

OUTCOME BASED EDUCATION SYSTEM IN
GUIZHOU VOCATIONAL COLLEGE OF
INDUSTRY AND COMMERCE,
GUIZHOU, CHINA



MASTER OF PUBLIC ADMINISTRATION IN PUBLIC ADMINISTRATION
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OUTCOME BASED EDUCATION SYSTEM IN
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INDUSTRY AND COMMERCE,
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A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF PUBLIC
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2025

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OUTCOME BASED EDUCATION SYSTEM IN
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GUIZHOU, CHINA

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THIS THESIS HAS BEEN APPROVED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF PUBLIC ADMINISTRATION
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ชื่อเรื่อง	การศึกษาที่มุ่งผลลัพธ์ในวิทยาลัยอาชีวศึกษาอุตสาหกรรมและพาณิชย์กัญโจว กัญโจว ประเทศจีน
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บทคัดย่อ

วัตถุประสงค์ของการศึกษานี้คือ 1) เพื่อสำรวจสถานการณ์ปัจจุบันของการจัดการสอนในแผนกการตลาดของวิทยาลัยอาชีวศึกษากัญโจวแห่งอุตสาหกรรมและพาณิชย์ 2) เพื่อวิเคราะห์สาเหตุของปัญหาการจัดการสอนในแผนกการตลาดของวิทยาลัยอาชีวศึกษากัญโจวแห่งอุตสาหกรรมและพาณิชย์ และ 3) แนวคิดการสอนแบบ การศึกษาที่เน้นผลลัพธ์การเรียนรู้ สามารถปรับปรุงการจัดการสอนของแผนกการตลาดของวิทยาลัยอาชีวศึกษากัญโจวแห่งอุตสาหกรรมและพาณิชย์ได้อย่างไร บทความนี้ใช้ทฤษฎีรูปแบบการศึกษาดั้งเดิม ทฤษฎีระบบ และทฤษฎีการศึกษาแบบ การศึกษาที่เน้นผลลัพธ์การเรียนรู้ เป็นหลัก ใช้หลักวิธีเชิงปริมาณ ใช้ผู้เรียนที่เรียนเอกการตลาดเป็นวัตถุ รวบรวมข้อมูลผ่านแบบสอบถาม (ขนาดตัวอย่าง 200 ตัวอย่าง) และใช้ SPSS ในการวิเคราะห์

ผลการศึกษาแสดงให้เห็นว่าผู้ตอบแบบสอบถาม ร้อยละ 60 เชื่อว่าจำเป็นต้องปรับปรุงคุณภาพการสอน ปัญหาหลัก ได้แก่ การศึกษาปลูกฝัง (ร้อยละ 48) การพึ่งพาการเรียนรู้จากสิ่งเร้า-ตอบสนอง (ร้อยละ 40) โอกาสในการฝึกฝนไม่เพียงพอ (ร้อยละ 37) ขาดการเรียนรู้โดยการทำ (ร้อยละ 31) เป็นต้น แนวคิดการสอนแบบ OBE สามารถปรับปรุงการจัดการการสอน ช่วยเหลือการสอนและดึงดูดความสนใจของนักเรียนได้ ผลในเชิงบวก ได้แก่ การปรับปรุงการจ้างงาน (ร้อยละ 60.5) การเชื่อมโยงความต้องการของอุตสาหกรรม (ร้อยละ 59.5) การตอบสนองความต้องการการสอนอย่างยืดหยุ่น (ร้อยละ 57.5) และการปรับปรุงความสามารถในการประเมินตนเอง (ร้อยละ 54)

ข้อสรุปคือแผนกการตลาดเผชิญกับความท้าทายในคุณภาพการสอนเนื่องจากข้อจำกัดของรูปแบบการสอนแบบดั้งเดิม แนวคิด OBE ให้แนวทางแก้ไข ปรับปรุงการจ้างงานและความสามารถในการจัดการตนเอง และส่งผลเชิงบวกต่อการจัดการการสอน การศึกษานี้เสนอข้อเสนอแนะเกี่ยวกับกลยุทธ์การสอน การพัฒนาครู การเพิ่มประสิทธิภาพสภาพแวดล้อมของทรัพยากร การปฏิรูประบบการประเมิน และการสนับสนุนนโยบายเพื่อปรับปรุงคุณภาพการสอนและปลูกฝังบุคลากรที่มีคุณภาพสูง

คำสำคัญ : ระบบการศึกษาที่มุ่งผลลัพธ์, วิทยาลัยอาชีวศึกษาอุตสาหกรรมและพาณิชยกรรมกัญโจว, ระบบการศึกษา



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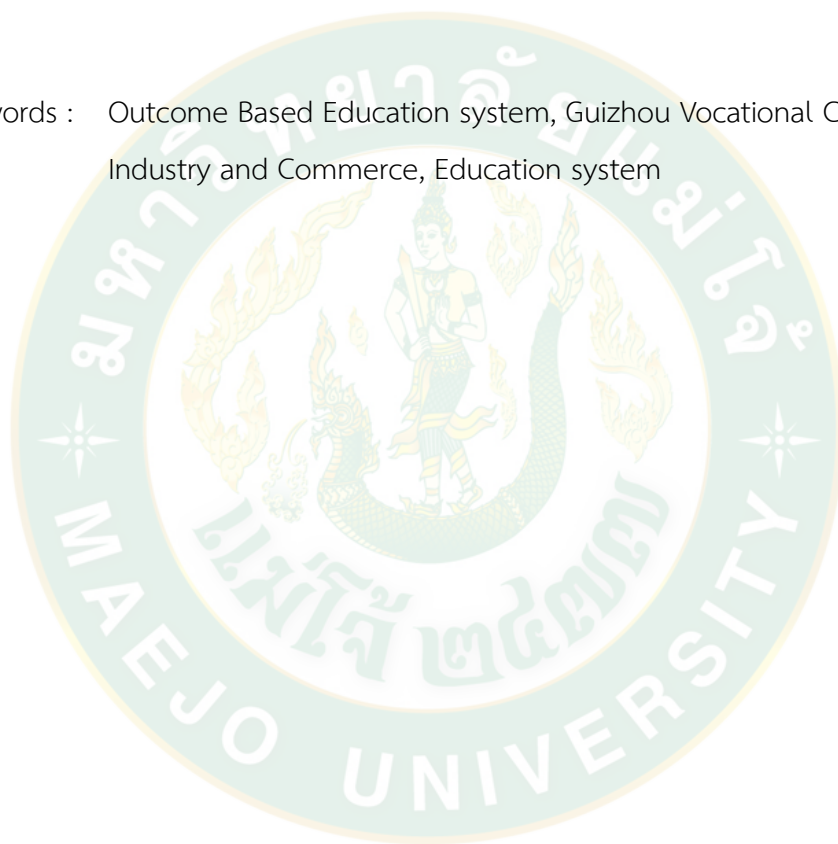
ABSTRACT

The purpose of this study is: 1) to explore the current situation of teaching management in the Marketing Department of Guizhou Vocational College of Industry and Commerce, 2) to analyze the causes of teaching management problems in the Marketing Department of Guizhou Vocational College of Industry and Commerce, and 3) to study the Outcome-Based Education teaching concept can improve the teaching management of the Marketing Department of Guizhou Vocational College of Industry and Commerce. This paper mainly uses the traditional education model theory, system theory and OBE education theory, adopts quantitative methods, takes students majoring in marketing as the object, collects data through questionnaire survey (sample size 200), and uses SPSS analysis.

The results show that 60% of the respondents believe that the teaching quality needs to be improved. The main problems include indoctrination education (48%), reliance on stimulus-response learning (40%), insufficient practice opportunities (37%), lack of "learning by doing" (31%), etc. The OBE teaching concept can improve teaching management, assist teaching, and focus students' attention. The positive effects include improving employability (60.5%), connecting industry needs (59.5%), flexibly responding to teaching needs (57.5%), and improving self-evaluation ability (54%).

The conclusion is that the marketing department faces challenges in teaching quality due to the limitations of the traditional teaching model. The OBE concept provides a solution, improves employability and self-management ability, and has a positive impact on teaching management. The study proposes suggestions on teaching strategies, teacher development, resource environment optimization, evaluation system reform and policy support to improve teaching quality and cultivate high-quality talents.

Keywords : Outcome Based Education system, Guizhou Vocational College of Industry and Commerce, Education system



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CHAPTER 1

INTRODUCTION

Background of the Study

The development of science and technology has pushed forward the development of the world economy and the progress of human history, the development of science and technology is changing day by day, and the cultivation of scientific and technological talents is an important task of education. Documents such as the Outline of the National Medium- and Long-Term Education Reform and Development Plan (2010-2020) (Ministry of Education of the People's Republic of China, 2018) and the Outline of the National Medium- and Long-Term Talent Development Plan (2010-2020) (Organization Department of the CPC Central Committee, 2010) put forward the key step of cultivating talents as the reform of education and teaching management.

At the National Education Conference in September 2018, General Secretary Xi Jinping delivered an important speech (Baijiahao, 2023), which profoundly answered the fundamental questions of what people to cultivate, how to cultivate people, and for whom to cultivate people. and for whom to train people, a fundamental question. In November of the same year, Wu Yan, director of the Department of Higher Education of the Ministry of Education, made a report on "Building China's Golden Classes" (slx.hnfnu.edu.cn, 2023) at the China University Teaching Forum. All of these have posed new challenges to higher education institutions.

Higher vocational education is an important breakthrough in deepening education reform. Compared with general higher education, it has the same importance in its position and role in higher education, although its type is different. The development of higher vocational education, for students to open up a variety of paths to success, to deepen the education reform to create better conditions. The fundamental task of higher vocational education

is to cultivate practical, skillful and innovative talents oriented to enterprises, production and service lines. The core work of higher vocational colleges and universities is teaching, which is an important part of talent cultivation. The important guarantee for realizing high-standard and high-quality teaching effect is the teaching management work, which is also the core of the daily activities of higher vocational colleges and universities.

At present, the teaching management mode of China's higher vocational colleges and universities is mostly based on the teaching management mode of undergraduate colleges and universities. Although the teaching management mode of undergraduate colleges and universities has its own advantages, it also has many shortcomings and cannot be fully adapted to the mode of vocational education. How to make higher vocational education more adaptable to its own and social development needs? The entry point is to introduce the concept of OBE education theory and change the teaching management mode of higher vocational colleges.

OBE education theory is an advanced teaching philosophy that emphasizes "outcomes", which are the competencies that students should possess after learning. After the birth of this concept, it set off a huge wave of education reform, which influenced the education reform of many countries, and the OBE education theory has evolved and matured in practice. The research and application of OBE education theory in China has just started, especially in higher vocational education. In this context, this paper will elaborate and discuss the OBE education theory, and at the same time analyze the status quo and shortcomings of Guizhou Vocational College of Business and Industry, and put forward improvement countermeasures, so as to promote the development of OBE in Guizhou Vocational College of Business and Industry.

Significance of the study

1. The research on the teaching management of the Marketing Department of Guizhou Vocational College of Industry and Commerce can not only help the State Vocational College of Industry and Commerce achieve the rationality and scientificity of teaching management, promote the standardization of teaching management work, but also construct an "outcome-based" student knowledge system, which is in line with the requirements of social enterprises. It effectively solves the problem of how students can transform the knowledge they have learned into ability.

2. With the continuous development of the economy and society and the constant changes in human needs, engineers have become the main force in economic development and the primary producers of social well-being. The training model of the State Vocational College of Industry and Commerce precisely serves this purpose, with the aim of promoting social progress and economic development. The research on the existing problems and solutions in the teaching management of the State Vocational College of Industry and Commerce can be dedicated to improving the quality of talent cultivation, meeting social demands, and enabling it to cultivate outstanding talents with strong international competitiveness under the competition of the social environment.

Research Questions

1. What is the current status of teaching management in the Marketing Department of Guizhou Vocational College of Commerce Industry and Commerce?

2. What are the factors for the teaching management problems in the Marketing Department of Guizhou Vocational College of Commerce Industry and Commerce?

3. How can the OBE teaching concept improve the teaching management of the Marketing Department of Guizhou Vocational College of Industry and Commerce?

Research objectives

1. To analyse the current status of teaching management in the Marketing Department of Guizhou Vocational College of Industry and Commerce.
2. To find out the factors for the teaching management problems in the Marketing Department of Guizhou Vocational College of Industry and Commerce.
3. To study the OBE teaching concept how to improve the teaching management in the Marketing Department of Guizhou Vocational College of Industry and Commerce.

Scope and Limitations of the Study

1. The scope of this study remains firmly focused on the Marketing Department of Guizhou Vocational College of Industry and Commerce, examining its practical implementation of Outcome-Based Education (OBE) in educational management and the positive impact of this practice on students' outcome-oriented learning.
2. A comprehensive inquiry will be conducted into the institutional adoption of OBE within the college, encompassing the levels of engagement among faculty, students, and administrative staff. The study seeks to uncover strengths and successful practices inherent in this implementation.
3. While acknowledging the study's limitations—specifically, its confinement to students within the Marketing Department of Guizhou Vocational College of Industry and Commerce and its reliance on data collected from 357 student questionnaires—the research endeavors to provide a holistic understanding of OBE's practical application within the department. The findings are intended to contribute constructively to educational reform and the advancement of students' outcome-oriented learning.

Definition

1. Guizhou Vocational College of Commerce and Industry: Guizhou Vocational College of Commerce and Industry is a full-time general higher vocational college approved by the Guizhou Provincial People's Government, filed with the Ministry of Education, and included in the national plan of unified enrollment, and the school is privately-run. The school is privately-run. The school takes the educational philosophy of "cultivating people with moral integrity, teaching students according to their aptitude and applying what they have learned"; adheres to the school's tenet of "educating people with the heart of a parent, and helping students realize their dreams"; abides by the spirit of the school motto of "self-improvement, excellence, and service to the country". "The college closely focuses on the development strategies of the country and Guizhou Province, promotes internal dual, school-enterprise collaboration, earnestly implements the three integrations of vocational education, and devotes itself to cultivating high-quality skilled talents with strong hands-on ability and high vocational qualities for the development of local economic construction.

2. Outcome-Based education(OBE) is defined as an educational philosophy and practice model that emphasizes the cultivation of students' practical abilities, knowledge and skills as well as comprehensive qualities by setting clear educational goals. The model emphasizes the practical application of learning results and makes up for the shortcomings of the traditional education model, which focuses on knowledge inculcation but neglects the cultivation of practical abilities.

3. The Department of Marketing: Also known as the Marketing major, the Department of Marketing belongs to the major of Business Administration. It is an interdisciplinary science major based on economic science, management science and modern information technology, etc.

Benefits of the Study

Through this study, we are expected to gain an in-depth understanding of the practical application of OBE education in Guizhou Vocational College of Business and Industry, and provide the school with targeted suggestions for improvement. At the same time, the study will also serve as a reference and reference for other similar educational institutions to explore more effective ways in education and teaching reforms, so as to promote the overall development of students and enhance the quality of school education



CHAPTER 2

LITERATURE REVIEW

Introduction

Through the study of the OBE theory, teaching management mode theory and system theory, this paper provides the theoretical basis and research ideas for the implementation of the OBE system of the Marketing Department of Guizhou Vocational College of Industry and Commerce.

1. Outcome Based Education theory
2. Traditional model theory of teaching management
3. System Theory
4. Relevant Research
5. Conceptual Framework

Outcome Based Education Theory

Li (2014a) pointed out in the paper “Analyzing the Outcome-Based Education (OBE) Concept for Professional Accreditation in Engineering Education”, it is pointed out that Outcome-Based Education (OBE) originated in the United States in the 1980s, and then influenced the United Kingdom, Australia, Canada, New Zealand, Japan and other countries.

Zhihu (2023a) notes that the emergence of the Outcome-Based Education (OBE) theory has historical roots. Prior to the advent of this theory, earlier scientific management and educational theories laid a solid foundation for it, including Frederick Winslow Taylor (1911) goal theory, Bloom (1976) mastery learning theory, competency-based education theory, and standards-based learning theory. In the 1980s, amidst the economic crisis, all industries in the United States undertook a series of reforms to safeguard their own interests, and the education sector was no exception.

In 1981, Spady (1981), published "Results-Oriented Teaching Management: Outcome-based Instructional Management: A Sociological Perspective, which was the first to use the term "outcome-based education". The concept of "Outcome Based Education" is defined as "the adjustment of resources and systems to a clear focus on substantive experiences that contribute to students' success in later life." Its core idea is "outcome ", which focuses on the final results achieved by students in the learning process and the abilities they can possess, including skills and qualities. In the process of talent cultivation, results-oriented education pays attention to the high matching between teaching concept, teaching mechanism and teaching evaluation. Results-based education emphasizes four executive principles: a clear focus on the important peak results; Expanding opportunities and supporting student success in learning; High expectations and enabling students to succeed; And design from the final peak to the bottom.

It can be seen that results-oriented education is an educational concept of "reverse" design, which deduces "actual process" from "desired result" to achieve the goal of effective results. In 1985, the Association of American Medical Colleges released the report on the Professional development of doctors, which proposed that the training of doctors should be guided by the occupational needs, and the results-oriented education first appeared in the practice of educational management.

Spady (1994) elaborated on the concept of results-oriented education for many times in Output-based Education Model: In Controversy and Answers, he defines results-based education as "the clear focus and organization of the educational system in such a way as to ensure that students receive substantive experiences that contribute to their success in later life".

At its core, Outcome Based Education is a "reverse-engineered" approach to education that focuses on the "outcomes" that students actually learn. This outcome is the student's experience or ability to do things later in life. In his book Management of Results-Oriented Teaching: From a Sociological Perspective, he proposed the concept of the "pyramid" of results-oriented education, which more clearly describes the connotation of results-oriented education: an example; Two key purposes; Three key premises; Four implementing principles and five general area practices.

One example is the results-based guidance philosophy, which emphasizes how all students can achieve success.

There are two key purposes: first, to create a blueprint for outcomes that will equip students with the knowledge, experience, and abilities necessary for success; second, to create situations and opportunities that maximize the likelihood of students' ultimate success.

The three key prerequisites are as follows: all students have the capacity to succeed; success breeds further success; and schools must master the conditions for success.

The four principles of implementation include a clear focus, expanding opportunities, maintaining high expectations, and designing from the desired outcomes backwards.

The five general areas of practice pertain to how to develop students within the framework of an outcome-oriented education philosophy. First, define the outcomes clearly; accurately defining outcomes is crucial for students' future success. Second, integrate school resources and design the entire teaching process. Third, implement teaching. Outcome-Based Education emphasizes what students can learn, and this principle should be fully applied in the teaching process. Fourth, evaluate the results; Outcome-Based Education employs a multi-faceted evaluation system. Fifth, adhere to the principle of progression, which posits that students can gradually progress towards success over varying periods of learning.

Fullan (2001), in his book *The New Meaning of Educational Change*, provided an in-depth discussion and elaboration of the educational concept of Outcome-Based Education (OBE). He not only emphasized the importance of providing students with a series of final learning outcomes but also further pointed out that these learning outcomes should be imbued with specific meanings and values.

Fullan (2001) believes that the goal of the OBE educational concept is not merely to enable students to master knowledge and skills but, more importantly, to cultivate their comprehensive abilities to adapt to future society and life. These abilities include critical thinking, problem-solving, communication and collaboration, innovation, and entrepreneurship. Therefore, the educational philosophy of Outcome-

Based Education emphasizes the diversity and comprehensiveness of educational outcomes, rather than just subject knowledge and skills in the traditional sense.

Fullan (2001) pointed out that attributing specific meaning and value to learning outcomes is one of the core philosophies of OBE education. He believes that education should focus on the intrinsic motivation and values of students, helping them discover their potential and interests, and training them to be thoughtful, responsible, and ethical citizens. Consequently, the educational philosophy of Outcome-Based Education underscores the comprehensiveness and profound significance of education, rather than just the superficial imparting of knowledge and skills. He also proposed ways and means to realize the OBE educational philosophy. He believes that educators should collaborate with students to set clear learning goals and design and implement curriculum, teaching, and assessment in accordance with these goals. Simultaneously, educators should also pay attention to students' individual needs and development, providing diversified learning styles and resources, and encouraging students to learn and explore independently, he stated.

In general, in his book *The New Meaning of Educational Change*, he further enriched the educational concept of Outcome Based Education, emphasizing the comprehensiveness and deep meaning of education. And put forward the ways and methods to realize the educational concept of Outcome Based Education. This idea is still of great significance to the educational reform and development today.

Knight (2023), an American scholar, wrote in *"Outcome Based Education: An Interpretation and Defense"*, a reinterpretation and defense of Outcome Based Education. He emphasizes that Outcome Based Education is a kind of "outcome-based education", the core of which lies in the clarity of educational goals, the control of educational process and the evaluation of educational outcomes.

First of all, he believes that the core of Outcome Based Education is the clarity of educational objectives. Under the OBE education philosophy, educational goals should be clear, specific, measurable, and closely linked to students' learning outcomes. These goals should be developed jointly by educators and students to ensure that the student's learning direction and focus are clear. With clear goals,

educators can better direct students' learning, while also being able to better evaluate students' learning outcomes.

Second, he emphasized the control over the educational process in Outcome Based Education. He argues that Outcome Based Education focuses not only on learning outcomes, but also on how to reach those outcomes. Therefore, educators need to design and implement effective curriculum, teaching and assessment strategies to ensure that students can achieve the expected learning outcomes. In addition, educators also need to pay attention to students' learning process and provide necessary guidance and support to help students overcome difficulties and challenges and achieve their learning goals.

Finally, Knight (2023) pointed out that the core of Outcome Based Education is the evaluation of educational outcomes. According to the educational philosophy of Outcome Based Education, evaluation should be multi-dimensional, continuous and closely related to learning goals. Evaluation should include aspects such as students' knowledge, skills, attitudes and values, and should be in line with the needs of industry and society. Through evaluation, educators can gain a better understanding of students' learning outcomes, as well as the effectiveness of curriculum and teaching, so as to continuously improve and perfect the educational process.

To sum up, Knight (2023) reinterprets and defends the OBE Education philosophy in his book *Outcome Based Education: An Interpretation and Defense*. He emphasized that Outcome Based Education is a kind of "outcome-based education", the core of which lies in the clarity of educational goals, the control of educational process and the evaluation of educational outcomes. This concept is still of great guiding significance for today's education reform and development.

Harden (2007) compares the advantages and disadvantages of traditional Education and results-oriented education, expounds twelve unique advantages of the latter, and gives a detailed overview of the development of Outcome Based Education from 1981 to 2002. In addition, Harden not only made contributions to the study of the educational theory of Outcome Based Education, but also put forward the implementation effect monitoring model and detailed catalogue monitoring list based on ostriches, peacocks and beavers.

Kennedy (2011) moved from Western education research to Hong Kong education research. The research content is no longer a single theoretical study or a practical study, but a combination of the two, while also considering the local implementation of educational policies. It is analyzed from three aspects: educational policy, educational theory and educational practice. Kennedy believes that these three will influence each other and have an interaction on the implementation of educational results. Kennedy set a precedent for the multivariate analysis of results-oriented education, and this approach has a positive impact on the development of results-oriented education.

Carless (2010) conducted in-depth research on the educational theory of Outcome Based Education in his book *Outcome Based Education: Critical Issues and Answers*. He believes that Outcome Based Education can solve some fundamental problems in Education, such as low participation of students and unequal quality of education, and emphasizes the practicability and operability of Outcome Based Education. He believes that Outcome Based Education is a results-oriented educational concept that can effectively solve the problem of low student participation. He pointed out that the traditional education model often focuses on the inculcation of knowledge while ignoring students' learning outcomes and application abilities. Outcome Based Education, on the other hand, emphasizes the clarity and realization of educational goals, and educators need to pay attention to students' learning outcomes, and design and implement educational activities based on this. In this way, students' learning interest and motivation can be better stimulated, and their participation can be improved.

In addition, he believes that Outcome Based Education can help solve the problem of unequal quality of education. He pointed out that due to the uneven distribution of educational resources and teachers, there are big differences in the quality of education in different regions and schools. And OBE education theory emphasizes clear educational goals and evaluation standards, which can help educators better evaluate and improve the quality of education and promote the balanced development of education. In terms of practicability, he believes that Outcome Based Education is highly operable. He pointed out that Outcome Based

Education provides a systematic, goal-oriented approach to education, in which educators can design and implement educational activities based on specific educational goals based on the actual situation. This operability makes OBE a good prospect for application in practice and can help educators better achieve their educational goals.

There are also voices against the educational theory of Outcome Based Education.

In 2005, Cotton (2005) questioned The theory of Outcome Based Education in her book *The Death of Outcome Based Education*. She argues that OBE puts too much emphasis on external evaluation and standards, while ignoring the intrinsic value and meaning of education. She believes that the core of the educational theory of Outcome Based Education lies in focusing on learning outcomes and designing and implementing educational processes based on them. However, she pointed out that too much emphasis on learning outcomes may lead educators to focus too much on external evaluations and standards and ignore the intrinsic value and meaning of education.

She further pointed out that the intrinsic value and meaning of education is an important part of education, which involves aspects such as students' emotional, values, moral and spiritual growth. She argued that OBE placed too much emphasis on the imparting of knowledge and skills while neglecting the development of these aspects. To address this, she made a number of suggestions. She believes educators should pay more attention to students' all-round development and inner needs, and attach importance to aspects such as students' emotional, values, moral and spiritual growth. In addition, educators should encourage students to study and explore independently, and stimulate their creativity and critical thinking.

Smith (2015) is a British educational scholar whose 2015 book *Reimagining Outcome Based Education: Challenging the Orthodoxy and Moving Beyond the Politics of Narrative and Explanation* proposes a reimagining of Outcome Based education. A critical view of educational theory in Education. She believes that Outcome Based Education focuses too much on learning outcomes, while ignoring students' individual differences and learning processes in the educational process.

She pointed out that the core of the educational theory of Outcome Based Education is to pay attention to students' learning outcomes, and design and implement the educational process as a starting point. However, she believes this focus may lead educators to place too much emphasis on the final learning outcomes and ignore the individual differences and learning processes of students in the learning process. Students' individual differences include differences in their backgrounds, interests, learning styles and abilities, among others. She believes that every student is unique and they have different learning needs and development paths. Therefore, she believes that educators should pay more attention to the individual differences of students and design and implement the educational process according to their needs and characteristics.

In addition, she stressed the importance of the learning process. She believes that learning is a dynamic process that involves students' thinking, exploration, practice and reflection. Too much focus on learning outcomes in Outcome Based Education may lead educators to ignore students' learning process, limiting their development and learning experience, she noted. To address these issues, she offered a number of suggestions. She believes educators should pay more attention to students' individual differences and learning processes, and design and implement curricula and teaching strategies that adapt to different students' needs. In addition, educators should encourage students to study and explore independently to stimulate their interest and motivation in learning.

Outcome Based Education is centered on the idea of "outcomes" and focuses on the final results of student learning and the competencies, both skill-based and qualitative, that are achieved. It emphasizes four principles of implementation: a clear focus on important peak outcomes; expanding opportunities and support for student success; high expectations and success for all students; and designing down from the final peak outcomes. Overall, Outcome Based Education is a student-centered, outcome-driven philosophy of education designed to ensure that students gain substantive experiences and competencies along the way to prepare them for future lives and careers through reverse design.

Traditional Model Theory of Teaching Management

Hao (2003) pointed out in *Educational Theory and Practice* that the origin of research on traditional modes of teaching management can be traced back to the early 20th century. During this period, there was increasing concern about how schools and educational institutions organized and managed teaching activities, and scholars began to explore how to effectively manage schools and educational resources to improve the quality and efficiency of education. American scholars Joyce and Weir (1927) co-authored the book *Teaching Mode*, which first introduced teaching mode into the study of teaching theory. They selected 25 teaching modes from hundreds of teaching modes and divided them into four categories: information processing, personal development, social mutual development and behavior teaching mode.

Herbart (1806) was a renowned German educator and philosopher of the 19th century. In *General Pedagogy*, he proposed the concepts of the "classroom-centered," "teacher-centered," and "textbook-centered" approaches, collectively known as the "old three centers" in educational theory.

First, the "classroom-centered" approach refers to classroom instruction as the primary mode of educational activities. According to Herbart, classroom teaching serves as the main avenue for imparting knowledge, cultivating students' character, and shaping their personalities. Consequently, he emphasized the significance of classroom instruction and advocated for its organization and management through systematic teaching plans and curricula.

Second, the "teacher-centered" approach underscores the dominant role of teachers in the educational process. Herbart posited that teachers are the guides and facilitators of students' learning and should fully leverage their leading role. He advocated that teachers should attend to students' personality differences and needs during instruction, employing heuristic teaching methods to guide students' active learning and foster their critical thinking abilities.

Finally, the "textbook-centered" approach signifies that textbooks constitute the main content of students' learning. According to Herbart, textbooks serve as a crucial medium through which students acquire knowledge, enhance their thinking abilities, and

develop sound moral character. He advocated for the selection of high-quality textbooks, emphasizing their systemic and comprehensiveness, and stressed students' mastery and understanding of textbook content.

His "old three centers" view emphasizes the leading role of teachers and the passive position of students, focusing on the one-way transfer of knowledge and the maintenance of classroom discipline. This model played an important historical role at the time, laying the foundation for the development of education. However, with the continuous renewal of educational ideas and deepening of educational practices, this traditional teaching mode is also facing more and more challenges and questions. Therefore, we need to constantly explore new teaching models and methods to adapt to the development of The Times and the needs of education.

Thorndike (1988) published his doctoral thesis titled *Animal Intelligence: An Experimental Study of the Associative Processes in Animals*, in which he proposed learning rules governing animal behavior and introduced the experimental method of trial and error. Thorndike (1905) published *A Compendium of Psychology*, in which he applied the principles of animal learning to the cognitive development of human children, thereby formulating a system of connectionist psychology. He categorized connectionism into two broad domains: innate instinct and acquired knowledge, each encompassing connections between actions, ideas, and the interplay between them. While animals are understood to possess only associations, humans are characterized by the presence of ideas, associations, and the complex interrelationships between these cognitive elements. However, his emphasis on the continuity between human and animal psychology, while disregarding the unique and essential characteristics of human psychology, established a precedent for the biologization of human psychology, ultimately influencing the development of Watson's behaviorism.

He emphasized learning through the connection between stimulus and response. It is assumed that when an animal is in a certain situation, it is pushed by a certain motivation, and it will make various kinds of undirected actions in response to this situation. These undirected actions may include a beneficial action that can get the animal out of the predicament. The purpose of the experiment is to see how the animal can eliminate the wrong actions from the many attempted actions and retain the

successful actions, so this kind of experiment can be called trial and error learning, also can be called choice and association learning.

His theory is based mainly on animal experiments, but he applies the same theory to human learning, except that the associations formed by human beings may include those of ideas. The principle of connection is embodied in his book Educational Psychology. He said, "Learning is connecting, and man is good at learning mainly because he can form a lot of connections... Thousands and thousands of connections." Learning "makes a person an extraordinarily complex and elaborate system of connections." This principle of learning has been extended to a principle of teaching. "Since learning is to connect," he says, "teaching is to arrange circumstances so as to cause good connections to be formed and those connections to produce satisfactory results."

In 1903, Russian physiologist Pavlov (1903) proposed the phenomenon of conditioning in his book Essays on Conditioning. He used the method of conditioned reflex to make a lot of speculations on the higher neural activities of human and animal, and found the most basic mechanism of human and animal learning. For example, after a certain frequency of metronome sound (conditioned CS) combined with meat meal (unconditioned US) several times, the salivary secretion originally caused by meat meal (US) (unconditioned reflex UR), and now the metronome sound alone can also cause a similar salivary reflex (conditioned CR), that is, CS-CR, to form a strong link. And learning emerges.

In this situation, so to speak, the dog learns to listen to the metronome at a certain frequency. Pavlov did not claim that his idea of learning was a theory of association, but he did affirm that learning was the formation of temporary neural connections. Pavlov's classical conditioning has been taken as one of the basic forms of learning, and this view of learning has been placed under association theory.

Taylor (1911), an American, proposed in his book Principles of Scientific Management the importance of enhancing work productivity through standardization, efficiency, and the division of tasks. Although his theory was primarily intended for the industrial sector, some of its principles were also applied to educational management, such as curriculum standardization and the optimization of teaching processes.

Watson (1919) the founder of behaviorism, in his *Psychology of the Behaviorist View*, published in 1919, proposed the use of conditioning between stimulus and response to explain the learning process, that is, the formation of new associations is conditioned by the accompaniments of unconditioned and irrelevant stimuli, which is also a kind of association theory. His experiments on the emotional development of children were a complete application of Pavlovian conditioning: If a small animal, which is not originally feared by infants, makes a loud noise immediately upon its appearance (a stimulus that naturally induces a fear response in infants), after a number of repetitiveness, the small animal can induce a fear response in infants.

One of his novel contributions was the proposition that stimuli generated by movement constitute kinesthetic stimuli, and that each kinesthetic stimulus produced by a bodily movement could elicit a subsequent movement, thereby linking discrete responses into chain reactions. He argued that a substantial portion of the body's behavioral responses is composed of such chain reactions.

In 1939, in *Pedagogy* (1939) put forward the traditional mode of teaching management explicitly for the first time. He put forward the teacher-centered mode of teaching management, emphasizing the leading role of teachers in teaching. The core of this mode is that teachers pass on the teaching content to students or instill it to students through lectures, blackboard writing and the assistance of teaching media. The "five-link classroom teaching method" proposed by him, namely organizing teaching, reviewing old lessons, explaining new lessons, summarizing and assigning homework, is a typical representative of the traditional mode of teaching management. This model emphasizes that teaching should be systematically imparting knowledge, taking the teacher as the center, and carried out through certain organizational forms and methods.

Conant (1959) in *Conant's Treatise on Education*, argued that comprehensive secondary schools should accomplish three major goals: first, to provide general education for all future citizens; Second, excellent elective courses for students who want to use the skills they have learned immediately after school; And third, specialized advanced liberal arts courses for students who are ready to move up. In terms of the educational purpose and system of the middle school, he emphasized the popularization and standardization of the high school curriculum to ensure that more

students get similar educational opportunities. His ideas also influenced the practice of some traditional educational management.

Bandura and Walters (1963), one of the founders of social cognitive theory, proposed his theory in Social Learning and Personality Development, which emphasized that learning is achieved by observing and imitating others. He suggested that children learn social behavior by observing and imitating the behavior of important people in real life. The process of observation and learning of any organism occurs under the interaction of the individual, the environment and the behavior, and the behavior and the environment can be changed by the specific organization. The influence of the three factors on the shaping of children's behavior depends on the nature of the environment and the behavior at that time.

According to Bandura's understanding, there are three types of reinforcement methods for organic behavior: First, direct reinforcement, which involves providing positive or negative stimuli in response to the learner's behavioral actions immediately after they occur; second, vicarious reinforcement, whereby learners determine the direction of their own behavior by observing the outcomes experienced by others after engaging in similar behavior; and third, self-reinforcement, which refers to children's provision of positive reinforcement (or, in some contexts, it might be more accurate to say "self-administered reinforcement," as "paid reinforcement" could be misleading) for their own behavior based on social judgment standards and personal interpretation. Self-reinforcement is guided by their own expectations and goals.

Dewey (2015), a pioneer of the progressive education movement, emphasized student experience and practical participation in Educational Thought and Theory, advocating a teaching approach centered on problem solving and inquiry. According to Dewey, education is the process of children's life, not the preparation for future life. Life, he said, is development, and development, growth, is life. Therefore, the best education is to "learn from life, learn from experience". Education is to provide children with the conditions that ensure their growth or full life.

Since life is growth, and the development of the child is the process of the growth of the primitive instinct, he stressed "Growth is the feature of life, therefore education is growth." In his view, education is not to force the child to absorb what is outside, but to enable the growth of the innate abilities of human beings.

Therefore, he believed that the educational process had no purpose outside itself, but that the purpose of education lay in the process of education. What he objects to is the imposition of ends from outside as the formal goals of the child's development. Although he preferred progressive education, his ideas influenced the development of educational models, including some aspects of teaching management.

Baidu Baike (2023) points out that the origin of research on traditional models of teaching management can be traced back to ancient Chinese teaching practices and ideas. The typical model of ancient teaching is the teaching mode, which is structured as "speaking, listening, reading, memorizing and practicing". It is characterized by teachers instilling knowledge, students passively and mechanically accepting knowledge, the text in the book is completely consistent with the teacher's explanation, the students' answers are completely consistent with the book or the teacher's explanation, and students learn by mechanical repetition.

Li (2022), in a Brief Analysis of Lao Zi's Educational Thought, clearly describes that Lao Zi (Baidu Baike, 2023) proposed that we should "teach by deeds without words". In terms of "speech" and "action", "action" and the education mode focusing on behavior are more important in Lao Tzu's opinion. "The teaching of action without words" refers to changing the principles of the educatee's behavior through their own behavior, that is, setting an example. Teaching by example, not students to carry on the command language, the emphasis on letting students from the bottom of their hearts heartfelt change, highlighting the enthusiasm of students in education.

Moreover, Laozi's (Baidu Encyclopedia, 2023a) educational concept also reflects the natural development of human nature, emphasizing the subjectivity of the educatees in the process of education and paying attention to the primitive nature of the educatees, who can improve their knowledge ability through their own learning ability or creativity. In this process, it follows the golden mean pursued by Confucius (Baidu Baike, 2023), which puts the degree of development between nature and self.

Of course, "teaching without words" does not mean that educators do not say anything, but emphasizes that educators should not be rigid and self-styled in their ways, and should conform to natural inaction, act in accordance with the laws of things themselves, and do not impose interference to guide them in a good direction. This is also advocating that teachers respect the objective nature of students in the actual teaching process, comply with the healthy body and mind of students to let them develop freely, and achieve the educational realm of "no action but no action". This also reflects that educators in the process of education should set an example, with their own actions to spread the "Tao", the "Tao" process is as good as water, moisten things silently, in nature development, between teachers and students is a common progress, harmonious development state

Confucius (Zhihu, 2023b) first discussed the problem of education and human nature. Confucius held a positive attitude towards the crucial role of education in the process of human development. For the first time in Chinese history, Confucius put forward the idea that people are similar in nature and learn from each other. He believes that people's innate qualities are very close, and the reason why there are many differences in the growth process is the result of acquired "habits". This theory has become the theoretical basis that everyone is possible to receive education and everyone should receive education.

On the question of the theory of human nature, Confucius also proposed that "only the upper wisdom and the lower stupidity cannot be moved." He divided human nature into three classes, the first is "born wise", belongs to the superior wisdom; The second class is "those who learn and know" and "those who struggle to learn", which belong to human beings; The third class is "sleepy but not learning", which belongs to the lower fool. "The sex is similar, the study is far away", refers to this part of the person. Education can play an important role in the development of human beings. Confucius emphasized the importance of education in practice, which is the progressive aspect of Confucius' educational thought. However, he divided human nature into hierarchies and asserted that there were immutable upper wisdom and lower stupidity, which was unscientific and a defect of his theory of human nature.

Mencius (Zhihu, 2023b) believes that education is the process of enlarging the goodness. First of all, education should maintain and cultivate the "good end" of human talent; Secondly, Mencius proposed to inspire people to restore the good nature of their talents, to recover the "good end" that has been lost, and to make them become moral "perfect people".

Since the beginning of the twentieth century, educational theory and practice have undergone significant development and evolution, reflecting an ongoing search for how best to organize and manage teaching and learning activities. In the process, multiple theories and perspectives have provided guidance for educational practice, while revealing the interplay and convergence of different theories. The development of educational theory and practice is an evolving and pluralistic process. In this process, different theories and perspectives influence and integrate with each other, providing rich guidance and support for educational practice. However, with the development of the times and the changing needs of education, we still need to keep exploring new modes and methods of teaching and learning in order to adapt to the ever-changing educational environment and students' needs.

System Theory

In the course of this study, systems theory helps to analyze the correlation between the elements in depth, so this paper chooses to use systems theory.

Baidu Encyclopedia (2023b) points out that systems theory is a comprehensive framework of thinking aimed at understanding and describing the structure, composition, interaction and behavior of systems. This theory spans multiple disciplines, including natural sciences, social sciences, engineering, and management. It studies the common characteristics of various systems, describes their functions quantitatively with system theoretical knowledge, seeks and establishes the principles, principles and models applicable to all systems, specializes in a certain direction of computer, applied mathematics, management and other majors, and masters the method of system thinking. Being able to think and analyze problems systematically from the whole is an emerging science with logical and mathematical properties.

The word system, derived from ancient Greek, means a whole made up of parts. A system is usually defined as an organic whole with a certain function that is connected by several elements in a certain structural form. In this definition includes the four concepts of system, elements, structure and function, indicating the relationship between elements and elements, elements and system, system and environment.

Montesquieu (1734) first put forward the concept of "system" in the spirit of the laws, emphasizing the interactive relationship between social and political systems. He believed that the system is an organic whole, including politics, economy, culture and many other aspects, which are interrelated and restricted each other, and together constitute a complex system of society. In the system, the political system is the most core part, which determines the way of social governance and the distribution of power. Montesquieu believed that the political system directly affected the rise and fall of a country.

Therefore, he advocated the establishment of a system of separation of powers, that is, the legislative, executive and judicial powers are independent of each other and check each other in order to ensure the balance of power and prevent the abuse of power. In addition to the political system, he also stressed the importance of economic and cultural systems for social development. He believes that a reasonable economic system can promote the accumulation of social wealth and economic development, while a cultural system can influence people's values and moral concepts, which in turn affects the stability and development of the whole society. His concept of system emphasizes the integrity and interaction of the system. He believes that various systems are interrelated and influence each other, and the change of one system may cause a chain reaction of other systems. Therefore, the reform of the system should be a systematic process, which needs to comprehensively consider the influence of various factors.

Later, some scholars carried out corresponding research on this theory.

In 1806, Herbart (1806), a famous German educator and psychologist who is recognized as "the founder of scientific pedagogy", published *General Pedagogy*. In *General Pedagogy*, his educational theory is based on conceptual psychology and emphasizes the scientific, systematic and purposefulness of education. In an attempt to

cultivate people's various interests and promote their moral development through education.

The "four-stage approach" is an important part of Herbart's educational theory, which divides the teaching process into four stages: clear, associative, systematic, and methodical. These four stages interconnect with each other and form a complete teaching process. Among them, the "clear" stage is mainly through intuitive teaching to make students get a clear image; The "association" stage is to connect the newly acquired image with the old image through the teacher-student talk; The "system" stage is to look for conclusions and rules under the guidance of teachers to systematize knowledge; The "method" stage is to apply the learned knowledge to practice to check the students' understanding of the knowledge and consolidate the knowledge.

In addition to the "four-stage method" (Note: The "four-paragraph method" seems to be a mistranslation; Herbart is more commonly associated with the "four-stage method" of teaching, which includes preparation, presentation, association, and generalization), Herbart also emphasized the systematic nature of education. He believed that education constitutes an organic whole, and that all disciplines should coordinate and collaborate with one another to serve the multifaceted interests of students. Concurrently, he also attached importance to the planning of education, maintaining that educators should formulate detailed educational plans based on factors such as students' age, personality, interests, and other relevant considerations to ensure the smooth progression of the educational process.

His educational thought had a profound influence on the development of the systematic theory of pedagogy. The "four-paragraph teaching method" proposed by him provided important inspiration and reference for the later teaching methods; His emphasis on the systematic, planning and purposefulness of education also provided an important ideological basis for the later pedagogy theories. At the same time, his educational thought also had a positive impact on educational practice, providing educators with scientific educational methods and ideas, and promoting the modernization of education.

Zankov (1985) a famous educator and psychologist in the Soviet Union in the 20th century, mainly focused his research on the problems of teaching and development, which had a profound impact on the systematic theory of education. Zankov's theory broke through the framework of traditional Soviet pedagogy and put forward a teaching theory system dominated by promoting students' "general development", which had important guiding significance for the educational practice at that time and later.

"General development" is the core concept of Zankov's teaching theory, which refers to the overall psychological development of students, including observation, thinking, practical operation ability and so on. He believed that teaching should not only enable students to master knowledge and skills, but also promote their psychological development so that they can better adapt to the needs of society and life.

In order to achieve the goal of "general development", Zankov put forward five teaching principles, namely, high difficulty, high speed, theoretical knowledge plays a leading role, understanding the learning process, and the principle of general development for all students, including poor students. These principles all emphasize the challenging and developmental nature of teaching, requiring students to constantly surpass themselves and reach a higher level.

Among them, the principle of "high difficulty" refers to that the teaching content should have a certain degree of difficulty to stimulate students' thirst for knowledge and the spirit of challenge; The principle of "high speed" requires that the teaching process should be compact and efficient to avoid wasting time. The principle of "theoretical knowledge plays a leading role" emphasizes the important position of theoretical knowledge in teaching and holds that theoretical knowledge is the key to promote students' general development; The principle of "understanding the learning process" requires that teachers should help students understand the learning process, so that they can better grasp the learning methods and strategies; The principle of "enabling all students, including poor students, to develop in general" emphasizes the fairness and universality of education, and requires that teaching should be open to all students and promote the development of each student.

His teaching principles not only provided theoretical support for the educational reform of the Soviet Union, but also had an important impact on the research of pedagogy in the world. His "general development" theory and teaching principles emphasized the developmental and challenging nature of teaching, which provided important inspiration and reference for the later educational reform and practice. At the same time, his theory also promoted the cross-integration of pedagogy and other disciplines, and injected new vitality into the development of pedagogy.

In the early 20th century, Dewey (2001) a famous American pragmatist educator and philosopher, put forward his thesis in *Democracy and Education* which had a profound influence on modern educational theory and practice. His educational thought emphasizes the practicability and sociality of education and the close connection between education, life and society, which are fully reflected in his educational philosophy.

"Education is life" is one of the core of his educational ideas. He believes that education is not only a process of imparting knowledge and skills, but also a way of life. Education should be closely connected with students' daily lives and promote their growth and development through practice and experience in life. This thought emphasizes the practical nature of education, which means that education should be a process of action and practice, not just talk on paper.

"School as society" is another important aspect of his educational philosophy. He believed that school should be a small society in which students learn and grow by participating in various activities. Schools should provide a variety of practical opportunities for students to learn social skills such as how to work with others and solve problems in practice. This idea emphasizes the sociality of education, which is that education should be a socialized process in which students should learn and grow through interaction with others.

"Learning by doing" is a teaching method proposed by him and one of the important manifestations of his educational philosophy. He believed that students should learn knowledge and skills through hands-on practice, rather than just by listening to lectures and reading. This teaching method emphasizes students' initiative and practicality, allowing students to learn and master knowledge in practical operations.

These educational thoughts of his have had a profound influence on the development of the systematic theory of pedagogy. He emphasized the practicality and sociality of education, breaking the traditional tendency of attaching importance to knowledge imparting while neglecting practice and socialization. His educational ideas also promoted educational reform and innovation, laying the foundation for the development of modern education. At the same time, his educational ideas also had an impact on other fields, such as sociology, psychology, etc., making education an interdisciplinary research field.

Whitehead (2015) whose work in mathematics and philosophy laid the foundation for systems thinking, proposed logicism, which emphasized the interrelation of things. In mathematics, he developed an idea known as "process philosophy" in *The Concept of Nature*, which emphasized the interconnectedness and interaction of things. The essence of mathematics, he argued, lies in relationships rather than separate entities. This view is at odds with the traditional view of mathematics as abstract entities independent of the real world. Whitehead argued that mathematical concepts can be defined and proved through logical reasoning, and this logicist idea provided important ideas for the development of systems thinking.

He also put forward many important mathematical concepts and theorems, such as "triability of relations" and "order of relations", which are of great significance to the development of systems theory. They reveal the internal logical relationship between things, which is at the heart of systems thinking. By understanding the internal relationships between things, we can better understand and predict the behavior of systems.

In the field of philosophy, Whitehead (1978) proposed the philosophy of *Process in Process and Reality*, which is a philosophical idea that emphasizes change and development. He argued that the real world is made up of a series of processes that are interrelated and influence each other. This idea echoes the holistic and dynamic views in systems thinking and provides an important ideological foundation for the development of systems theory. He also emphasized the logic of human thinking, arguing that the human mind understands and interprets the world through logical processes such as concepts, judgments and reasoning. This view is very important for the development of

systems thinking, as it emphasizes the role of human rational thinking ability in solving complex problems.

In *Principia Mathematica*, Bertrand Arthur (Russell, 1903) proposed a mathematical theory known as "type theory". This theory was proposed to solve a number of paradoxical problems in mathematics. The main idea of type theory is that in order to prevent paradoxes, a distinction must be made between the types of mathematical objects. He believed that different mathematical objects may belong to different types, and that these types are independent of each other. Therefore, different types of mathematical objects should not be conflated, otherwise it would lead to paradoxes. In order to achieve this goal, he proposed the construction principles of type theory in the *Principles of Mathematics*. According to this principle, every mathematical object must belong to a type and have the same properties between objects of the same type. In addition, he constructed many different types of mathematical objects and gave detailed descriptions of their properties.

The introduction of type theory had a profound influence on the development of mathematics. It not only reveals the internal relationship and logical structure among mathematical objects, but also provides an effective method to solve the paradox problem in mathematics. In addition, type theory also provides important inspiration and reference for the later basic research of mathematics.

In the field of philosophy, Bertrand Arthur Russell (2009) proposed the philosophy of logical atomism in *Our Knowledge of the External World*. Central to this philosophical idea is the idea that the logical structure of the world is consistent with the logical structure of language, and therefore the world can be understood through the analysis of language and logic. The world, he argued, is made up of many independent, indivisible atomic facts. These atomic facts are the smallest units of the world, and they form the essence of all things. And language is the tool by which these atomic facts are described. Therefore, the logical structure of language is the same as the logical structure of the world.

Through this point of view, he emphasized the internal logical relations and interconnectedness of things. He believed that the essence of things could be revealed through logical analysis, and that this logical analysis was achieved through language.

This view echoes the holistic and interactive view in systems thinking. While systems thinking emphasizes the interrelatability and interaction between whole and part, his philosophy of logical atomism holds that such interrelatability and interaction can be revealed through logical analysis.

Searle (1983) in *Intentionality: An Essay in the Philosophy of Mind*, he proposes "Intentionality Theory", which holds that the essence of consciousness lies in its intentionality, i.e. that it always points to some object or state. Searle argues that intentionality is an essential feature of consciousness, and that it is the product of neuronal activity in the brain, rather than an independent mental entity.

Bruner (1996) is a well-known American cognitive psychologist and educator whose book *The Culture of Education* made important contributions to learning theory and educational practice. Bruner's cognitive structure learning theory not only reveals the nature of learning, but also emphasizes the important role of education in promoting the formation and development of students' cognitive structure. He maintains that the purpose of learning is to transform the basic structure of a subject into the cognitive structure of a student's mind by means of discovery learning. He argued that students are not passive receivers of knowledge, but active processors of information. Therefore, teaching should not only be about instilling knowledge to students, but more importantly, guiding students to actively discover knowledge and understand the basic structure of knowledge, so as to internalize these structures into their own cognitive structure.

His theory of cognitive structure learning emphasizes the importance of the basic structure of a subject. According to him, the basic structure of a subject refers to its basic concepts, basic principles and their interrelationships. Mastering the basic structure of a subject helps students better understand the subject knowledge, improve learning efficiency and transfer ability. In addition, he proposed the design concept of "spiral curriculum". He believes that curriculum design should be carried out around the basic structure of the subject, and through continuous expansion and deepening, students' cognitive structure can be continuously developed and improved. This design concept reflects the systematicness and continuity of education, which helps students maintain their interest and motivation in subject knowledge at different learning stages.

In the 1970s, academician Qian Xuesen (Baidu Encyclopedia, 2023c) combined system science with China's concrete reality and creatively proposed that the significance of system theory lies in "the bridge of system science to Marxist philosophy". He believed that a system is an organic whole with specific functions formed by the combination of several components that interact and depend on each other, and that this organic whole is in turn a part of a larger system to which it belongs. A system is an organic whole with a specific function formed by the connection of various internal elements according to a certain structural form. When using the relevant knowledge and understanding of system theory to look at the problem, we should study and analyze the problem from the three basic characteristics of the system: integrity, correlation and dynamic.

His educational thought of "teaching is for the sake of not teaching" profoundly reveals the ultimate goal of education and the subject position of students in the learning process. "To teach is to not teach" means that the purpose of education is not only to impart knowledge, but more importantly to cultivate students' independent learning ability and lifelong learning habit. This idea emphasizes the long-term and developmental nature of education, which should not just stop in the classroom and textbooks, but should extend to the whole life and future development of students.

He believes that cultivating students' ability to learn independently is one of the core tasks of education. Independent learning ability refers to the ability of students to learn proactively, in a planned way and effectively without external guidance. This ability includes self-driven learning motivation, self-planned learning strategies, self-monitored learning process and self-evaluated learning outcomes.

In order to cultivate students' autonomous learning ability and lifelong learning habits, He advocated that teachers should adopt heuristic teaching methods to guide students to actively think, discover and solve problems. At the same time, he stressed that students should learn in practice and acquire knowledge and skills through hands-on experience, so as to form deep understanding and memory.

Ye (1962) educational thought of "teaching is in order not to teach" has exerted a profound influence on the Chinese educational circle. It reminds us that education should not only focus on immediate grades and test-taking ability, but also focus on

students' future development and lifelong learning. Only when students are equipped with independent learning abilities and lifelong learning habits can they remain competitive in a changing society and achieve personal sustainable development.

Tao (2021) is an outstanding educator and thinker in the history of modern Chinese education, whose educational ideas have profoundly influenced the reform and development of China's education. In his book *Life is Education*, he puts forward the educational concept of "life is education, society is school, and teaching is integrated", which reflects the close connection between education, life and society, and attaches great importance to students' practical ability and innovative spirit.

"Life is education" is one of the cores of Tao Xingzhi's educational philosophy. He believes that education should not be separated from life, but should be closely connected with life. Every detail and scene in life can become material and opportunity for education. Therefore, he advocates allowing students to learn in life and gain knowledge and experience through hands-on practice, so that they can better understand and apply what they have learned.

"Society as school" is another important aspect of Tao Xingzhi's educational philosophy. He believes that society is a big school and a vast world for students to learn. Students should take an active part in social activities, learn about social phenomena and problems, and enhance their sense of social responsibility and citizenship. At the same time, in social practice, students can also exercise their practical ability, cooperation ability and innovation ability to lay a solid foundation for future development.

"Teaching and doing together" is a teaching method proposed by him, and it is also one of the important manifestations of his educational philosophy. He believed that teaching should be combined with practice, allowing students to learn by doing and do in learning. This teaching method emphasizes students' initiative and practicality, allowing students to learn and master knowledge in practical operations, and improving their learning effect and interest.

His educational ideas have had a profound influence on Chinese education. He stressed that education should be closely integrated with life and society, and paid attention to the cultivation of students' practical ability and innovative spirit, opening up

a new road for China's education reform and development. At the same time, his educational ideas have also had an impact on global education, providing important references and inspirations for education reform in other countries around the world.

Huang (1993), a famous educator and social activist in China, made outstanding contributions to the development of vocational education. In his book *How to Do Vocational Education*, he put forward the teaching principle of "using hands and brains, hands are almighty", which not only reflects a deep understanding of vocational education, but also points out the direction for the reform and development of vocational education in China.

The principle of "using hand and brain" emphasizes the close combination of theory and practice. In his view, vocational education should not only focus on the transfer of book knowledge, but also pay attention to students' practical operation ability. Therefore, he advocates that in the teaching process, students should be hands-on and master knowledge and skills through practice.

"Hands are omnipotent" further emphasizes the importance of skill training. Huang (1993) believes that vocational education should cultivate students' professional quality, so that they have the skills to meet the requirements of various vocational positions. Therefore, he advocates strengthening skills training in vocational education so that students can continuously improve their skills in practice.

His teaching principles not only conform to the characteristics of vocational education, but also conform to the development trend of modern education. His educational concept emphasizes the importance of students' subject status and practical ability, which provides powerful theoretical support for the reform and development of vocational education. At the same time, he also actively advocated the socialization and practical application of vocational education. He believes that vocational education should be closely linked to the needs of society, and majors and courses should be set according to the needs of society. In addition, he also advocates that vocational education should focus on practicality, so that the knowledge and skills students learn can be directly applied to practical work.

Systems theory is a comprehensive framework of thinking for understanding and describing the structure, composition, interactions, and behavior of systems. It involves a number of subject areas and examines the common characteristics and laws of systems. A system is defined as an organic whole consisting of several elements linked in a certain structural form with a certain function. In general, systems theory has been widely applied and developed in the field of education, providing scientific methods and concepts for educational practice and promoting the modernization of education.

Relevant Research

1. Relevant research on educational theories of Outcome Based Education

Zhihu (2023a) points out that our country's theoretical and practical inquiry is relatively backward compared with foreign research on results-based education. The teaching reform of Outcome-Based Education began in Taiwan. In 2004, Taiwan launched the Program to Reward Excellence in University Teaching, which included requirements for results-oriented curriculum reform. In 2007, Hong Kong made "results-based learning" the focus of its university education reform, which has substantially improved and developed results-based education.

Li (2011) improved the results-oriented education mechanism in the Evaluation of University Curriculum Development and Learning Effectiveness, and carried out the "Results-oriented evaluation continuous improvement management system "; The concept of "student-centered" emphasizes the cultivation of students' quality and ability, builds the curriculum system, and establishes the "Career Map mechanism" that presents students' ability graphically.

Chen (2007), guided by the eleven standards accredited by the Accreditation Council for Engineering and Technology Education (ABET), classified the employment of graduates of HKUST's Engineering school into service industry, soft employment, and overseas study. According to the students' employment direction, the School of Engineering divides the student training into three modes: training diversified development, training professional engineers, and training graduate students. According

to the characteristics of different modes, the training purpose of students is clearly defined, and the corresponding course system is constructed.

Jiang (2003) constructed the system of "results-based education" and elaborated it from the aspects of what is the result, what is the purpose, what is the hypothesis, and what is the system principle. He pointed out that the purpose of OBE is to improve the quality of education, meet the needs of society, and promote the all-round development of students. This means that education should be closely related to social reality and cultivate students' comprehensive abilities so that they can better adapt to and contribute to society.

Li (2007) described the connotation, operation and evaluation of Outcome Based Education based on the theoretical research of foreign scholars. It is proposed that the implementation of outcome-oriented education should first change the educational concept, but the operation and evaluation of teaching management only stay in theory, and there is a lack of practical research.

Wang and Xia (2009) analyzed the development process, theoretical connotation and operation mode of Outcome-Based Education. They believe that the theory of outcome-based education is the inevitable trend of social development, and the "outcome" should be the expectation of students. At the same time, the paper analyzes the integration feasibility of the Education concept of Outcome Based Education, and emphasizes that in the process of reference, we should pay attention to avoid the mistake of "Chinese and western" and follow the principle of "localization".

Li (2014b) deeply studied the Outcome Based Education, made a thorough analysis from the definition of outcomes, students' expectations, teaching operation and evaluation mechanism, and applied it to teaching practice. He pointed out that the OBE model needs to pay close attention to students' expectations and needs. Educators should work with students to jointly determine educational goals and ensure that they meet not only the needs of society, but also the students' individual career planning and development goals, he said.

Acharya (2003), based on the research of other scholars, proposed an Outcome-Based Education: The systematic content of An Interpretation and Defense education has also improved the four basic principles of results-based education, namely, clear focus, expanding opportunities, high expectations and reverse design.

From the research and practice of Outcome-Based Education at home and abroad, we can see that OBE, as an educational concept, has been widely recognized and applied. Especially in Singapore, South Korea and Taiwan, OBE has been substantially improved and developed, forming a relatively complete theory and practice system. In contrast, the mainland of China lags behind in exploring the theory and practice of OBE, which has affected the improvement of education quality and the deepening of education reform to a certain extent.

Therefore, results-oriented education, as an advanced education concept and practice model, is of great significance to improve the quality of education in our country and to promote education reform. We should actively learn from the advanced experience at home and abroad, accelerate the localization practice and development of OBE, and make positive contributions to the construction of an education system that better meets the requirements of The Times.

2. Related research on the traditional mode of teaching management

According to Baidu Encyclopedia (2023d), the traditional mode of teaching management is mainly based on three elements: teachers, students and teaching materials. In this model, the teacher is the leader, responsible for transferring the knowledge in the textbook to the students. This model emphasizes the leading role of teachers and focuses on teachers' indoctrination teaching, and students' role is mainly passive recipient.

Baidu Wenku (2023) summarizes the advantages and disadvantages of the traditional teaching model according to your theory. The traditional teaching model also has its advantages, such as teachers can better grasp the course progress, actively guide students, and adjust teaching strategies according to the feedback of students. However, its disadvantages are also obvious. For example, it places too much emphasis on the

status of teachers and ignores the principal role of students in the learning process, resulting in a lack of initiative and creativity among students.

The traditional model of teaching management is mainly based on three elements: teachers, students and teaching materials. In this model, the teacher is the master, responsible for passing on the knowledge in the textbook to the students. In addition, the traditional teaching mode lacks the use of modern teaching technology, which limits the teaching efficiency and quality to a certain extent.

With the continuous progress of educational ideas and technology, more and more educators begin to recognize the limitations and drawbacks of traditional teaching mode, and try to explore new teaching mode. For example, some educators advocate the "student-centered" teaching model, which emphasizes the principal role of students in the learning process and focuses on cultivating students' initiative and creativity. At the same time, the new teaching model also pays more attention to the use of modern teaching technology to improve teaching efficiency and effect.

Therefore, the study of the traditional mode of teaching management can not only help us to deeply understand the past educational practices and ideas, but also provide useful inspiration and reference for the future education reform and development.

Watson (1919), the founder of behaviorism, under the influence of Pavlov (2010) conditioning experiment, rejected Thorndike's theory because of the subjective meaning of the law of effect and affirmed the law of practice, but used the law of frequency and the law of recency as a supplement to the law of proximity. He explained that successful responses are preserved because they have been repeated the most often and have occurred recently, and he proposed a "stimulus-response learning theory" (also known as "behavioral learning theory") that rejects the idea that the effect of a response can have any strengthening or weakening effect on associations.

He (2008) analyzed the management mode of work-study combined teaching in 2008, and proposed to construct the teaching management of higher vocational colleges with "dual lines of main and auxiliary, and three-way interaction". In other words, the school curriculum teaching is the main teaching, and the theoretical knowledge of the school is assisted by enterprise practice, so as to achieve better teaching results.

Tripartite interaction means that the school, teachers and enterprise personnel discuss and study the training mode of students at the same time. The conclusion is that the core of the teaching management mode is "learning by doing", that is, learning knowledge and skills through actual work or practical operations in simulated work scenarios. This mode emphasizes students' active participation and practical operation, which is helpful to cultivate students' practical ability and innovative thinking.

In early 1934, educator Zhu (2009) was inspired after reading Ye (1962) on Language Education and other works. "He further articulated the idea that 'teaching is for the purpose of attaining the need not to teach'." This idea is not only a reflection and critique of traditional education, but also an ideal pursuit of future education.

In the following decades, "being able to teach without teaching" became a common goal for teachers and educators. They continued to explore how to guide the work of education and teaching through scientific methodology, so that teachers can teach more effectively and students can learn and develop on their own. This kind of thinking has influenced generations of teachers and educators, making them realize that the ultimate goal of education is to achieve students' independent development and lifelong learning. Therefore, the educational idea of "teaching in order not to teach" is a milestone in the history of Chinese education.

Sukhomlinsky (1977) studied the General Pedagogy in depth and developed his "Theory of Education for Holistic Development" on this basis. He emphasized that the core goal of education is the development of individuality and the improvement of all-round qualities, a concept that is somewhat related to the theory of the aims of education of Herbart (1806), but also has its own unique development and deepening. He made the famous assertion that "the art of education lies in motivation and arousal".

He believed that the process of education is not only the process of teachers imparting knowledge to students, but also the process of stimulating students' inner motivation and awakening their self-development. This idea reflects his deep understanding and unique insights into education.

Bloom (1964) studied in depth his father Benjamin Bloom's (1956) taxonomy of educational objectives and proposed a classification of educational objectives in the affective domain. He mainly studied his father's taxonomy of educational objectives in

the cognitive domain and applied it to the affective domain, thus emphasizing the emotional development and values development of students. His classification of educational objectives in the cognitive domain includes six levels: knowledge, comprehension, application, analysis, evaluation and creativity. This categorization provides teachers with a framework for assessing student learning outcomes and guiding instruction. On the basis of inheriting this framework, Blum further proposed the classification of educational objectives in the affective domain and included the cultivation of emotions, attitudes and values in the scope of educational objectives.

His categorization of educational objectives in the affective domain focuses on students' emotional development and values cultivation. According to the degree of internalization of emotions, he classified the educational objectives in the affective domain into five levels: acceptance, reaction, formation of values, organization of value systems and personalization of value systems. This classification provides teachers with a framework for guiding and assessing students' emotional development and emphasizes the importance of emotions in students' learning and growth.

As for the traditional mode of teaching management, I deeply feel its historical significance and realistic challenges. The teaching mode with teachers, students and textbooks as the three major elements has undoubtedly played a huge role in the transfer and accumulation of knowledge. The dominant position of teachers makes classroom teaching orderly, and the passive acceptance of students also ensures the stability and systematicness of knowledge to a certain extent. However, the disadvantages of this model are becoming more and more apparent.

I think we need to rethink and reform the traditional teaching mode. On the one hand, we should respect the principal position of students and give full play to their initiative and creativity. For the traditional mode of teaching management, the application of modern teaching technology and the promotion of the mode of combining work with study teaching management, we need to carry on deep thinking and discussion. Only in this way can we better adapt to the changes of The Times and the needs of society, and make contributions to cultivating more high-quality talents with innovative spirit and practical ability.

3. Related research on system theory

Baidu Encyclopedia (2023e) concludes that systems theory is a conceptual framework based on the principle that the components of a system can be best understood in relation to each other and to other systems, rather than in isolation. Systems theory has also been applied in organizational development and management theory as a framework for conceptualizing organizations as multifaceted dynamic entities made up of smaller, interacting subsystems.

Systems theory is an important framework for understanding the complex interplay between the efficiency of educational management and the quality of student education in China. The theory holds that educational institutions are a dynamic system in which the various components and elements interact and influence each other. The system theory emphasizes the importance of well-designed and balanced curriculum to meet the different needs and interests of secondary vocational students.

Dennett (1996) undertook a comprehensive study of the philosophical ideas of Bertrand Arthur Russell (1903), arguing that Russell's ideas have important implications for understanding human thought and behavior. He is particularly concerned with Russell's theories on language and meaning, which he believes have had a profound influence on the development of the fields of linguistics, psychology and philosophy. In systems theory, he has developed a cognitive model based on evolution, which emphasizes the interactions and evolutionary processes among the elements within a system. He believes that the nature of human thinking and behavior can be better understood by studying the evolutionary processes of systems.

Searle (1969) was deeply influenced by Bertrand Arthur William Russell (1903), especially Russell's approach to linguistic and logical analysis, which he applied to his own research. Russell emphasized the importance of language and meaning as the foundation of human thought. Searle picks up on this idea and further explores the relationship between language and consciousness. On language, he developed Speech Act Theory in *Speech Acts: A Philosophy of Language*, which emphasizes that language is not just a tool for expressing ideas and information, but an act that is capable of changing the world. This theory has had a profound impact on linguistics and philosophy.

From previous studies, it is not difficult to see that systems theory, as an interdisciplinary conceptual framework, provides us with a powerful tool for understanding and analyzing complex systems, such as educational institutions. It emphasizes the interplay and mutual influence among the various components within the system, as well as the dynamic interaction between the system and the external environment. In the field of education, the application of systems theory helps us to understand more comprehensively the complex relationship between the efficiency of educational management and the quality of students' education.

Kast and Rosenzweig (1970) studied and integrated the ideas of several theorists. They were heavily influenced by systems management theory, which advocates the use of the categories and principles of systems theory to comprehensively analyze and study management problems. Within this theoretical context, they paid particular attention to the views of the school of Contingency Theory, which emphasizes that organizations are open systems that need to adapt to changing environments. In *Organizations and Management: A Systems Approach and a Contingency Approach*, systems theory is applied to the field of organizational management and the theory of systems contingency is proposed. They believe that an organization is an open system that needs to constantly adapt to changes in the environment and maintain the stability and development of the system by constantly adjusting its own structure and function.

Drucker (1975) read widely and assimilated knowledge from a number of subject areas, such as the scientific management theory of Frederick Taylor (1911) and the organizational theory of Weber (1947). In his 1954 book, *The Practice of Management*, he introduced the concept of management by objectives and emphasized the importance of self-control. He believed that by setting clear goals, employees could better manage and motivate themselves, thus increasing efficiency and effectiveness. In addition, Drucker advocated employee participation and teamwork, arguing that this helps to stimulate employees' creativity and potential, and promotes organizational innovation and development.

In short, his management theories are broad and deep, emphasizing the importance of goal management and self-control, promoting employee involvement and teamwork, as well as focusing on innovation and change. These theories have had a

profound impact on modern management theory and practice, providing important insights and lessons for later scholars and entrepreneurs.

Mayo (2003) one of the founders of the Human Relations School, conducted a series of studies on human behavior at work through the Hawthorne Experiments (Baidu Encyclopedia, 2023f). These studies were conducted in the late 1920s and early 1930s to explore the effects of changes in the work environment on worker productivity. His theories emphasized the human element of management, and he advocated improving productivity by improving the social and psychological environment of workers. This included providing opportunities for participation in decision-making, building teamwork and communication channels, and attending to the individual needs of workers.

His theory had a profound impact on subsequent management theory and practice, as it prompted managers to begin to pay attention to the social and psychological needs of their employees, rather than just material benefits. This led to a shift from "economic man" to "social man", making humanized management an important part of modern management theory.

As a powerful analytical tool, system theory helps us to understand more deeply the complex relationship between the efficiency of educational management and the quality of students' education. At the same time, the dissipative structure theory, the theory of evolution and the study of language and consciousness also provide us with a broader vision and a richer Angle of thinking. In the future practice of education, we can learn from the ideas and methods of these theories, constantly optimize the educational management system, and improve the efficiency and quality of education management.

Conceptual Framework

This study was conducted using the questionnaire research methodology.

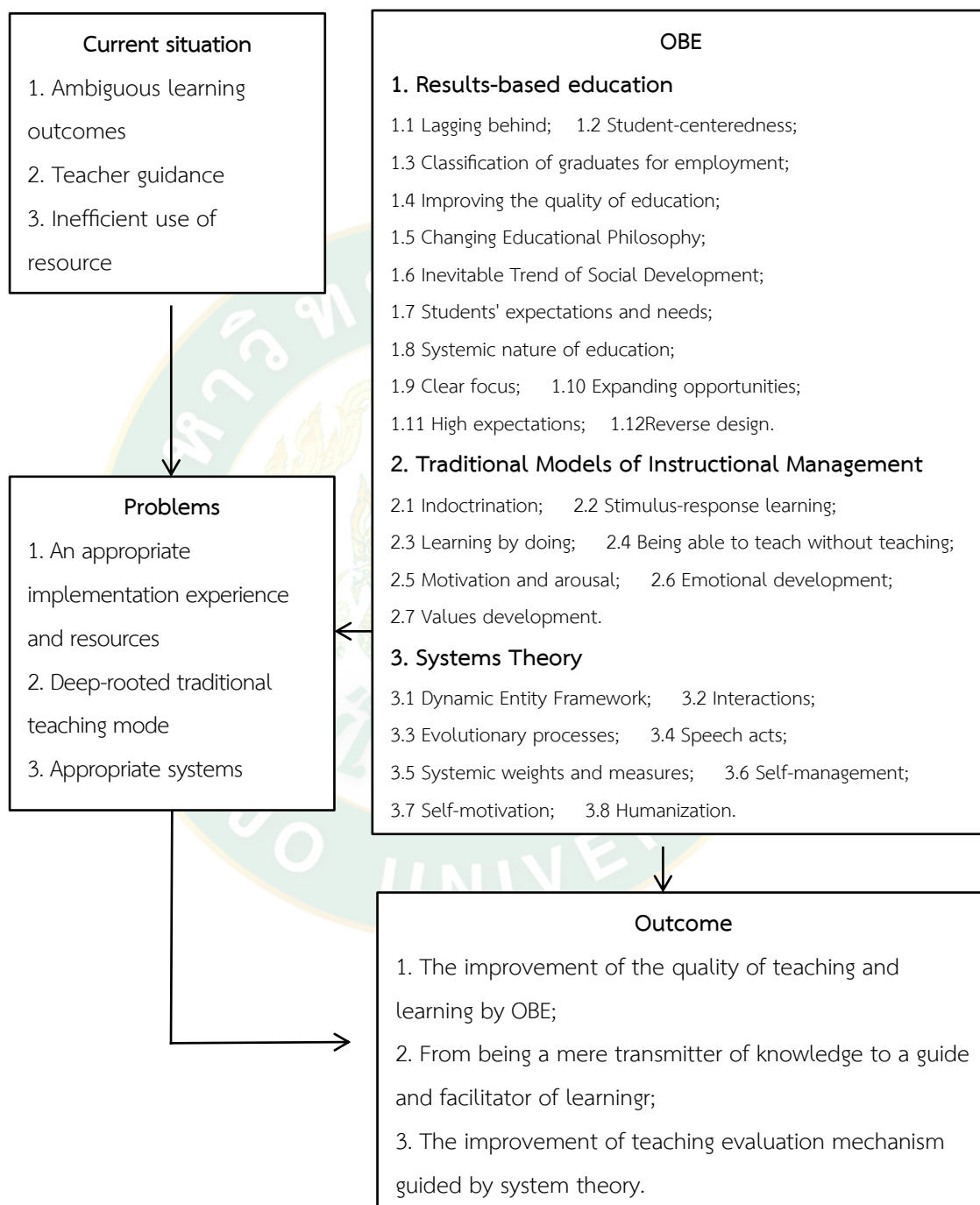


Figure 1 Conceptual research framework

CHAPTER 3

RESEARCH METHODS

Introduction:

This chapter introduces the principles of the research method (survey research method) used in this study and describes in detail how the research method was implemented (research process). This report aims to tell the reader why this research method was chosen to be appropriate for the problem being investigated, which involves a rigorous survey process. This section also provides information about the research location, sampling procedures, and statistical processing of data.

This study also uses quantitative research methods. Quantitative research methods emphasize objective measurement and statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by processing pre-existing statistical data using computing techniques. Quantitative research focuses on collecting numerical data and generalizing it to various populations or explaining a particular phenomenon (Babbie, 2010). Data collection in qualitative research involves a variety of techniques: in-depth interviews, document analysis and observation, and focus group discussions (Denzin and Lincoln, 1994). This chapter will explain the following research procedures and methods: Questionnaire survey.

Locale of the study

This study selected the Marketing Department of Guizhou Vocational College of Industry and Commerce as the research location.

The Marketing Major of the School of Economics and Management of Guizhou Vocational College of Industry and Commerce takes meeting customer needs as the starting point, explores how enterprises meet market needs, and seeks market laws such as business methods and business model innovation. Core courses include

marketing sandbox, marketing, international trade theory and practice, marketing psychology, network marketing, advertising practice, etc. Graduates have a wide range of employment directions, including engaging in marketing and management in enterprises or institutions and government departments, or doing market research, marketing planning, advertising planning, marketing promotion, sales management and other marketing management work in profit-making and non-profit organizations (Guizhou Vocational College of Industry and Commerce Official Websit, 2024)

The Marketing Major of the School of Economics and Management of Guizhou Vocational College of Industry and Commerce was selected as the research location because of its teaching reform characteristics. It is also a key area for the construction of the "Outcome Based Education Teaching System". Researchers can use it.

The research website only shows the following:

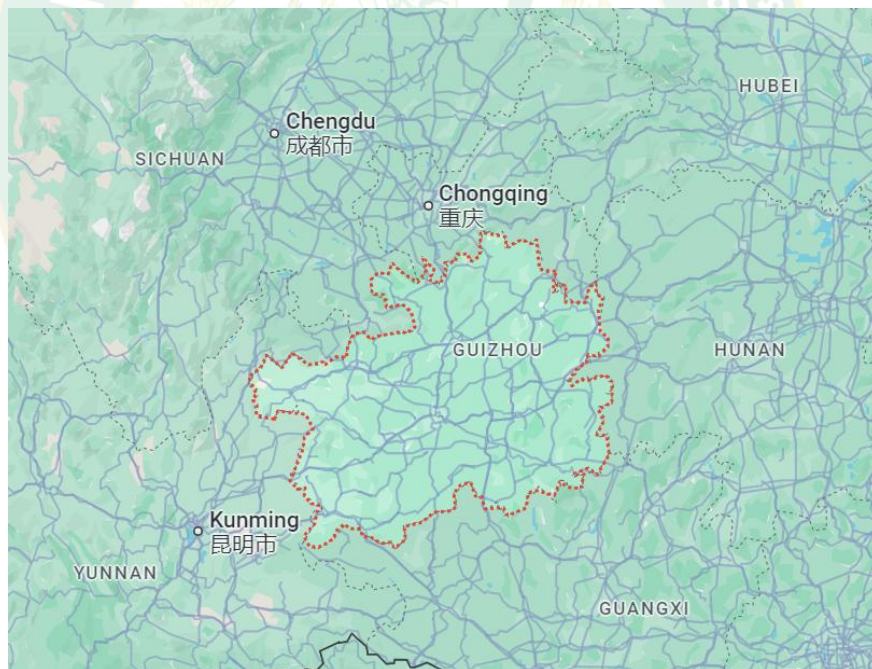


Figure 2 Map of Guizhou
(AutoNavi, 2024)

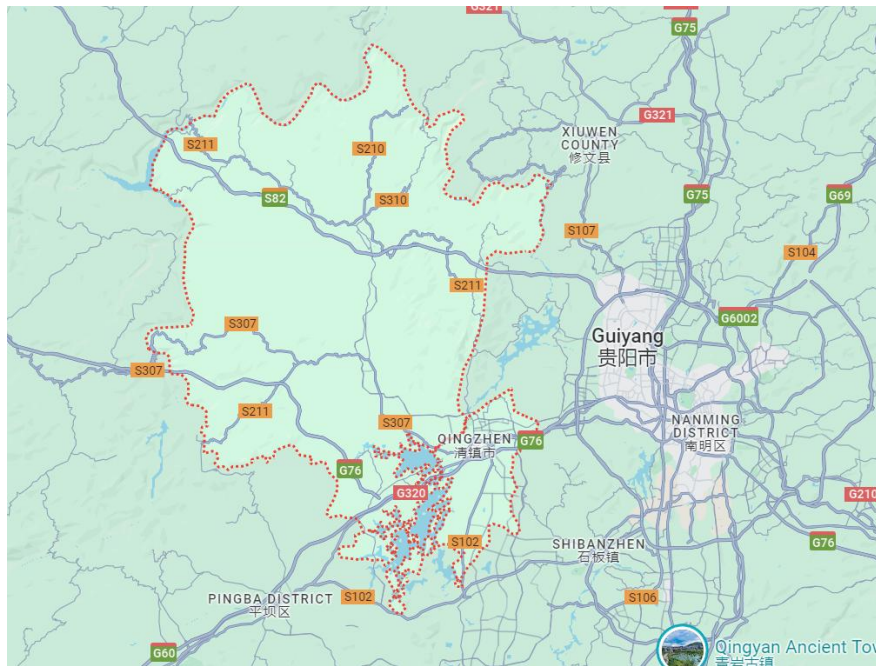


Figure 3 Qingzhen Map
(Amap, 2024)

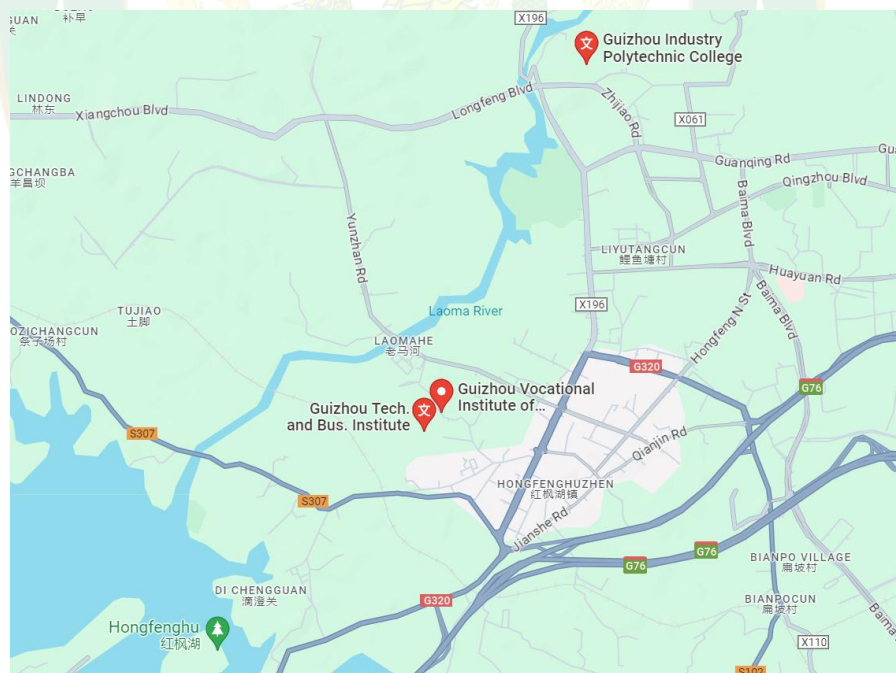


Figure 4 Map of Guizhou Vocational College of Industry and Commerce
(AutoNavi Map, 2024)

Population, sample and random sampling methods

1. Population and sample

Main data: The data of this study comes from the Marketing major of the School of Economics and Management of Guizhou Vocational College of Industry and Commerce. There are 367 students in the Marketing major of the School of Economics and Management of Guizhou Vocational College of Industry and Commerce, including 96 freshmen, 104 sophomores, and 167 juniors (Academic Affairs Office of Guizhou Vocational College of Industry and Commerce, 2024).

The questionnaire was distributed by random sampling from September to November 2024. Random sampling is to randomly assign the questionnaire to people in the research population. According to the sample size calculation formula of Taro Yamane, the reliability level is 95%, the standard deviation is 5%, and according to the calculation formula (Yamane, 1967)

$$n = \frac{N}{1+N (e)^2} \quad 95\% \text{ confidence}$$

Among them, n = sample size

N = total population

e is precision (sampling error) = 5% or 0.05

So, in this study, the sample size

$$n = \frac{367}{1+367 (0.05)^2}$$

$$n = 191.395046$$

Then the sample size is calculated to be 192, but it is expected that 200 questionnaires will be distributed.

However, for the reliability of the research, any survey or measurement will inevitably have some errors, which are due to the influence of factors such as the measurement itself, the measurement implementation process, and the subjects themselves (Jin, 2001). The stability test in reliability analysis is to ensure that the survey results will not have large differences due to the above factors by observing the measurement results.

Before the questionnaire is officially distributed, a small number of questionnaires will be distributed, and the questionnaire will be adjusted and modified based on the returned questionnaires. According to the sample size calculation formula of Taro Yamane, the reliability level is 90%, the standard deviation is 10%, and the calculation formula is (Yamane, 1967)

$$n = \frac{N}{1+N(e)^2} \quad 90\% \text{ confidence}$$

Among them, n = sample size

N = total population

e is precision (sampling error) = 10% or 0.1

So, in this study, the sample size

$$n = \frac{367}{1+367(0.1)^2}$$

$$n = 78.5867238$$

The result shows that the number of questionnaires distributed in a small range is 79.

2. Random sampling methods

2.1 Data Import and Stratification Setup:

Log in to the Questionnaire Star platform (www.wjx.cn) and navigate to "Questionnaire Management" leading to "Send Questionnaire" leading to "Add Sampling".

Select the "Excel Import" function to upload three sub-tables corresponding to each stratum (e.g., "Freshman.xlsx," "Sophomore.xlsx," "Junior.xlsx"). Each sub-table must include two columns:

Column A: Unique respondent identifier (e.g., student ID).

Column B: Respondent name (optional, for verification purposes).

2.2 Stratified Random Sampling Execution

For each stratum, enable the "Randomizer" function and set the sampling proportion as follows:

Freshman (n=49): Input a sampling proportion of 24.5% (or directly specify 49 respondents). The platform will randomly select 49 respondents without replacement.

Sophomore (n=60): Input a sampling proportion of 30.0% (or directly specify 60 respondents). The platform will randomly select 60 respondents without replacement.

Junior (n=91): Input a sampling proportion of 45.5% (or directly specify 91 respondents). The platform will randomly select 91 respondents without replacement.

2.3 Sample Consolidation and Export

The platform automatically merges the stratified samples into a unified pool of 200 randomly selected identifiers.

Export the consolidated sample pool as an Excel file for subsequent questionnaire distribution (e.g., via SMS/email with survey links).

3. Automated High-Frequency Word Classification for Open-Ended Responses

This study utilized the high-frequency word analysis function of Wenjuanxing (Questionnaire Star) to automate the categorization of open-ended response texts. The process involved the following steps:

3.1 Data Preprocessing

Text Cleaning: Irrelevant characters (e.g., punctuation marks, spaces) and generic expressions (e.g., "thank you," "none") were removed. Synonymous terms (e.g., "lag" and "delay" were unified as "performance issues") were merged to standardize the dataset.

File Upload: The cleaned text data were saved as a UTF-8 encoded .txt file and uploaded to Wenjuanxing's "Text Analysis" leading to "Word Frequency Statistics" module.

3.2 Platform-Based Analysis

Automated Categorization: Wenjuanxing extracted high-frequency words using the TF-IDF algorithm and categorized them based on semantic associations (e.g., "lag," "slow loading" were grouped under "performance issues").

Visualization Output: The platform generated a word cloud (font size reflecting word frequency) and a bar chart (frequency comparison) to facilitate rapid identification of core themes (see Figure 1 for examples).

Research Tool

In social science research, the three most common schools are positivism, interpretivism, and pragmatism. Positivism emphasizes the study of social phenomena through empirical, observational, and empirical methods, attaches importance to objective empirical evidence, research on specific objects, and hypothesis testing. Empirical research methods use advanced statistical theories and techniques, including multivariate statistical analysis to study and solve social problems, in order to obtain fairly reliable empirical results, emphasizing the combination of theory and practice, and applying research results to social practice.

Questionnaires are a research tool consisting of a series of questions designed and distributed to collect information about the opinions, attitudes, behaviors, and characteristics of respondents. Questionnaires usually consist of closed and open questions. Open questions allow respondents to elaborate on their ideas. (Babbie, 2010)

The questionnaire contains basic information and descriptive questions. The questionnaire adopts the Likert scale design (Likert, 1932). The Likert scale is the most commonly used type of total scoring scale. These items belonging to the same concept are scored in a summary manner, and individual or individual items are meaningless. This scale was refined by the American social psychologist Rensis Likert in 1932, building upon the foundational principles of the original summative rating framework (Likert, 1932). The scale consists of a group of statements, each of which has five answers: strongly agree, agree, uncertain, disagree and strongly disagree,

which are recorded as 5, 4, 3, 2 and 1 respectively. The total score of each respondent's attitude is the sum of the scores obtained from his answers to each question. This total score can indicate the strength of his attitude or his different status on this scale.

The first part of the questionnaire focuses on the current teaching management status of the Marketing Department of Guizhou Vocational College of Industry and Commerce. The second part explores the causes of the teaching management problems of the Marketing Department of Guizhou Vocational College of Industry and Commerce. The third part aims to understand how the OBE teaching concept can improve the teaching management of the Marketing Department of Guizhou Vocational College of Industry and Commerce. Based on the above cognition, this study will be based on positivism, use structured questionnaires to design the questionnaire, and then complete it through deductive reasoning and statistical analysis.

Validation of the research instrument

1. Validity

The content validity of the questionnaire is used to determine whether the content of the questionnaire is appropriate and relevant to the purpose of the study. In order to obtain the content validity of the questionnaire, the researcher conducted face-to-face and telephone exchanges with three experts in related disciplines. A draft questionnaire was submitted to the three experts. They were asked to review the 62-item Likert scale questionnaire draft to ensure that it was consistent with the conceptual framework of this study. A group of experts were invited to review the consistency of each topic with the research objectives. Each expert scored each topic using the IOC, with the scoring criteria being: 1 means that the topic fully meets the goal, 0 means that the topic partially meets the goal, and -1 means that the topic does not meet the goal. Independently evaluate the relevance of each item in the questionnaire to the operational definition of the

concepts included in the study, including the appropriateness of the language for the target population.

For each topic, add the scores of all experts and divide it by the number of experts. The formula is as follows:

$$IOC = \frac{\sum \text{score}}{\text{Number of experts}}$$

Among them, Σ score represents the sum of the scores of all experts on the topic.

A positive IOC value (close to 1) means that the topic is highly consistent with the research objective.

An IOC value close to 0 means that the topic is partially consistent with the research objective.

A negative IOC value means that the topic is inconsistent with the research objective and needs to be modified or deleted.

2. Reliability

If the Cronbach's α coefficient is greater than 0.7, it proves that the internal correlation and consistency between items in the measurement tool are good and can be used; if it is less than 0.6, it indicates that the internal consistency of the measurement tool is poor and needs to be redesigned. The KMO (Kaiser-Meyer-Olkin) range is between 0-1. If the KMO value is greater than 0.9, it indicates that the sample has good adaptability; if the KMO value is less than 0.6, it indicates that the sample has poor adaptability. (Kaiser, 1970)

3. Data Source and Data

3.1 Data source

This study will use a large amount of data, the main sources of which are: information collected through questionnaires; secondary data, from the website of Guizhou Vocational College of Technology.

3.2 Data collection

Secondary data: From December 2022 to September 2023, the employment rate of the employment section of the official website of Guizhou Vocational College of Industry and Commerce is analyzed from five measurement dimensions to analyze the impact of Outcome Based Education on the Marketing Major of the School of Economics and Management of Guizhou Vocational College of Industry and Commerce. It has been checked on the website.

Data Analysis

This study used quantitative techniques to analyze the data. Data analysis transforms data into information and knowledge and explores the relationships between variables. Data analysis is the process of systematically applying statistical and/or logical techniques to describe, illustrate, condense and summarize data and evaluate them (Sharma, 2020). According to Shamoo and Resnik (2015), various analytical procedures "provide a way to draw inductive inferences from data and distinguish between signals (phenomena of interest) and noise (statistical fluctuations) present in the data. This study used descriptive analysis and multiple regression analysis to analyze the collected data.

General Statistical Analysis

Descriptive statistical methods were used to summarize and code the quantitative and qualitative data collected by the interviewees, input the data into SPSS software program for analysis, give a quantitative description of the information, and obtain data such as frequency, percentage, mean and standard difference, which were used to present the results.

CHAPTER 4

RESULTS AND DISCUSSION

This chapter mainly conducts a comprehensive and in-depth study on the teaching management of the Marketing Department of Guizhou Vocational College of Industry and Commerce.

At the beginning of the study, we first conducted a reliability and validity test of the questionnaire to ensure the reliability and validity of the data. Through statistical indicators such as Cronbach's alpha value and KMO value, we verified the reliability of the internal consistency and structural validity of the questionnaire, which laid a solid foundation for subsequent analysis. Subsequently, we detailed the basic information of the respondents, including gender, age, major, and grade level, so as to understand their views and feelings about teaching management more comprehensively.

Based on the feedback from the respondents, we analyzed the current state of teaching management in the Department of Marketing, and discussed the existing problems and their causes. In particular, this chapter also focuses on the role of OBE teaching philosophy in improving the teaching management of the marketing department of Guizhou Vocational College of Industry and Commerce. Through statistical analysis, we tried to reveal how the OBE teaching concept affects teaching management and evaluate its effectiveness in practical application. The research results of this chapter provide a useful reference and enlightenment for further improving and optimizing the teaching management of the Department of Marketing.

Reliability and validity of questionnaires

Before the questionnaire was officially distributed, 79 questionnaires were distributed in a small range for pre-testing to test the reliability and validity of the questionnaire. Reliability mainly examines the stability and internal consistency of the questionnaire, that is, the consistency of the results obtained when the

questionnaire is used to measure the same group at different times or in different situations. Validity is the most important indicator for measuring the quality of a test. It evaluates the reliability and accuracy of the surveyed data, that is, whether the test tools and methods can reflect the characteristics and functions of the subjects. This study used SPSS software to analyze the data, used Cronbach's α coefficient to test the reliability of the data, and used KMO value for factor analysis. The results are shown in Table 1.

The factor "Current Status of Teaching Management in the Marketing Department of Guizhou Vocational College of Industry and Commerce" is identified by the items "Do you think the current teaching content lags behind the actual needs of society?", "Do you think the course design is student-centered and fully considers your needs?", "Do you think the school's teaching helps you find a suitable job after graduation?", "Do you think the current teaching management is committed to improving the quality of education?", "Do you think the school is actively changing the traditional educational philosophy?", "Do you think the current teaching management is in line with the inevitable trend of social development?", "Do you think the school pays attention to and meets your learning expectations and needs?", "Do you think the current education system is systematic and coherent?", "Do you think the school provides enough learning and development opportunities?", "Do you think the teacher's expectations of you are reasonable?", "Do you understand and recognize the method of designing teaching content based on results?".

The factor "Causes of Teaching Management Problems in the Marketing Department of Guizhou Vocational College of Industry and Commerce" is identified by the items "Do you think the current teaching model is still dominated by indoctrination education?", "Do you know the stimulus-response learning method?", "Do you think the course relies more on the stimulus-response learning method?", "Do you think there are enough opportunities to learn in actual operation?", "Do you have the experience of acquiring knowledge and skills through self-study?", "Do you think the teacher effectively motivates and awakens your interest in learning in class?", "Do you think traditional teaching lacks the practical link of "learning by

doing"?", "Do you think the school attaches importance to students' emotional development and mental health?", "Do you think the school effectively cultivates your values in teaching?"

The factor "How does OBE teaching concept improve the teaching management of the Marketing Department of Guizhou Vocational College of Industry and Commerce" consists of the items "Do you know the OBE education model?", "Do you think OBE education concept can help establish a dynamic entity framework for teaching management?", "Do you think OBE education concept can make teaching content constantly updated with the changes in society and technology?", "Do you think OBE education concept can make teachers' verbal behavior have a positive impact on your learning?", "Do you think OBE education concept can make teaching management flexibly respond to different teaching needs and changes?".

"Do you think OBE education concept can effectively cultivate your self-management ability?", "Do you think OBE education concept can effectively stimulate your self-motivation ability?", "Do you think OBE education concept can make teaching management more humane?", "Do you think OBE teaching concept helps you understand the learning outcomes and goals of the course more clearly?", "Do you think the evaluation method under OBE more effectively reflects your actual ability and knowledge mastery?", "Do you think OBE teaching concept makes course design more flexible and adaptable to personal learning progress?", "Do you think that under the OBE framework, teachers provide more targeted support and feedback to help you achieve your learning goals?".

"Do you think the OBE teaching concept has improved your class participation and learning enthusiasm?", "Do you feel more accomplished when completing learning goals and tasks under the OBE concept?", "Do you think the OBE teaching concept focuses more on the cultivation of long-term skills rather than just the mastery of short-term knowledge?", "Do you think the OBE teaching concept has helped you improve your ability to self-evaluate and improve yourself?", "Do you think the OBE teaching concept has effectively connected industry needs and practical work skills to help you prepare for your future career?", "Do you think the OBE teaching concept has effectively improved your employ-ability?" Identification.

The Cronbach's α values of the factors "Current Status of Teaching Management of the Marketing Department of Guizhou Vocational College of Industry and Commerce", "Causes of Teaching Management Problems of the Marketing Department of Guizhou Vocational College of Industry and Commerce", and "How OBE Teaching Concept Improves Teaching Management of the Marketing Department of Guizhou Vocational College of Industry and Commerce" are 0.728, 0.815, and 0.866 respectively. The overall Cronbach's α value of the questionnaire is 0.925, all greater than 0.7, which shows that the scale has good internal consistency reliability.

The KMO values of the factors "Current situation of teaching management in the Marketing Department of Guizhou Vocational College of Industry and Commerce", "Causes of teaching management problems in the Marketing Department of Guizhou Vocational College of Industry and Commerce", and "How OBE teaching concept can improve the teaching management of the Marketing Department of Guizhou Vocational College of Industry and Commerce" are 0.738, 0.738, and 0.762 respectively. The KMO value of the questionnaire as a whole is 0.651, which is greater than 0.6, indicating that the questionnaire has good structural validity. After completing the questionnaire reliability and validity test, a total of 200 questionnaires were collected for detailed analysis.

Table 1 Reliability and validity of the questionnaire

	The current situation of teaching management of the Marketing Department of Guizhou Vocational College of Industry and Commerce	The reasons for the teaching management problems of the Marketing Department of Guizhou Vocational College of Industry and Commerce	How to improve the teaching management of the Marketing Department of Guizhou Vocational College of Industry and Commerce	Questionnaire as a whole
Croubach's Alpha	0.728	0.815	0.866	0.925
KMO value	0.738	0.738	0.762	0.615
Bartlett sphericity test	0.000	0.000	0.000	0.000

Part 1: Basic Information

Table 2 shows that there are 74 male respondents, accounting for 37%, while there are 126 female respondents, accounting for 63%.

Table 2 Gender of respondents

Gender of respondents	Frequency	Percentage
Male	74	37.0
Female	126	63.0
Total	200	100.0

Table 3 shows that among the respondents, 32.5% are aged 18-19, while 47.5% are aged 20-21. This is consistent with the fact that the majority of college students majoring in marketing at the School of Economics and Management of Guizhou Vocational and Technical College are sophomores and juniors, among whom juniors may be more concentrated in the 20-21 age group due to the school system. At the same time, a small number of respondents aged 16-17 may be students who enrolled early, while respondents aged 22-23 may be students who enrolled later due to personal reasons, making the sample age distribution more diverse.

Table 3 Age of respondents

Age of respondents	Frequency	Percentage
16-17 years old	14	7.0
18-19 years old	65	32.5
20-21 years old	95	47.5
22-23 years old	26	13.0
Total	200	100.0

Table 4 shows that among the respondents, students majoring in marketing accounted for the highest proportion, reaching 41.5%, indicating a high degree of participation of this major in this survey. At the same time, a certain proportion of students majoring in business administration, big data and accounting, and big data and finance also participated, accounting for 18.0%, 23.0%, and 17.5% respectively. This distribution of majors reflects the attention and interest of students from different majors in the School of Economics and Management in marketing and related fields.

Table 4 Respondents' majors

Respondents' majors	Frequency	Percentage
Marketing	83	41.5
Business Administration	36	18.0
Big Data and Accounting	46	23.0
Big Data and Finance	35	17.5
Total	200	100.0

Table 5 shows that among the respondents, juniors accounted for the highest proportion, reaching 45.5%, sophomores accounted for 30%, and freshmen accounted for 24.5%. This grade distribution is consistent with the grade composition of students majoring in marketing at the School of Economics and Management of Guizhou Industrial and Commercial Vocational College, especially the high proportion of juniors, reflecting that students of this grade may be more concerned about or more interested in participating in the content of this survey. At the same time, a certain proportion of freshmen and sophomores also participated, making the sample more representative.

Table 5 Grades of respondents

Grades of respondents	Frequency	Percentage
Freshman	49	24.5
Sophomore Year	60	30
Junior Year	91	45.5
Total	200	100.0

Part 2: Current status of teaching management in the Marketing Department of Guizhou Vocational College of Commerce Industry and Commerce

In the data shown in Table 6, the survey results of the question "Do you think the current teaching content lags behind the actual needs of the society?" show that 4 people chose "strongly disagree", accounting for 20.0%; 23 people chose "disagree", accounting for 11.5%; 71 people chose "average", accounting for 35.5%; 54 people and 48 people chose "agree" and "strongly agree" respectively, accounting for 27% and 24%. Therefore, most of the respondents disagreed.

The survey response to "Do you think the course design is student-centered and fully considers your needs?", shows that 6 people chose "strongly disagree", accounting for 3.0%, 47 people chose "disagree", accounting for 23.5%, 67 people chose "average", accounting for 33.5%, and 47 people and 33 people chose "agree" and "strongly agree" respectively, accounting for 23.5% and 16.5%. Therefore, most of the respondents agreed. therefore, most respondents agree.

There are 14 respondents chose "strongly disagree", 64 people chose "disagree" and 73 people chose "average" when asked by "Do you think the school's teaching helps you find a suitable job after graduation?", accounting for 7.0% and 32.0%, accounting for 36.5%, and 34 and 15 people chose "agree" and "strongly agree" respectively, accounting for 17.0% and 7.5%. Therefore, most respondents disagree.

In terms of "Do you think the current teaching management is committed to improving the quality of education?", the survey results show that 13 and 23 people chose "strongly disagree" and "disagree" respectively, accounting for 6.5% and 11.5%, 44 people chose "average", accounting for 22.0%, 97 people chose "agree", accounting for 48.5%, and 23 people chose "strongly agree", accounting for 11.5% therefore, most respondents agree.

The survey results of the question "Do you think the school is actively changing the traditional educational philosophy?" show that 7 and 20 people chose "strongly disagree" and "disagree" respectively, accounting for 3.5% and 10.0%, 82 people chose "average", accounting for 41.0%, and 61 and 30 people chose "agree" and "strongly agree" respectively, accounting for 30.5% and 15.0% therefore, most respondents agree.

For the question "Do you think the current teaching management is in line with the inevitable trend of social development?", the survey results show that 6 and 55 people chose "strongly disagree" and "disagree" respectively, accounting for 3.0% and 27.5%, 80 people chose "average", accounting for 40.0%, 36 people chose "agree", accounting for 18.0%, and 23 people chose "strongly agree", accounting for 11.5%. therefore, most respondents disagree.

When asked, "Do you feel that the school pays attention to and meets your learning expectations and needs?", the survey showed that 10 respondents strongly disagreed (5.0%), 46 disagreed (23.0%), 74 moderately (37.0%), 35 agreed (17.5%), and another 35 strongly agreed (17.5%). Therefore, most respondents disagree.

On the question "Do you think the current education system is systematic and coherent?", the survey results showed that 11 people chose "strongly disagree" (5.5%), and 20 people chose "disagree" (10.0%). At the same time, 84 people chose "neutral", accounting for 42.0% of the total. In addition, 73 people agreed (36.5%), and 12 people strongly agreed (6.0%). Therefore, most of the respondents disagreed.

In terms of "Do you think the school provides enough learning and development opportunities?", the survey results show that 10 and 44 people chose "strongly disagree" and "disagree" respectively, accounting for 5.0% and 22.0%, 43 people chose "average", accounting for 21.5%, 60 people chose "agree", accounting

for 30.0%, and 43 people chose "strongly agree", accounting for 21.5% therefore, most respondents agree.

According to the question "Do you think the teacher's expectations of you are reasonable?", the survey results show that 21 people chose "strongly disagree", accounting for 10.5%, 46 people chose "disagree", accounting for 23.0%, 53 people chose "average", accounting for 26.5%, 63 people chose "agree", accounting for 31.5%, and 17 people chose "strongly agree", accounting for 8.5% therefore, most respondents agree.

For the question "Do you understand and recognize the method of designing teaching content based on results?" showed that 10 and 36 people chose "strongly disagree" and "disagree" respectively, accounting for 5.0% and 18.0%; 49 people chose "average", accounting for 24.5%; 75 people chose "agree", accounting for 37.5%; and 30 people chose "strongly agree", accounting for 15.0% therefore, most respondents agree.

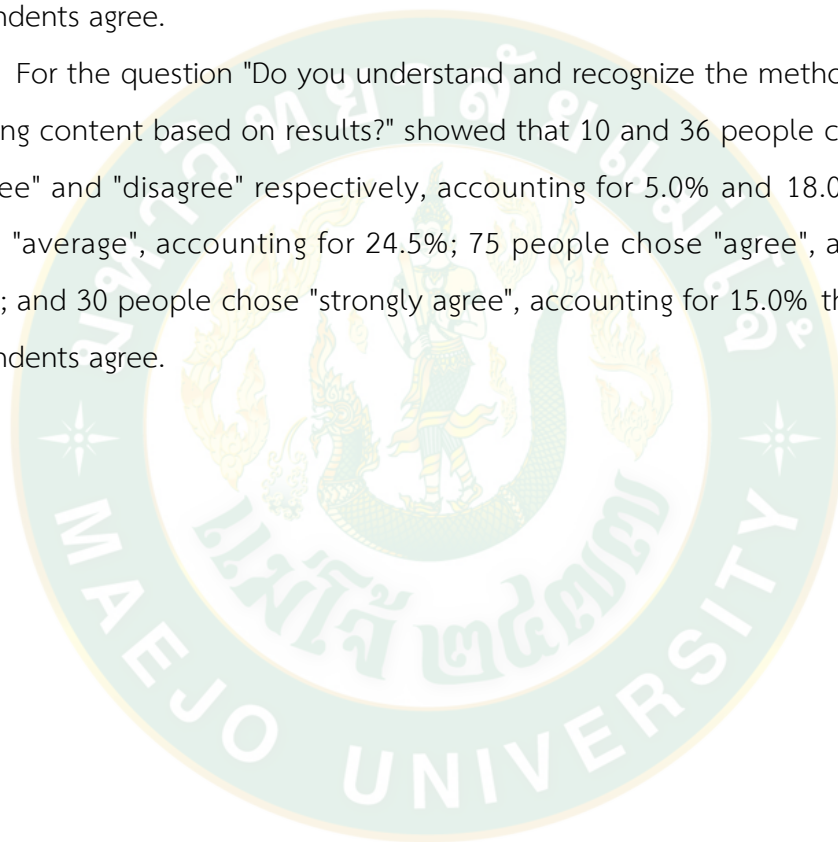


Table 6 Current status of teaching management in the Marketing Department of Guizhou Vocational College of Commerce Industry and Commerce

Question	Strongly Disagree	Disagree	Generally Agree	Agree	Strongly Agree	Frequency
						Percentage
Do you think that the current teaching content is lagging behind the actual needs of society?	4	23	71	54	48	200
	2.0	11.5	35.5	27.0	24.0	100.0
Do you feel that the course design is student-centered and takes your needs into full consideration?	6	47	67	47	33	200
	3.0	23.5	33.5	23.5	16.5	100.0
Do you think the teaching at school helped you find a suitable job after graduation?	14	64	73	34	15	200
	7.0	32.0	36.5	17.0	7.5	100.0
Do you think the current teaching management is committed to improving the quality of education?	13	23	44	97	23	200
	6.5	11.5	22.0	48.5	11.5	100.0
Do you think the school is actively changing traditional educational concepts?	7	20	82	61	30	200
	3.5	10.0	41.0	30.5	15.0	100.0

Table 6 (Cont.)

Question	Strongly Disagree	Disagree	Generally	Agree	Strongly Agree	Frequency Percentage
Do you think the current teaching management is in line with the inevitable trend of social development?	6 3.0	55 27.5	80 40.0	36 18.0	23 11.5	200 100.0
Do you feel that the school pays attention to and meets your learning expectations and needs?	10 5.0	46 23.0	74 37.0	35 17.5	35 17.5	200 100.0
Do you think the current education system is systematic and coherent?	11 5.5	20 10.0	84 42.0	73 36.5	12 6.0	200 100.0
Do you think the school provides adequate opportunities for learning and development?	10 5.0	44 22.0	43 21.5	60 30.0	43 21.5	200 100.0
Do you think your teachers' expectations of you are reasonable?	21 10.5	46 23.0	53 26.5	63 31.5	17 8.5	200 100.0
Do you understand and agree with the method of designing teaching content based on results?	10 5.0	36 18.0	49 24.5	75 37.5	30 15.0	200 100.0
Mean = 3.2055, Standard Deviation = 0.5588, Maximum = 4.2727, Minimum = 2.0909						

Therefore, in response to question 1, the current teaching management status of the Marketing Department of Guizhou Vocational College of Industry and Commerce is not good. According to Table 6, 60% of the respondents believe that there is a need to improve the quality of teaching. In addition, 53.5% of the respondents agree that the teaching content should be designed based on the results. However, 51% of the respondents believe that the teaching content is lagging behind.

At the same time, 45.5% of the respondents believe that they are actively changing the traditional educational concept. 41.5% of the respondents believe that the current education system is systematic and coherent. 40% of the respondents believe that their learning expectations and needs are met. Also, 39% of the respondents believe that the school's teaching cannot effectively help them find a suitable job.

However, 35% of the respondents believe that their learning expectations and needs are met. Also, 33.5% of the respondents disagree with the course design. And 30.5% of the respondents believe that teaching management does not conform to the trend of social development.

Part 3: Causes of Teaching Management Problems in the Marketing Department of Guizhou Vocational College of Industry and Commerce

Regarding the question "Do you think the current teaching model is still dominated by indoctrination education?", the survey results show that The survey results show that there are 2 students who chose "strongly disagree", accounting for 1.0%; 42 students who chose "disagree", accounting for 21.0%; 83 students who chose "agree", accounting for 41.5%; 19 students who chose "strongly agree", accounting for 9.5%; and 54 students who chose "average", accounting for 27.0%. Therefore, most respondents agreed.

In terms of "Do you know the stimulus-response learning method?", the survey results show that 30 students chose "strongly disagree" and 30 students chose "disagree", accounting for 15.0% each, accounting for 30.0% in total, 76 students chose "average", accounting for 38.0%, 43 students chose "agree" and 21 students chose "strongly agree", accounting for 21.5% and 10.5%, accounting for 32.0% in total. Overall, nearly one-third of students still do not understand or have a deep understanding of this learning method. Therefore, most respondents agree.

From the question "Do you think the course relies more on stimulus-response learning methods?", the survey results show that 9 students chose "strongly disagree", accounting for 4.5%, 51 students chose "disagree", accounting for 25.5%, 64 students chose "agree", accounting for 32.0%, which is one of the options with the highest proportion, 16 students chose "strongly agree", accounting for 8.0%, and 60 students chose "average", accounting for 30.0%. Therefore, most respondents agree.

According to the question "Do you think there are enough opportunities to learn in actual operations?", the survey results show that 19 students chose "strongly disagree", accounting for 9.5%, 43 students chose "disagree", accounting for 21.5%, 49 students chose "average", accounting for 24.5%, 47 students chose "agree", accounting for 23.5%, and 42 students chose "strongly agree", accounting for 21.0%. Therefore, most respondents agree.

The survey results of the question "Do you have the experience of acquiring knowledge and skills through self-study?", the survey results show that 7 students chose "strongly disagree", accounting for 3.5%, 47 students chose "disagree", accounting for 23.5%, 71 students chose "average", accounting for 35.5%, 30 students chose "agree", accounting for 15.0%, and 45 students chose "strongly agree", accounting for 22.5%. Therefore, most respondents agree.

Form the question "Do you think the teacher effectively motivates and awakens your interest in learning in class?", the survey results show that 13 students chose "strongly disagree", accounting for 6.5%, 48 students chose "disagree", accounting for 24.0%, 49 students chose "average", accounting for 24.5%, 57 students chose "agree", accounting for 28.5%, and 33 students chose "strongly agree", accounting for 16.5%. Therefore, most respondents agree.

As reflected "Do you think traditional teaching lacks the practical part of 'learning by doing'?", the survey results show that 29 students chose "strongly disagree", accounting for 14.5%, 38 students chose "disagree", accounting for 19.0%, 59 students chose "average", accounting for 29.5%, 43 students chose "agree", accounting for 21.5%, and 31 students chose "strongly agree", accounting for 15.5%. Therefore, most respondents agree.

In terms of "Do you think the school attaches importance to students' emotional development and mental health?", the survey results show that 24 students chose "strongly disagree", accounting for 12.0%, 28 students chose "disagree", accounting for 14.0%, 73 students chose "average", accounting for 36.5%, 36 students chose "agree", accounting for 18.0%, and 39 students chose "strongly agree", accounting for 19.5%. Therefore, most respondents agree.

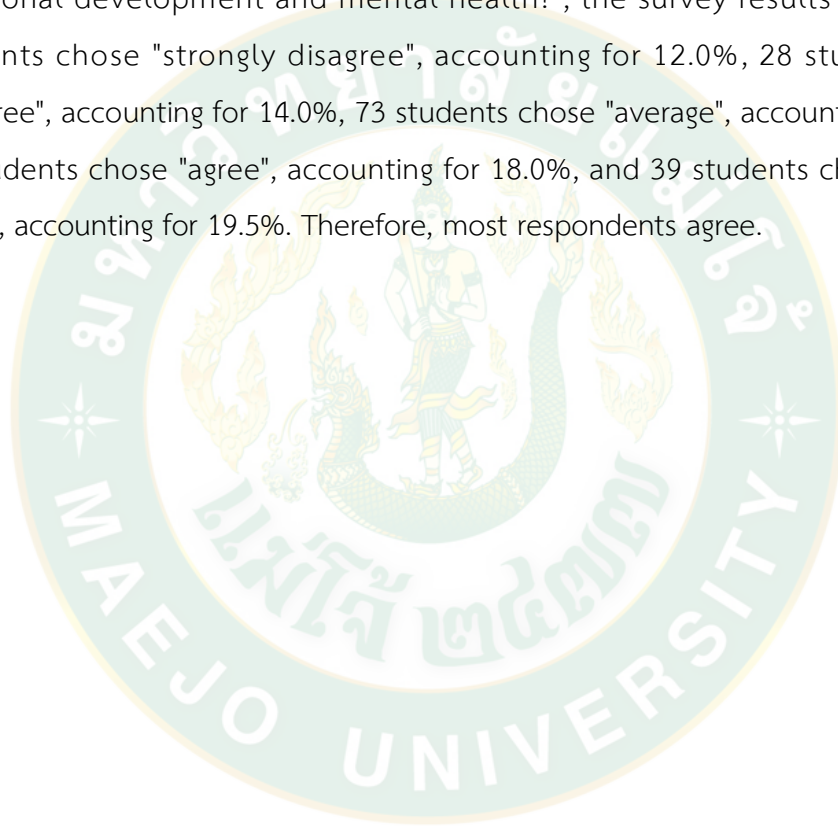


Table 7 Causes of Teaching Management Problems in the Marketing Department of Guizhou Vocational College of Technology

Question	Strongly Disagree		Disagree		Generally		Agree		Strongly Agree		Frequency Percentage	
Do you think the current teaching model is still based on indoctrination education?	2		42		54		83		19		200	
	1.0		21.0		27.0		41.5		9.5		100.0	
Do you know about stimulus-response learning?	30		30		76		43		21		200	
	15.0		15.0		38.0		21.5		10.5		100.0	
Do you think the curriculum relies more on stimulus-response learning methods? ?	9		51		60		64		16		200	
	4.5		25.5		30.0		32.0		8.0		100.0	
Do you feel that there are enough opportunities for practical learning?	19		43		49		47		42		200	
	9.5		21.5		24.5		23.5		21.0		100.0	
Have you ever acquired knowledge and skills through self-study?	7		47		71		30		45		200	
	3.5		23.5		35.5		15.0		22.5		100.0	
Do you think the teacher effectively motivates and awakens your interest in learning in class?	13		48		49		57		33		200	
	6.5		24.0		24.5		28.5		16.5		100.0	

Table 7 (Cont.)

Question	Strongly Disagree	Disagree	Generally Agree	Strongly Agree	Frequency Percentage
Do you think traditional teaching lacks the practical element of “learning by doing”?	29 14.5	38 19.0	59 29.5	43 21.5	200 100.0
Do you feel that the school pays attention to students' emotional development and mental health?	24 12.0	28 14.0	73 36.5	36 18.0	200 100.0
Do you feel that the school is effectively fostering your values in its teaching?	12 6.0	46 23.0	80 40.0	47 23.5	200 100.0
Mean = 3.275, Standard Deviation = 0.5917, Maximum = 4.3636, Minimum = 2.0909					

Therefore, answering question 2, the reasons for the teaching management problems in the Marketing Department of Guizhou Vocational College of Industry and Commerce are that the teaching is mainly based on indoctrination education, the courses rely more on stimulus-response learning methods, there are not enough opportunities to learn in actual operation, and traditional teaching lacks the practical link of "learning by doing". According to Table 7, more than half (51%) of the respondents believe that the current teaching model is still dominated by indoctrination education. However, 45% of the respondents believe that teachers can effectively motivate and awaken learning interest in the classroom.

Also, 40% of the respondents believe that the courses rely more on stimulus-response learning methods. However, 38% of the respondents have a general understanding of reliance on stimulus-response learning.

After that, 37.5% of the respondents said that they had the experience of acquiring knowledge and skills through self-study. However, 37.5% of the respondents believed that they attached importance to students' emotional development and mental health.

At the same time, nearly one-third (37%) of the respondents believed that traditional teaching lacked the practical link of "learning by doing". 31% of the respondents believed that there were not enough opportunities to learn in actual operation. However, and 31% of the respondents believed that values can be effectively cultivated.

Part 4: How OBE teaching concept improves the teaching management of the Marketing Department of Guizhou Vocational College of Commerce Industry and Commerce

Form the question "Do you know the OBE education model?", 21 people chose "strongly disagree", accounting for 10.5%, 43 people chose "disagree", accounting for 21.5%, 71 people chose "average", accounting for 35.5%, 39 people chose "agree", accounting for 19.5%, and 26 people chose "strongly agree", accounting for 13.0%. Therefore, most respondents agreed.

There are 13 people chose "strongly disagree", accounting for 6.5%, 67 people chose "disagree", accounting for 33.5%, 51 people chose "average", accounting for 25.5%, 43 people chose "agree", accounting for 21.5%, and 26 people chose "strongly agree", accounting for 13.0%, when answering the question "Do you think that OBE education concept can help establish the teaching management of dynamic entity framework?" Therefore, most of the respondents disagreed.

For the question "Do you think that the OBE education concept can make the teaching content constantly updated with the changes in society and technology?", 8 people chose "strongly disagree", accounting for 4%, 34 people chose "disagree", accounting for 17.0%, 56 people chose "average", accounting for 28.0%, 69 people chose "agree", accounting for 34.5%, and 33 people chose "strongly agree", accounting for 15.5%. Therefore, most of the respondents agreed.

According to the question "Do you think that the OBE education concept can make the teacher's verbal behavior have a positive impact on your learning?", 7 people chose "strongly disagree", accounting for 3.5%, 40 people chose "disagree", accounting for 20.0%, 49 people chose "average", accounting for 24.5%, 73 people chose "agree", accounting for 36.5%, and 31 people chose "strongly agree", accounting for 15.5%. Therefore, most of the respondents agreed.

In terms of "Do you think the OBE education concept can enable teaching management to flexibly respond to different teaching needs and changes?", the survey results 10 people chose "strongly disagree", accounting for 5.0%, 31 people chose "disagree", accounting for 15.5%, 44 people chose "average", accounting for 22.0%, 68 people chose "agree", accounting for 34%, and 47 people chose "strongly agree", accounting for 23.5%. Therefore, most of the respondents agreed.

The survey results of the question "Do you think the OBE education concept can effectively cultivate your self-management ability?", 9 people chose "strongly disagree", accounting for 4.5%, 55 people chose "disagree", accounting for 27.5%, 36 people chose "average", accounting for 18.0%, 67 people chose "agree", accounting for 33.5%, and 33 people chose "strongly agree", accounting for 16.5%. Therefore, most of the respondents agreed.

The question of "Do you think the OBE education concept can effectively stimulate your self-motivation ability?", 7 people chose "strongly disagree", accounting for 3.5%, 39 people chose "disagree", accounting for 19.5%, 55 people chose "average", accounting for 27.5%, 49 people chose "agree", accounting for 24.5%, and 50 people chose "strongly agree", accounting for 25.0%. Therefore, most of the respondents agreed.

For the question "Do you think the OBE education concept can make teaching management more humane?", 15 people chose "strongly disagree", accounting for 7.5%, 52 people chose "disagree", accounting for 26.0%, 26 people chose "average", accounting for 13.0%, 63 people chose "agree", accounting for 31.5%, and 44 people chose "strongly agree", accounting for 22.0%. Therefore, most of the respondents agreed.

Also, this question "Do you think the OBE teaching philosophy helps you understand the learning outcomes and objectives of the course more clearly?", 19 people chose "strongly disagree", accounting for 9.5%, 17 people chose "disagree", accounting for 8.5%, 58 people chose "average", accounting for 29.0%, 72 people chose "agree", accounting for 36.0%, and 34 people chose "strongly agree", accounting for 17.0%. Therefore, most of the respondents agreed.

Regarding the question "Do you think the evaluation method under OBE more effectively reflects your actual ability and knowledge mastery?", 18 people chose "strongly disagree", accounting for 9.0%; 31 people chose "disagree", accounting for 15.5%; 48 people chose "average", accounting for 24.0%; 49 people chose "agree", accounting for 24.0%; and 54 people chose "strongly agree", accounting for 27.0%. Therefore, most respondents agreed.

There are 8 people chose "strongly disagree", accounting for 4.0%. 33 people chose "disagree", accounting for 16.5%, in the question "Do you think the OBE teaching philosophy makes the course design more flexible and adaptable to individual learning progress?" At the same time, 52 people chose "average", accounting for 26.0%, 61 people chose "agree", accounting for 30.5%, and 46 people chose "strongly agree", accounting for 23.0%. Therefore, most of the visitors agreed.

In the survey question "Do you think that under the OBE framework, teachers provide more targeted support and feedback to help you achieve your learning goals?", 26 people chose "strongly disagree", accounting for 13.0%, 59 people chose "disagree", accounting for 29.5%, 58 people chose "average", accounting for 29.0%, 46 people chose "agree", accounting for 23.0%, and 11 people chose "strongly agree", accounting for 5.5%. Therefore, most of the interviewees disagreed.

According to the question "Do you think the OBE teaching concept has improved your class participation and learning enthusiasm?", Four people chose "strongly disagree", accounting for 2.0%; 33 people chose "disagree", accounting for 16.5%; 70 people chose "average", accounting for 35.0%; 60 people chose "agree", accounting for 30.0%; and 33 people chose "strongly agree", accounting for 16.5%. Therefore, most respondents agreed.

For the question "Do you feel more fulfilled when completing learning goals and tasks under the OBE concept?", 19 people chose "strongly disagree", accounting for 9.5%; 17 people chose "disagree", accounting for 8.5%; 60 people chose "average", accounting for 30.0%; 51 people chose "agree", accounting for 25.5%; and 53 people chose "strongly agree", accounting for 26.5%. Therefore, most respondents agreed.

In terms of "Do you think that the OBE teaching philosophy focuses more on the cultivation of long-term skills rather than just the mastery of short-term knowledge?", 26 people chose "strongly disagree", accounting for 13.0%; 35 people chose "disagree", accounting for 18.0%; 40 people chose "average", accounting for 20.0%; 45 people chose "agree", accounting for 22.5%; and 53 people chose "strongly agree", accounting for 26.5%. Therefore, most respondents agreed.

Regarding the question "Do you think that the OBE teaching philosophy has helped you improve your ability to self-evaluate and improve yourself?", 17 people chose "strongly disagree", accounting for 8.5%; 39 people chose "disagree", accounting for 19.5%; 36 people chose "average", accounting for 18.0%; 73 people chose "agree", accounting for 36.5%; and 35 people chose "strongly agree", accounting for 17.5%. Therefore, most respondents disagreed.

The survey results of the question "Do you think the OBE teaching philosophy effectively connects industry needs and actual work skills to help you prepare for your future career?", 9 people chose "strongly disagree", accounting for 4.5%; 38 people chose "disagree", accounting for 19.0%; 34 people chose "average", accounting for 17.0%; 58 people chose "agree", accounting for 29.0%; and 61 people chose "strongly agree", accounting for 30.5%. Therefore, most respondents agreed.

When answering the question "Do you think the OBE teaching philosophy effectively improves your employ-ability?", have 9 people chose "strongly disagree", accounting for 4.5%; 37 people chose "disagree", accounting for 18.5%; 51 people chose "average", accounting for 25.5%; 68 people chose "agree", accounting for 34.0%; and 35 people chose "strongly agree", accounting for 17.5%. Therefore, most respondents agreed.

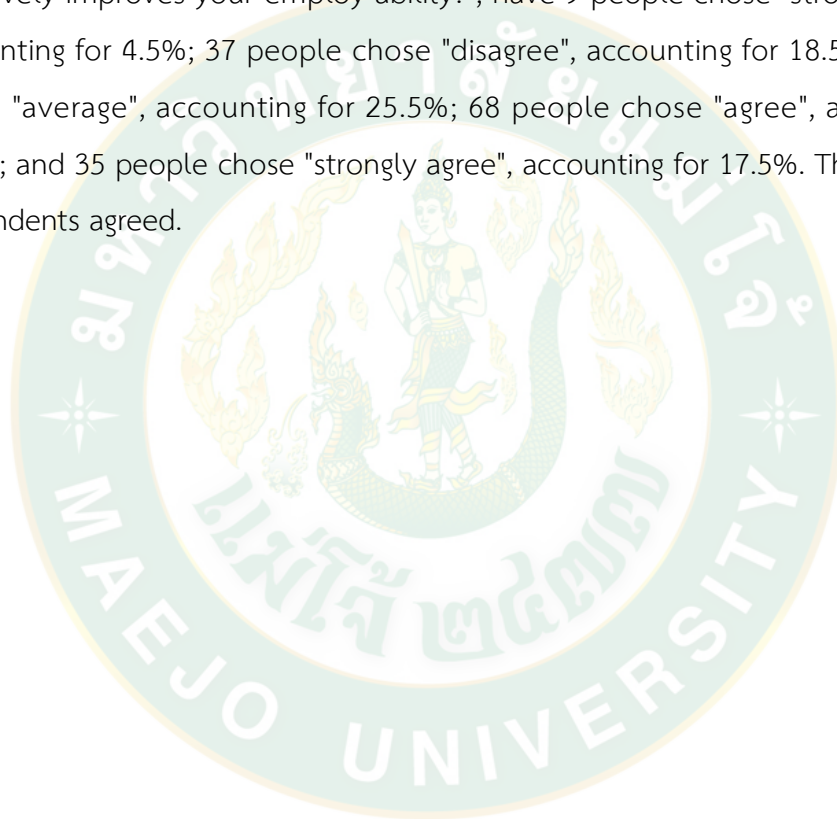


Table 8 How OBE teaching concept improves the teaching management of the Marketing Department of Guizhou Vocational College of Commerce Industry and Commerce

Question	Strongly Disagree		Disagree		Generally		Agree		Strongly Agree		Frequency	
Do you know the OBE education model?	21		43		71		39		26		200	
	10.5		21.5		35.5		19.5		13.0		100.0	
Do you think that OBE educational philosophy can help establish teaching management in a dynamic entity framework?	13		67		51		43		26		200	
	6.5		33.5		25.5		21.5		13.0		100.0	
Do you think that the OBE educational philosophy can enable teaching content to be continuously updated as society and technology change?	8		34		56		69		33		200	
	4.0		17.0		28.0		34.5		16.5		100.0	
Do you think that the OBE educational philosophy can enable teachers' verbal behavior to have a positive impact on your learning?	7		40		49		73		31		200	
	3.5		20.0		24.5		36.5		15.5		100.0	

Table 8 (Cont.)

Question	Strongly Disagree	Disagree	Generally	Agree	Strongly Agree	Frequency Percentage
Do you think the OBE education philosophy can enable teaching management to flexibly respond to different teaching needs and changes?	10 5.0	31 15.5	44 22.0	68 34.0	47 23.5	200 100.0
Do you think the OBE education philosophy can effectively develop your self-management ability?	9 4.5	55 27.5	36 18.0	67 33.5	33 16.5	200 100.0
Do you think the OBE educational philosophy can effectively stimulate your self-motivation ability?	7 3.5	39 19.5	55 27.5	49 24.5	50 25.0	200 100.0
Do you think the OBE education philosophy can make teaching management more humane?	15 7.5	52 26.0	26 13.0	63 31.5	44 22.0	200 100.0
Do you think the OBE teaching philosophy has helped you understand the learning outcomes and objectives of the course more clearly?	19 9.5	17 8.5	58 29.0	72 36.0	34 17.0	200 100.0

Table 8 (Cont.)

Question	Strongly Disagree	Disagree	Generally Agree	Agree	Strongly Agree	Frequency Percentage
Do you think the assessment method under OBE more effectively reflects your actual abilities and knowledge?	18 9.0	31 15.5	48 24.0	49 24.5	54 27.0	200 100.0
Do you think the OBE teaching philosophy makes course design more flexible and adaptable to individual learning progress?	8 4.0	33 16.5	52 26.0	61 30.5	46 23.0	200 100.0
Do you feel that under the OBE framework, teachers provide more targeted support and feedback to help you achieve your learning goals?	26 13.0	59 29.5	58 29.0	46 23.0	11 5.5	200 100.0
Do you think the OBE teaching philosophy has improved your class participation and learning enthusiasm?	4 2.0	33 16.5	70 35.0	60 30.0	33 16.5	200 100.0
Do you feel more fulfilled when completing learning goals and tasks under the OBE concept?	19 9.5	17 8.5	60 30.0	51 25.5	53 26.5	200 100.0

Table 8 (Cont.)

Question	Strongly Disagree	Disagree	Generally Agree	Agree	Strongly Agree	Frequency Percentage
Do you think the OBE teaching philosophy focuses more on the cultivation of long-term skills rather than just the acquisition of short-term knowledge?	26 13.0	36 18.0	40 20.0	45 22.5	53 26.5	200 100.0
Do you think that the OBE teaching philosophy has helped you improve your ability to self-evaluate and improve yourself?	17 8.5	39 19.5	36 18.0	73 36.5	35 17.5	200 100.0
Do you think the OBE teaching philosophy effectively connects industry needs with practical work skills to help you prepare for your future career?	9 4.5	38 19.0	34 17.0	58 29.0	61 30.5	200 100.0
Do you think the OBE teaching philosophy has effectively improved your employ-ability?	9 4.5	37 18.5	51 25.5	68 34.0	35 17.5	200 100.0
Mean =3.364, Standard Deviation = 0.568, Maximum = 4.444, Minimum = 1.944						

Therefore, answering question 3, how the OBE teaching concept can improve the teaching management of the Marketing Department of Guizhou Vocational College of Industry and Commerce is beneficial to the teaching of teachers in this major and can also help students concentrate on the course. According to Table 8, more than half (60.5%) of the respondents believe that the OBE teaching concept effectively improves employability, and 59.5% of the respondents believe that the OBE teaching concept has a positive effect on linking industry needs with work skills. Up to half (57.5%) of the respondents believe that the OBE education concept enables teaching management to flexibly respond to teaching needs and changes.

In addition, from the perspective of open-ended questions, the respondents agree that OBE helps to clarify learning goals, and 54% of the respondents believe that the OBE teaching concept significantly improves self-evaluation and self-improvement capabilities. At the same time, 53.5% of the respondents believe that the OBE education concept has a positive impact on the humanization of teaching management, and 53.5% of the respondents believe that the OBE teaching concept makes course design more flexible. In addition, from the perspective of developmental questions, the respondents unanimously believe that the OBE teaching concept has a positive impact on learning outcomes and learning attitudes.

As many as 53% of the respondents believed that the OBE teaching concept helps to better understand the learning outcomes and goals of the course, 52% of the respondents felt more fulfilled when completing the learning goals and tasks under the OBE concept, and 52% of the respondents believed that the OBE teaching concept has a positive impact on teachers' verbal behavior. Also, 51.5% of the respondents believed that the evaluation method under OBE can better reflect the actual ability and knowledge mastery, and half (51%) of the respondents believed that most viewers believed that the OBE education concept can significantly promote the updating of teaching content.

Moreover, 50% of the respondents believed that the OBE education concept helps to cultivate self-management ability, and 49.5% of the respondents believed that the OBE education concept can inspire self-motivation. At the same time, 49% of the respondents believed that the OBE teaching concept pays more attention to

the cultivation of long-term skills, and 46.5% of the respondents believed that the OBE teaching concept improves classroom participation and learning enthusiasm.

However, 42.5% of the respondents did not believe that the OBE education concept can help establish a dynamic entity teaching management framework. Similarly, 42.5% of the respondents did not think that under the OBE framework, targeted support and feedback could be provided to help achieve learning goals. In addition, 35.5% of the respondents were neutral in their understanding of the OBE education model.

Part 5: Free Questions and Answers

In this survey, we conducted a free question and answer session on the views of the OBE (Outcome Based Education) teaching philosophy among students majoring in marketing at the School of Economics and Management of Guizhou Vocational College of Industry and Commerce. From the responses received, we selected the more representative and meaningful responses as the content of analysis. The following are the responses and analysis to the four questions.

1. How is the OBE teaching philosophy implemented in your course?

Most of respondent agree that the OBE teaching philosophy implement in the course by clear objective learning also the OBE learning method to explain the work in groups to complete the planning and implementation in course.

"I still remember the marketing class. Our teacher clearly told us the learning objectives of this course at the beginning, such as mastering the basic concepts of marketing, understanding the principles of market segmentation, being able to formulate marketing strategies, etc. Then, the teacher will also design corresponding teaching activities based on these goals, such as case analysis, group discussion, simulated marketing, etc. This method makes me feel that the goals are very clear when learning."

Respondent (2024/10/9)

Also, the other respondent said:

"Take the International Trade Theory and Practice class as an example. Our teacher adopted the OBE learning method and asked us to work in groups to complete the planning and implementation of an international trade project. In the process of completing this project and this task, we all need to use the international trade knowledge we have learned to conduct market research, product selection, price negotiation and other links, and then we will report and present the project. This OBE teaching method makes me feel that learning is very practical and can really put knowledge into practice."

Respondent (2024/10/5)

2. What impact does this teaching concept have on your learning results and learning attitude?

Most respondents agreed that the OBE teaching philosophy had a positive impact on students' learning outcomes and attitudes. Through practical projects and case analysis, they gained a deeper understanding of the application of professional knowledge.

"The OBE teaching concept has given me a clearer understanding of my learning goals, which has made me more motivated to learn. I still remember the marketing sandbox class, where I also experienced the whole process from market research to product launch. Every step here requires us to explore and practice by ourselves. This teaching method not only makes me feel the challenge of learning, but also makes me feel a sense of accomplishment after each successful completion of a task. It is also through this course that I have a deeper understanding of the marketing major and I like this major more. I believe that in future studies, I will continue to maintain this positive learning attitude and constantly improve my professional quality and work hard to make progress."

Respondent (2024/11/2)

Also, the other respondent said:

"I think the OBE teaching concept has a great impact on my learning attitude. I used to passively accept knowledge, but now I will take the initiative to look up information and think about problems. In the advertising practice course, we need to design our own advertising plans, conduct market research and effect evaluation. This teaching method allows me to have a deeper understanding of the operating process of the advertising industry and improve my independent learning ability."

Respondent (2024/10/18)

3. What do you think are the advantages and disadvantages of the OBE teaching concept?

Most of the respondents pointed out the advantages and disadvantages of the OBE teaching concept. The advantage is that it emphasizes the importance of learning outcomes and improves students' practical ability and independent learning ability; the disadvantage is that sometimes it focuses too much on practice and neglects the learning of some theoretical knowledge; at the same time, it places too high demands on students' independent learning ability, requiring teachers to strengthen guidance and attention in the teaching process.

"The OBE teaching philosophy emphasizes learning outcomes, which makes our learning goals clearer. Through practical projects and case analysis, we can intuitively understand the application of professional knowledge. However, this method sometimes seems to be too practice-oriented, resulting in the neglect of some important theoretical knowledge, and sometimes we feel that the teacher's explanation of some key theories is not in-depth enough."

Respondent (2024/11/22)

Also, the other respondent said:

"The significant advantage of the OBE teaching philosophy is that it advocates the application of theoretical knowledge to practice, which significantly improves our practical ability. However, this teaching model sometimes also places high demands on our independent learning ability. In the learning process, we often need to consult materials and think about problems independently, which will indeed increase our learning burden and sometimes even make us feel overwhelmed. At the same time, I think the guiding role of teachers in the teaching process is crucial. Teachers need to pay attention to our learning progress at all times, answer the problems we encounter in the learning process in a timely manner, and ensure that we can smoothly master the knowledge we have learned and achieve our learning goals."

Respondent (2024/11/4)

4. What suggestions do you have for the improvement and development of the OBE teaching concept in the future?

Most of the respondents put forward suggestions for the improvement and development of OBE teaching concepts in the future. On the one hand, more emphasis should be placed on the learning of theoretical knowledge, combining theoretical knowledge with practical projects so that students can better understand and apply this knowledge in practice; on the other hand, more attention should be paid to the individual needs of students, and personalized learning plans and learning goals should be formulated, and more teaching resources and teaching methods should be introduced to meet the learning needs of different students. These suggestions provide us with new ideas and directions for improving and developing OBE teaching concepts.

"I think that in the future improvement and development of the OBE teaching concept, more attention should be paid to the learning of theoretical knowledge. Although practice is important, theoretical

knowledge is the basis of practice. We can integrate more theoretical knowledge into practical projects so that our students can better understand and apply this knowledge in practice. At the same time, it would be better if teachers can strengthen the explanation and guidance of theoretical knowledge in the teaching process."

Respondent (2024/10/11)

Also, the other respondent said:

"I think that in the future development of the OBE teaching concept, we should pay more attention to the personalized needs of our students. Each student has a unique learning style and interest points. It is better to tailor different learning plans and goals according to the different learning progress, preferences and abilities of students. In addition, in order to better adapt to our different learning needs, we can also actively introduce diversified teaching resources, such as online courses, practical projects, etc., and try innovative teaching methods, such as flipped classrooms, group discussions, etc., which can provide each of our students with the most suitable learning environment and opportunities for their development."

Respondent (2024/10/27)

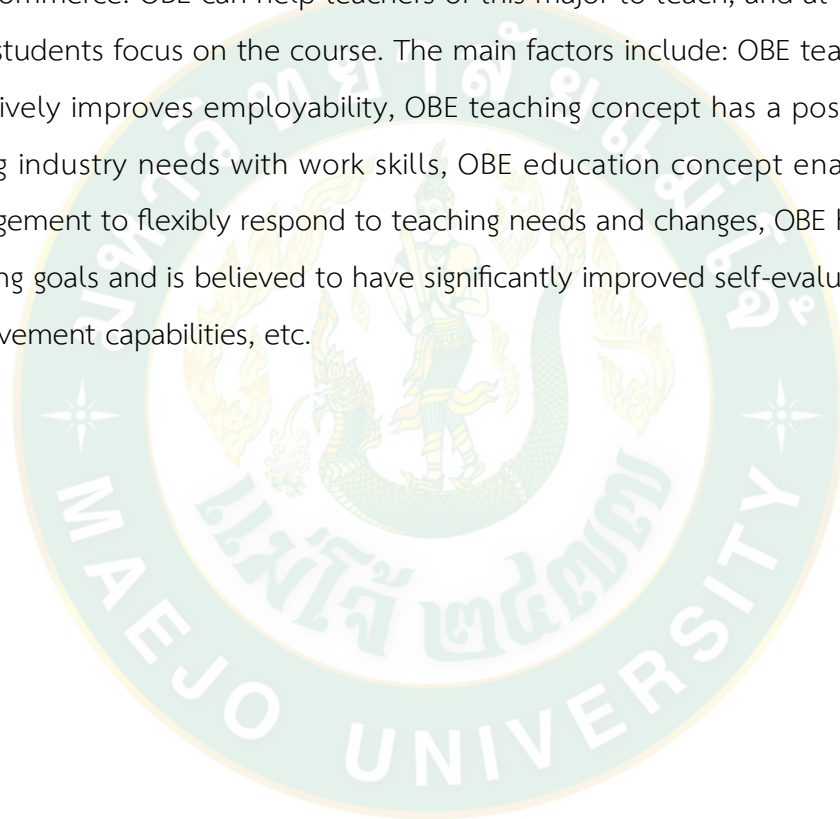
Conclusion

Therefore, the results-based education system of the Marketing Department of Guizhou Vocational College of Industry and Commerce is summarized as follows:

The current situation of the results-based education system of the Marketing Department of Guizhou Vocational College of Technology is not good. The bad points are that the teaching quality needs to be improved, the respondents agree that the teaching content should be designed based on the results, and the teaching content is lagging behind. These current situations need to be further improved.

The main factors for the teaching management problems of the Marketing Department of Guizhou Vocational College of Industry and Commerce include: mainly indoctrination education, courses rely more on stimulus-response learning methods, insufficient opportunities for learning in actual operations, and traditional teaching lacks the practical link of "learning by doing".

Finally, the OBE teaching concept is helpful to improve the teaching management of the Marketing Department of Guizhou Vocational College of Industry and Commerce. OBE can help teachers of this major to teach, and at the same time help students focus on the course. The main factors include: OBE teaching concept effectively improves employability, OBE teaching concept has a positive effect on linking industry needs with work skills, OBE education concept enables teaching management to flexibly respond to teaching needs and changes, OBE helps to clarify learning goals and is believed to have significantly improved self-evaluation and self-improvement capabilities, etc.



CHAPTER 5

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

With the development of higher vocational education, the teaching management of marketing majors faces challenges, such as emphasis on theoretical teaching, insufficient practical links, and limited curriculum design, which makes it difficult to meet students' professional ability needs. The marketing major of the School of Economics and Management of Guizhou Vocational College of Industry and Commerce has a total of 367 students, including 96 freshmen, 104 sophomores, and 167 juniors, who became the subjects of this study. This major focuses on the combination of theory and practice, and cultivates multi-faceted skills to adapt to market demand.

Based on the Outcome Based Education (OBE) education theory, the traditional model theory of teaching management, and the system theory, this study designed a questionnaire to investigate the current situation and causes of the marketing major and the role of the OBE teaching concept in improving teaching management.

Conclusion

The Marketing Department of Guizhou Vocational College of Industry and Commerce is facing challenges of insufficient teaching quality and student satisfaction. The reasons include: the teaching mode is indoctrination-based, lacking interaction and autonomous learning; the course design relies on stimulus-response, lacks critical thinking and innovation ability training; lacks practical operation and practice.

The OBE concept can effectively improve students' employability, enhance their sense of achievement in learning, cultivate self-management ability, meet personalized needs, and have a positive impact on teaching management by clarifying learning objectives and reversely designing course content.

1. A total of 200 students responded positively to this study. Through the analysis of survey data, the current situation of the marketing major of the School of Economics and Management of Guizhou Vocational College of Industry and Commerce is not optimistic. More than half of the respondents (60%) believe that there is a need to improve the teaching quality. This shows that the marketing major of the School of Economics and Management of Guizhou Vocational College of Industry and Commerce has deficiencies in curriculum setting, teaching methods or teaching resources, and it is urgent to take measures to improve the quality of education and students' learning satisfaction.

2. The reasons for these current situations are generally very serious, mainly as follows:

2.1 Indoctrination education is the main method (51%), which indicates that the teaching mode of the Marketing Department of Guizhou Vocational College of Industry and Commerce is relatively traditional, which limits the cultivation of students' active learning ability and innovative thinking.

2.2 The courses rely more on stimulus-response learning methods (40%), which indicates that the course design of the Marketing major of the School of Economics and Management of Guizhou Vocational College of Industry and Commerce may be too focused on passive learning, which may not be conducive to cultivating students' critical thinking, problem-solving ability and deep understanding ability.

2.3 Traditional teaching lacks the practical link of "learning by doing" (37%), which indicates that in the traditional teaching system of the Marketing major of the School of Economics and Management of Guizhou Vocational College of Industry and Commerce, the combination of theory and practice is not close enough, which limits students' effective transformation of theoretical knowledge into practical operation ability.

2.4 Insufficient opportunities to learn in actual operation (31%), which indicates that students of the Marketing major of the School of Economics and Management of Guizhou Vocational College of Industry and Commerce have relatively few opportunities to gain learning experience in actual operation, which

hinders students from combining theoretical knowledge with practical operation, thereby affecting their ability to solve practical problems and cultivate innovation.

3. The OBE teaching concept improve the teaching management of the Marketing Department of Guizhou Vocational College of Industry and Commerce. It is beneficial for teachers in this major to teach and can also help students concentrate on the course. The basis is the following factors:

3.1 OBE teaching philosophy effectively improves employability (60.5%) and significantly enhances students' employment competitiveness, reflecting the outstanding achievements of OBE in promoting the combination of theory and practice and meeting industry needs.

3.2 OBE teaching philosophy has a positive effect on linking industry needs with work skills (59.5%), effectively promoting the close connection between educational content and industry needs, reflecting the positive role of OBE in improving students' professional skills and promoting the deep integration of education and industry.

3.3 OBE education philosophy enables teaching management to flexibly respond to teaching needs and changes (57.5%), and the teaching management system has been significantly optimized and improved, providing students with a more personalized and diversified learning experience.

3.4 OBE teaching philosophy significantly improves self-evaluation and self-improvement ability (54%), helps students form the habit of independent learning, and lays a solid foundation for their future career, reflecting the positive role of OBE in cultivating students' comprehensive quality and lifelong learning ability.

In conclusion, the marketing major of Guizhou Vocational College of Industry and Commerce faces challenges in teaching quality, which stems from the limitations of traditional teaching models. The OBE concept effectively solves problems, improves students' employability, fulfillment of learning tasks and self-management ability, and promotes humanized teaching management. We should deepen the application of OBE, optimize courses, strengthen practice, improve education quality, and cultivate high-quality marketing talents.

Discussion

Introducing the OBE concept to solve the teaching management problems of the marketing major in Guizhou Vocational College of Industry and Commerce is an effective way to improve teaching quality, enhance employability, and cultivate innovation and self-management capabilities. The questionnaire survey helped answer key questions. This study provides theoretical basis and strategies to optimize teaching management, improve courses, strengthen practice, and ultimately cultivate high-quality marketing talents.

Carless (2010: 13-25) conducted an in-depth study on the Outcome-Based Education (OBE) theory, demonstrating that OBE can effectively address issues such as low student engagement and uneven educational quality. He argued that traditional educational models focus primarily on knowledge transmission while neglecting students' learning outcomes and application abilities. In contrast, OBE emphasizes clear educational goals, centering educational activities around student learning outcomes, which can stimulate students' interest and motivation to learn, increasing their engagement.

This study confirms this point. By analyzing the current situation of the Marketing program at the School of Economics and Management, Guizhou University of Commerce, it was found that more than 60% of respondents believed measures were needed to improve teaching quality, further supporting Carless's assertion that the inadequacies of traditional teaching models may lead to a decline in student satisfaction and engagement.

Moreover, Thorndike's (1988) research on animal behavior learning laws and trial-and-error experimental methods, extended to human learning, formed the basis for connectionism in psychology. He emphasized that learning occurs through the connection between stimuli and responses, proposing "learning is a connection," a theory elaborated in Educational Psychology. This idea aligns with Pavlov's (1903) discovery in his conditioned reflex experiments that "learning is the formation of temporary neural connections." Both theories view learning as the connection between stimuli and responses, forming the core of behaviorism.

Watson (1919) further developed behaviorism by applying Pavlov's conditioned reflex method to human learning, highlighting the formation of new connections in the learning process as the result of unconditioned stimuli paired with unrelated stimuli. This theory influenced both the development of psychology and educational practices. However, this stimulus-response-based learning method may neglect the cultivation of students' critical thinking, problem-solving abilities, and deep understanding. As the survey results indicate, the course design of the Marketing program at Guizhou University of Commerce overly relies on a stimulus-response approach, with 40% of respondents noting that this passive learning method is not conducive to developing students' core competencies.

Through this research, it is evident that although connection-ism and behaviorism provided important foundations for educational management and learning theory, their limitations are becoming increasingly apparent in modern educational practice. The study suggests that students require a teaching method centered on interactivity and practicality to improve comprehensive abilities and learning outcomes. This implies that course design needs to be further optimized to move beyond the traditional stimulus-response model and provide students with more opportunities for autonomous and deep learning.

He (2008: 39-40) studied the work-integrated learning management model, suggesting that the "dual-line principal, three-way interaction" strategy can effectively improve teaching quality in higher vocational education. The "dual-line" approach refers to focusing on school-based curriculum teaching while complementing it with enterprise practice, aiming to better combine theoretical knowledge with practical skills. The "three-way interaction" involves collaboration between schools, teachers, and enterprise personnel in researching and implementing student training models.

As well as, the survey data from the Marketing program at Guizhou University of Commerce indicates that the traditional teaching system fails to effectively integrate theory with practice. 37 percent of respondents believed that the lack of "learning by doing" opportunities limits students' ability to translate theoretical knowledge into practical skills, thus impeding the overall development of professional skills and vocational qualities. This result further supports He Jing's

argument that in traditional teaching models, the absence of effective practical elements prevents students from fully utilizing their initiative and innovative capacities.

Dewey (2001), in *Democracy and Education*, proposed the educational concepts "education is life," "school is society," and "learning through doing," emphasizing the practicality and social nature of education. He argued that education is not merely the transmission of knowledge but is a process closely linked to daily life. Schools should function as small societies, providing students with various opportunities to learn through actual practice and interaction with others. These ideas fostered educational reform, making education more focused on practicality and socialization. This study confirms this view, concluding that modern education must cultivate students' practical skills and social adaptability through experiential and socialized learning.

Herbart (1806) studied on how should Vocational Education be done, proposed the principle of "using both hands and mind, with hands being versatile," which aligns with Dewey's educational philosophy. He emphasized the integration of theory and practice in vocational education, advocating for students to acquire skills through practical operations, thereby improving their vocational qualities. He also argued that vocational education should design courses based on social needs, ensuring that the knowledge and skills learned by students are directly applicable to their future careers. This view corresponds with Dewey's idea that education should be connected to life and society, further reinforcing the importance of practical teaching in education.

In the same way, survey data shows that marketing majors have insufficient practical opportunities (31%), which is contrary to the theories of Dewey (2001) and Huang (1993). Lack of practical operation hinders the integration of theory with practice, affects problem solving and the cultivation of innovation. It is urgent to strengthen the practical link, provide opportunities for enterprise cooperation, learn from their educational ideas, and improve the quality of education and learning satisfaction.

Spady (1981) conducted research on the concept of "Outcome-Based Education" (OBE), defining it as an educational philosophy aimed at "aligning resources and systems to facilitate students' acquisition of meaningful experiences for success in future life." By focusing on ultimate outcomes and employing backward design, this approach seeks to enhance students' skills and competencies. The core of this theory lies in the establishment of clear educational objectives, aligned teaching mechanisms, and systematic evaluation frameworks to achieve a cohesive integration of educational philosophy, instructional implementation, and assessment.

This study confirms this view, concluding that the backward design and goal-oriented nature of OBE can effectively guide the teaching process, making students' learning outcomes more explicit and closely linked to their future development.

Fullan (2001) conducted research on the OBE educational philosophy in his work *The New Meaning of Educational Change*, further expanding its connotations. He emphasized not only the importance of delivering ultimate learning outcomes but also the necessity for these outcomes to carry specific meaning and value. He focused particularly on the connection between educational objectives and students' future adaptability in society, proposing that education should not only impart knowledge and skills but also cultivate critical thinking, problem-solving, communication, and collaboration as comprehensive abilities.

This study also confirms this point. Through the practical analysis of the implementation of the OBE teaching concept in the Marketing Department of Guizhou Vocational College of Industry and Commerce, it was found that the OBE teaching concept effectively improved employ-ability (60.5%), the OBE teaching concept had a positive effect on linking industry needs with work skills (59.5%), and the OBE education concept enabled teaching management to flexibly respond to teaching needs and changes (57.5%). In addition, the results showed that OBE not only helped to clarify learning goals, but also played a significant role in significantly improving students' self-evaluation and self-improvement abilities (54%), further proving the effectiveness of this teaching concept in promoting the all-round development of students.

The author agrees that the OBE philosophy should reinforce the clarity of teaching objectives and focus on students' future development needs, ensuring that the content of education closely aligns with students' vocational abilities and social adaptability. Additionally, teaching management should place greater emphasis on enhancing professionalization and flexibility to meet the diverse needs of students, further enhancing their self-management abilities and employ-ability.

Recommendations

1. Optimization of Teaching Strategies

1.1 This research suggest that it should revise the curriculum system based on the OBE (Outcome-Based Education) framework, ensuring that each course is closely aligned with the core competencies and quality objectives of the students.

1.2 Promote innovative teaching methods, such as case-based teaching, project-based learning, and flipped classrooms, to encourage active student engagement.

1.3 Enhance school-enterprise cooperation and implement the "work-study alternation" model to strengthen students' career competitiveness.

1.4 Provide personalized learning support by establishing learning profiles and individualized tutoring mechanisms to meet the diverse needs of students.

2. Faculty Development

2.1 For faculty suggestion, the organize regular professional training, academic exchanges, and industry practice sessions for teachers to improve their professional competence and teaching ability.

2.2 Build interdisciplinary teaching teams to promote collaboration and resource sharing among faculty members.

2.3 Establish an incentive system and a scientifically reasonable teacher evaluation mechanism to motivate teachers' involvement in both teaching and research.

3. Optimization of Teaching Resources and Environment

3.1 This study suggests optimizing teaching resources and environment based on the OBE (Outcome-Based Education) framework by updating and enhancing teaching facilities, ensuring the modernization of experimental and training equipment, and the rational configuration of teaching spaces, in order to foster students' practical skills development.

3.2 Improve the library and electronic resource database, introduce high-quality online courses, expand the channels through which students access knowledge, and enhance the efficiency of teaching resource utilization, supporting students' autonomous and in-depth learning.

3.3 Organize academic lectures, skills competitions, and other activities to create a positive learning atmosphere, stimulate students' innovative spirit, and provide platforms for students to showcase themselves and develop their abilities.

3.4 Strengthen industry-academia cooperation, implement the "work-study alternation" model, provide students with more practical opportunities, improve their professional qualities and competitiveness, and better meet the needs of the job market.

4. Reform of Evaluation Systems

4.1 This study recommends constructing a diversified evaluation system based on the OBE (Outcome-Based Education) framework, including student self-assessment, peer assessment, teacher evaluation, and industry evaluation, to comprehensively reflect students' learning outcomes.

4.2 Implement process-oriented evaluation, providing timely feedback on learning effectiveness, and helping students adjust their learning strategies.

4.3 Emphasize competence-based evaluation by assessing students' practical application skills through project assignments, practical reports, and other methods.

5. Sustained Development and Policy Support

5.1 This study suggests seeking support from the government and various sectors of society, increasing funding for vocational education, and promoting the optimal allocation of educational resources to ensure the sustainability of educational reforms and quality improvements.

5.2 Deepen school-enterprise cooperation, explore the "order-based" talent training model, and facilitate the effective connection between the education chain and the industry chain, thereby enhancing students' employability and social adaptability.

5.3 Strengthen international exchanges and cooperation, introduce high-quality educational resources, and improve the college's level of internationalization, providing students with more global perspectives and learning opportunities.

5.4 Establish a continuous monitoring mechanism for teaching quality, regularly collect feedback, ensure the ongoing enhancement of teaching quality, and promptly adjust teaching strategies based on the feedback to ensure that educational development aligns with the needs of the times.

By implementing these optimization strategies, the Marketing Department of Guizhou University of Commerce and Business can further improve teaching quality and cultivate more high-quality professionals with both innovative thinking and practical abilities. These recommendations not only benefit the development of the college but also provide valuable insights for other vocational institutions.

Suggestions for further research

1. This study focuses solely on the Marketing Department of Guizhou University of Commerce and Business, with a relatively small sample size. While it is somewhat representative, it cannot comprehensively reflect the teaching management status of marketing programs across all vocational colleges. Therefore, the generalizability of the findings needs further validation.
2. The study reveals that the introduction of the OBE teaching philosophy has led to initial optimization of teaching management in the Marketing Department, but there are limitations in sample size and data quality during data collection. Additionally, there may be some subjective bias in the data analysis.
3. The study did not include a long-term follow-up evaluation of the practical effects of OBE teaching. Future research should explore the long-term effects and sustainability of these teaching management strategies.
4. The research lacks depth and breadth in theoretical exploration. Future studies should investigate the integration and complementarity of the OBE teaching philosophy with other teaching management theories, especially in terms of their application differences across various disciplines and fields.

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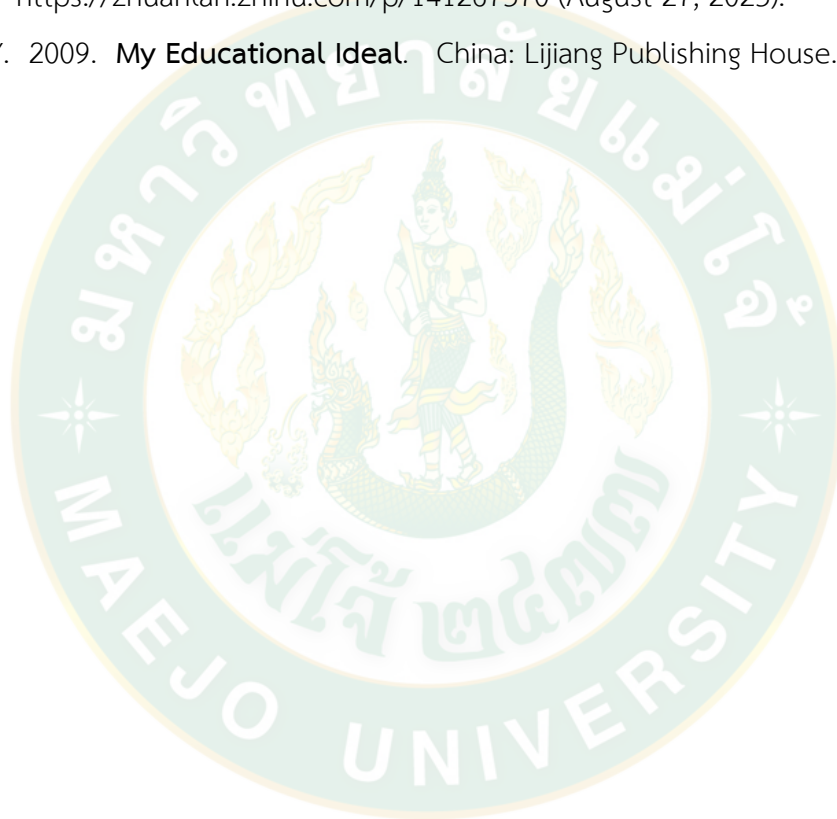
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**Student Questionnaire on the Impact of Outcome Based Education on
the Marketing Major of the School of Economics and Management of Guizhou
Vocational and Technical College of Technology**

Dear students of Marketing at Guizhou Vocational College of Industry and Commerce:

Hello! This questionnaire is specially formulated to understand the public's views and evaluations on OBE education, traditional teaching management models and system theory. Please answer the following questions based on your personal actual situation and true thoughts. Each question is scored using the Likert scale (1 - strongly disagree, 2 - disagree, 3 - neutral, 4 - agree, 5 - strongly agree)

Confidentiality statement: Your answers will be strictly confidential and will only be used for academic research.

Part 1. Basic information (please tick the box that applies to you)

1. Your gender: ☐ Male ☐ Female
2. Your age: ☐ 16-17 year old ☐ 18-19 year old
☐ 20-21year old ☐ 22-23 year old
3. Your major: ☐ Marketing ☐ Business Administration
☐ Big Data and Accounting ☐ Big Data and Finance
4. Your grade: ☐ First grade ☐ Second grade ☐ Third grade

Part 2: Current status of teaching management in the Marketing Department of Guizhou Vocational College of Commerce Industry and Commerce						
No.	Question	Score				
		1	2	3	4	5
5	Do you think the current teaching content is lagging behind the actual needs of society?					
6	Do you feel that the course design is student-centered and takes your needs into full consideration?					
7	Do you think the teaching at school helped you find a suitable job after graduation?					
8	Do you think the current teaching management is committed to improving the quality of education?					
9	Do you think the school is actively changing traditional educational concepts?					
10	Do you think the current teaching management is in line with the inevitable trend of social development?					
11	Do you feel that the school pays attention to and meets your learning expectations and needs?					
12	Do you think the current education system is systematic and coherent?					
13	Do you think the school provides adequate opportunities for learning and development?					
14	Do you think your teachers' expectations of you are reasonable?					
15	Do you understand and agree with the method of designing teaching content based on results?					

Part 3: Causes of Teaching Management Problems in the Marketing						
Department of Guizhou Vocational College of Industry and Commerce						
No.	Question	Score				
		1	2	3	4	5
16	Do you think the current teaching model is still dominated by indoctrination education?					
17	Do you know the stimulus-response learning method?					
18	Do you think the curriculum relies more on the stimulus-response learning method?					
19	Do you think there are enough opportunities to learn in practice?					
20	Do you have experience in acquiring knowledge and skills through self-study?					
21	Do you think the teacher effectively motivates and awakens your interest in learning in class?					
22	Do you think traditional teaching lacks the practical link of "learning by doing"?					
23	Do you think the school attaches importance to the emotional development and mental health of students?					
24	Do you think the school effectively cultivates your values in teaching?					

Part 4: How OBE teaching concept improves the teaching management of the Marketing Department of Guizhou Vocational College of Commerce Industry and Commerce						
No.	Question	Score				
		1	2	3	4	5
25	Do you know the OBE education model?					
26	Do you think that OBE educational philosophy can help establish teaching management in a dynamic entity framework?					
27	Do you think that the OBE educational philosophy can enable teaching content to be continuously updated as society and technology change?					
28	Do you think that the OBE educational philosophy can enable teachers' verbal behavior to have a positive impact on your learning?					
29	Do you think the OBE education philosophy can enable teaching management to flexibly respond to different teaching needs and changes?					
30	Do you think the OBE education philosophy can effectively develop your self-management ability?					
31	Do you think the OBE educational philosophy can effectively stimulate your self-motivation ability?					
32	Do you think the OBE education philosophy can make teaching management more humane?					
33	Do you think the OBE teaching philosophy has helped you understand the learning outcomes and objectives of the course more clearly?					
34	Do you think the assessment method under OBE more effectively reflects your actual abilities and knowledge?					

Part 4: How OBE teaching concept improves the teaching management of the Marketing Department of Guizhou Vocational College of Commerce Industry and Commerce						
No.	Question	Score				
		1	2	3	4	5
35	Do you think the OBE teaching philosophy makes course design more flexible and adaptable to individual learning progress?					
36	Do you feel that under the OBE framework, teachers provide more targeted support and feedback to help you achieve your learning goals?					
37	Do you think the OBE teaching philosophy has improved your class participation and learning enthusiasm?					
38	Do you feel more fulfilled when completing learning goals and tasks under the OBE concept?					
39	Do you think the OBE teaching philosophy focuses more on the cultivation of long-term skills rather than just the acquisition of short-term knowledge?					
40	Do you think that the OBE teaching philosophy has helped you improve your ability to self-evaluate and improve yourself?					
41	Do you think the OBE teaching philosophy effectively connects industry needs with practical work skills to help you prepare for your future career?					
42	Do you think the OBE teaching philosophy has effectively improved your employability?					

Part 5: Free Questions and Answers

43. Based on your own learning experience, please talk about your views on the OBE (Outcome Based Education) teaching philosophy. You can share the following aspects:

① How is the OBE teaching philosophy implemented in your course?

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② What impact does this teaching philosophy have on your learning results and learning attitude?

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③ What do you think are the advantages and disadvantages of the OBE teaching philosophy?

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④ What suggestions do you have for the improvement and development of the OBE teaching philosophy in the future?

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