Table 6 shows the ANOVA test of different grades on each factor shows that students of different grades have differences in student satisfaction. By looking at the mean values of each factor, it is easy to find that freshman students are the highest, sophomores begin to decline, juniors rise, but the gap between the level of juniors and sophomores is small, and juniors reach the lowest, and the overall trend is unstable. On the whole, freshman students had the highest levels of all factors, and the levels of each factor gradually decreased as the grade level increased. Therefore, the trend of grade change indicates that the recognition of the overall learning effectiveness of senior college students is not as good as that of junior college students, a phenomenon that needs to be thought about; the levels of all factors dropped more in the sophomore year, and although they rebounded in the junior year, they still did not reach the level of the freshman year, a phenomenon that deserves to be studied in depth as well. The reasons for these situations should be analyzed and countermeasures should be found.

Table 6: Variance tests on various factors in different grades

Grade	Teacher factor		Teaching factor		Student factor		Teaching quality	
	M	Sd	M	Sd	M	Sd	M	Sd
Freshman	3.949	2.623	3.889	2.279	4.643	2.39	4.806	2.935
Sophomore	3.361	2.965	4.135	2.858	4.117	2.91	4.586	2.654
Junior	3.597	2.165	4.037	2.011	4.308	2.09	3.912	2.487
Senior	3.585	2.914	3.793	2.079	3.707	2.423	4.072	2.998
F	4.157		6.784		5.327		5.841	
ANOVA	0.009		0.000		0.002		0.002	
LSD	4>1,2,3		4>1,2,3		4>1,2,3		4>1,2,3	
Free degree	3							

Correlations among the variables being considered are listed in Table 7. There is a strong positive relationship between teacher factors, teaching factors, and student factors on one hand and the teaching quality of BBA on the other hand. The correlation coefficient between each of the three variables (teacher factors, teaching factors, and student factors) and teaching quality is 0.747, 0.757, and 0.787, respectively. Therefore, it can be argued that these three variables significantly affect the teaching quality of BBA. An explanatory model of teaching quality is constructed by employing structural equation modeling.

Table 7: The correlation between different factors

	Teacher factor	Teaching factor	Student factor	Teaching quality
Teacher factor	1.000	0.652**	0.638**	0.747**
Teaching factor	0.652**	1.000	0.626**	0.757**
Student factor	0.638**	0.626**	1.000	0.787**
Teaching quality	0.747**	0.757**	0.787**	1.000

3.4 Structural equation test results

3.4.1 Results of testing the research hypotheses

Table 8 shows the results of hypothesis testing, showing the structural relationship between the latent variables, the valuation of standardized path coefficients, T-values, and conclusions, and all the research hypotheses passed the T-tests, and the path coefficients were basically significant at the level of confidence $\alpha = 0.001$, and all of them had a significant positive effect.

Table 8: Hypothesis test results

Hypothesize	Relation	Standardized path coefficient	T value	Conclusion
H1	TF→QE	0.452	5.882***	Support
H2	TF→SF	0.338	4.665***	Support
H3	TF→GF	0.282	3.905***	Support
H4	GF→SF	0.259	3.336***	Support
H5	GF→QE	0.155	1.885*	Support
H6	SF→QE	0.323	4.501***	Support

3.4.2 Evaluation of the overall fitness of the equation model

The results of the overall test of the model's fit are shown in Table 9. The coupling fit measures for the model were assessed based on testing the four-factor structural equation model of the study, and the values were compared to the acceptable references. All parameters lie in the required acceptable range, which indicates that the level of the fit for the model is satisfactory. This proves that the theoretical model of the study is well specified. Figure 6 shows the structural equation model developed in the study.

Table 9: The equation model is evaluated with a moderate evaluation

Index	Value	Index	Value
χ^2	205.285	*RMSEA*	0.071
DF	88	*SRMR*	0.055
CMIN / DF	2.512	*NFI*	0.941
GFI	0.953	*TLI*	0.962
AGFI	0.898	*CFI*	0.971

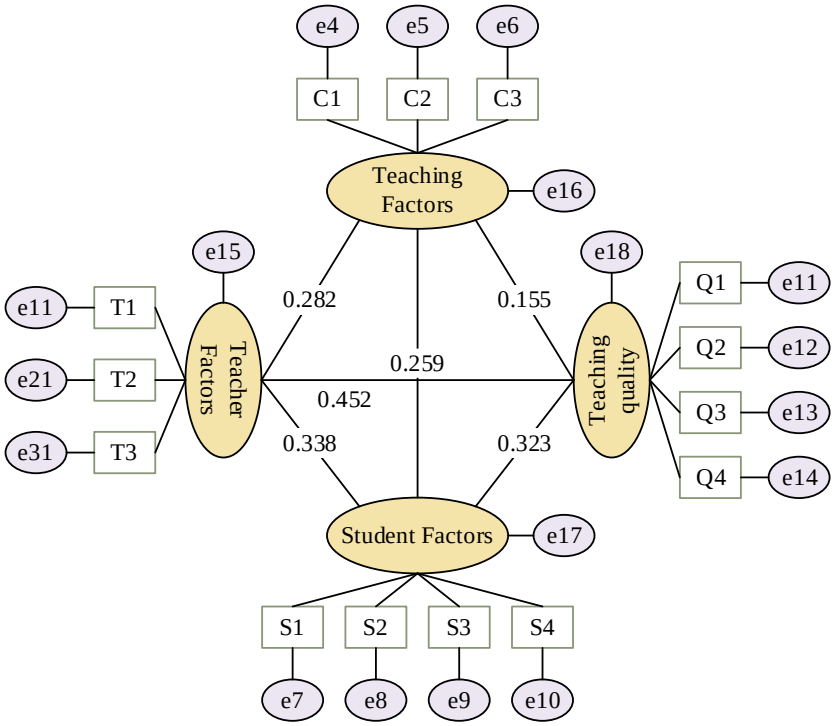

Figure 6: Model results of the structural equation

3.4.3 Analysis of intermediation effects

Bias-corrected Percentile Bootstrap was employed to test the mediating effect using 8,000 bootstrap samples. The mediating effect was said to be significant when the confidence interval did not include 0; otherwise, the effect was not significant. Mediation hypothesis could be supported if the confidence interval was not inclusive of 0. Otherwise, the hypothesis was not supported. Results are shown in Table 10. All the 95% confidence intervals of all paths did not include 0, showing significance of all paths tested. Practical training content and student factors were identified as mediating variables after decomposing the mediating effects from teacher factors to teaching effectiveness. Total effect was 0.486, direct effect was 0.275, while total indirect effect was 0.211, which made up 43.42% of the total effect.

In particular, there were three main mediating paths in terms of total indirect effect. The first path was teacher factor → teaching factor → student factor → teaching effect. The indirect effect here was 0.038. Another path was teacher factor → teaching factor → teaching effect, whose indirect effect was 0.071. The final one was teacher factor → student factor → teaching effect, and its indirect effect was 0.111. Contributions to total effect were 7.82%, 14.61%, and 22.84% respectively.

Table 10: The intermediate effect test and the total indirect effect value

Path/effect	Effect	Standard error	Effect quantity %	95% confidence interval	
				Lower limit	Upper limit
EF→GF→SF→QE	0.038	0.016	7.82	0.018	0.066
EF→GF→QE	0.071	0.052	14.61	0.052	0.159
EF→SF→QE	0.111	0.033	22.84	0.066	0.155
Indirect Effects	0.211	0.046	43.42	0.152	0.302
Direct Effects	0.275	0.081	56.58	0.148	0.422
Total Effects	0.486	0.072	100	0.371	0.595

4 Effective Path to Improve the Teaching Quality of Business Administration Specialties in Colleges and Universities

4.1 Strengthening the faculty of practical courses

The findings from the empirical study reveal that the most significant factor affecting the quality of teaching in business administration courses offered at university levels is the teacher factor. The impact can be felt both directly and indirectly, via the factors of teaching and students. Thus, the standards for the practice of teaching quality will impose higher expectations of teachers within the university.

4.2 Strengthen the management of the teaching process and emphasize teaching construction

Factors in teaching are equally relevant in influencing the teaching quality of business administration programs at universities. From the indicators utilized in measuring the teaching factors latent variable, teaching results would significantly depend on this factor, the path of practical teaching process design link is the largest, and the management of teaching practice process design should be strengthened, teachers should reasonably arrange the number of practical training links, improve the quality and operability of practical training links, especially emphasize the practicality. In addition, the construction of laboratory construction and teaching funding, various educational resources platform construction and other teaching resources should be emphasized to make quality assurance for practical teaching activities.

4.3 Correctly guiding students and improving their motivation to participate

Both directly and indirectly, student-related factors affect teaching effectiveness. For the teaching that involves practical lessons, the students must be well-informed about how the practical lesson is structured and how it was designed as well as what preparation they need to make ahead of time. The programme for teaching needs to be made in an exciting and interactive manner so that the students get motivated to work together.

5 Conclusion

This paper aims at analysing the undergraduate business administration students of University J by creating a structural equation model for teaching quality. Specifically, this paper looks into the impacts of teacher factors, teaching factors, and student factors on the teaching quality and the magnitude of the influences. Furthermore, this study investigates the impacts of both teacher factors and teaching factors on the student factors. The results indicate that teacher factors, teaching factors, and student factors have significant effects on the effectiveness of teaching. As regards the magnitudes of the impacts, the teacher factors have the greatest effect on teaching quality improvement. Teaching factors and teacher factors have significant influences on student factors with teacher factors being influential to the greatest extent. Therefore, universities should enhance faculty development for business administration subjects, improve the process management, emphasize teaching development, and provide appropriate guidance to the students so as to enhance their involvement and enthusiasm in learning.

With the aid of structural equation modelling, this study further investigates the impacts of

teacher factors on teaching effectiveness and mediational effects of both teaching factors and student factors. Nonetheless, there are certain limitations to this study because of certain reasons. With the adoption of cross-sectional study design, the data used here do not have sufficient continuity and systematicness. Thus, establishing causal relationship among the variables cannot be done accurately. Consequently, future studies will need to use longitudinal study design so that they may get continuous and systematic data sets.

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About the Author

Yongling Zhao was born in1978 in Xinyang City, Henan Province, China. He earned a Master's degree from Henan University. He is currently employed in the Academic Affairs Office at Zhengzhou University of Science and Technology. His research focus is on educational management.

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