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Path Exploration of Talent Training System for Business Administration Major Based on Rural Revitalization Strategy

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Abstract: The Rural Revitalization Strategy represents a pivotal national development initiative in the contemporary era, holding profound and far-reaching implications for the comprehensive construction of a modern socialist powerhouse. Within this transformative macroeconomic context, business management professionals play an increasingly crucial role in driving sustainable rural industrial growth, fostering entrepreneurial innovation, and significantly enhancing local governance capabilities. Despite this growing demand, a critical gap exists between current educational outcomes and practical rural needs. This study rigorously examines the multifaceted challenges embedded within the existing talent cultivation systems for business administration programs, specifically analyzing these deficiencies through the strategic lens of rural revitalization. Key issues identified include outdated theoretical frameworks, a lack of practical engagement with rural economic realities, and insufficient interdisciplinary integration. Based on a comprehensive and systematic analysis of these educational bottlenecks, we propose a robust, multi-dimensional approach to reform. This strategic framework encompasses comprehensive curriculum restructuring to integrate rural economic contexts, the implementation of optimized and interactive teaching methodologies, the prioritization of targeted faculty development programs, and the enhanced construction of immersive practical training bases in rural settings. Ultimately, these targeted recommendations aim to provide actionable, evidence-based insights for higher education institutions. By bridging the gap between academic training and practical application, this study contributes to cultivating high-caliber, adaptable business management professionals who are perfectly aligned with the long-term objectives of the rural revitalization strategy.

Keywords: rural revitalization; business administration; talent cultivation; higher education; curriculum reform

1. Introduction

The rural revitalization strategy necessitates a multifaceted approach that integrates financial investments, technological advancements, and the active involvement of highly skilled professionals. Industrial and commercial enterprises, as integral components of the market economy, hold a significant position in fostering rural industrial growth and enhancing farmers' income levels and overall prosperity. These enterprises contribute not only through economic activities but also by creating opportunities for sustainable development in rural areas [1, 2]. To ensure the success of this strategy, it is essential to cultivate business management talents who possess a dual expertise: a strong foundation in corporate operations and a nuanced understanding of rural dynamics. Such professionals are indispensable for bridging the gap between urban and rural economic systems, thereby facilitating effective implementation of rural development initiatives. However, existing talent cultivation models in higher education often fail to address the specific requirements of rural revitalization. Therefore, universities and other educational institutions must take proactive measures to design and implement specialized talent development systems that align closely with the objectives of the rural revitalization strategy, ensuring a robust and sustainable framework for long-term rural progress [3–5].

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2. Analysis of Talent Demand for Business Management under the Rural Revitalization Strategy

The Rural Revitalization Strategy, introduced as a national priority, seeks to establish integrated urban-rural development mechanisms and policy frameworks that align with the overarching goals of thriving industries, eco-friendly living environments, civilized rural customs, effective governance, and prosperous livelihoods. This initiative aims to accelerate agricultural modernization while promoting comprehensive revitalization across rural industries, talent development, cultural preservation, ecological conservation, and organizational restructuring. These efforts are fundamentally transforming rural socio-economic systems. Within this strategic context, the demand for business management professionals in rural areas has experienced significant evolution. Industry-specific requirements now prioritize expertise in modern agricultural supply chain management, rural tourism and leisure agriculture development, e-commerce operations, and rural brand marketing. These skills are essential for integrating contemporary management concepts with local resources to foster development across primary, secondary, and tertiary sectors. Furthermore, ecological initiatives necessitate professionals who are adept not only in business operations but also in rural community governance, environmental project management, social enterprise operations, and public policy interpretation. Such expertise is critical for balancing corporate interests with rural public welfare [6]. Additionally, professionals must possess a comprehensive understanding of county-level economic systems, financial management for small businesses and cooperatives, investment analysis, and risk mitigation strategies. These competencies enable them to provide practical management support for rural entrepreneurs and small- to medium-sized enterprises [7, 8]. The evolving landscape underscores the importance of equipping professionals with a multidisciplinary skill set that bridges traditional business management with the unique demands of rural development. This approach ensures that rural areas can achieve sustainable growth while addressing the diverse challenges posed by modernization and globalization.

3. Existing Issues in the Talent Training System for Business Administration and Management Majors

3.1. Disconnection between Curriculum System Design and Rural Revitalization Needs

Currently, the curriculum systems of Business Administration programs in many universities exhibit a significant disconnect from the practical needs of rural revitalization efforts [9]. The course content is heavily skewed towards management cases from large-scale industrial enterprises or urban service sectors, leaving critical rural-specific topics underrepresented. For instance, there is minimal focus on governance structures within farmers' cooperatives, cost control strategies for family farms, or revenue management practices in rural homestays. Furthermore, elective course modules lack targeted designs tailored to the unique characteristics of rural industries, and specialized courses addressing these areas are scarce. This fragmented curriculum structure results in students acquiring knowledge that is often theoretical and compartmentalized, with limited exposure to the rural industrial policy environment, supply chain dynamics, and operational risk factors specific to rural enterprises. Although some agricultural institutions have begun addressing these gaps, their efforts remain insufficient. The integration of agricultural-related content into curricula is often limited to one or two introductory courses, rather than establishing a comprehensive pathway that progresses from industry awareness to advanced professional skill development. Consequently, graduates face substantial challenges in bridging the gap between theoretical knowledge and the practical demands of managing rural enterprises. This disconnect underscores the urgent need for curriculum reform to better align academic training with the evolving requirements of rural revitalization and sustainable development.

3.2. Incompatibility between Teaching Methods and Student Competency Development

Traditional teaching methods in many educational institutions continue to rely heavily on teacher-centered lectures, emphasizing the rote memorization of concepts and theories. This conventional approach is increasingly misaligned with the goals of rural revitalization, which prioritize the cultivation of practical skills, innovative thinking, and problem-solving abilities. While case-based teaching has the potential to bridge theoretical knowledge with practical application, many schools still utilize outdated and irrelevant case studies that fail to reflect the unique challenges and opportunities present in local rural contexts [10]. This disconnect often results in students struggling to engage meaningfully with the material or to conduct thorough analyses. Furthermore, advanced teaching methodologies such as project-based learning and simulated business management, which could significantly enhance students' practical competencies, are either underutilized or implemented in a superficial manner that lacks depth and rigor. Consequently, students are often relegated to passively absorbing information, with minimal opportunities to actively engage in identifying, analyzing, and addressing real-world challenges. This passive learning environment hinders the development of critical skills such as comprehensive decision-making, resource integration, and crisis management—skills that are essential for navigating the complexities of rural industrial development. These environments are often characterized by limited resources, unpredictable market conditions, and the need to collaborate with diverse stakeholders, further underscoring the inadequacy of traditional teaching methods in preparing students for such realities.

3.3. Weaknesses in the Practical Teaching Component

Practical teaching in many schools continues to face significant challenges in aligning with rural revitalization efforts. The objectives of practical training are often inadequately defined, with a primary focus on fulfilling credit requirements rather than cultivating specific skills that enable students to contribute effectively to rural industries. Training bases tend to prioritize urban industrial and commercial enterprises, such as large supermarkets and manufacturing plants, while genuine agricultural enterprises, cooperatives, or rural cultural-tourism project bases located in counties and townships are underrepresented. These rural bases often lack stable partnerships, further limiting students' opportunities to gain meaningful exposure to core rural management operations during internships and graduation practicums. The content of practical training is frequently fragmented and lacks depth. On-campus training is often restricted to software simulations, which fail to replicate the complexities of real-world scenarios. Off-campus activities, on the other hand, are typically limited to site visits or auxiliary administrative tasks, offering students minimal involvement in the comprehensive lifecycle of rural project planning, execution, or evaluation. Additionally, the evaluation system for practical teaching lacks scientific rigor. It predominantly relies on internship reports and official certifications, which do not adequately assess students' problem-solving abilities in real-world contexts. This deficiency in practical training leaves students with limited firsthand understanding and weak emotional connections to rural industries. Consequently, they often lack both the motivation and the capability to actively participate in rural revitalization efforts after graduation. Addressing these issues requires a more integrated and purpose-driven approach to practical teaching, ensuring that students are better equipped to meet the demands of rural development.

4. Construction of Talent Training System for Business Administration Majors Based on Rural Revitalization Strategy

4.1. Defining Talent Development Objectives

Universities should accurately define their talent cultivation objectives by taking service to the national rural revitalization strategy as the central feature and guiding orientation of program development. In this framework, the training goal should be clearly expressed as cultivating high-level, interdisciplinary, application-oriented, and innovative management professionals who possess sound professional ethics, a strong

sense of social responsibility, systematic mastery of modern enterprise management theories, methods, and practical skills, and a solid understanding of China's rural development policies, industrial structures, and local social and cultural conditions. Such students should also demonstrate strong abilities in rural industry analysis and planning, digital operation and management, resource integration, project implementation, innovation and entrepreneurship, and risk identification and control, while maintaining a sustained commitment to rural development and public service. This objective can be understood through three closely connected dimensions. In terms of knowledge structure, students should not only build a firm foundation in management, economics, marketing, accounting, and organizational behavior, but also actively integrate interdisciplinary knowledge related to agricultural economics, rural governance, regional development, e-commerce, data analysis, and relevant policy systems, so that their knowledge base is both systematic and adaptable to practical needs. In terms of competencies, students should be able to respond effectively to complex management issues in rural contexts, especially those associated with small-scale, dispersed, and seasonally sensitive agricultural production and operation. They should also be capable of strategic decision-making, communication and coordination, team organization, market development, and model innovation in new rural business forms that promote integrated development across primary, secondary, and tertiary industries. In terms of value orientation, emphasis should be placed on fostering in students a professional mission to understand, support, and serve agricultural and rural development, guiding them to connect personal career planning with the broader needs of rural modernization. Accordingly, graduates should be prepared for positions in operation management, market expansion, supply chain coordination, financial analysis, project planning, and digital business development in county-level leading enterprises, farmers' cooperatives, family farms, rural cultural tourism enterprises, and other organizations related to rural industry development [4, 11]. Through such a clearly defined objective system, business administration programs can better align curriculum design, practical training, and competency assessment with real rural development demands.

4.2. Restructuring the Curriculum System

Courses serve as the core vehicle for talent cultivation. It is essential to transition from theory-centered frameworks and establish a curriculum system oriented toward "competency development" that aligns closely with the demands of rural revitalization industry chains. Key implementation approaches include the following: General Education and Foundation Modules should emphasize liberal arts education in political ideology, foreign languages, and information technology while reinforcing foundational knowledge in economics, management principles, accounting basics, and statistics. Core Management Competency Modules should focus on the essential functions of modern enterprise management, including strategic management, human resource management, financial management, marketing, operations management, and supply chain management. The teaching content must be localized through the integration of case studies from agricultural enterprises and cooperatives to ensure relevance and practical applicability. Rural Industry and Practice Modules should systematically address rural realities through specialized courses such as "Interpretation of Rural Revitalization Policies and Regulations," "Agricultural Industry Chain Management and Value Chain Enhancement," "Agricultural Product Branding and New Media Marketing," "Rural Finance and Inclusive Credit Practices," "Rural Cultural Tourism Project Development," "Digital Ruralization and Smart Agriculture Management," "Governance and Financial Management of Rural Collective Economic Organizations," and "Rural Innovation and Entrepreneurship Practices." These courses must prioritize practical application and cutting-edge relevance, with content regularly updated to reflect policy developments and industry trends. The "Comprehensive Practice and Innovation Module" integrates various course designs, professional training, graduation internships, and innovation and entrepreneurship projects, thereby creating a practical chain system that spans the entire

educational cycle. The development of course content should actively involve industry experts and rural practitioners in co-authoring localized teaching materials and case libraries. This collaborative approach ensures that the content remains grounded in real-world challenges and addresses the specific needs of rural revitalization efforts. By fostering such a dynamic and responsive curriculum, the education system can better prepare students to meet the evolving demands of rural industries and contribute meaningfully to their development.

4.3. Optimization of Teaching Methods and Approaches

A fundamental shift in teaching methodologies is essential, transitioning from traditional teacher-centered, textbook-driven, and classroom-focused approaches to innovative student-centered, problem-oriented, and competency-based models. To achieve this, reforms in case-based teaching should be deepened by establishing a high-quality, locally adapted "Rural Revitalization Management Case Library." This library would feature cases addressing real-world scenarios such as the industrial transformation of small and medium-sized enterprises in county-level regions, standardized cooperative development, regional public brand building for agricultural products, and the operation of rural tourism hotspot projects. Students would engage in group discussions, role-playing exercises, and in-depth analyses to cultivate critical decision-making skills. Project-Based Learning (PBL) should be extensively implemented by integrating authentic or highly simulated rural industry development projects into classroom activities. For example, semester-long core projects such as "Designing an Integrated Online Marketing Strategy for Specialty Agricultural Products in a Township" or "Developing Sustainable Cultural Tourism Experiences for an Ancient Village" would require student teams to undertake comprehensive tasks, including market research, business model design, financial budgeting, and marketing planning. Final presentations and defense sessions during evaluations would involve assessments conducted by both internal and external mentors, ensuring a robust evaluation process. Furthermore, modern information technologies, including Massive Open Online Courses (MOOCs), virtual simulation experiments, and online workshops, should be leveraged to expand teaching dimensions. These technologies would enable the incorporation of nationwide educational resources and insights from industry experts, fostering a more dynamic and interactive learning environment. By adopting these strategies, the educational framework can be significantly enhanced to better prepare students for real-world challenges in rural revitalization and industry development.

4.4. Emphasizing Faculty Development

Higher education institutions should prioritize faculty development by creating sustainable frameworks that enhance the practical competencies of educators. Internal policies should encourage faculty members to participate in full-time or part-time training programs at rural revitalization sites every three to five years. These programs could involve roles such as management consultants or deputy positions at county-level leading enterprises, model cooperatives, and agricultural parks. Additionally, educators could engage in local government-led rural revitalization initiatives, gaining hands-on experience that directly informs their teaching practices. Institutions should establish a dedicated "Rural Revitalization Research Fund" to support applied research aimed at addressing management challenges in rural industrial development. The findings from such research should be systematically integrated into teaching materials, including case studies and curriculum content, to ensure relevance and practical application [12, 13]. Externally, institutions must diversify faculty recruitment by developing a robust "part-time faculty pool." This pool should include experts recruited through contractual appointments, short-term lectures, and workshop guidance. Potential candidates could include experienced rural entrepreneurs, cooperative leaders, family farm owners, executives from investment institutions, management consultants, and social entrepreneurs with expertise in rural sectors. To further enhance the learning experience, a "Dual Mentorship System" should be implemented, pairing each student with both a

campus academic advisor and an industry mentor. This dual guidance system would support students in their coursework, practical projects, and graduation designs. Regular mechanisms for industry-academia collaboration, such as "Rural Revitalization Management Forums" and joint research laboratories, should be established. These platforms would facilitate knowledge exchange, information sharing, and talent mobility, ensuring that academic content remains closely aligned with the evolving practices and needs of rural development. Such initiatives would significantly contribute to bridging the gap between theoretical knowledge and practical application in rural revitalization efforts.

4.5. Strengthening the Construction of Practical Teaching Bases

Practical teaching bases are essential platforms that enable students to bridge the gap between theoretical knowledge and practical application, fostering a deeper understanding of rural development. At the institutional level, universities should establish comprehensive strategic cooperation agreements with local governments, particularly at the county level, to collaboratively develop initiatives such as "Demonstration Zones for Collaborative Rural Revitalization Education" or "University-Local Integration Innovation Centers." These platforms should aim to coordinate resources effectively and align with the specific needs of regional industrial development. Professionally, institutions must transition from superficial, quantity-focused collaboration models to more meaningful partnerships. This involves carefully selecting leading enterprises, exemplary cooperatives, agri-tourism complexes, and distinctive villages that exhibit standardized management practices and a strong willingness to collaborate across sectors such as specialty agriculture, agricultural product processing, rural tourism, e-commerce, and logistics. These entities should work together to establish "deeply integrated demonstration practice bases" that provide immersive and practical learning opportunities for students. Practical teaching components should be seamlessly embedded into the real business processes of partner organizations. For instance, students enrolled in courses like "Agricultural Product Marketing" could participate in seasonal product promotion campaigns, gaining hands-on experience. During graduation internships, students should engage in full-cycle project preparation, launch, and operational management, taking on specific managerial responsibilities to enhance their professional competencies. Universities should also invest in high-fidelity "Rural Business Ecosystem Simulation Training Centers," which could include digital marketing labs, rural financial decision-making workshops, smart agriculture simulation platforms, and rural tourism planning studios [14, 15]. Virtual simulation technologies can be employed to recreate authentic rural business scenarios, serving as effective supplementary training tools and preparatory exercises for field practice. Furthermore, a scientific and standardized mechanism for managing and evaluating practical teaching processes must be established. In collaboration with partner institutions, universities should develop internship outlines, task lists, and assessment criteria. Students' practical performance should be evaluated comprehensively through multiple dimensions, including process logs, project outcome reports, on-site presentations, and employer feedback. This approach ensures that practical teaching is not merely a formal exercise but yields tangible, impactful results that contribute to both student development and rural revitalization.

5. Conclusion

The comprehensive implementation of the Rural Revitalization Strategy has significantly elevated the expectations for talent cultivation within business administration programs, necessitating a thorough reevaluation of existing educational frameworks. Current systems reveal notable shortcomings in areas such as curriculum design, pedagogical methodologies, and the integration of practical training opportunities, which collectively hinder the development of professionals equipped to address rural revitalization challenges. To align with the strategic goals of rural development, it is essential to redefine talent cultivation objectives, ensuring they are tailored to meet the

specific demands of rural economies. This involves optimizing curriculum structures to incorporate interdisciplinary approaches, fostering innovative teaching methods that emphasize experiential learning, and prioritizing faculty development to enhance instructional quality. Furthermore, establishing robust practical training bases, such as partnerships with rural enterprises and community organizations, can bridge the gap between theoretical knowledge and real-world application. By systematically addressing these areas, business administration programs can cultivate a generation of professionals capable of driving sustainable rural development. This transformation not only supports the overarching goals of rural revitalization but also lays the foundation for future research into effective educational models that can be adapted to other sectors facing similar challenges.

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