



Survey and Analysis of the Satisfaction Degree of Business Administration Teaching Reform Based on Information Technology

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Abstract. in this paper combining the revision of business administration professional personnel training program, in the form of questionnaire survey, the empirical analysis of the different grades of business administration professional personnel training mode reform of satisfaction, discusses the students of the business management professional personnel training target orientation, teaching methods and curriculum system set the real feelings, and put forward the direction and content of the reform.

Keywords: information technology; business administration; teaching reform; satisfaction survey

1 Foreword

Business administration teachers should innovate teaching methods, rely on scientific education principles and information technology, optimize learning environments, and promote self-directed learning and professional practice. Information technology combines computers and communication to efficiently process various types of information^[1]. The education sector is utilizing information technology, combining course content with student needs, to construct a new model of online teaching, allowing students to easily access learning materials, meet personalized learning needs, and stimulate learning interest and potential. This is a key technological measure in the teaching field^[2].

2 Research Background

2.1 Research Purpose

With the rapid development of China's economy and the improvement of the degree of internationalization, the knowledge, ability and skills requiring professionals have changed greatly, and the existing talent training mode is facing great challenges.

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Therefore, it is of great significance to adapt to the development and change of the current social economy and to explore the new mode of talent training to improve the quality of talent training and enhance the adaptability and competitiveness of talents. Based on the revision of the talent training program of xx University, through the survey of the students majoring in business administration from 2021 to 2023, this paper understands the students' satisfaction with the reform of the talent training mode.

2.2 Data Source and Sample Description

The survey takes the form of issuing questionnaires for general data statistics and holding a symposium. As for the selection of the survey sample, according to the opinions of professional teachers and teaching administrators, because the freshmen have just entered the school, the curriculum system and future career prospects are not fully recognized as the survey objects, so the sophomore, junior and senior students were selected as the survey objects. A total of 269 questionnaires were distributed in this survey, but 246 were actually recovered and 246 were valid questionnaires. In terms of questionnaire distribution, 86 were in grade 2, 80 were in grade 3 and Grade 4, accounting for 35.0%, 32.5% and 32.5% of the total respectively; by gender, 164 were male, accounting for 66.7%, and 82 were females, accounting for 33.3%.

3 The Significance of the Teaching Mode Reform of Business Administration Major Based on Information Technology

Traditional business administration professional course teaching, some subject teachers' teaching concept is relatively backward, accustomed to adopt indoctrination, full, etc, so the students accept knowledge is fixed, it is difficult to docking students' personalized learning needs, autonomous learning space and channels is limited, not according to their own learning needs convenient independent learning knowledge, lead to reduce the effectiveness of education work. In the process of using information technology to carry out teaching work, teachers can create a network learning platform for students^[3], so that students can learn the professional knowledge of business administration anytime and anywhere according to their own needs, and are no longer limited by time and space, which will be of great benefit to the improvement of students' learning effect. At the same time, in the daily teaching process of business administration major, the use of information technology to innovate teaching methods can form an effective supplement to the traditional teaching methods, provide more assistance and support for the improvement of professional practical ability and quality, and then continuously improve the teaching quality of professional courses^[4].

4 Survey and Analysis of Business Administration Teaching Reform Satisfaction

4.1 Evaluation of the Satisfaction Degree of the Professional Curriculum System Design

Professional curriculum system is crucial to the knowledge structure, ability and skills of talents, which needs to be designed scientifically to reflect the continuity and complementarity of knowledge. In the business administration curriculum system, the proportion of public basic courses is too high (32.3%), and students' expectation is adjusted to 20% -30% (63.9% support). The basic course has higher satisfaction than students, with a tendency of 20% -30%, reflecting the recognition of "wide caliber and thick foundation". Students in professional courses expect a higher proportion and worry about "learning but not specialized". Elective courses are close to the current situation of students' expectations, with about 68.4% expecting 10% -20%. The curriculum system needs to be optimized to better meet the needs of students. (Table 1).

Table 1. Learn the understanding and evaluation of different course groups (unit:%).

project	Public basic courses	Subject basic course	Professional courses	selective course
Level 2021	20~30	20~30	30~40	10~20
Level 2022	63.9%	82.7%	50.3%	68.4%

In terms of professional curriculum setting and credit hour arrangement, it is considered that it is more reasonable and not reasonable, which indicates that the professional curriculum setting is relatively reasonable. The proportion of fourth grade students think it is unreasonable is the highest, accounting for 50.6%; the third grade students think it is quite reasonable and unreas^[5]onable, and more than half of the students in grade 2 think it is reasonable, which shows that the adjustment and improvement of talent training program meet the requirements of students' wishes.83.3% of the students thought the professional courses were reasonable, and the three grades were reasonable. Among the students, the third grade had the highest proportion, reaching 50% (Table 2). From the perspective of the arrangement of practical teaching links, nearly half of the students think it is not reasonable, which shows that the practical teaching link needs to explore new models and update the practical link items.66.7 percent of the third grade, 41.6 percent of the fourth grade, and 53.8 percent of the third grade were considered unreasonable.

Table 2. Evaluation of professional curriculum setting and class hour distribution (unit:%).

project	Report reasonable	Compare the distance	Not quite reasonable	Very unreasonable
Level 2021	2.4%	41.2%	50.6%	5.9%
Level 2022	12.7%	38.0%	36.7%	12.7%
Level 2023		54.4%	41.5%	6.1%
average level	4.9%	43.9%	43.1%	8.1%

4.2 Expectations and Evaluation on the Content and Direction of Teaching Reform

Evaluation of course category layout: 77.6% of students suggest adding quantitative courses, 52.4% believe in improving skills, and 25.2% support a moderate increase; 22.4% feel that the layout is reasonable. There are similar views among grades, and most humanities students do not support adding more classes (Table 3).

Table 3. Evaluation of the distribution of metrological and theoretical courses (Unit:%).

project	Metrology courses should be added to improve the practical operation ability	Add measurement courses appropriately, but not too difficult	No need to increase, or a reasonable layout
Level 2021	50%	31.3%	18.7%
Level 2022	56.3%	26.2%	17.5%
Level 2023	51.2%	18.6%	30.2%
average level	52.4%	25.2%	22.4%

The improvement of teaching methods is highly anticipated, with discussions, cases, and scenario simulations enhancing students' analytical and problem-solving abilities, and encouraging active student participation. Evaluation of Case Teaching Method (Table 4): 50.8% of students agree, and senior students also agree. 38.2% believe that the effect is not satisfactory due to teachers not accurately grasping its characteristics, students not being familiar with its operation, lack of targeted cases, and insufficient background information in social practice. We need to optimize cases, strengthen teacher and student preparation, and improve teaching effectiveness.

Table 4. Students' Evaluation of the Effect of Case Method (unit:%).

project	The effect is very good	The effect is general	There is no difference from theoretical teaching	It's hard to say
Level 2021	56.25%	25%	8.75%	10%
Level 2022	47.5%	25%	15%	12.5%
Level 2023	17.7%	21.%	16.3%	11.6%
average level	50.8%	24.8%	13.4%	11.4%

In the process of talent training, we must attach great importance to the combination of theory and practice. It can be seen from the evaluation of the "degree of combination of theory and practice" (Table 5), the students who think that the combination of the two is "good" and "disconnect" are basically equal, accounting for about

15%, most of them think that the combination of the two is not good, and 24.8% think that the degree of combination of different courses is different, some are good, and some are not very good. Students of different grades have the same general evaluation of the combination, and only 11.6% of the lower grade students think that the combination is very good. 4.

Table 5. Evaluation of the combination degree of theory and practice (unit:%).

project	fine	same as	The two are out of touch	Different courses have different degree of combination
2021	18.75%	43.75%	12.5%	25%
2022	20%	12.53	13.75%	23.75%
2023	11.6%	44.2%	18.6%	25.6%
average level	16.7%	43.5%	15.0%	24.8%

4.3 Evaluation of Teaching Management and Service Satisfaction

From the perspective of professional teaching management, 43.5% were relatively satisfied and dissatisfied. The majority of students satisfied and dissatisfied are the 3rd grade, accounting for 83.3% and 53.8% respectively; the three grades (Table 6). This is related to the increase in the number of students, less management and service personnel, and the difficulty to provide targeted services to students.

Table 6. Evaluation of Professional Teaching Management and Service (Unit:%).

project	to feel quite pleased	More satisfied	Not very satisfied	far from grunted
Level 2001	1.2%	49.4%	44.7%	4.7%
Level 2002	6.3%	36.7%	39.2%	17.7%
Level 2003		43.9%	46.3%	9.8%
average level	2.4%	43.5%	43.5%	10.6%

From the selection of professional course materials and the situation before class to the book, nearly 50% of the students are not satisfied; 83.3% of the third grade students are very satisfied with the third and fourth grade students, and the fourth grade accounted for the largest proportion, accounting for 40.7%. This shows that it is necessary to strengthen the construction of teaching material system and choose to use the new and national general textbooks.

5 Main Conclusions and Suggestions

Analysis shows that students generally support the reform of talent cultivation models, especially in terms of improving the curriculum system and innovating teaching methods. The existing mode has problems such as imbalanced credit structure and single practical teaching. The reform of the business administration major should: increase opportunities for social practice and promote the integration of teachers and

students in scientific research; Implement "two-way communication" to enhance the practice of teacher management; Adjust the proportion of courses and strengthen professional courses; Establish a dynamic evaluation mechanism for textbooks and select optimal textbooks; Motivate teachers to adopt efficient teaching methods to comprehensively optimize the training mode.

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