

Strategies for Enhancing Teaching Skills of Teachers in the Faculty of Business Administration at Baise University

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Abstract: The research objectives were 1) to study the teaching skills of teachers in the Faculty of Business Administration at Baise University, and 2) to develop strategies for enhancing the teaching skills of teachers in the Faculty of Business Administration at Baise University. The study adopted a sequential two-phase mixed-methods research design. The quantitative Population consisted of 81 full-time teachers selected through total population sampling, while the qualitative sample consisted of 7 experts selected. The research instruments included a structured questionnaire. The quantitative data were analyzed using frequency, percentage, mean, and standard deviation, whereas the qualitative data were analyzed using content analysis. The findings revealed that 1) the overall teaching skills of teachers in the Faculty of Business Administration at Baise University were at a high level. Teaching design skills achieved the highest mean score, followed by teaching implementation skills and teaching evaluation skills, while teaching reflection and improvement skills and AI integration skills required further enhancement. The focus group discussion confirmed that teachers possessed strong professional knowledge and instructional competence but needed to strengthen technology integration, reflective practice, collaborative learning, and continuous professional development. 2) the strategies for enhancing teaching skills of teacher consisted of focus group discussion, and SWOT analysis, four strategies were developed: (i) strengthening professional development, (ii) promoting technology-enhanced teaching, (iii) enhancing teaching reflection and collaborative learning, and (iv) strengthening institutional support for sustainable teaching development.

Keywords: teaching skills; professional development; higher education

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1. Introduction

1.1 Background of the Study

The rapid development of digital technologies and artificial intelligence has transformed teaching and learning in higher education. University teachers are expected to possess skills in instructional design, classroom implementation, learning assessment, reflective practice, and

technology integration. Professional development and collaborative learning can improve teachers' student-centered teaching competencies and support continuous instructional improvement ^{[1][4]}.

Digital teaching competence has therefore become an important part of teaching quality. It involves the appropriate use of digital technologies in instructional planning, classroom teaching, assessment, communication, and feedback ^{[2][10]}. However, some university teachers still experience difficulties in digital assessment, instructional innovation, and the pedagogical application of technology. Their digital competence may also be affected by self-efficacy, training opportunities, infrastructure, institutional policies, and technical support ^[5].

Generative AI has created further opportunities and challenges. It can support the preparation of teaching materials, the design of learning activities, personalized feedback, and learning assessment. Nevertheless, its use raises concerns about accuracy, academic integrity, privacy, ethics, and technological dependence ^{[3][13]}. Teachers therefore need AI literacy, pedagogical competence, ethical awareness, and critical evaluation skills ^{[6][7][15]}.

1.2 Research Problem

Baise University has gradually introduced digital platforms and AI-supported resources into teaching. Within the Faculty of Business Administration, these technologies can support curriculum design, case-based teaching, classroom interaction, assessment, and practical learning. However, teachers may still encounter difficulties in teaching design, classroom implementation, assessment and feedback, reflective practice, and AI integration.

Professional training alone may not result in lasting changes in teaching practice. Its effectiveness depends on teachers' practical application of acquired knowledge, opportunities for professional collaboration, available resources, and continuous institutional support ^{[9][14]}. It is therefore necessary to examine teachers' existing teaching skills and identify areas requiring further improvement.

1.3 Research Gaps

Existing studies mainly examine digital competence, AI competence, or technology use separately ^{[2][5][7]}. Limited attention has been given to teaching skills as an integrated set of competencies covering teaching design, implementation, evaluation, reflection, and AI integration.

In addition, existing research has largely focused on general or research-intensive higher education institutions. Evidence concerning teachers in local undergraduate universities, particularly faculties of business administration, remains limited. Many studies identify competency levels and technological challenges but do not translate their findings into practical strategies suited to specific institutional contexts.

1.4 Significance of the Study

This study examines teaching skills through five related dimensions: teaching design, teaching implementation, teaching evaluation, teaching reflection and improvement, and AI integration. The findings may help teachers identify their professional development needs and assist administrators in designing targeted training, improving digital resources, promoting professional collaboration, and strengthening institutional support.

The study may also provide a practical reference for other local undergraduate universities seeking to improve teaching quality during digital transformation.

1.5 Research Questions

1. What is the current level of teaching skills among teachers in the Faculty of Business Administration at Baise University?
2. What strategies can be developed to enhance the teaching skills of teachers in the Faculty of Business Administration at Baise University?

1.6 Research Objectives

1. To examine the teaching skills of teachers in the Faculty of Business Administration at Baise University.
2. To develop strategies for enhancing the teaching skills of teachers in the Faculty of Business Administration at Baise University.

2. Literature Review

2.1 Teaching Skills in Higher Education

Teaching skills in higher education encompass the professional capacities through which teachers plan learning, conduct instruction, evaluate student progress, and refine their practice. These capacities extend beyond subject expertise, as effective teaching also requires pedagogical judgment, responsiveness to students, and the ability to select methods appropriate to particular learning outcomes. Well-designed professional development can strengthen student-centered teaching and improve the connection between pedagogical knowledge and classroom practice ^[1]. Collaborative activities, including lesson study and peer observation, further contribute to professional learning by allowing teachers to examine and improve their teaching collectively ^[4].

Digital transformation has broadened the scope of university teaching skills. Teachers are increasingly required to make informed use of digital resources in curriculum planning, classroom interaction, assessment, feedback, and professional communication ^{[2][10]}. Technology, however, does not improve teaching merely through its availability. Its educational value depends on teachers' ability to align it with disciplinary content, pedagogical purposes, and students' learning needs ^[5]. In this study, teaching skills are examined through five interrelated dimensions: teaching design, teaching implementation, teaching evaluation, teaching reflection and improvement, and AI integration.

2.2 Dimensions of Teaching Skills

2.2.1 Teaching Design Skills

Teaching design involves translating curriculum requirements into coherent learning experiences. It includes defining learning outcomes, organizing course content, choosing suitable instructional methods, preparing learning resources, and aligning assessment with the intended outcomes. Effective design also considers students' prior knowledge, individual differences, and the practical demands of the discipline.

In business administration education, teaching design should connect theoretical concepts with professional practice. Case analysis, business simulations, projects, and problem-based activities can help students apply knowledge to realistic situations. Digital resources may enrich these activities, but their selection should be guided by educational purpose rather than technological novelty ^[2]. Strong design skills provide the foundation for organized instruction and meaningful student participation.

2.2.2 Teaching Implementation Skills

Teaching implementation refers to the practical realization of instructional plans. It includes clear communication, classroom organization, student engagement, appropriate use of teaching methods, and adjustment to emerging classroom conditions. Competent teachers do not simply deliver prepared content; they monitor students' responses and modify the pace, explanation, or activity when necessary.

Digital and blended environments have made implementation more complex. Teachers must coordinate face-to-face interaction with online platforms, multimedia resources, and collaborative activities. The quality of implementation consequently depends on the integration of pedagogical, technological, and disciplinary knowledge ^{[5][10]}. Technology is most effective when it strengthens

interaction, participation, and understanding rather than reproducing conventional lectures in a digital format.

2.2.3 Teaching Evaluation Skills

Teaching evaluation comprises the selection and use of appropriate methods for determining whether students have achieved the intended learning outcomes. It includes formative and summative assessment, constructive feedback, interpretation of learning evidence, and subsequent adjustment of instruction.

Digital tools can support frequent assessment and timely feedback, although research indicates that digital evaluation remains a relatively weak area in university teachers' competence [2]. Effective assessment must be valid, transparent, and consistent with course objectives. In business administration courses, evaluation should address not only conceptual knowledge but also analysis, decision-making, communication, and the application of knowledge to practical problems.

2.2.4 Teaching Reflection and Improvement Skills

Reflection enables teachers to evaluate their decisions, recognize weaknesses, and improve subsequent practice. Meaningful reflection draws on evidence such as student performance, classroom observation, learner feedback, and teachers' own records. It is therefore more than a personal impression of whether a lesson was successful.

Reflection is strengthened when it occurs collaboratively. Peer observation, lesson study, and collaborative course design expose teachers to different perspectives and encourage the examination of established practices [4][9]. Such activities can transform isolated teaching experience into shared professional knowledge and establish continuous improvement as part of ordinary academic work.

2.2.5 AI Integration Skills

AI integration refers to the informed and responsible use of AI tools in course design, instruction, assessment, feedback, and student support. These tools may assist with material preparation, the generation of learning activities, analysis of student performance, and individualized feedback. Their educational value nevertheless depends on teachers' capacity to evaluate their suitability and limitations.

Competent use of AI requires pedagogical judgment, critical literacy, and ethical awareness in addition to operational ability [6][7]. Teachers must consider the accuracy of generated content, algorithmic bias, privacy, transparency, academic integrity, and the preservation of human responsibility in educational decisions [3][13]. Recent competency frameworks accordingly emphasize that AI should support teachers' professional judgment rather than replace it [15]. Targeted professional development and clear institutional guidance are particularly important for building confidence and promoting responsible practice [8].

2.3 Approaches to Enhancing Teaching Skills

The development of teaching skills requires sustained professional learning rather than occasional training. Effective programs should be related to teachers' actual responsibilities, provide opportunities for practice, and include follow-up support. Although professional development can improve course design and instructional competence [1][12], participation alone does not guarantee changes in classroom practice or student outcomes [14].

Collaborative professional learning can reduce the distance between training and practice. Through peer observation, collective course design, and professional learning communities, teachers can examine authentic problems and develop solutions suited to their institutional context [4][9]. This form of development also encourages reflection and the exchange of professional expertise.

Institutional conditions are equally important. Digital infrastructure, technical assistance, workload allocation, incentives, and clear policies influence teachers' willingness and capacity to improve their teaching [5]. Sustainable improvement therefore depends on coordinated measures that combine professional development, educational technology, reflective collaboration, and institutional support.

2.4 Conceptual Framework

The conceptual framework positions teachers' teaching skills as the basis for developing improvement strategies in the Faculty of Business Administration at Baise University. Teaching skills are represented by five dimensions: teaching design, teaching implementation, teaching evaluation, teaching reflection and improvement, and AI integration.

These dimensions are analytically distinct but closely connected. Instructional design shapes classroom implementation and assessment, while evaluation and reflection provide evidence for subsequent improvement. AI integration is treated as a dimension that intersects with design, implementation, evaluation, and professional learning rather than as an isolated technical ability.

The framework guides the assessment of teachers' current competencies and the identification of their principal development needs. Evidence obtained from these dimensions provides the foundation for formulating strategies suited to the faculty's institutional context. The framework thus links the systematic examination of teaching skills with the development of practical measures for professional learning, technological integration, reflective collaboration, and institutional support.

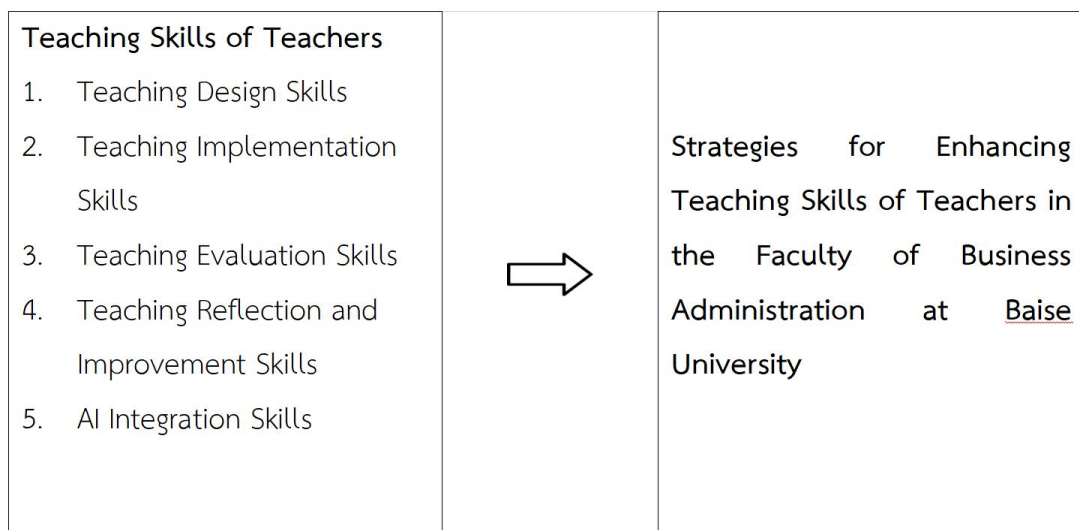


Figure 2.1 Conceptual Framework

3. Research Methodology

3.1 Research Design

This study employed a sequential two-phase mixed-methods design. The quantitative phase examined the teaching skills of teachers in the Faculty of Business Administration at Baise University through a structured questionnaire. Five dimensions were assessed: teaching design, teaching implementation, teaching evaluation, teaching reflection and improvement, and AI integration.

Following the quantitative analysis, a focus group discussion was conducted to interpret the survey results and explore possible improvement strategies. SWOT analysis was then used to identify the internal strengths and weaknesses and the external opportunities and threats associated with teachers' teaching skills. The integration of survey evidence and expert perspectives supported the development of context-specific strategies.

3.2 Population

The quantitative population comprised all 81 full-time teachers in the Faculty of Business Administration at Baise University, Guangxi, China. Because the population was manageable, all teachers were included through total population sampling. This approach allowed the study to obtain a comprehensive representation of teaching skills within the faculty.

For the qualitative phase, seven experts were selected purposively based on their knowledge and experience in educational administration, higher education, business administration, teaching and learning, AI in education, or strategic management. They contributed to the interpretation of the quantitative results, the SWOT analysis, and the development of improvement strategies.

3.3 Research Instrument

Two instruments were employed: a structured questionnaire and a focus group discussion guide.

The questionnaire contained two parts. The first collected demographic information, including gender, age, educational qualification, academic rank, and teaching experience. The second consisted of 25 items measuring the five dimensions of teaching skills. Responses were recorded on a five-point Likert scale ranging from 1, the lowest level, to 5, the highest level.

Three experts assessed the questionnaire's content validity using the Item-Objective Congruence index. IOC values ranged from 0.67 to 1.00, confirming that the items were consistent with the research objectives. A pilot study was subsequently conducted with 30 teachers who were not included in the main population. The questionnaire obtained a Cronbach's alpha coefficient of 0.95, indicating excellent internal consistency.

The focus group guide comprised open-ended questions derived from the quantitative findings and the SWOT framework. It addressed the strengths and weaknesses of teachers' teaching skills, relevant external opportunities and threats, and possible strategies for improvement.

3.4 Data Collection

Data collection was conducted in two phases. In the first phase, permission was obtained from the Faculty of Business Administration before the questionnaire was distributed to the 81 teachers. Participants were informed of the study's purpose, the voluntary nature of participation, and the confidentiality of their responses. Completed questionnaires were examined for completeness before being coded for analysis.

In the second phase, the seven experts participated in a focus group discussion after the quantitative results had been analyzed. The discussion was guided by the survey findings and the SWOT framework. With the participants' consent, the discussion was recorded, transcribed, and organized for qualitative analysis.

3.5 Data Analysis

Quantitative data were analyzed using frequency, percentage, mean, and standard deviation. Frequency and percentage summarized the participants' demographic characteristics, while the mean and standard deviation determined the level of teaching skills in each dimension.

Mean scores were interpreted as follows: highest (4.51–5.00), high (3.51–4.50), moderate (2.51–3.50), low (1.51–2.50), and lowest (1.00–1.50).

The focus group data were analyzed through content analysis. The transcripts were reviewed, coded, categorized, and synthesized to identify recurring issues and proposed improvements. Finally, the quantitative and qualitative findings were integrated through SWOT analysis. The resulting strengths, weaknesses, opportunities, and threats provided the basis for developing strategies to enhance teachers' teaching skills.

4. Research Results

4.1 Results for Research Objective 1

The first objective was to examine the teaching skills of teachers in the Faculty of Business Administration at Baise University. All 81 full-time teachers completed the questionnaire, providing full coverage of the target population.

Table 4.1 Overall Level of Teachers' Teaching Skills

Rank	Dimension	μ	σ	Level
1	Teaching design	3.81	0.75	High
2	Teaching implementation	3.80	0.74	High
3	Teaching evaluation	3.54	0.83	High
4	Teaching reflection and improvement	3.45	0.87	Moderate
5	AI integration	3.31	0.95	Moderate
	Overall	3.58	0.83	High

The overall level of teaching skills was high ($\mu = 3.58$, $\sigma = 0.83$). Teaching design ranked first, closely followed by teaching implementation. Teaching evaluation was also high, whereas teaching reflection and improvement and AI integration were moderate. The ranking reveals a distinct pattern: teachers were more confident in planning and delivering instruction than in systematically reviewing their practice or applying emerging technologies.

Table 4.2 Highest and Lowest Rated Indicators by Dimension

Dimension	Highest-rated indicator	μ	Lowest-rated indicator	μ
Teaching design	Defining clear teaching objectives	3.94	Designing activities responsive to students' needs	3.64
Teaching implementation	Explaining course content clearly	3.92	Using varied methods across learning situations	3.68
Teaching evaluation	Using appropriate assessment methods	3.72	Using varied methods to measure outcomes	3.41
Reflection and improvement	Continuously improving teaching practice	3.51	Participating in professional development	3.38
AI integration	Recognizing AI's contribution to teaching quality	3.47	Using AI for student learning and assessment	3.18

At the item level, teachers showed particular strength in specifying objectives, explaining disciplinary content, and selecting established assessment methods. The weaker indicators concerned responsiveness to learner diversity, methodological variety, participation in professional learning, and the use of AI for learning and assessment. The difference between recognizing the

value of AI ($\mu = 3.47$) and using it for student learning and assessment ($\mu = 3.18$) indicates that favorable perceptions had not yet developed into regular pedagogical practice.

Table 4.3 Synthesis of Strengths and Priority Development Needs

Established strengths	Priority development needs
Clear objectives and systematic course organization	Learning activities responsive to differences among students
Clear explanation and supportive classroom interaction	Greater variation in teaching methods
Appropriate routine assessment and timely feedback	Use of assessment evidence to revise teaching
Positive orientation toward instructional improvement	Structured reflection, peer feedback, and professional learning
Recognition of the educational potential of AI	Practical, ethical, and discipline-relevant AI application

Taken together, the findings establish that the faculty possesses a sound instructional foundation. The central developmental issue is not basic teaching competence, but the progression toward more adaptive, evidence-informed, reflective, and technologically capable practice.

4.2 Results for Research Objective 2

The second objective was to develop strategies for enhancing teachers' teaching skills. The questionnaire results were examined in a focus group involving seven purposively selected experts. Their judgments were synthesized through SWOT analysis and subsequently converted into strategic responses through the TOWS matrix.

4.2.1 Focus Group Discussion Results

The focus group discussion was conducted with seven experts to interpret the questionnaire results and identify the conditions influencing teachers' professional practice. Rather than treating individual comments as separate findings, the analysis consolidated areas of agreement into six themes that explain the quantitative pattern and establish priorities for strategy development.

Table 4.4 Summary of the Focus Group Discussion

Theme	Consolidated finding	Strategic implication
Existing teaching strengths	Teachers demonstrated sound instructional planning, clear explanation, classroom management, professional responsibility, and willingness to improve.	Existing competence can serve as the foundation for more advanced instructional innovation.
Reflection and collaboration	Reflection was largely individual and irregular; peer observation, collaborative planning, and interdisciplinary exchange remained limited.	Structured reflection and collaborative learning mechanisms should be institutionalized.
AI integration	Teachers recognized the educational value of AI but differed in their ability to apply it to design, classroom activity, assessment, and feedback.	Training should be practical, discipline-relevant, and differentiated according to teachers' competence.
Professional development	Available development activities were not always continuous or sufficiently connected to authentic teaching tasks.	A sustained, needs-based development system should combine workshops, mentoring, practice, and follow-up support.
Institutional conditions	Heavy workloads, limited time, uneven resources, and insufficient incentives constrained engagement in innovation and professional learning.	Policy, workload, resource, and incentive arrangements should be aligned with teaching development.
External opportunities and pressures	Digital education policies, emerging technologies, and external partnerships created opportunities, while rapid change and rising expectations increased professional pressure.	The faculty should mobilize external resources while strengthening teachers' adaptive capacity.

The focus group findings clarified the principal issue revealed by the questionnaire. Teachers' lower scores in reflection and AI integration did not arise solely from individual limitations; they were also associated with the continuity of professional development, opportunities for collegial learning, workload, technical support, and institutional incentives. The qualitative evidence therefore justified a strategy framework that addressed both teacher capability and the organizational environment.

4.2.2 Strategic Diagnosis

Table 4.5 Summary of the SWOT Analysis

Internal strengths	Internal weaknesses	External opportunities	External threats
Strong design and implementation	Irregular teaching reflection	Supportive digital education policies	Rapid technological change
Clear objectives and organized content	Limited practical use of AI	Expansion of AI and digital platforms	Increasing expectations for quality
Effective classroom interaction	Insufficient practice-oriented training	Improved resources and facilities	Financial and technical constraints
Appropriate assessment and feedback	Limited peer observation and collaboration	Academic and industry partnerships	Uneven digital competence
Institutional commitment to development	Heavy teaching and administrative workload	Increasing professional exchanges	Workload and reform pressure

The strategic diagnosis corroborated the survey results. Existing competence in design, implementation, and routine assessment provided a credible basis for improvement. Nevertheless, irregular reflection, limited AI application, insufficient practice-oriented development, and workload pressure constrained further progress. Digital policy, institutional investment, and external cooperation offered substantial opportunities, although their value depended on sustained resources and teachers' capacity to adapt.

4.2.3 Proposed Strategies

Table 4.6 Strategies, Actions, and Intended Outcomes

Code	Strategy	Principal actions	Intended outcome
PS1	Professional development	Regular training, academic exchange, workshops, mentoring, and professional learning communities	Sustained growth in pedagogical knowledge and instructional competence
PS2	Technology-enhanced teaching	Practical AI training, digital platforms, technical assistance, and technology-supported assessment	Purposeful integration of technology across design, teaching, assessment, and feedback
PS3	Teaching reflection and collaborative learning	Peer observation, collaborative lesson planning, reflective dialogue, and interdisciplinary communities	Systematic reflection and collective improvement of teaching practice
PS4	Institutional support	Policy improvement, workload management, incentives, financial provision, and teaching resources	A sustainable organizational environment for development and innovation

The four strategies address different but interdependent conditions. PS1 builds teachers' professional capacity; PS2 converts digital awareness into pedagogically purposeful practice; PS3 institutionalizes reflection and collective inquiry; and PS4 secures the policy, time, resources, and incentives required for implementation. Their combined use is therefore more defensible than isolated training initiatives.

4.2.4 Expert Evaluation

Table 4.7 Expert Evaluation of the Proposed Strategies

Rank	Code	Strategy	μ	σ	Evaluation
1	PS1	Professional development	4.72	0.46	Highest
2	PS4	Institutional support	4.63	0.49	Highest
3	PS2	Technology-enhanced teaching	4.58	0.53	Highest
4	PS3	Teaching reflection and collaborative learning	4.34	0.58	High
		Overall	4.57	0.52	Highest

The overall evaluation reached the highest level ($\mu = 4.57$, $\sigma = 0.52$), indicating strong agreement regarding the feasibility and importance of the strategy set. PS1 ranked first ($\mu = 4.72$), confirming professional development as the immediate priority. PS4 ranked second ($\mu = 4.63$), demonstrating that individual improvement must be reinforced by institutional conditions. PS2 also reached the highest level ($\mu = 4.58$). Although PS3 ranked fourth, its high evaluation ($\mu = 4.34$) confirms that reflection and collaboration remain necessary components of sustainable improvement.

4.2.5 Final Strategy Framework

The final framework integrates professional development, technology-enhanced teaching, reflective and collaborative learning, and institutional support. These components operate as a coordinated system: professional learning develops capability, technology broadens pedagogical possibilities, reflection converts experience into improvement, and institutional support sustains the conditions for change.

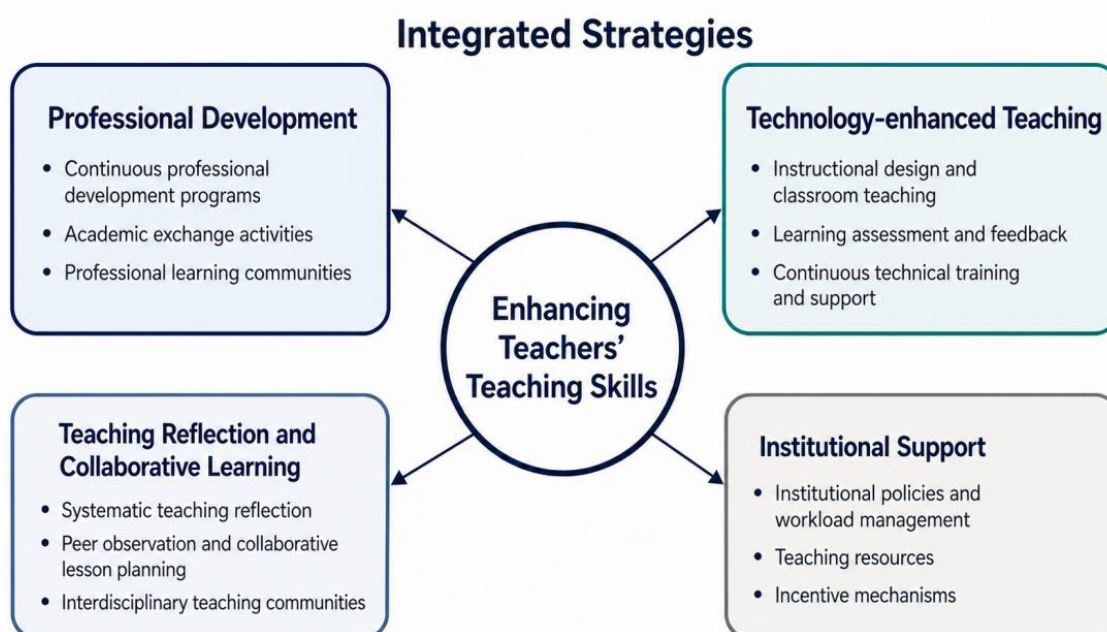


Figure 2 Integrated Strategies for Enhancing Teachers' Teaching Skills

The framework answers the second research objective by translating identified needs into a coherent strategy architecture. It should nevertheless be interpreted as a validated proposal rather than an established intervention. Expert evaluation demonstrates perceived feasibility and importance; evidence of effectiveness will require implementation, monitoring, and subsequent assessment.

5. Conclusion

Regarding the first research objective, the findings demonstrated that the overall teaching skills of teachers in the Faculty of Business Administration at Baise University were at a high level ($\mu = 3.58$, $\sigma = 0.83$). Teaching design achieved the highest rating, followed by teaching implementation and teaching evaluation, indicating that teachers possessed a sound foundation in instructional planning, classroom delivery, and routine assessment. In contrast, teaching reflection and improvement and AI integration were rated at moderate levels. The principal development needs concerned systematic reflection, professional learning, diversified assessment, the use of feedback to improve instruction, and the practical application of AI in teaching and assessment.

Regarding the second research objective, four strategies were developed: strengthening professional development, promoting technology-enhanced teaching, enhancing teaching reflection and collaborative learning, and strengthening institutional support. The overall expert evaluation was at the highest level ($\mu = 4.57$, $\sigma = 0.52$), indicating that the proposed strategies were considered feasible and important. The findings suggest that sustainable improvement requires coordinated measures addressing both teachers' professional competencies and the institutional conditions in which teaching occurs. However, as the strategies have not yet been implemented, their actual effectiveness should be examined through future application and evaluation.

6. Discussion

Regarding the first research objective, teachers demonstrated stronger competence in teaching design, classroom implementation, and learning evaluation, while teaching reflection and AI integration required further improvement. This finding supports the view that professional development can strengthen university teachers' student-centered instructional competence ^[1]. Effective teaching also depends on the integration of pedagogical knowledge, learning objectives, instructional activities, assessment, and digital technologies ^{[2][10]}. Although teachers were able to conduct routine assessments, they were less consistent in using varied assessment methods and assessment evidence to improve instruction, reflecting broader concerns about the assessment of digital competence in higher education ^[11]. The findings further suggest that reflective practice is more effective when supported by lesson study, peer observation, and collaborative professional inquiry ^{[4][9]}. Teachers' recognition of AI's educational value did not always lead to practical classroom application. This gap may be related to differences in self-efficacy, training, infrastructure, and institutional support ^{[5][8]}. Accordingly, effective AI integration requires pedagogical judgment, ethical awareness, critical evaluation, and responsible human oversight in addition to technical knowledge ^{[3][6][7][13][15]}.

Regarding the second research objective, the proposed strategies address professional development, technology-enhanced teaching, reflective collaboration, and institutional support as interconnected areas. Structured development programs can improve teachers' instructional competence and confidence in technology-supported teaching ^{[1][12]}. However, training is more likely to influence teaching and learning when it is connected with classroom application and followed by continuous support ^[14]. Technology-enhanced teaching should therefore include practical training, reliable infrastructure, relevant digital resources, and technical assistance ^{[2][5][10]}. Lesson study, peer observation, collaborative course design, and professional learning communities can also connect professional development with authentic instructional problems ^{[4][9]}. Sustainable improvement additionally depends on supportive policies, manageable workloads, appropriate

incentives, and sufficient opportunities for professional learning. Current AI competency frameworks similarly emphasize institutional guidance, continuous development, ethical practice, and human-centered educational principles ^{[6][7][13][15]}. Therefore, the four strategies should be implemented as a coordinated framework and evaluated through future practical application.

7. Recommendations

Based on the first research objective, the Faculty of Business Administration should prioritize teaching reflection, diversified assessment, and AI integration. Practical training, peer observation, and collaborative lesson planning should be organized to help teachers apply feedback, improve instructional practices, and integrate AI appropriately into teaching and assessment.

Based on the second research objective, the four proposed strategies should be implemented as an integrated development program supported by appropriate policies, resources, incentives, and workload arrangements. Future research should evaluate their actual effectiveness and examine whether they can be applied in other faculties and local undergraduate universities.

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