

Analyzing Key Factors Influencing the Operation of Teaching Quality Monitoring Systems in Higher Education

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Abstract: The teaching quality monitoring system plays a crucial role in ensuring the quality of higher education. An effective monitoring system not only ensures the achievement of educational goals but also promotes continuous improvement in teaching. This article explores the key factors affecting the effective operation of teaching quality monitoring systems. Through in-depth interviews, it analyzes the current status and challenges of the system in practical applications. The study finds that the effective operation of the system is influenced by several factors, including a scientific evaluation system and standards, teachers' professional development and engagement, a student-centered philosophy, and the adequacy of information technology support. Based on these findings, recommendations are made to improve evaluation systems and standards, strengthen the student-centered philosophy, and other strategies to promote the sustainable development of teaching quality monitoring systems and provide insights for other higher education institutions.

Keywords: Higher Education, Teaching Quality Monitoring, Key Factors

I. Introduction

The quality of higher education is a crucial cornerstone for national competitiveness and social development, and teaching quality monitoring systems are essential tools for ensuring this quality (Wang & Li, 2022). In recent years, with the deepening of higher education reforms in China, how to effectively construct and operate teaching quality monitoring systems has become a significant issue for both academia and educational practitioners (Chen & Zhang, 2020). An effective teaching quality monitoring system can not only enhance educational quality but also promote educational equity and improve the overall management level of educational institutions (Zhang,

2021). However, current teaching quality monitoring systems face multiple challenges in practical application, such as the scientific nature of evaluation systems, teacher engagement, and meeting student needs (Feng & Liu, 2019; Liu, 2021). Through interviews with teaching administrators, teachers and students, this study aims to identify and explore the key factors affecting the effective operation of the teaching quality monitoring system, so as to provide theoretical basis and practical reference for promoting the continuous improvement of the quality of higher education.

II. Research Methods

This study employs in-depth interviews to collect primary data from teaching administrators, teachers, and students. Specifically, the research includes 10 teaching administrators, 15 teachers, and 30 students. The goal is to gain a comprehensive understanding of the perspectives and experiences of different groups regarding the operation of the teaching quality monitoring system, thereby obtaining an in-depth understanding of the system's operational status.

Here is the translation:

III. Results

The table consolidates interview data from educational managers, teachers, and students, presenting detailed feedback on key factors in the teaching quality monitoring system. The data indicates significant issues in evaluation systems, teacher professional development, student-centered philosophy, resource allocation, and quality culture construction. These findings highlight challenges in the practical operation of the teaching quality monitoring system and provide valuable insights for further improvement.

Table 1. Summary of Interview Data

Key Factors	Respondent Category	Feedback Content	Frequency
Effectiveness of Evaluation System and Standards	Educational Managers	6/10The evaluation system lacks specificity and fails to address specific teaching needs	6
	Educational Managers	4/10Clear quantitative evaluation indicators are needed	4
	Teachers	9/15Evaluation standards are disconnected from actual teaching activities	9
	Teachers	6/15Evaluation feedback is delayed and does not promptly adjust teaching strategies	6
	Students	20/30The evaluation system is opaque, making it hard to understand evaluation standards and processes	20

	Students	10/30 Feedback mechanisms are insufficient, making it difficult to suggest improvements to teaching quality	10
Teacher Professional Development and Engagement	Educational Managers	5/10 Insufficient professional development training opportunities and support	5
	Educational Managers	5/10 Inadequate incentive mechanisms, resulting in low teacher engagement	5
	Teachers	12/15 Strong demand for training and professional development support, but opportunities are limited	12
	Teachers	8/15 Heavy workload affects engagement, preventing full involvement in quality monitoring	8
	Students	15/30 Low teacher engagement in quality monitoring impacts teaching quality	15
	Students	12/30 Desire for increased teacher training to improve teaching quality	12
Student-Centered Monitoring Philosophy	Educational Managers	7/10 The current monitoring system neglects individual student development	7
	Educational Managers	3/10 More diverse evaluation methods focusing on comprehensive student development are needed	3
	Teachers	10/15 The quality monitoring focuses mainly on academic performance, ignoring other aspects	10
	Teachers	5/15 Desire for more focus on students' overall development	5
	Students	22/30 The monitoring system focuses too much on academic performance and neglects personal growth	22
	Students	8/30 Need for more comprehensive feedback mechanisms focusing on learning and development	8
Resource Allocation and	Educational Managers	8/10 Old teaching facilities affect the conduct of teaching activities	8

Information Technology Support	Educational Managers	6/10 Uneven resource allocation, with shortages in some areas	6
	Teachers	10/15 Need for improved application of information technology in quality monitoring	10
	Teachers	7/15 Insufficient equipment and resources affecting teaching effectiveness	7
	Students	20/30 Insufficient facilities affect learning experience and quality evaluation	20
	Students	15/30 Low level of information technology support impacts quality monitoring	15
Quality Culture Construction	Educational Managers	6/10 Quality culture construction is inadequate, lacking continuous improvement mechanisms	6
	Educational Managers	4/10 Need to strengthen the promotion of quality culture and full participation	4
	Teachers	8/15 Quality culture atmosphere is good, but engagement and awareness need improvement	8
	Teachers	7/15 Quality culture construction needs to be strengthened with more incentive measures	7
	Students	12/30 The quality culture atmosphere is improving but needs further enhancement	12
	Students	18/30 Hope for further strengthening of quality culture construction	18

IV. Key Factors Affecting the Operation of Teaching Quality Monitoring Systems

4.1 Scientific Evaluation System and Standards

A scientific and rational evaluation system is fundamental to the effective monitoring of teaching quality. Research indicates that an effective evaluation framework should align with the institution's educational orientation and talent development goals, demonstrating characteristics of fairness, operability, and multidimensionality (Wang & Li, 2021). The evaluation process must encompass diverse aspects, including teacher performance, student learning outcomes, curriculum development, academic research, and social service contributions (Li & Zhang, 2023). However, many colleges and universities face challenges due to vague and non-targeted evaluation standards, which hinder optimal monitoring outcomes. For instance, educational managers have identified a lack of specificity in the current evaluation system, indicating that it fails to address

the specific needs of teaching (6/10). Additionally, both teachers and students have pointed out disconnections between evaluation standards and actual teaching activities, with teachers noting that evaluation feedback is often delayed, preventing timely adjustments to teaching strategies (9/15) (6/15). Students, too, have expressed concerns about the opaqueness of the evaluation system, highlighting that unclear standards and processes make it difficult to understand evaluation outcomes (20/30). Moreover, the feedback mechanisms currently in place are insufficient, further complicating efforts to suggest improvements to teaching quality (10/30). To address these issues, it is imperative to establish a clear, specific, and quantifiable system of evaluation indicators (Chen & Hu, 2022). By developing well-defined metrics, educational institutions can enhance the effectiveness of their evaluation processes and ultimately improve teaching quality.

4.2 Professional Development and Engagement of Teachers

Teachers play a central role in educational activities, and their professional quality and teaching abilities significantly affect the effectiveness of the teaching quality monitoring system. Research indicates that active teacher participation and innovative thinking are crucial for the successful operation of this system (Zhou & Li, 2022). While teachers generally acknowledge the importance of teaching quality monitoring, many report low engagement levels due to insufficient professional development training opportunities and inadequate incentive mechanisms, which were noted by educational managers (5/10). Additionally, teachers have expressed a strong demand for training and professional development support, yet they find such opportunities to be limited (12/15). The heavy workloads faced by teachers further impede their engagement, preventing them from fully participating in quality monitoring efforts (8/15). Students have also observed the repercussions of low teacher engagement on teaching quality, emphasizing the need for increased teacher training to enhance educational outcomes (15/30, 12/30). To address these challenges, universities must bolster support for teachers' professional development, offering more robust training opportunities. Furthermore, improving evaluation and incentive mechanisms is essential to stimulate teachers' active involvement in teaching quality monitoring (Liu & Chen, 2023). By creating a more supportive and engaging environment, educational institutions can enhance both teacher participation and the overall quality of education.

4.3 Student-Centered Monitoring Concept

The "student-centered" concept is a fundamental principle in modern educational development. Research indicates that an effective teaching quality monitoring system should prioritize students' learning processes and overall development (Wang, 2020). However, the current monitoring system predominantly emphasizes academic performance and classroom behavior, neglecting vital aspects of personal growth and development. Educational managers have identified that the existing monitoring system overlooks individual student development (7/10) and lacks diverse evaluation methods that focus on comprehensive student growth (3/10). Similarly, teachers have expressed concerns that the quality monitoring primarily targets academic performance, while there is a strong desire for greater emphasis on students' holistic development (10/15, 5/15). Students echo these sentiments, noting that the monitoring system's focus on academic performance comes at the expense of personal growth and development (22/30). They also emphasize the need for more comprehensive feedback mechanisms that address

both learning and developmental aspects (8/30). To better implement the "student-centered" educational approach, it is crucial to adopt diverse evaluation methods and feedback mechanisms. These should aim to fully understand students' learning needs and promote their overall growth (Chen, 2021). By shifting the focus from solely academic achievements to a more balanced consideration of students' personal and social development, educational institutions can enhance the effectiveness of their quality monitoring systems.

4.4 Resource Allocation and IT Support

Adequate teaching resources and modern facilities, such as laboratories and libraries, are crucial for the effective operation of teaching quality monitoring systems. Research indicates that many schools encounter challenges such as outdated teaching facilities and uneven resource allocation, which adversely affect teaching quality and students' learning experiences (Liu & Zhang, 2020). Educational managers have noted that old teaching facilities significantly hinder teaching activities (8/10), while uneven resource allocation results in shortages in critical areas (6/10). Teachers have expressed a strong need for improved information technology application in quality monitoring, recognizing that insufficient equipment and resources can negatively impact teaching effectiveness (10/15, 7/15). Moreover, students have reported that inadequate facilities detract from their learning experience and hinder quality evaluation (20/30), along with a low level of IT support that impacts the overall effectiveness of quality monitoring efforts (15/30). To enhance the efficiency and effectiveness of the monitoring system, it is imperative to optimize resource allocation and improve the condition of educational facilities. Furthermore, enhancing the application of information technology in teaching quality monitoring can significantly contribute to achieving better educational outcomes (Zhou & Li, 2022). By investing in modern resources and technology, educational institutions can create a more conducive learning environment that supports both teaching and quality monitoring.

4.5 Quality Culture Construction

Quality culture construction is essential for the sustainable development of teaching quality monitoring systems. Research indicates that fostering a quality-centered campus culture can significantly enhance the involvement of faculty, staff, and students in improving teaching quality (Liu, 2023). Although many schools have successfully created a positive quality culture atmosphere and established transparent feedback mechanisms, there remain challenges to strengthen engagement and promote continuous improvement. Educational managers have noted that the current quality culture construction is inadequate, lacking mechanisms for ongoing enhancement (6/10). They emphasize the need to strengthen the promotion of quality culture and encourage full participation across the institution (4/10). Similarly, while teachers acknowledge the presence of a good quality culture atmosphere, they believe that engagement and awareness among faculty need improvement (8/15). Additionally, more incentive measures are necessary to bolster the quality culture construction (7/15). Students have observed that while the quality culture atmosphere is improving, further efforts are required to enhance it (12/30) and to strengthen the overall quality culture construction (18/30). To cultivate a more robust quality culture, educational institutions should focus on promoting active participation, enhancing awareness, and implementing continuous

improvement mechanisms. By fostering an inclusive environment where quality is prioritized, schools can better support the effectiveness of their teaching quality monitoring systems (Zhang & Wang, 2023).

V. Conclusions and Recommendations

5.1 Conclusions and Recommendations

This study identifies several factors affecting the teaching quality monitoring system and finds that these factors play a crucial role in the system's effective operation. Firstly, a scientific evaluation system and standards are fundamental to ensuring the effectiveness of the teaching quality monitoring system, but issues such as vague and non-targeted standards are present. Secondly, teachers' professional development and engagement are essential for the system's operational effectiveness, but improvements are needed due to insufficient teacher participation. Thirdly, the modern educational concept of "student-centered" is not fully reflected in the current monitoring system, necessitating greater focus on students' overall development. Additionally, inadequate resource allocation and IT support negatively impact the system's operation. Finally, although progress has been made in quality culture construction, further enhancement of full participation and continuous improvement awareness is needed.

5.2 Recommendation

5.2.1 Improve Evaluation Systems and Standards

It is recommended that university develop a more scientific, specific, and quantifiable evaluation indicator system to align with the institution's educational orientation and talent development goals. The evaluation system should ensure fairness and multidimensionality to comprehensively reflect the actual conditions of teacher teaching, student learning, and curriculum development.

5.2.2 Strengthen Teacher Professional Development and Engagement

The university should increase training opportunities for teachers, improve evaluation and incentive mechanisms, and stimulate teachers' participation. Clear incentive policies and professional development support can enhance teachers' engagement and enthusiasm for teaching quality monitoring.

5.2.3 Enhance Student-Centered Concept

It is advised to adjust the monitoring system to place more emphasis on students' learning processes and overall development. Diverse evaluation methods and feedback mechanisms should be used to better understand students' learning needs and growth, thereby better reflecting the "student-centered" educational concept.

5.2.4 Optimize Resource Allocation and IT Support

The university should optimize the allocation of existing teaching resources and facilities, update outdated facilities, and enhance the application level of information technology in teaching quality monitoring. Increased

investment in IT support can improve the efficiency and effectiveness of the teaching quality monitoring system.

5.2.5 Strengthen Quality Culture Construction

Further strengthening the campus quality culture is recommended, creating a quality-centered cultural atmosphere and encouraging all faculty, staff, and students to focus on and participate in the improvement of teaching quality. Establishing transparent feedback mechanisms will promote continuous improvement and full participation in quality culture.

By implementing these recommendations, the teaching quality monitoring system at university will become more effective and sustainable.

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