

TEACHING QUALITY MANAGEMENT AT SHAOGUAN UNIVERSITY IN GUANGDONG PROVINCE

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ABSTRACT

The objectives of this research were: (1) to study the level of teaching Quality Management at Shaoguan University in Guangdong Province (2) to guidelines for enhancing the teaching Quality Management at Shaoguan University in Guangdong Province.

The research was survey research. The population were teachers who work in academic year 2024 total 1464 teachers, the sample size was determined according to the table of Krejcie & Morgan and obtained by simple random sampling total 306 teachers. A five-point rating scale questionnaire. Key informants: for in depth interviews total 3 teachers at Shaoguan University, Data analysis using frequency, percentage, mean, Standard Deviation and content analysis.

Major findings: (1) the level of teaching Quality Management at Shaoguan University in Guangdong Province, overall was at high level, (2) to guidelines for enhancing the teaching Quality Management at Shaoguan University in Guangdong Province included 8 guidelines; Enhancing Teaching Improvements for Underperforming Students, Deepening Industry-Academia Collaborative Education, Enhancing the Process-Oriented Evaluation System, Optimizing Modular Course Design, Advancing Smart Teaching Reform, Enhancing Personalized Learning Guidance, Refining the Evaluation Standard System, Improving the Faculty Development System.

Keywords: Teaching Quality Management, Teacher, Shaoguan University, Guangdong

INTRODUCTION

Against the backdrop of China's higher education transformation towards connotative development, application-oriented undergraduate institutions are confronted with new imperatives in teaching quality management. As a regional university, Shaoguan University's conventional teacher-centered pedagogical model proves increasingly inadequate in meeting Outcome-Based Education requirements, manifesting in problematic disjunctions between curricular objectives and graduation competencies, alongside evaluation systems that prioritize procedural compliance over substantive outcomes. The escalating demands for applied talents driven by regional industrial upgrading necessitates profound industry-education integration and the establishment of a student-centered, outcome-oriented quality management framework grounded in OBE's backward design methodology. This paradigm shift mandates the reconstruction of instructional processes based on predefined learning outcomes, effecting a fundamental transition from teaching-dominant to learning-centric approaches. Concurrently, the implementation of university-enterprise collaborative education mechanisms facilitates the organic integration of academic instruction with industrial practices, thereby enhancing students' applied competencies, while the adoption of humanistic principles through comprehensive faculty development support systems and student mentoring programs activates pedagogical agency. Such systemic reforms not only enable dynamic disciplinary adjustments responsive to regional industrial needs and accentuate institutional distinctiveness through localized cultural integration, but also hold strategic significance for developing high-caliber application-oriented universities that contribute to national initiatives like the Guangdong-Hong Kong-Macao Greater Bay Area development, while simultaneously generating transferable models for peer institutions' quality enhancement endeavors.

Research Objectives

1.To study the level of teaching quality management at Shaoguan University in Guangdong Province.

2.To guidelines for enhancing teaching quality management at Shaoguan University in Guangdong Province.

Research Framework

In this study, researchers integrated insights from Shaoguan University scholars with Zhu Shouxin's (2016) research on team-based teaching quality management to construct a conceptual framework encompassing eight critical dimensions: 1) Implementation of OBE principles, 2) Execution of industry-education integration, 3) Application of humanistic principles, 4) Curriculum design and development, 5) Teaching methods and innovation, 6) Teacher-student interaction and communication, 7) Learning assessment and feedback, and 8) Teacher professional development, as illustrated in the accompanying diagram.

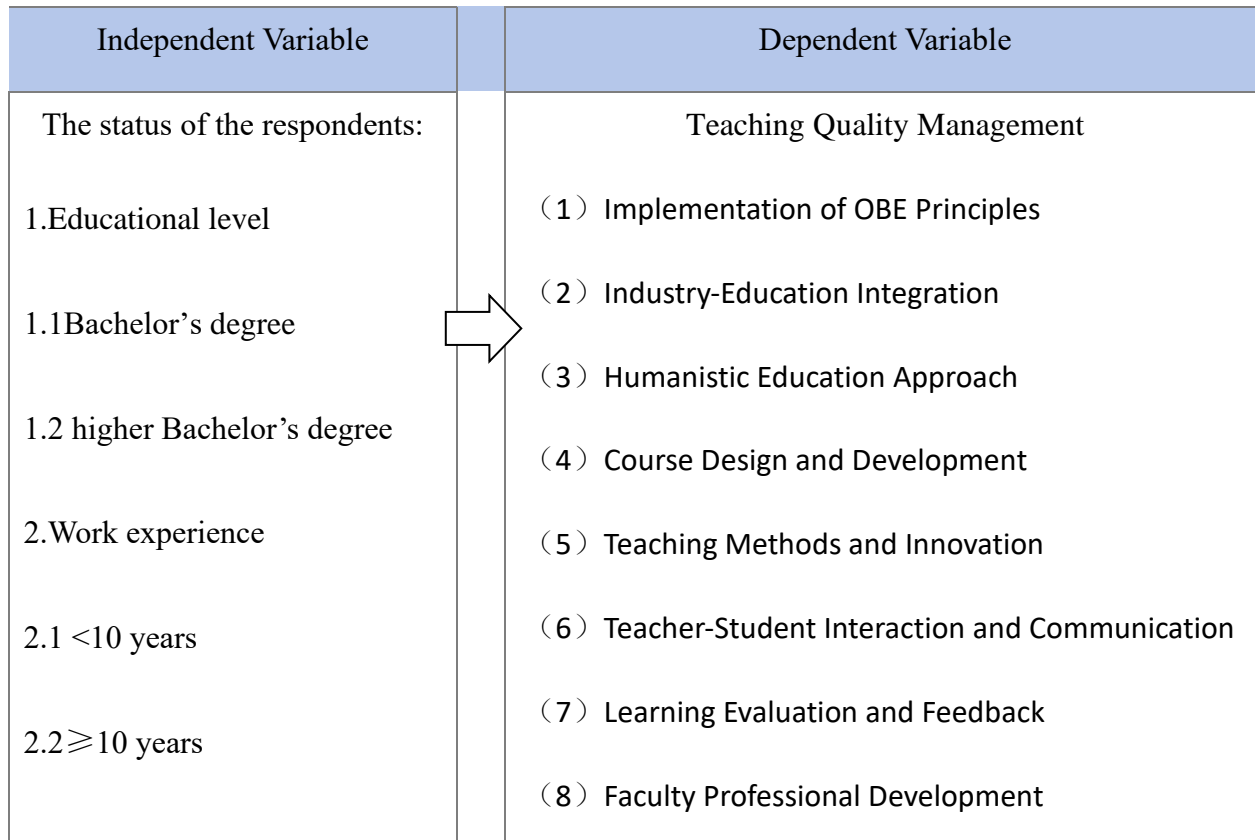


Figure 1 Conceptual Framework

Methods of conducting research

Population: The population were teachers at Shaoguan University in Guangdong Province during the 2024 academic year, totaling 1,464 individuals.

Sample: A subset of 306 teachers from Shaoguan University in the 2024 academic year. The sample size was determined using the Krejcie and Morgan table (Krejcie & Morgan, 1970), with simple random sampling applied for selection.

Research instruments

The instrument used in this study was a questionnaire. This questionnaire is divided into two parts as follows:

Part 1: A questionnaire collecting general information about the respondents.

Part 2: A questionnaire assessing teaching quality management among faculty at Shaoguan University, comprising eight dimensions:

- 1) Implementation of OBE principles
- 2) Execution of industry-education integration
- 3) Application of humanistic principles
- 4) Curriculum design and development
- 5) Teaching methods and innovation
- 6) Teacher-student interaction and communication
- 7) Learning assessment and feedback,
- 8) Teacher professional development.

Data analysis

The data analysis phase will primarily use descriptive and content analysis methods in order to provide an overall overview and summary of the quantitative and open-ended data collected. The following are the main steps of data analysis:

1) Descriptive statistical analysis: descriptive statistical analysis of the quantitative data, including means, percentages, frequency distributions, etc.

Interpretation of the result table to find out the factors affecting the level of efficiency by comparing the average of the evaluation levels by Best (1970):

4.50-5.00 means there was the highest level of teaching quality management

3.50-4.49 means there was a high level of teaching quality management

2.50-3.49 means there was a moderate level of teaching quality management

1.50 -2.49 means there was a low level of teaching quality management

1.00 -1.49 means there was the lowest level of teaching quality management

2) Interviews: Conduct a content analysis of the answers to the open questions and sort out the main ideas and trends that emerged to gain a deeper understanding of the thoughts and opinions of administrators. By summarizing, summarizing, and categorizing. Extract keywords and themes by summarizing, consolidating, and categorizing, to reflect detailed insights and recommendations from administrative staff on human resource management.

3) Synthesis and interpretation: synthesize the results of the quantitative and qualitative analyses to form comprehensive research conclusions. In-depth interpretation of the research questions, discussion of the findings in relation to the theoretical framework, and practical suggestions for organizational development in Shaoguan University.

Data analysis result

Table 1 General information of the respondents:

(n=306)

Demographic Information	Frequency	Percentage
Educational level		
Bachelor's degree	35	11.5
Master's degree	152	49.6
Doctorate	119	38.9

Total	306	100
Work experience		
Less than 10 years	193	63.1
10 years or more	113	36.9
Total	306	100

Table 1 Regarding educational background, employees with doctoral and master's degrees account for relatively high proportions at 49.6% and 38.9% respectively, while those with bachelor's degrees constitute a smaller proportion at only 11.5%. In terms of work experience, 63.1% of employees have over 10 years of professional experience, reflecting the faculty's rich practical background. Overall, the college's faculty is characterized by a young, highly educated, and experienced workforce. The high proportion of doctoral and master's degree holders provides strong support for the college's teaching quality management efforts.

Table 2 Show the mean, standard deviation, and level of teaching Quality Management at Shaoguan University in Guangdong Province .Overall and in each aspect:

(n=306)

No.	Personnel management of administrators of school	\bar{x}	S.D.	Level
1	Implementation of OBE Principles	3.68	0.89	high
2	Industry-Education Integration	3.63	0.83	high
3	Humanistic Education Approach	3.72	1.02	high
4	Course Design and Development	3.93	1.15	high
5	Teaching Methods and Innovation	3.84	1.08	high
6	Teacher-Student Interaction and Communication	3.96	1.19	high
7	Learning Evaluation and Feedback	3.86	0.96	high

8	Faculty Professional Development	3.76	1.04	high
	Total	3.80	1.02	high

Table 2 was found that Shaoguan University's management demonstrates relatively high competency levels (\bar{x} =3.80), with all measured aspects performing above average. The highest scoring dimension was teacher-student interaction and communication (\bar{x} =3.96), followed closely by curriculum design and development (\bar{x} =3.93), while industry-education integration registered as the lowest performing indicator (\bar{x} =3.63).

Table 3 For in depth interviews total 3 teachers at Shaoguan University.

(n=306)

Key word	Expert			total	guidelines
	Expert 1	Expert2	Expert 3		
Implementation of OBE Principles	√	√	√	3	4
Industry-Education Integration	√	√		2	4
Humanistic Education Approach	√			2	4

Course Design and Development	√	√	√	3	6
Teaching Methods and Innovation	√	√		2	5
Teacher-Student Interaction and Communication		√		1	3
Learning Evaluation and Feedback		√	√	1	3
Faculty Professional Development			√	1	2

Table 3 was found that enhancing the implementation of the OBE concept, promoting industry-education integration, enhancing the application of humanistic principles, deepening curriculum design and development, and innovating teaching methods are the five key guidelines for improving the quality of teaching management in schools. These aspects not only directly impact students' satisfaction with teaching and practice but also fundamentally determine the overall development and competitiveness of the institution.

Discussion

Based on the research objectives, the discussion will be presented as follows:

1. Discussion about major findings of objective 1

Based on the research findings regarding Objective 1: Investigating the teaching quality management level of Shaoguan University, the following conclusions can be drawn:

1) Analysis of the College's Teaching Quality Management System

Educational Objectives:The research indicates that the college has received high evaluations in the implementation of the OBE concept, which aligns with the "backward design" principle proposed by Chen Honghua (2021). The college has reconstructed its teaching system with a focus on learning outcomes, defining curriculum objectives and teaching content based on clear graduation requirements. At the same time, the humanistic philosophy emphasized by Lin Bing (2024) is also reflected in the formulation of educational objectives.

Demand Alignment:The college has achieved results in the implementation of industry-education integration. However, there is still room for improvement in adopting Wang Fengling's (2019) suggestions, such as collaborative talent training program development with enterprises and the joint establishment of practical training bases. enhancing alignment in competitions, innovation, and entrepreneurship projects remains a key area for enhancement.

Teaching and Learning Issues:The college excels in curriculum development and design, which is consistent with Xiang Qunjuan's (2019) advocacy for integrating modern technology into specialized courses. However, in terms of teaching methodology innovation, there is a need to adopt her proposed contextualized and integrated teaching approaches.

2) Suggestions for Improving Teaching Quality Management

Clarify Goal Orientation:It is recommended to further strengthen the OBE concept proposed by Chen Honghua (2021) and refine the outcome-oriented quality management system. Simultaneously, integrating Lin Bing's (2024) humanistic philosophy will help establish a more open and inclusive governance mechanism.

Address Teaching and Learning Issues:Drawing on Pei Lülü's (2017) interactive teaching philosophy can enhance equal dialogue between teachers and students. Additionally, referencing Bai Yang's (2013) diversified evaluation system will help improve formative assessment mechanisms.

3) Conclusions and Future Prospects

Overall, Shaoguan University demonstrates excellence in teaching quality management, particularly in curriculum development and design, teacher-student interaction, and student evaluation and feedback. However, certain areas require improvement. For instance, while curriculum development and design received high ratings, modular course design and resource development scored relatively lower, indicating a need for enhanced course structuring and resource allocation to improve teaching effectiveness.

By clarifying goal orientation, addressing teaching and learning challenges, enhancing industry-academia collaboration, and supporting faculty development, Shaoguan University can further elevate its teaching quality management and sustain the advancement of its educational endeavors. Integrating insights from domestic and international scholars, particularly the essence of modern management theories, and focusing on resolving teaching/learning issues and goal orientation will lay a more solid foundation for the university's high-quality development and the enhancement of practical teaching.

2. Discussion about major findings of objective 2

Discussion and Summary of Key Findings for Objective 2: Formulating Guidelines to Strengthen Teaching Quality Management at Shaoguan University

Based on the analytical results of this study, the following strategies are proposed to optimize and improve teaching quality management at Shaoguan University:

1) Establish a Tracking Mechanism for Underperforming Students to Achieve Targeted Teaching Improvements

Surveys indicate that the OBE (Outcome-Based Education) concept has been well implemented, but the analysis and improvement for underperforming students still need enhancement. It is recommended to establish a closed-loop mechanism of "academic warning-analysis-support" by using a data platform to track underperforming students and regularly organize teacher discussions on common weaknesses. For example, courses with high failure rates could undergo specialized teaching diagnostics, with measures such as tiered tutoring and remedial training. The effectiveness of

improvements should be incorporated into teacher evaluations to form a continuously optimized teaching quality assurance system.

2) Deepen Industry-Academia Collaboration to Develop a Practical Curriculum System

Surveys show that the school excels in technology updates for industry-education integration but lacks sufficient collaborative development with enterprises. It is recommended to implement a "dual-mentor" course development model, forming curriculum teams composed of both academic teachers and industry experts. Joint industry-academia laboratories could be established to transform real project cases into teaching resources, developing "project-based" course modules. This would allow students to participate in actual enterprise projects during their studies, cultivating their ability to solve complex engineering problems.

3) Build a Comprehensive Growth Portfolio and Implement Developmental Assessment

Current teaching evaluations overly emphasize outcomes while neglecting the learning process. It is recommended to establish an electronic growth portfolio system to record students' classroom performance, assignment progress, and project participation. Implement "formative assessment + value-added assessment" by providing regular feedback to help students identify areas for improvement. For example, learning analytics technology could generate personalized learning profiles, offering tailored development suggestions to ensure evaluations genuinely foster growth.

4) Optimize Course Module Design and Develop a Digital Resource Platform

Shortcomings in curriculum resource development affect teaching effectiveness. It is recommended to form a curriculum development committee to restructure course modules based on the principle of "shared foundational courses, differentiated intermediate courses, and elective advanced courses." Additionally, a university-level digital teaching resource center should be established, integrating high-quality courseware, micro-lecture videos, virtual simulation experiments, and other resources to enable cross-disciplinary sharing. Teachers should be encouraged to adopt blended teaching methods to improve resource utilization efficiency.

5) Promote Smart Teaching Reform and Establish an Agile Feedback Mechanism

Surveys indicate that insufficient use of information-based teaching tools hinders teaching effectiveness. It is recommended to provide teachers with smart teaching training and promote the use of intelligent teaching platforms. Establish a teaching

closed-loop of "pre-class preview assessment, in-class real-time interaction, and post-class timely feedback," using learning analytics to dynamically adjust teaching strategies. For example, real-time classroom feedback systems could identify student confusion points, enabling precise teaching adjustments.

6) Improve Personalized Guidance Systems to Foster Deep Teacher-Student Interaction

Establish a three-tier guidance network of "mentor + teaching assistant + senior student" and set up personalized tutoring sessions. Use online platforms to create a regular communication mechanism between teachers and students, providing targeted guidance for individual issues, shifting from "group teaching" to "individualized attention."

7) Refine the Evaluation Standard System to Enhance Transparency

Develop detailed scoring standard implementation guidelines and create micro-lectures explaining evaluation criteria. Establish an appeals and feedback mechanism for evaluation results to ensure fairness and transparency, helping students clearly understand grading criteria and improving the credibility of assessments.

8) Enhance the Teacher Development System to Improve Teaching Professionalism

Surveys show that teacher training lacks systematic and targeted approaches. It is recommended to build a "tiered and categorized" teacher development system, designing differentiated training programs for new teachers, key teachers, and teaching experts. Implement a teaching competency certification system linking training outcomes to promotion evaluations. Regularly organize teaching innovation competitions, demonstration class observations, and other activities to foster a culture that values teaching and continuously improves overall faculty standards.

Comprehensive Summary: Shaoguan University's strategies for improving and optimizing teaching quality management focus on eight key dimensions: establishing academic support mechanisms, deepening industry-academia collaboration, refining process-based assessments, optimizing course resources, promoting smart teaching reforms, enhancing personalized guidance, refining evaluation standards, and improving teacher development systems. These strategies address existing gaps while preparing for future development, forming a closed-loop quality enhancement system. It is recommended that the university establish a dedicated task force to develop a phased implementation plan, ensuring effective execution of improvement measures

and sustained enhancement of talent cultivation quality. Through systematic reform, these measures will comprehensively impr.

Recommendations of research

The following recommendations are proposed based on the research findings regarding teaching quality management at Shaoguan University:

1. Enhancing Teaching Improvements for Underperforming Students

While the implementation of the OBE (Outcome-Based Education) concept has been effective, there remains room for improvement in analyzing and addressing the needs of underperforming students. It is recommended that the school establish a regular analysis mechanism—for instance, identifying students' weak areas at the end of each semester and organizing faculty discussions to develop targeted teaching strategies. A "learning support group" could be formed, where teachers or high-achieving students provide additional tutoring to ensure every student keeps up with the curriculum. Additionally, integrating improvement measures into faculty evaluations would incentivize continuous teaching optimization.

2. Deepening Industry-Academia Collaborative Education

Building on the existing industry-education integration, it is suggested to form joint curriculum development teams with enterprises. Each semester, 3-5 real-world project case studies should be co-developed, creating an integrated "teaching-training-research" platform. Regular industry technology seminars should be held to ensure teaching content remains aligned with cutting-edge industry developments.

3. Enhancing the Process-Oriented Evaluation System

It is recommended to establish an electronic growth portfolio for each student, documenting their entire learning journey. A three-dimensional evaluation model (knowledge + skills + competencies) should be adopted, increasing the weight of process-based assessments such as class participation and project performance. Personalized learning diagnostic reports should be provided periodically to shift from single-outcome evaluation to holistic development assessment.

4. Optimizing Modular Course Design

The curriculum system should be restructured following the principle of "shared foundational courses + specialized core courses + flexible elective courses." A university-wide smart teaching resource platform should be developed, featuring modular digital textbooks. A special fund for course development should be

established to promote cross-disciplinary sharing of high-quality resources and enhance curriculum quality.

5. Advancing Smart Teaching Reform

Faculty training in technology-enhanced teaching methods should be conducted to promote blended learning models. A teaching closed-loop (pre-class assessment → in-class interaction → post-class feedback) should be implemented, leveraging learning analytics to dynamically adjust teaching strategies for continuous optimization.

6. Enhancing Personalized Learning Guidance

A three-tier mentoring network (faculty mentor + teaching assistant + senior student mentor) should be established, with dedicated personalized tutoring sessions. An online consultation platform should be introduced to provide one-on-one guidance for students with special needs, transitioning from "group instruction" to "targeted support."

7. Refining the Evaluation Standard System

Detailed grading rubrics should be formulated, supplemented by micro-lectures explaining evaluation criteria. A transparent feedback mechanism should be implemented—clearly communicating grading rules at the start of each course and providing exemplary assignment samples to ensure fairness and clarity in assessments.

8. Improving the Faculty Development System

A tiered training program (new faculty → mid-career faculty → teaching excellence awardees) should be introduced. The professional development system should be enhanced through annual teaching workshops, teaching competitions, and linking teaching achievements to promotion evaluations, fostering a culture that values high-quality instruction.

Overall Summary: The college's teaching quality management demonstrates strong performance across multiple areas, yet there is still potential for refinement. By targeting underperforming students, deepening industry collaboration, emphasizing process-based evaluation, optimizing course resources, integrating technology, and ensuring transparent assessment standards, these improvements will address current gaps while reinforcing strengths—ultimately enhancing overall teaching effectiveness and student satisfaction.

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