

Research on Teaching Quality Management System of Business Administration Specialty

YUAN Jixue

School of Business Administration, Qilu University of Technology (Shandong Academy of Science), Jinan 250353, China

Email: yjxgcd@163.com, <https://orcid.org/0000-0003-3368-3031>

Abstract

The purpose of the construction of teaching quality management system is to ensure that the university education can achieve the expected goal, and use the most appropriate and scientific teaching methods to impart professional knowledge to college students, so that students can understand the essence of the theory and obtain the ability of practical application, so that teaching can achieve the maximum performance. The whole teaching quality management system includes: quality evaluation system, quality monitoring system, quality assurance system, quality rectification and supervision, etc.

Keywords Teaching quality management system; Quality evaluation; Quality monitoring; quality assurance

1 Foreword

On 16 March 2012, the Ministry of Education issued [2012] No .4 of the Higher Education Council, "Some Opinions on Improving the Quality of Higher Education in an All-round Way ". The Opinions are divided into 30 parts: adhering to the implicit development, promoting the characteristics of colleges and universities, perfecting the quality standard system of personnel training, optimizing the discipline, specialty and personnel training structure, innovating the talent training model, consolidating the basic position of undergraduate teaching, reforming the postgraduate training mechanism, strengthening the practical education link, strengthening the innovative entrepreneurship education and employment guidance service, strengthening and improving ideological and political education, perfecting the evaluation system of educational quality, promoting collaborative innovation and enhancing the scientific and technological innovation ability of colleges and universities. Among them , " improve the evaluation system of educational quality "points out: introduce a new program of undergraduate teaching evaluation in colleges and universities, strengthen classification evaluation, classification guidance, adhere to the principle of separating the government authorities, management and assessment, establish a teaching evaluation system based on self-evaluation of colleges and universities, with normal monitoring of teaching basic state data, college evaluation, professional certification and evaluation, international evaluation as the main content, and the combination of government, school, specialized institutions and social multiple evaluation. Strengthen the self-evaluation of colleges and universities, perfect the quality assurance system, perfect the database of the basic state of undergraduate teaching, and establish the system of issuing the annual report of undergraduate teaching quality.

2 Domestic and Foreign Research Status

Many scholars have done a lot of research on the monitoring and evaluation of teaching quality in foreign universities. Wang Yi and Chen Min (2015) combed the evolution course of the teaching quality monitoring model of American colleges and universities, analyzed the composition of the current teaching quality monitoring system in the United States, and summarized the characteristics of teaching quality monitoring in American colleges and universities. Shi Qiuheng and Chen Lei (2011) summarized the teaching quality monitoring system of general colleges and universities in the United States. The monitoring system can be divided into internal teaching quality monitoring system and external teaching quality monitoring system. The internal teaching quality monitoring system includes student evaluation and self-evaluation within colleges and universities. The external teaching quality monitoring system can be divided into social monitoring and government monitoring. Chulkov D V and Van Alstine J (2012) think that student satisfaction survey is an important index to evaluate teaching quality, and student satisfaction survey is a conscious school-student relationship management behavior in American colleges and universities in order to achieve total quality assessment. The purpose of this form of survey is to assess students' experiences in all aspects of the university, their perceptions of the importance of their experiences, their expectations and their satisfaction with expectations. The evaluation and monitoring of teaching quality in British and German universities are similar, and are not repeated here.

There are many researches on the evaluation, monitoring and guarantee system of teaching quality in our country, But there is little research in business administration, and for the local ordinary undergraduate colleges and universities business administration professional research is less. Zhang Lieping et al.(2013) discussed the particularity and necessity of constructing practical teaching quality monitoring system in local undergraduate colleges and universities from the orientation of school running, the goal of talent training and the condition of running a school. Combined with the practice of school practice teaching quality control, to construct the quality control system of practical teaching in local undergraduate colleges, this paper expounds a series of concrete measures taken by the school in the process of monitoring the practical teaching quality and the implementation effect in improving it. Bao Buyun and Hu Chunyang(2010) used factor analysis and SPSS statistical software, for business administration category in Anhui Institute of Science and Technology, empirical study on teaching quality of 57 major courses in 2008~2009 academic year. In the earlier literature, Xu Jianwen and Zhu Kaixin(2006) believe that the quality of curriculum teaching is the lifeline of colleges and universities, under the credit system, because of its inherent characteristics, the improvement of course teaching quality depends on the effective operation of a perfect quality control system, for this, colleges and universities should take measures, and build an internal monitoring system of curriculum quality to ensure the quality of talent training and to improve the level of running a school.

The research on the evaluation, monitoring and guarantee system of the professional teaching quality of business administration is focused on the practical teaching process, Fei Chang(2013) thinks that business administration is a practical and scientific subject, in teaching, we should not only teach students the basic theoretical knowledge, but also teach them the ability to use knowledge, pay attention to the cultivation of students' practical ability, analysis and problem solving ability, based on the current situation, Fei Chang studied the quality evaluation of practical teaching in business administration. Zhang Chunying and Qiao Mei (2011) start with analysis the problems that are easy to appear in the operation of practical teaching, probes into the construction of practical teaching guarantee system for business administration specialty from two aspects: the construction of practical teaching quality management guarantee system and the practice teaching support guarantee system. Liu Junfeng and Wang Ailian (2015) take the business administration major of Xi'an Petroleum University as the research object, made use of the innovative practice teaching management to improve the quality of practical teaching, with the help of project management

thinking mode to construct the supervision and evaluation system of practical teaching for business administration major, so as to arouse the higher education workers to the practice teaching supervision link attention. Du Jun (2010) investigated and analyzed the main factors affecting the classroom teaching effect of business administration teachers, the results shown that the personal characteristics, teaching quality, teaching skills, teaching responsibility and scientific research level of business administration teachers have impact on the classroom teaching effect. Liu Zhixiang (2014) believed that building a sound financial management professional practice teaching quality assurance and monitoring system is of great practical significance to promote the smooth development of practical teaching. On the basis of exploring the countermeasures of perfecting the practical teaching system of financial management specialty, the concrete measures to construct the quality assurance and monitoring system of practical teaching in financial management specialty are put forward. Wang Shirong et al. (2011) elaborated the purpose, significance, necessity and urgency of establishing the classroom teaching quality assurance system, constructed the basic principle and theoretical basis of establishing classroom teaching quality assurance system and the basic framework of classroom teaching quality assurance system for the whole process of classroom teaching organization, coordination, monitoring, evaluation and feedback, put forward the problem that can reflect every link of classroom teaching in time and accurately in order to guide teachers in time to modify and improve the teaching content and teaching methods of classroom teaching quality assurance system control process of the software assumption. In addition, they also established the management goal which includes the classroom teaching quality, monitoring the teaching process, carry out classroom teaching quality monitoring system of classroom teaching evaluation and classroom teaching information feedback.

3 Content and link of teaching quality management system

The purpose of the construction of teaching quality management system is to ensure that university education achieves the desired purpose, and to impart the professional knowledge to college students with the most appropriate and scientific teaching methods, so that students can understand the essence of theory and ability to obtain practical application, so that teaching can achieve performance. The whole teaching quality management system includes: quality evaluation system, quality control system, quality assurance system, quality rectification and supervision. The quality evaluation system includes the design of evaluation standard and the design of evaluation method. The relationship and operation steps of each system in the teaching quality system are shown in figure 1.

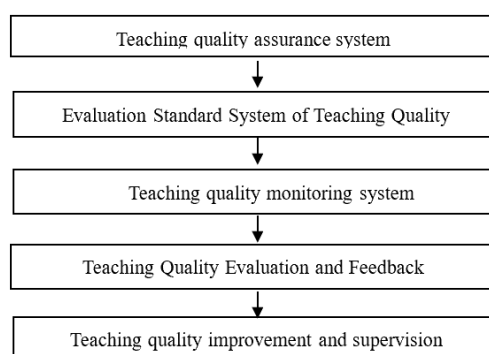


Figure 1: Teaching Quality Management System

The quality management system of this project is aimed at the design of business administration specialty, the quality evaluation system, the quality monitoring system and the quality assurance system are trinity, which is the main framework of the system. Applying the theory of performance management to teaching quality management, performance management has four links: performance planning, perfor-

mance monitoring, performance evaluation and performance feedback. Similarly, the quality evaluation system and quality monitoring system can be divided into four links:

The establishment of multi-channel teaching quality information collection method, the construction of "quality monitoring and evaluation information data platform", the design of different evaluation subjects for teaching quality evaluation index system. Belongs to the teaching quality plan link.

Improve the monitoring system of teaching quality, scientific monitoring means It is adopted in classroom teaching, course examination or examination, experiment, practice, graduation link, social investigation and so on. It belongs to the monitoring link of teaching quality.

Design a relatively fair and fair evaluation mechanism of teaching quality, collect the evaluation information of teachers and teaching process with multiple subjects, and comprehensively calculate the evaluation results of various links of teaching, and get the final evaluation value of teachers' teaching quality. It belongs to the evaluation link of teaching quality.

Improve the feedback mechanism of teaching quality evaluation results, so that teachers can know the problems and achievements in teaching work as soon as possible, so as to improve the teaching work in the future. It belongs to the feedback link of teaching quality.

The guarantee of teaching quality is to put forward specific conditions from the aspects of convenience of data collection of teaching quality, rationality of professional training scheme, teaching conditions of teachers, students' experimental conditions, students' practice opportunities and so on.

4 Content and operating mechanism of quality assurance system

The teaching quality assurance system is based on certain people, money and material, such as teaching staff, teaching quality supervision, teaching infrastructure, training scheme design, teaching laboratory, practice base and so on. The content of the quality assurance system is shown in figure 2.

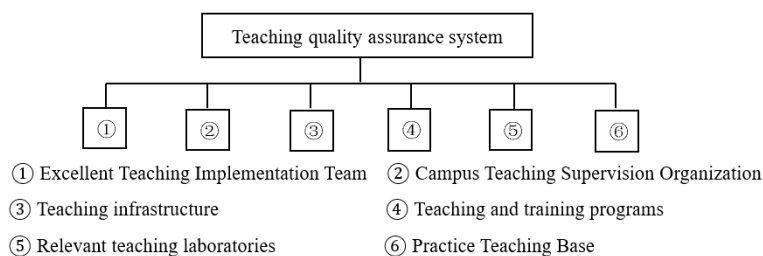


Figure 2: Teaching Quality Assurance System

For business administration majors, the specific contents of the quality assurance system include:

Construct the Excellent Teaching Teachers. The high level of teaching quality can't be separated from the high level of teaching teachers. The academic level and so on knowledge level, professional accomplishment, practical experience of enterprise management, of teaching teachers are dominant competencies, and the professional ethics, motivation and values of teaching teachers are implicit qualities of teachers. In the introduction of business administration teachers, strictly according to the quality model of high-level teachers. In addition to academic qualifications generally for doctoral graduate students, accounting, financial management also requires accounting qualifications and higher levels of accountants, human resources management, marketing also requires business experience and higher academic research results.

College Teaching Supervision Organization. Whether the teacher should do his best in the teaching process and achieve the due teaching effect requires a special evaluation team to judge on the spot. Schools and colleges should set up teaching supervision groups to monitor teachers' behavior in the course of classroom, experiment and social practice, and evaluate their real behavior according to the evaluation

indexes of the effect of various teaching activities, as the basis for the evaluation of teaching quality. At the same time, colleague peer evaluation should be introduced as a reference for teaching effect. The school steering group should also give comprehensive opinions according to the evaluation of teachers by students. In order to obtain more accurate quality information, students have the most say. In order to avoid students' fear of affecting course results, students should be asked to evaluate the teaching effect of teachers after the course results (usually in the next semester) come out. Of course, there are exceptions, students who fail the course may not objectively evaluate the teaching effect, It needs comprehensive analysis of supervision at the school and college levels to give a more accurate evaluation.

Teaching infrastructure. The teaching place, teaching equipment, teaching research place and so on, needs to have the reasonable fund investment, guarantees the specialized teaching to have the basic condition safeguard. Business administration in addition to the basic classroom facilities (including multimedia equipment, laser mouse, wireless microphone, etc.), each major needs to have a professional teaching and research office, each teacher must have a workbench, as a fixed place for teaching and research.

Teaching and Training scheme. The teaching and training scheme is the teaching process arrangement of each major for four years, and the major of business administration has a strong practicality and modernity, so the training scheme needs to be closely related to the reality and adjust the training scheme in time (at least once every four years) so that the courses offered are in line with the reality and more practical. For example, entrepreneurship management theory as a compulsory or elective course, increased to marketing, human resources management, financial management and other professional training programs.

Related teaching laboratories. Business administration majors probably need human resource management simulation, accounting manual operation, ERP sand table simulation, financial management simulation, marketing simulation laboratory, each professional virtual simulation experiment, each professional scene simulation experiment and so on.

Practice Teaching Base. The undergraduate major of business administration basically belongs to the applied specialty, the practice teaching is the important link which lets the student strengthen the theory knowledge understanding, grasps the practice application method. Through many years of practical teaching, we believe that for each major, the number of practice bases and the number of students per class is generally 1:8 more reasonable, according to the effect of teaching practice to improve the form of teaching practice.

The content design of quality assurance system is quite simple, and it is important how to run the mechanism to ensure that the system plays its role. In view of the above quality assurance system content, in the daily teaching process, according to the time axis, the responsible person, the safeguard system construction to design the operation mechanism, as shown in Table 1, four years is a cycle.

5 Content and operation mechanism of quality control system

At present, many colleges and universities adopt the credit system model. The quality control of business administration majors is, on the one hand, the task of supervising and guiding all links in the teaching curriculum, and on the other hand, the data of all links and processes are recorded as the reference basis for quality evaluation. Teaching quality monitoring can be divided into: teaching goal monitoring, teaching process monitoring, curriculum effect monitoring, teaching link monitoring, curriculum assessment monitoring and so on. It involves teaching quality objectives, teaching document preparation, curriculum teaching; process and curriculum teaching effect, by using scientific and reasonable methods to analyze the information obtained, analyze the disagreement between the professional training objectives and the teacher's teaching behavior, and put forward the next quality control improvement plan. The teaching quality monitoring system of business administration major under the credit system model is shown in figure 3.

Table 1: Construct and improve the assurance system

Time	Construction or improvement	Standards	Responsible persons
July - August	Inspect and maintain teaching infrastructure, arrange and prepare the laboratory, contact and negotiate for practice base.	Ensure the classroom teaching equipment, laboratory equipment intact, teaching software can be used normally, practice base to meet the teaching use.	Head of the lab.
September - December	Construct and improve teaching quality committee, construction plan of teaching staff.	Construct the teaching quality committee, supervises the division of labor and the teaching team	Professional Officer
January - February	Inspect and maintain teaching infrastructure, laboratory arrangement and preparation, experimental software update purchase plan.	Ensure classroom teaching equipment and laboratory equipment in good condition, teaching software can be used normally.	Laboratory director
March - June	Construct and improve the supervision system and summarize the problems existing in the operation of the teaching program.	Specific program, process determination, proper staffing.	The head of the college teaching.

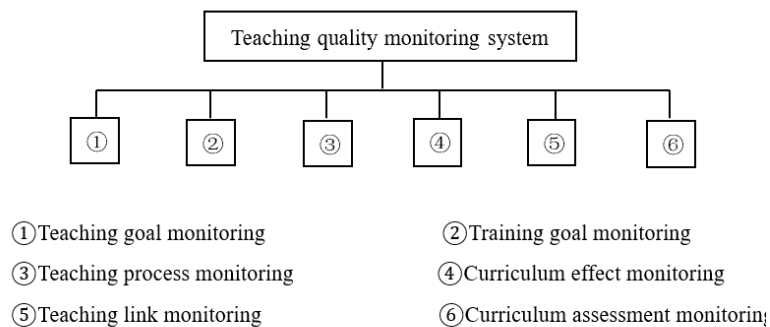


Figure 3: Teaching Quality Monitoring System

The monitoring of teaching objectives is to check whether the training process of each major in business administration is consistent with the teaching objectives arranged by the school. Training goal monitoring is to check whether the training effect of each major is consistent with the training goal determined in the professional training program. The monitoring of teaching process is to check the preparation of teachers' teaching, the situation of classroom teaching, the situation of after-school guidance, and so on. It also includes whether the procedures of practice, practical training and practical links are scientific and effective. Curriculum effect monitoring is to check whether the teaching effect of each course meets the learning requirements of the course. The monitoring of teaching links is to analyze the rationality and feasibility of each teaching link set up by each specialty. Curriculum assessment monitoring is to check whether the methods used by teachers in the course of curriculum assessment are in line with the nature of the curriculum.

Teaching quality monitoring requires the teaching committee of the college to formulate the corresponding system, process, responsible person, monitoring cycle, methods. In general, a school year should be summed up once, the problems existing in the monitoring system should be summarized, and the ele-

ments of each monitoring should be reasonably evaluated.

6 Content and operating mechanism of quality evaluation system

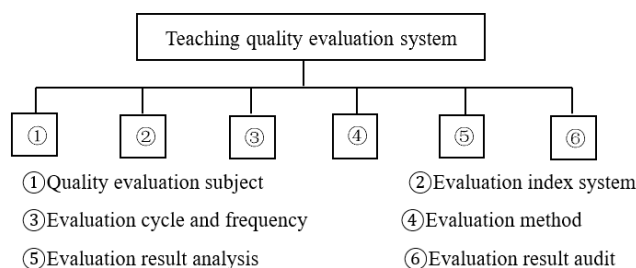


Figure 4: Teaching Quality Evaluation System

The main body of quality evaluation generally includes students, supervisors and peers. Students are the direct recipients of teaching. They have a thorough understanding of teachers' teaching process, teaching level and teaching ability. They should be the main body of evaluation. The weight ratio should not be less than 60%. The peers mainly learn from each other and help each other, and the proportion of quality evaluation should be appropriate or only for reference. When the evaluation results deviate, as a teacher gives the same course to different classes, but the evaluation results are very different. Peer evaluation can be introduced as the method of evaluation results audit. Supervision is an important quality evaluation subject, the weight ratio is not less than 30%. In order to ensure the objectivity and scientificity of students' evaluation scores, how to determine the index system of students' evaluation of teachers and how to allocate the scores of each index, In determining these indicators, we should refer to the teaching quality evaluation index system of other colleges and universities. The index system of supervision should be different from that of students. Because the angle of supervision and observation of teaching quality is different from that of students, supervision could better evaluate teachers' teaching preparation, teaching logic thinking, knowledge structure and so on. If peer evaluation is introduced, the index system and supervision are roughly the same.

The evaluation cycle is usually a semester, how many times each teacher attends each course, depending on the situation. In particular, new teachers, teachers who have been evaluated by students with relatively low scores, appropriately increase the frequency of listening, one is to urge the class, to help teachers improve the quality of teaching, the other is to listen to more information, so that the evaluation is more objective. The evaluation method is generally the scale method. The results of multi-subject evaluation are weighted average, and the same subject evaluation adopts the average method to calculate the final result of teaching quality. The analysis of evaluation results is a qualitative analysis of the objectivity and accuracy of evaluation results. When analyzing students' evaluation scores, we should consider the relevant factors such as the different nature of the courses given by teachers and the different class evaluation preferences, so as to achieve scientific analysis and correct judgment. The college teaching committee should feedback the comprehensive evaluation results of teachers' teaching quality to each teacher so that they can improve the teaching process and teaching methods according to the evaluation results. The evaluation result review is the feedback of the evaluation results, the teachers have objections to the evaluation results, the teaching committee should jointly supervise the group, professional leaders and other teachers of the teaching process and teaching quality re-identification, by listening to lectures, student surveys and other ways to obtain a complete and objective report.

7 summary

It is a systematic project to construct the evaluation system, monitoring system and guarantee system of the teaching quality of business administration specialty. It needs gradual and continuous improvement and accumulation process in order to establish an objective teaching quality management system, which is fair and just to teachers, and improve the overall teaching quality.

- References** [1] Xu Jianwen, Zhu Kaixi. Research on Quality Supervision System of Course Teaching of Business Administration Major [J]. *Journal of Hunan Business School*, 2006,(8):105-107.
- [2] Wang Yi, Chen min. Characteristics and Enlightenment of teaching quality monitoring system in American Universities [J]. *Journal of Capital Normal University (Social Sciences Edition)*, 2015, (1): 135-140.
- [3] Shi Qiuheng, Chen Lei. Research on the paradigm of higher education quality evaluation system with Chinese characteristics [M]. *Guangdong Higher Education Press*, 2011, 47.
- [4] Chulkov D V, Van Alstine J. Challenges in designing student teaching evaluations in a business program [J]. *International Journal of Educational Management*, 2012, 26(2): 162-174.
- [5] Zhang Lieping, Feng Bing, Li Deming. Construction and practice of quality monitoring system for practical teaching in local under graduate universities [J]. *Experimental Technology and Management*, 2013, 30(7): 193-197.
- [6] Bao Buyun, Hu Chunyang. An Empirical Exploration on Evaluation of Teaching Quality by Use of Factor Analysis[J]. *Journal of Anhui Science and Technology University*, 2010, 24(1): 70-75.
- [7] Fei Chang. Research on the quality evaluation of practical teaching of Business Administration [J]. *Modern Business Trade Industry*, 2013, (7):147-148.
- [8] Wang Shirong, Ma Daqing, Ma Haibo. Classroom Teaching Quality Guarantee System[J]. *Research And Exploration In Laboratory*, 2011, (10): 278-282.
- [9] Du Jun. An analysis of the factors influencing the classroom teaching effect of business administration teachers [J]. *Journal of Chongqing University of Science and Technology (Social Sciences Edition)*, 2010, (21): 183-184.

To Cite This Article

YUAN Jixue (2021). Research on Teaching Quality Management System of Business Administration Specialty. *Do Business and Trade Facilitation Journal*, 1(1), 45-52. <https://doi.org/10.6914/dbtf.010105>

(Editor: SUN Qiang)