

Developing the Academic Administration Guidelines to Enhance the Quality of Learning for International Business Major of Chengdu College of Arts and Science, China

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Abstract

The research objectives were 1) to study the problems and needs of academic administration to enhance the quality of learning, and 2) to develop academic administration guidelines to enhance the quality of learning. The samples were 240 students and 25 teachers of international business major at Chengdu College of Arts and Science; China selected through stratified random sampling method. The research instruments were questionnaires and questions for the focus group discussion. The data were analyzed by content analysis method, frequency, mean and standard deviation. The research findings indicated that the problems of students and teachers on academic administration to enhance the quality of learning were at highest level (Mean=4.63, 4.66 S.D.=0.50, 0.49 respectively). The needs of students and teachers on academic administration to enhance the quality of learning were at highest level (Mean=4.71, 4.74 S.D.=0.44, 0.43 respectively). The guidelines of academic administration to enhance quality of learning for international business major consisted of the course content reflects the latest developments and trends in the field of international business, the course content is related to students' future career development and academic needs, the teaching content

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according to changes in the international business environment, the case studies of the current realities of the international market, the course design balancing between theoretical knowledge and practical exercises, and providing future development trends in international business. The 3 specialists evaluated the completeness and correctness of the guidelines and possessed IOC values from 0.67 to 1.00 that concluded that the developed guidelines of academic administration were suitable to enhance the quality of learning for international business major.

Keywords : Academic Administration Guidelines, International Business, Quality of Learning

Introduction

The rapid integration of the global economy and the rapid development of information technology have made the international business field face unprecedented challenges and changes. Emerging forms such as multinational enterprises, global supply chains, and digital markets require business professionals to have a broader vision, more profound analytical skills, and more efficient cross-cultural communication skills. In China, the world's largest economy, the international business field is also increasingly valued. (Liu, Wu, and Li, 2016 : 148-156).

Under this trend, the training task of international business majors should not be limited to teaching basic business knowledge, but also to cultivate students the ability to adapt and innovate leadership in the complex global business environment. However, most colleges and universities still maintain the original training mode, not according to the new era of economic development to develop new international business standards system, curriculum system lack of frontier.

Cai, Chen and Yu (2015 : 124-128) believe that it is necessary to change the previous education mode, fully investigate the specific needs of international economic development for international business talents, adjust the training objectives, improve the curriculum, build academic management guidelines, and vigorously cultivate students' international business practice ability.

Therefore, it is the top priority to reset the curriculum plan of both theoretical knowledge and practical skills of the university to improve the professional ability of

international business graduates. The study of related concepts and research found that local economic development must be linked to the global economy. Therefore, it is important to develop students' knowledge, abilities and skills at both local and international levels. This study would like to develop academic administration guidelines to enhance the quality of learning for international business major.

Research Objectives

1. To investigate the problems and needs of academic administration to enhance the quality of learning for international business major.
2. To propose academic administration guidelines to enhance the quality of learning for international business major.

Research Methods

Population : For the investigation of problems and needs, the population consisted of 600 students and 25 teachers.

Samples : The samples were 240 students (Yamane, 1967) and 25 teachers selected through the stratified random sampling method.

Research Instruments : The questionnaires were divided for students and teachers. The questionnaire was divided into two parts: 1) general information and 2) problems and needs on enhancing the quality of learning for international business major. The questionnaire was evaluated by three experts on IOC index, 0.67-1.00. Reliability evaluation of the students and teachers' questionnaires were used Cronbach alpha coefficient, 0.829 and 0.855 respectively.

Data Collection : The researcher submitted a letter of permission to the school director in advance to ask a permission to collect the data and information from the samples at Chengdu College of Arts and Science.

Data Analysis : The data were analyzed by frequency, percentage, mean, and standard deviation (S.D.). The five point rating scale were used to evaluate the level of the needs and problems. For the rating reference of the five-point rating scale were: mean range 4.51 – 5.00 were highest level, 3.51 – 4.50 were high level, 2.51 –

3.50 were moderate level, 1.51 – 2.50 were low level, and 1.00 – 1.50 were lowest level. (Srisa-ard, 2002, p. 103) For the correctness and improvement of the guidelines, the 5 specialists obtained from the focus group discussion were analyzed by content analysis and used to correct and improve the guidelines.

Research Results

General information of students : In the students' samples, there were 102 male (42.50%) and 138 female (57.50%). Most of the samples were in the age between 18-20 (55.00%) and between 21-25 (45.00%). In terms of grade, juniors had the highest percentage at (40.84%), followed by freshmen at (30.41%) and sophomores at (28.75%).

General information of teachers : The samples of teachers, the majority were female, with 14 women (56.00%) compared to 11 men (44.00%). The age distribution, the majority of teachers were between 26-30 years old (28.00%), 31-35 years old (36.00%), and 36-40 years old (20.00%).

Problems and needs and in improving the quality of learning in the international business major

The students' problems on academic administration to enhance the quality of learning for international business major: the mean scores of learning quality issues directly reflect students' evaluation of the severity of these issues, while standard deviations (S.D.) supplementarily illustrate the consistency of their opinions. High-mean issues collectively highlight core contradictions. Among them, mean=4.90, S.D.=0.33), with the highest mean and extremely low standard deviation, highlights the severity of course content lagging behind industry changes. Students unanimously agree that static curricula cannot meet the problems of professional scenarios, and the urgency of reform is extremely high.

The teachers' problems on academic administration to enhance the quality of learning for international business major: the mean scores of learning quality issues directly reflect their evaluation of issue severity, while standard deviations (S.D.)

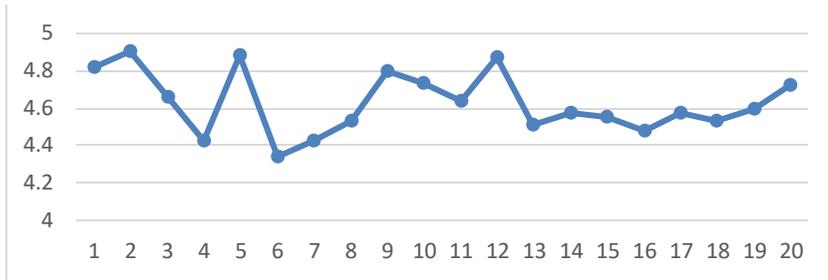
supplementarily illustrate the consistency of their opinions. High-mean issues collectively highlight core contradictions. Problems with mean=4.92 S.D.=0.28, with the highest mean and extremely low standard deviation, highlights the severity of the curriculum not being designed to respond to rapid industry changes. Problems with mean=4.88 S.D.=0.44, 0.33 reflected that course content inadequately meeting practical needs and lacking consistency with the latest industry developments were common pain points.

The students' needs of academic administration to enhance the quality of learning for international business major: needs with mean=4.86 S.D.=0.35) the highest mean indicated that students highly and consistently require course content to be closely linked to career development and academic needs. Needs with mean=4.85, S.D.=0.36 showing that students unanimously expect courses to timely reflect the latest developments and trends in international business. Needs with mean=4.84 S.D.=0.37) demonstrated that students generally hope teachers can adjust teaching content according to changes in the international business environment. Needs with mean=4.83 S.D.=0.38 and mean=4.82 S.D.=0.38 emphasized that courses should provide career-related knowledge and skills and cover core theoretical foundations.

The teachers' needs of academic administration to enhance the quality of learning for international business major: the highest-mean needs with mean=4.92 S.D.=0.28 and needs mean=4.88 S.D.=0.33 signifying teachers' overwhelming agreement that course content must promptly reflect the latest developments in international business and adapt dynamically to environmental shifts. Needs with mean=4.84 S.D.=0.37 teachers' strong collective emphasis on comprehensive core knowledge coverage, industry-relevant case studies, and forward-looking trend analysis. Needs with mean=4.80, S.D.=0.41 teachers universally prioritize using international business cases to bridge theoretical concepts with practical market realities, align programs with students' career objectives, and integrate discussions on current hot issues. Needs with mean=4.76, S.D.=0.44 enhancing students'

comprehension of complex theories and providing opportunities for theory-practice integration through course scheduling.

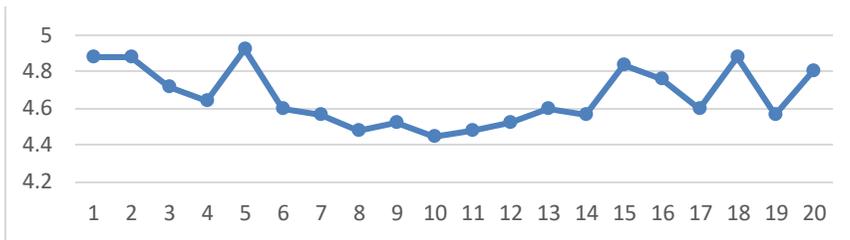
Mean



Questions 1 - 20

Figure 1 Mean scores of students' problems on academic administration to enhance the quality of learning for international business major

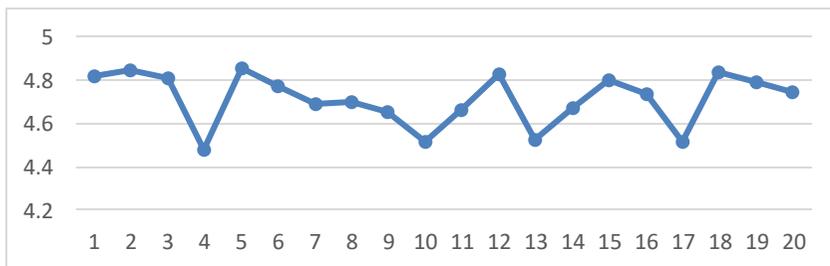
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Questions 1 - 20

Figure 2 Mean scores of teachers' problems on academic administration to enhance the quality of learning for international business major

Mean



Questions 1 - 20

Figure 3 Mean scores of students' needs of academic administration to enhance the quality of learning for international business major

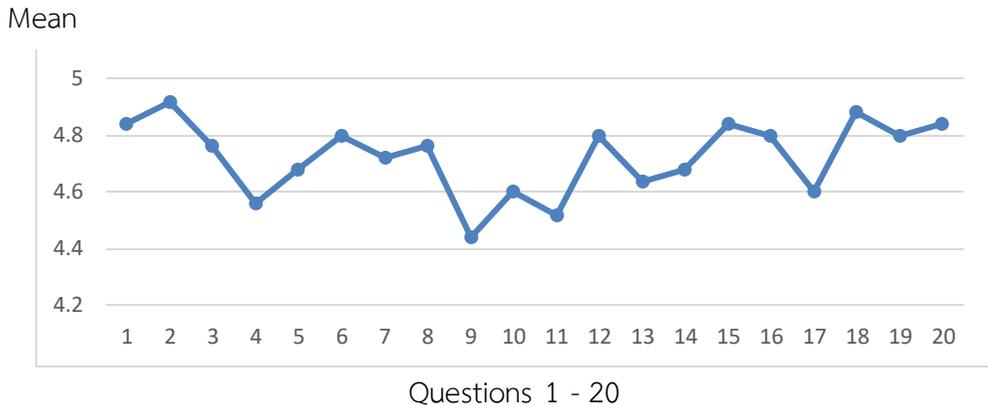


Figure 4 Mean scores of teachers' needs of academic administration to enhance the quality of learning for international business major

Academic administration guidelines

The quality of learning guidelines for the international business major had been reviewed by experts and can be used as a standard to enhance the quality of teaching and learning. These guidelines are organized into six key units. Six units had been assessed by experts for content accuracy and applicability and are presented with IOC (Index of Conformity) values. The IOC values for these six units ranged from 0.67 to 1.0, indicating that the developed guidelines were acceptable in the context.

Guideline 1 Staying Current with Industry Trends : First, Continuous Industry Research: To ensure that the course content remains up-to-date with the latest developments in international business, it is essential to establish a systematic approach to monitoring and researching current trends. Second, Curriculum Integration: Develop a framework for incorporating the latest industry trends into course content, seamlessly integrating updates into existing modules and learning outcomes. Third, Stakeholder Engagement: Collaborate with industry professionals, alumni, and employers to gather insights on emerging trends and the skills required in the international business field, using their feedback to inform curriculum updates. Fourth, Course Material Updates: Establish a schedule for the regular review and revision of course materials to incorporate new developments and maintain their

relevance. Integrate recent case studies, articles, and examples into teaching resources to provide students with up-to-date industry perspectives and practical applications. Fifth, Faculty Development: Encourage faculty members to participate in professional development activities, such as attending workshops, joining professional associations, and conducting research, to stay informed about industry changes. Sixth, Student Feedback and Evaluation: Collect and analyze student feedback on the relevance of course content to current industry practices, and use this input to make necessary adjustments and improvements. Seventh, Integration of Technology: Utilize technology and digital tools to stay informed about industry trends and enable real-time updates in course content, leveraging online databases, industry-specific software, and virtual learning environments. Eighth, Assessment and Continuous improvement: Develop assessment methods to evaluate the alignment of course content with current industry trends and its effectiveness in preparing students for real-world applications.

Guideline 2 Aligning with Career Needs : First, Career Alignment: Develop a curriculum framework that incorporates industry-relevant knowledge and skills to ensure course content directly supports students' career goals in international business. Second, Academic Integration: Ensure that course content not only meets industry requirements but also supports students' academic objectives. Third, Feedback Integration: Collect and analyze student feedback on the relevance of course materials to career goals and academic needs. Fourth, Skill Development: Design the curriculum to develop key competencies and skills necessary for success in international business. Fifth, Industry Collaboration: Establish partnerships with businesses and professional organizations to gain insights into the skills and knowledge required in the industry.

Guideline 3 Flexible Teaching Adaptation : First, Adaptive Curriculum Design: Establish a curriculum framework that is dynamic and easily adjustable, allowing for timely updates to course content in response to emerging trends, new regulations, and global market shifts. Second, Faculty Empowerment: Encourage and empower

faculty members to continuously monitor developments in international business and make real-time adjustments to their teaching materials. Third, Industry Collaboration: Foster strong connections between the academic program and industry professionals to ensure that course content reflects the latest business practices. Fourth, Real-Time Case Studies: Incorporate recent case studies and real-world examples into the curriculum, allowing students to analyze and learn from current events and developments in the international business environment. Fifth, Continuous Professional Development: Support faculty in staying current with industry trends by facilitating their participation in professional development opportunities.

Guideline 4 Relevant Case Studies : First, select contemporary case studies: Choose case studies that reflect the latest trends, challenges, and opportunities in the global business environment. Second, integrate diverse case sources: Utilize case studies from a wide range of industries, regions, and markets to offer a comprehensive view of international business dynamics. Third, apply real-world scenarios: Design case studies that simulate actual business scenarios, encouraging students to apply theoretical knowledge to solve practical problems. Fourth, involve industry practitioners: Collaborate with business professionals to develop and review case studies, ensuring that they accurately reflect the realities of the international marketplace. Fifth, update case materials regularly: Establish a routine for reviewing and updating case study materials to keep pace with changes in the global business environment.

Guideline 5 Integrating Theory and Practice : First, establish clear learning objectives: Define specific learning outcomes that emphasize both theoretical understanding and practical application. Second, design practical exercises: Incorporate hands-on activities, such as simulations, role-playing, and project-based assignments, that allow students to apply theoretical knowledge in realistic business scenarios. Third, integrate theoretical content with real-world examples: Use case studies, current industry reports, and market analysis to demonstrate how theoretical

concepts are applied in actual business practices. Fourth, facilitate experiential learning opportunities: Organize internships, field trips, and industry projects that give students direct exposure to the business environment. Fifth, provide continuous feedback and reflection: Encourage students to reflect on their practical experiences and relate them back to the theoretical knowledge they have acquired. Sixth, regularly evaluate and adjust the balance: Continuously assess the effectiveness of the balance between theoretical instruction and practical exercises.

Guideline 6 Forward-Looking Trend Analysis : First, Integrate Future Trend Analysis into the Curriculum: Develop course content that includes analysis and discussion of future trends in international business. Second, Facilitate Collaboration with Industry Experts: Establish connections with industry professionals and futurists who can offer valuable insights into future developments. Third, Incorporate Updated Learning Materials: Regularly update textbooks, case studies, and other learning resources to reflect the latest trends and future projections. Fourth, Design Assignments Focused on Future Trends: Create assignments and projects that challenge students to analyze and address future industry scenarios. Fifth, Promote Continuous Professional Development for Teachers: Support teachers in staying updated with industry trends through professional development opportunities.

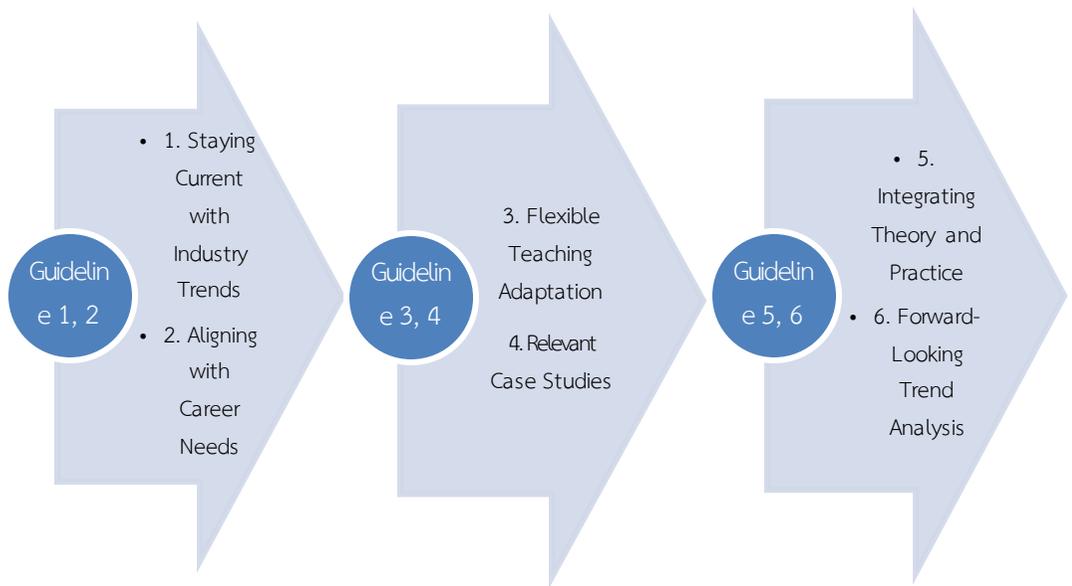


Figure 5 The academic administration guidelines to enhance the quality of learning for international business major

Research Discussion

Discussion of the problems in the academic administration to enhance quality of learning for international business major

The survey findings clearly indicate significant deficiencies in the international business curriculum system, with both students and teachers agreeing on the urgent need for improvement. First, the curriculum content fails to meet the needs of the international business field effectively. Students generally report that the current curriculum does not keep pace with industry developments, leading to a significant disconnect between theory and practice, which hampers their ability to apply knowledge in practical settings. In terms of practical teaching, the school's investment is evidently insufficient (Zhang and Cui, 2024 : 1-7). While theoretical knowledge is more thoroughly covered, the lack of practical teaching prevents students from translating what they have learned into applicable skills. The current curriculum lacks

sufficient practical teaching activities. Klarin (2021 : 1) concluded that international business education (IBE) scholarship is extensive and is continuously growing. Nevertheless, to date there is no systems perspective overview of the literature dedicated to this topic, political economy environment, and education; student learning and experience; the lingua franca and communication; interrelationship of IBE and the ecosystem; and business school curricula and internationalization. Furthermore, teachers face challenges in updating course content and improving teaching methods. The survey indicates that teachers have limited ability to integrate real industry background with case teaching, leading to outdated course content that fails to reflect the latest developments (Shuai, 2024 : 88-89).

Discussion of the need for the academic administration to enhance the quality of learning for international business learning.

The results of the survey show that both teachers and students attach the “highest” importance to the quality of the curriculum system in the international business program. This result highlights the urgency for colleges and universities to build a comprehensive and dynamic curriculum system to ensure the continuous improvement of teaching quality. First of all, the curriculum needs to be holistic, covering the entire learning process from the third year of university through the second year of graduate school and up to graduation. Secondly, to improve teaching effectiveness, the course design should adopt a variety of methods, such as enterprise case studies, discussion methods, multimedia teaching, lectures, personalized counseling, and practical teaching. These diverse teaching methods help combine theory and practice, enabling students to apply what they have learned in practical work situations. Finally, the design of the curriculum system must have the capacity for dynamic adjustments to maintain the timeliness and relevance of the content. Teachers should be able to flexibly adjust the teaching material according to changes in the international business environment to ensure the curriculum's modernity and applicability.

Velkoska & Nuredin (2024 : 88) concluded that it's crucial to recognize that the findings are constrained by the qualitative approach employed, limiting the extent to which definitive conclusions can be drawn. The discussions around various topics such as academic freedom, university autonomy, typologies of Global Citizenship Education approaches, the influence of international organizations on national internationalization policies, global university rankings, perceptions of competition within HEIs, the impact of global players on national higher education policies, the humanistic educational vision of UNESCO, and the techno-solutionist perspective of OECD are significant in the contemporary landscape of internationalization. These topics warrant further exploration and should be integrated into the framework to provide a more comprehensive understanding of internationalization processes.

Discussion of academic administration guidelines

The development of academic administration guidelines for the International Business Program at Chengdu College of Arts and Sciences is a significant step toward enhancing the quality of education provided to students. These guidelines were meticulously crafted to align the curriculum with both the latest industry trends and the evolving needs of students. Bueno (2024 : 184) concluded that business administration education plays a crucial role in preparing students for the dynamic global business environment. The integration of real-world examples in business administration courses has proven to be effective in enhancing students' understanding of global business concepts, developing critical thinking skills, fostering cross-cultural competence, and improving employability. By incorporating real-world examples, students are provided with a strong foundation for academic and professional success in today's globalized world. Implementing this approach may face obstacles such as student resistance, resource limitations, cultural and language barriers, and time management challenges. Strategies like emphasizing the benefits of active learning, seeking professional development opportunities, and utilizing technology tools can help overcome these challenges.

The guidelines emphasize the importance of maintaining a curriculum that is not only current but also adaptable to changes in the international business landscape. By incorporating continuous industry research and stakeholder engagement, the guidelines ensure that course content reflects the latest developments in the field, thereby providing students with a contemporary and practical education. Saad (2022 : 1) concluded that accreditation represents the international seal of approval for business and accounting programs that ensures the educational needs of students are met through high quality, continuous improvement and excellence in education. It is a public recognition of the fact that a college has achieved a certain standard of education, this research aims to examine the relationship between of international professional accreditation and quality at higher education, the findings of this study provide an interesting input into the discussion around the design of quality assurance and improvement systems in higher education generally, and for accounting education specifically.

Furthermore, the guidelines stress the necessity of aligning course content with students' career development and academic needs. By closely linking the curriculum to real-world professional requirements, the program enhances students' readiness for the job market. The incorporation of practical exercises and relevant case studies further strengthens this connection, enabling students to apply theoretical knowledge to real-world scenarios and develop critical thinking and problem-solving skills essential for their future careers. Rattana (2025 : 1149-1150) concluded that social changes, both internationally and within society, are inevitable over time. However, since the world experiences rapid changes in technology, economy, world events, and global ideals, educators must continuously adjust and establish contingency plans. As a result, academic administration must be prepared to assist and create chances for students to find themselves, stressing collaborative management across many sectors in delivering education that focuses on learner skills for the future. This method enables students to keep secure livelihoods while still developing into excellent human resources capable of moving the nation ahead.

This academic management model emphasizes that, while short-term courses for lifetime learning exist, basic education continues to play an important role in building career awareness and orientation. Educational institutions must transform into secure and progressive learning environments for new-generation learners, with academic administration actively encouraging self-discovery and skill development in line with future employment demands. Education, via joint management and stakeholder participation, may successfully educate students not just for secure employment but also for important national contributions.

The guidelines also highlight the need for flexibility in teaching, empowering faculty to adjust course materials in response to new information and global business dynamics. This adaptability is crucial for maintaining the relevance and effectiveness of the curriculum, as it allows for timely updates that reflect the latest industry practices and challenges. Gaftandzhieva et al. (2023 : 150) concluded that the provision of educational services with high quality is a matter of concern to all stakeholders in higher education (academic staff, administration, students, etc.). According to many researchers, student satisfaction is an indicator of service quality in higher education institutions (HEIs), and evaluating the quality of educational and administrative services from students is an effective tool for improving the quality of HEIs. To ensure a competitive benefit over other educational institutions, HEIs leadership should take measures leading to improved student feedback on the quality of the provided administrative and education services, seek ways to exceed student expectations and provide high-quality services. Due to the great importance of the opinion of students on the quality of the services offered, many HEIs develop and use tools to assess student satisfaction with the quality of the services in the HEI. Little researched in the literature is the issue regarding the need to develop tools for HEIs leadership allowing survey results analysis.

Overall, these academic administration guidelines provide a comprehensive framework for improving the quality of teaching and learning within the International Business Program. By focusing on relevance, adaptability, and a close alignment with

industry needs, the guidelines ensure that the program remains competitive and that students are well-prepared for the complexities of the global business world. Implementing these guidelines is expected to lead to significant improvements in educational outcomes, ultimately benefiting both students and the broader academic community at Chengdu College of Arts and Sciences.

Research Suggestions

1. Strengthen the effectiveness and systematicity of the curriculum needs to be further improved. Institutions of higher education should aim to design a curriculum framework that not only covers core theory and practical applications, but also incorporates the latest industry trends and practices.

2. A well-structured and dynamic curriculum responds to current needs while preparing students for future challenges. This includes creating a curricular framework that ensures that students acquire the relevant knowledge and skills to prepare them for success in a rapidly evolving global marketplace.

3. The guideline implementations should be support for personnel, budgets, and the development of action plans and strategies to promote the quality of education management linked to economic development at the local and national levels.

4. The guidelines should include an analysis of future trends to keep the course content in line with the latest industry forecasts.

5. The guidelines should align with students' career development needs, incorporate industry-relevant knowledge and skills, and allow faculty the flexibility to adapt the content in response to industry changes.

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