

THE PERFORMANCE FACTORS EFFECTIVE TO TEACHER
IN GUIZHOU VOCATIONAL COLLEGE OF INDUSTRY &
COMMERCE, GUIZHOU, CHINA



LUYIN WANG

MASTER OF PUBLIC ADMINISTRATION IN PUBLIC ADMINISTRATION
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LUYIN WANG

A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF PUBLIC
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THIS THESIS HAS BEEN APPROVED IN PARTIAL FULFILLMENT
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ชื่อเรื่อง ปัจจัยด้านการปฏิบัติงานที่มีประสิทธิผลต่อครูในวิทยาลัยอาชีวศึกษา
อุตสาหกรรมและพาณิชยกัญโจว กัญโจว ประเทศจีน

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บทคัดย่อ

วัตถุประสงค์ของการศึกษาค้นคว้าครั้งนี้คือ 1) ศึกษาสถานการณ์ปัจจุบันของคุณภาพการสอนในแผนกบัญชีของวิทยาลัยอาชีวศึกษาอุตสาหกรรมและพาณิชยกัญโจว 2) ศึกษาปัจจัยที่สำคัญที่สุดที่มีผลต่อประสิทธิภาพการสอน และ 3) ศึกษาแนวทางการปรับปรุงคุณภาพการสอน โดยส่วนใหญ่ใช้ทฤษฎีการประเมินการศึกษาและทฤษฎีการจัดการประสิทธิภาพ การศึกษาค้นคว้าครั้งนี้ใช้การวิจัยเชิงปริมาณเพื่อตรวจสอบคุณภาพการสอนของโรงเรียนวิทยาศาสตร์ดิจิทัลและเศรษฐศาสตร์ในวิทยาลัยอาชีวศึกษาอุตสาหกรรมและพาณิชยกัญโจว และข้อมูลมาจากการวิจัยที่เกี่ยวข้องของนักวิชาการ เช่น เว็บไซต์ของรัฐบาล ข้อมูลหลักได้มาจากการสำรวจแบบสอบถาม ข้อมูลขนาดตัวอย่าง 315 ตัวอย่างได้รับการอธิบายและวิเคราะห์ จากนั้นจึงใช้ค่าเฉลี่ย ค่ากลาง และค่ามัธยฐานเพื่อกำหนดปัจจัยหลักที่มีผลต่อคุณภาพการสอน และสุดท้ายคือวิธีการปรับปรุงคุณภาพการสอน

ผลการศึกษาพบว่า ผู้ตอบแบบสอบถามร้อยละ 52.07 เชื่อว่าเนื้อหาการสอนในปัจจุบันมีความเหมาะสมต่อการพัฒนาตนเองมาก และร้อยละ 47.93 เชื่อว่าต้องปรับปรุง ซึ่งแสดงให้เห็นว่าสถานการณ์ปัจจุบันยังต้องปรับปรุงคุณภาพการสอนของวิทยาลัยอาชีวศึกษาอุตสาหกรรมและพาณิชยกัญโจวเป็นปัญหาที่สำคัญที่สุดมาโดยตลอด จากการวิเคราะห์ข้อมูล ข้อเสนอแนะต่อวิทยาลัย คือการเสริมสร้างแพลตฟอร์มแบบโต้ตอบระหว่างครูและเสริมสร้างการฝึกอบรมพัฒนาวิชาชีพสำหรับครู

คำสำคัญ : คุณภาพการสอน, สถานการณ์สอน, การฝึกอบรมครู, วิทยาลัยอาชีวศึกษาอุตสาหกรรมและพาณิชยกัญโจว

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ABSTRACT

The objectives of this study are to: 1) study the current situation of teaching quality in the Accounting Department of Guizhou Vocational College of Industry and Commerce; 2) study the most important factors affecting teaching performance, and 3) study how to improve teaching quality. Educational evaluation theory and performance management theory are mainly adopted. This study uses the quantitative research method to investigate the teaching quality of the School of Digital Science and Economics in Guizhou Vocational College of Industry and Commerce, and the data came from the relevant research of scholars such as government websites. The main data are derived from the questionnaire survey results. The data of 315 sample size are described and analyzed, and then the mean, mode and median are used to determine the main factors affecting the teaching quality, and finally, the method to improve the teaching quality is judged.

The results revealed that: 52.07% of respondents believe that the current teaching content is very suitable for your own development, and 47.93% believe that improvement is needed, indicating that the current situation still needs to be improved. The teaching quality of Guizhou Industry and Commerce Vocational College has always been the most relevant problem. Through the data analysis, the suggestion to the school is to strengthen the interactive platform between teachers and strengthen the professional development training for teachers.

Keywords : teaching quality, teaching status, teacher training, Guizhou Vocational College of Industry and Commerce

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CHAPTER 1

INTRODUCTION

Background of the Study

With the rapid development of higher education in China, private universities have gradually become an indispensable part of China's higher education system. However, due to the market economy orientation and various influencing factors, private colleges and universities often face special challenges in terms of education quality and operation efficiency. In order to ensure the sustainable development of private colleges and universities, the performance appraisal is introduced into the daily operation of private colleges and universities as an important management mode. The quality of the teacher's performance as a professional is an important thing to discuss, considering its significant role on student achievement (Canales and Maldonado, 2018)

In the development process of private colleges and universities in China, teachers, as a strategic resource and core competitiveness, have become an important factor restricting the level of private colleges and universities and the quality of talent training. Introducing and training high-quality teachers is the core and strategic focus of the healthy development of private colleges and universities.

The construction and development of private colleges and universities need to give full play to the enthusiasm and creativity of every teacher. Therefore, it is imperative to formulate scientific and effective human resources policies and make full use of the flexible system of private colleges and universities to carry out the work. However, as a vulnerable group in China's current higher education, private colleges and universities are generally faced with the difficulties of introducing and retaining talents. Due to the constraints of education level, education scale, financial investment and social status, it has become the biggest bottleneck restricting the development of colleges and universities.

As an important part of the human resource management system, performance appraisal plays an important role in the transmission of organizational strategy. Personal performance is a core concept in work and organizational psychology. Over the past 10 or 15 years, researchers have made progress in clarifying and extending the concept of performance (Campbell, 1990). Furthermore, progress has been made in specifying the main predictors and processes associated with individual performance.

Find out the important factors affecting teaching performance, through scientific and reasonable factor analysis, the organization's strategic ideas, goals and core values to teachers, so that they are internalized into the teachers' conscious behavior. It is important that teachers must be committed to their jobs to be able to have better and higher performance to contribute for significant growth and progress of the school (Sharma and Dhar, 2016).

Performance evaluation plays a guiding role in employees' behavior, whose behavior is consistent with the realization of organizational goals. As a key issue in the research and practice of human resource management, the results of performance appraisal provide a basis for the establishment of an effective employee incentive mechanism, and also provide a basis for the organizational management of compensation and personnel loss. Therefore, performance appraisal is an essential content of the organization.

With the increasingly fierce competition between colleges and universities, the core problem we face is how to establish a scientific performance appraisal mechanism, aiming to fully mobilize the enthusiasm of teachers and give full play to their creativity, so as to improve the quality and efficiency of education. This is not only of great significance to the cultivation and utilization of talents, but also injects vitality into the sustainable development of colleges and universities. Therefore, further deepening the reform of colleges and universities should focus on this issue. At present, the assessment method of college teachers is generally through the simple treatment of teaching and scientific research work, and finally through the assessment conclusion through the score level. However, this single evaluation model basically belongs to the post-evaluation and summary, which is retrospective

and lacks prospective. This will make many teachers unable to define their goals and make it difficult to find their own development and hard work. The labor achievement of teachers in colleges and universities has the characteristics of long-term and lag. Only through the post-evaluation of the labor achievement of each teacher, ignoring the guidance, training and development of teachers' development potential, and do not track and evaluate the behavior and ability of teachers to complete various tasks, it is difficult to accurately evaluate the comprehensive quality and labor achievement of teachers.

Therefore, we need to solve the problem, identify the key factors affecting it, so as to improve the quality of teachers.

Significance of the Study

Since 2021, improving the quality of teaching has become the top priority in the development of the university, while the number of students enrolled in colleges and universities is increasing year by year, and the competition between colleges and universities is becoming more and more fierce. Guizhou Vocational College of Industry and Commerce needs to compete with public universities, analyze the important factors affecting the quality of teachers, and establish a scientific and effective teacher performance assessment method suitable for the characteristics of private colleges and universities. By studying the performance influencing factors of Guizhou Industrial and Commercial Vocational College, teachers' subjective enthusiasm can be aroused to the greatest extent, they can give full play to their potential and creativity, and the improvement of teachers' teaching quality can be promoted.

Question of the Study

1. What the current situation of teaching quality in the Accounting Department of Guizhou Vocational College of Industry and Commerce?
2. What is the most important influencing factors in teaching performance?
3. How to improve the quality of teaching in Guizhou Vocational College of Industry and Commerce?

Objectives of the Study

1. To study the current situation of teaching quality in the Accounting Department Guizhou Vocational College of Industry and Commerce.
2. To find out the most important influencing factors in teaching performance.
3. To improve the quality of teaching in the Accounting Department Guizhou Vocational College of Industry and Commerce.

Scope and Limitation of the Study

1. This study is planned for conduct in the academic year 2023-2024. The scope of the survey questionnaire.
2. This studies take place in Guizhou Vocational College of Industry and Commerce as the survey object. And focus on Professor of School of Digital Economy.

Operational Definition of Terms

Teaching performance means to take the implementation of the performance appraisal of school teachers as an opportunity to give full play to the leverage of performance appraisal in rewarding wages, to encourage the majority of faculty and staff to love their posts and work hard, to forge ahead, to actively complete various tasks and goals, and to strive to promote Our school continues to develop healthily and rapidly.

Teacher team of Guizhou Vocational College of Industry and Commerce is a full-time teachers in Guizhou Vocational College of Industry and Commerce.

Performance evaluation is a tools that refer to Pareto's law to evaluate a full time teaching performance.

Teaching quality is a stable achievement and quality formed by the influence of environment and education. The quality of teachers is the internal condition for teachers to complete the educational task. Quality includes personal perception, skills, ability, temperament, personality, interest, motivation and other.

CHAPTER 2

LITERATURE REVIEW

With the continuous expansion of private universities in China, as the main body of this research. Private colleges and universities often face special challenges in terms of education quality and operational efficiency. In order to ensure the sustainable development of private colleges and universities, the performance appraisal is introduced as an important management mode into the management mode of daily operation of private colleges and universities. It will be studied from the following three theories:

1. Quality management theory
2. Educational evaluation theory
3. Performance management theory
4. Related research
5. Conceptual framework

Quality management theory

Baidu Baike (2024) explained the quality management is to determine the quality policy, objectives and responsibilities and in the quality body The department is through such as quality planning, quality control, quality assurance and quality modification Enter to implement all activities of all management functions. About quality Management, the most influential figures and theories mainly include Joseph Juran The mass ternary (Joseph Jura, 1954 cite in Kolesar, 2008), Deming's PDCA cycle theory and Feagenbaum's full Face quality management theory (Total Quality Management, Quality management). In the mid-1950s, quality management expert Joseph Juran proposed quality Quantitative ternary theory. He believes that "quality is a kind of use", that the product is making Can meet the needs of users during the use period. The mass ternary theory is also known as "Zhu LAN Trilogy" (Joseph Jura, 1954 cite in Kolesar, 2008), namely" quality planning, quality control and quality

improvement". Its In, the quality plan is to determine customers and identify customers in the product development link Demand, develop products to meet customer needs, establish quality standardization work as a program.

Baidu Baike (2024) explained the Quality control is the choice in the internal production management of the enterprise Control point and measurement unit, establish the performance standards, and pass the quality inspection Eliminate the unqualified or unsatisfactory results of all stages of the quality link Plain, in order to meet the quality requirements. Quality improvement is for the next product quality To break through the existing standards and formulate new quality improvement standards.

PDCA cycle theory (Deming, 1950) was proposed by American quality management expert Huhart, by Deming is popular, so it is also called "Deming ring". This theory is of the overall quality Ideological basis and method basis of management. The implication of the PDCA cycle theory is that The quality management is divided into four stages, eight steps, four stages namely planning (Plan), execution (Do), Inspection (Check), handling (Act). among, The plan includes analyzing and checking the management status quo, finding out the problems, and finding out the problems Analyze the reasons and formulate solutions. Execution is the organization implementation has been The plan as formulated. Check is to compare the execution results with the expected target, check Whether the expected goal is achieved. Handling is to apply the experience of solving problems Go in the next PDCA cycle.

The PDCA cycle theory should be followed The principle is to carry out in order, by summing up the experience, the experience Transform into the system, and then to the next cycle, so as to improve the management level. Publishing enterprises should pay attention to the work target when applying the PDCA cycle theory Line layer by layer decomposition, layer by layer plan, each cycle link must have responsibility People, strict assessment; this cycle is just a management method, people are the key Factors, to do a good job of training, improve the awareness of applying circulation to solve problems and ability.

Gruska and Chytil (1981) and Luans and Thompson (1981) Some scholars position the Deming management method itself as a new management theory. For example, Gardner and Norton described their books on Ming management methods as these 14 points as "for today's management thinking and" Deming's management theory ". Others provide a new paradigm of 14-point behavior " as a system change process, with D management. However, we disagree with marking these 14 points as theoretical; as Deming says, these 14 points are transformational principles for improving management practice. They represent a complex, prescriptive set of interconnected rules on inter-and intraorganizational behavior, codifying and communicating in the language of commands. Although they do propose and advocate some concepts, they are not concepts themselves, but the cornerstone of the theory. It is certain, there is a quality management theory on the basis of the Deming management method but at this point, this theory is proposed in the 14-point regulation whole. Therefore, this approach is more an artifact of quality management, this yet unelucidated theory, than that of a theory itself. The challenge is to participate in systematic research and find that the basic theory of quality management, if invention is needed; this theory that describes, explains and predicts the effects of Deming management methods is imperative for generating 14 points of scientific knowledge, guiding researchers' topics and disseminating useful practices related to Deming management methods.

Business Week (1992) Organizations increasingly recognize the strategic importance of quality and quality management. Many organizations have concluded that effective quality management can improve their competitiveness and provide strategic advantages in the marketplace. This belief has led to a "cascade of activities" of many organizations, large and small, manufacturing and serving, profit and nonprofit organizations, shaping and developing their approach (es) quality management, often in the fields of industrial and academic leaders.

Quality management refers to all the activities that determine quality policies, objectives and responsibilities, and realize them through quality planning, control, guarantee and improvement in the quality system. mainstream business management education such as EMBA and MBA introduces quality management and its

implementation methods. Juran's basic definition of quality management: quality is the management of applicability and market management. The definition of The Burg: Quality management is "an effective system in order to carry out market research, design, manufacturing and after-sales service at the most economical level and considering the conditions that fully meet the requirements of customers, and to integrate the development quality, maintain the quality and improve the quality activities of various departments in the enterprise." The definition of international standards and national standards: quality management is "the coordinated activities of directing and controlling organizations in terms of quality".

Feigenbaum (1956 cite in Editorial, 2015) proposed that Total Quality Management theory was the customer's corner Degree, that quality is "the most suitable requirement for a certain customer", And overall quality management is to "start with identifying the needs of customers, and finally full The needs of sufficient customers." Total quality management is a pre-control and comprehensive Control system, the main characteristic is "complete", which contains three meanings: on Horizontally, the object of management is comprehensive, vertically The scope is comprehensive; the participants in management are comprehensive mockery.

Hackman and Wageman (2005) Although quality management has only appeared in the management literature for the past 15 years, the predecessor of the movement has been around for a longer time (McAdam and Henderson, 2004). With the tremendous growth in academic and practitioner-oriented literature, the term Quality management has been diluted to a different meaning and there is a lack of consensus on the scope of activity behind Quality management. However, over time, the meaning of the term in the academic literature has become consistent. highlighted the convergence of the quality management structure and the validity proposed by their founders.

Sousa and Voss (2002) In a recent paper commenting on the effectiveness of quality management, Sousa and Voss concluded that "quality management, as its founder, can be reliably different from other organizations to improve strategy, and reached a substantial consensus in the following aspects: about which practice belong to the category of quality management literature". This paper illustrates well

the current status of quality M research and the agenda for future research. The authors argue that "the agreement in the literature on the composition of Quality management shows that Quality management as a field has indeed matured and laid a solid foundation for definition", and assert that, while more or less resolved, it still need to "develop on existing grounds". Meta-analysis of findings from the existing literature can power the incremental theory development activities of Quality management. This meta-analytic study critically quantitatively examines the literature and evaluates the performance impact of quality management practices.

Sousa and Voss (2002) The early stages of the Quality management empirical study created tools that could measure the Quality management practice and performance structure. These structures appear in the framework used for the National Quality Awards, such as the US Malcolm Baldrige National Quality Awards and the European Quality Awards. Several studies have used these constructs to examine the association between quality management practices and performance. Scholars have examined the direct and indirect effects of quality management practices on performance.

A large body of literature highlights the positive impact of quality management practices on performance (Ahire and Dreyfus, 2000; Choi, 1996; Cua et al., 2001; Das and Kumar, 2000; Douglas and Judge Jr, 2001; Eboch, 1998; Flynn et al., 1995; Ho et al., 2001; Kaynak, 2003; Morman and Mitchell, 1995; Shah and Ward, 2003) found that 83% of the surveyed companies had a "positive or very positive" experience of quality management, and 79% planned to "increase or substantially increase" their quality management over the next 3 years.

W. Edwards Deming: Deming is one of the important people in the field of quality management. He has put forward many basic concepts of quality management, including the four key steps of systematic quality management, continuous improvement and quality management. His contributions are mainly reflected in works such as *The New Economy of Quality Control and Quality, Productivity and Competitive Position*.

Joseph M. Juran: Juran is another scholar who has a profound impact on the field of quality management. He proposed the concepts of "Juran three-step method" (quality planning, quality control and quality improvement) and "quality triangle" (quality planning, quality control and quality improvement). His contributions are reflected in works such as "Quality Control Manual" and "Juran's Quality Management Manual".

Philip B. Crosby: Crosby puts forward the concept of "zero defect" (Zero Defects), emphasizes the importance of preventing defects, and puts forward a series of practical methods on quality management, such as quality cost and the improvement of quality concept. His masterpieces include "Business with Zero Defects" and "Quality and Get It".

Kaoru Ishikawa: Ishikawa proposed fish bone maps (Ishikawa Diagram) or causal map to help identify the root cause of the problem. He also emphasized the importance of employee engagement and teamwork in quality management. His books include "Control of Corporate Quality" and "How to Manage Quality".

Genichi Taguchi: Taguchi proposed the concept of robust design (Robust Design) to reduce the product sensitivity to external changes to improve the product robustness. His masterpieces include Systemic Quality Engineering and The Taguchi Methods.

Armand V. Feigenbaum: Feigenbaum proposed the concept of total quality management (Total Quality Management, TQM), emphasizing the importance of full participation, continuous improvement and customer satisfaction. His contributions are reflected in works such as "Total Quality Control" and "Total Quality Management".

Business Week (1992) Organizations increasingly recognize the strategic importance of quality and quality management. Many organizations have concluded that effective quality management can improve their competitiveness and provide strategic advantages in the marketplace. This belief has led to a "cascade of activities" of many organizations, large and small, manufacturing and serving, profit and nonprofit organizations, shaping and developing their approach quality management, often in the fields of industrial and academic leaders.

Educational evaluation theory

In 1930-1950, Tyler (1949) put forward the description and judgment stage of educational evaluation, which is the description era of educational evaluation, and also the birth and formation period of educational evaluation. At this stage, Taylor distinguished between the test and the evaluation for the first time, and described and applied the evaluation, setting the precedent of educational evaluation research. Taylor's target evaluation model takes the goal as the center, and the value orientation points to the social needs, becoming the representative of the educational evaluation model in this period. In addition, during this period, the educational goals began to classify, and many new educational evaluation models also began to appear. Educational evaluation is centered on decision-making, and its value orientation points to social utility. Therefore, it can be said that Taylor described and judged the stage of educational evaluation in 1930- -1950.

The educational evaluation theory based on objectives is proposed, which is regarded as the foundation work of modern educational evaluation theory. In this book, Taylor presents four basic questions, called the Taylor Model, which are designed to guide the process of educational evaluation:

1. Goal formulation: The first step of educational evaluation is to clarify the educational goal, that is, what the ultimate goal of education is, and what kind of knowledge, skills and attitudes that students should achieve
2. Selection of teaching activities: Once the educational goals are determined, the evaluators need to choose the appropriate teaching activities to promote the students to achieve these goals
3. Evaluation process: The evaluation process includes a description and judgment of the students' learning outcomes to determine whether they have achieved the desired goals.
4. Curriculum improvement: Based on the evaluation results, teachers and evaluators can adjust and improve the curriculum to improve the learning effect of students.

Baidu Baike (2024) in addition to Taylor, some authors also discussed and explored the description and judgment stage of educational evaluation. Among them, the most representative ones are Craslore, Harrow and Popam, who represent the behavioral target evaluation, mainly for the further improvement and development of the educational evaluation methods of Taylor and Bloom in the previous period. This evaluation method and method is called the target evaluation mode.

Bloom's Taxonomy of Learning (cite in Engelhart et al., 1956) proposed the famous classification system of cognitive domain, which mainly includes six cognitive levels, namely: Knowledge (Knowledge): Ability to remember and understand facts, information, and concepts. Understanding (Comprehension): refers to that students can understand and explain what they have learned and express their understanding of the concept. Application (Application): the ability to apply knowledge to a new situation, solve problems or perform tasks. Analysis (Analysis): A student is able to decompose and understand complex information, identify its components, and understand their relationships. Comprehensive (Synthesis): refers to students' ability to integrate different elements, create new wholes, solve problems or propose new understandings. Evaluation (Evaluation): means that students can evaluate and judge the reliability, applicability and value of information and form an independent judgment.

Krathwohl (2002) has made important contributions to the theory of educational evaluation, especially in the evaluation in the cognitive field. In collaboration with Benjamin Bloom et al., he developed the famous cognitive domain classification system, based on this for further research and development (Krathwohl, 2002: 212-218). In his study, the Krathwohl mainly focused on the following aspects:

Revision and expansion of the cognitive domain classification system: Krathwohl participated in the revision of Bloom's cognitive domain classification system, and put forward new levels of cognitive processes, cognitive complexity and knowledge types, making the system more comprehensive and practical.

Practical application of educational evaluation: In addition to theoretical research, Krathwohl is also committed to applying the theory of educational evaluation to practical teaching and curriculum design. He focuses on how evaluation can help teachers understand students' progress and provide feedback to promote their learning and growth.

Establishment of comprehensive evaluation system: Krathwohl believes that comprehensive evaluation system is crucial for the comprehensive evaluation of students' cognitive ability and learning results. He studied how to combine different evaluation methods and tools to establish a multi-dimensional and multi-angle evaluation system.

Overall, David R. Krathwohl's research on the theory of educational evaluation aims to deeply explore how to effectively evaluate students' cognitive ability and learning results, and promote the improvement of teaching quality and the overall development of students. (Krathwohl, 2002)

Stufflebeam (1971) In addition, other authors such as Stufflebeam have also proposed the concept of decision evaluation, who believes that the main intention of evaluation is not to prove, but to improve. Educational evaluation should be centered on the society represented by decision-making, serve for decision-making, and collect, organize, analyze and report useful information for decision-making, so that these information can produce social utility through the decision-making of the decision-making.

To sum up, during the period from 1930 to 1950, the description and judgment stage of educational evaluation was widely discussed and developed, and many authors have put forward their own views and methods. These explorations and discussions have made important contributions to the development and improvement of educational evaluation.

Guo Li (2019) Educational evaluation is an activity that judges the degree to which educational activities meet the needs of the society and individuals, evaluates the realistic or potential value of educational activities, and is a process of exploring the educational value. Educational evaluation not only involves the students' academic achievement, but also involves the teachers' level of teaching, which is a

comprehensive evaluation of the whole educational process. Educational evaluation is not only a final evaluation, but also a process evaluation, which is a key link in the process of education. (Guo, 2019)

Xu Li (2020) The purpose of educational evaluation is to make a judgment on the degree that educational activities meet the social and individual needs, that is, to judge the value of educational activities. Specifically, the purpose of educational evaluation is to provide objective information or evidence to help decision makers make correct decisions. At the same time, educational evaluation can also promote the development of teachers and students, and improve the quality and efficiency of education and teaching. (Xu, 2020)

Hu Yu (2019) The methods of educational evaluation include examination, observation, questionnaire survey, experiment and other methods. Examination is a means to measure students' knowledge and skill level, observation is a method to understand students' behavioral performance and psychological state, questionnaire survey and experiment are the research method to explore the relationship between educational factors and effects. Each of these methods has its own advantages and disadvantages, and the appropriate methods should be selected according to the specific situation. (Hu, 2019)

Wang Zhicheng (2020) the relevant literature of educational evaluation theory is mainly elaborated from the concept, purpose and method of educational evaluation, which provides important theoretical support and practical guidance for the development and improvement of educational evaluation. (Wang, 2020)

The theory of educational evaluation refers to the theoretical system of the systematic, objective, comprehensive and scientific evaluation of the educational process, teaching activities and learning results. It aims to assess the attainment of educational goals, help educators to understand the effectiveness of teaching activities, and provide a basis for improved teaching.

To sum up, educational evaluation theory focuses on the degree of realization of educational goals, and emphasizes the principles of diversity, circulation, objectivity, participation and practicability, aiming to improve the quality and effect of education.

Performance Management Theory

Drucker (1954) first proposed the concept of "management by objectives" in his book "The Practice of Management". Drucker believes that companies should be goal-oriented, while fully granting managers the freedom of action to have sufficient "self-control" to act independently to achieve better organizational performance under the traditional model. In other words, Drucker's MMs theory emphasizes the management and motivation of managers through goals, rather than the traditional management and motivation through work behavior.

Taylor (1911) also known as the father of scientific management, proposed the theory of scientific management in the early 20th century and introduced differentiated incentive systems. This incentive system is based on the concept of productivity and productivity improvement, through scientific management methods. Taylor's theory mainly includes the following aspects:

1. Scientific working method: Taylor believes that through the scientific working method, we can find the best working method and working process, so as to improve work efficiency. He proposed the idea of "two parts", which divides work into mental and manual labor.
2. Standardization and Standardization: Taylor advocates standardization and standardization in the work to improve production efficiency. He advocated achieving this goal by developing operating procedures, standardizing tools, and using skills to train workers.
3. Incentive system: Taylor proposed a differentiated incentive system, that is, different rewards and incentives are given according to workers' work efficiency and performance. This incentive system aims to stimulate workers' enthusiasm and creativity and improve production efficiency.

Fayol (1916) that Taylor's theory has had a profound influence on the modern management theory and practice, and has become one of the foundations of the modern management science. Henry Fayol: In 1916, he expanded the management theory related to performance, to tool performance management, beyond business use, and to other organizations.

Daniel (1978) proposed the concept of "performance management" in the 1970s, and then performance management became a systematic way to manage individual and team performance within the organization. Performance refers to the targeted quantitative management indicators that measure performance by setting, sampling, calculating and analyzing the key parameters of the input and output of the internal processes of the organization.

Queen (1987) proposed the three core contents of the performance management process, namely, performance planning, process management and performance evaluation. He highlighted the importance of performance planning as the basis of the entire performance management process, and argued that by developing clear goals and plans, organizations and individuals can better understand desired performance outcomes. Process management refers to the continuous communication and feedback between managers and employees during the implementation of performance plans to ensure that the direction of their work is consistent with the organizational goals. Performance evaluation is the evaluation and feedback of the actual performance of employees, to help employees understand their own strengths and weaknesses, and to promote improvement and promotion.

Wu Xiangping (2023) based on previous research, study the factors affecting performance. In an organization, the performance of employees is not determined by a single factor, and the factors affecting employee performance (P) mainly come from three aspects: individual (individual-I), organization (organization-O) and work (task-T). (Wu, 2023)

Baidu Baike (2024) explained the Quinn's performance management theory has exerted an important influence on modern organizational management, and his theory emphasizes the integrity and systematization of the whole performance management process, as well as the interconnection and influence of various links. Through effective performance management, organizations and individuals can achieve a higher level of performance, and improve the competitiveness and sustainable development ability of the organization.

In their paper, Shafritz et al. (2017) proposed that performance management is a process of integrating, handling and coordinating various related factors under the guidance of established goals. They highlight the importance and purpose of performance management, achieving the goals and vision of the organization through coordination and integration of various resources and approaches. At the same time, they also point out that performance management is a dynamic process that needs to be constantly evaluated and adjusted to ensure the effectiveness and adaptability of performance management. In addition, they emphasized the core elements of performance management, including goal setting, planning, performance evaluation, feedback and improvement, which interact with each other to form a complete performance management system.

Overall, the papers of Shafritz et al. (2017) emphasized the importance and dynamics of performance management, and proposed the core elements and methods of performance management. These views have had an important impact on modern organizational management, helping organizations to better understand and apply the ideas and methods of performance management, and achieve higher performance levels and sustainable development.

Armstrong (2012) His book Armstrong's Handbook of Performance Management covers a variety of theories and methods related to performance management. Here are some of the main performance management theories involved in the book Armstrong, M.

Management by Objectives Theory (Management by Objectives, MBO): MBO is a management method that sets clear goals, makes action plans, and leads to results. Armstrong The principles, practice, and application of MBO may be discussed in the book.

60-degree feedback (360-degree Feedback): This evaluation method involves obtaining feedback on employee performance from multiple sources (including superiors, colleagues, subordinates, etc.). Armstrong May describe how to design and implement a 360-degree feedback system and compare and compare it with other evaluation methods.

Goal-oriented evaluation (Goal-Oriented Appraisal): This evaluation method focuses on the achievement of the employee's goals, and emphasizes the importance of goal setting and achievement. Armstrong You may explore how to develop effective performance goals and evaluate employee performance through goal achievement.

Performance evaluation theory (Performance Appraisal Theory): Armstrong may involve different performance evaluation theories, including result-oriented evaluation, behavior-oriented evaluation, relative ranking evaluation, etc. These theories influence the selection of evaluation methods and criteria in performance management practice.

Reward and Incentive Theory (Rewards and Incentives Theory): The Armstrong may discuss how to motivate employees and improve their performance through rewards and incentives. This may involve theory and practice in monetary incentives, promotion opportunities, job satisfaction, etc.

Armstrong (2012) Continuous improvement Theory (Continuous Improvement Theory): The Armstrong may emphasize the importance of continuous improvement in performance management, including establishing feedback mechanisms, regular assessments, training and development, and other methods. These theories and methods are important contents in the field of performance management. Armstrong may explore the principle, application and practical methods of these theories in detail in his book, helping readers to understand and apply them in practical work.

Different scholars may have different views on the contribution of Armstrong (Michael Armstrong) in the field of management theory. Armstrong is a management scholar who has done extensive research in human resource management and performance management, and has written several books related to management practices.

Some scholars may have appreciated Armstrong's contribution, arguing that his research has had a positive impact on management theory and practice. His work may be seen as providing practical management tools and methods for helping organizations solve practical management problems and promoting advances in management practices.

However, there are some scholars who may criticize or disagree. They may argue that Armstrong's research is too practical and lacks theoretical depth, or they disagree on some of his theoretical views as having theoretical limitations or shortcomings.

Overall, Armstrong's contribution to the field of management theory has been evaluated and discussed by different scholars. These diverse views reflect the different orientations and understandings of the academic circles, and also provide rich space for ideological collision and exploration for the further development of management theory.

Related Research

1. Quality management theory

Professor Xiong Wei (2000) research on quality management. He not only made innovations in theory, put forward SQFD theory and application model, but also actively applied these theories to practice, which promoted the development and application of Chinese QFD theory and methods. His research results have had a wide impact in both the academic and business circles, and have made important contributions to the improvement of the quality management level in China. (Xiong, 2000)

Yao Dan (2006) through the study of the overall quality management of Chinese enterprises. The main influencing factors include: (1) insufficient attention from employees; (2) insufficient theoretical learning; (3) the quality management policy is not targeted; (4) poor education and training effect; (5) improper quality incentive measures. Yao Dan's research concluded that the implementation of overall quality management of enterprises should be based on "people", and proposed improvement measures: (1) enhance the awareness of quality and establish and implement the quality policy of "customer-centered"; (2) reduce the vertical variation of the organization; (3) strengthen quality education and training and establish "people-oriented" training mechanism; (4) establish effective quality incentive mechanism and regularly evaluate employee satisfaction (Yao, 2006).

Xie Xiao and Zhu Zulin (2022) through the way of questionnaire survey and interviews affect the quality of mixed teaching in colleges and universities, teachers, students, teaching support system, teaching effect and evaluation, the four factors include teaching ability, teaching attitude, teaching methods, online learning adaptability, learning attitude, classroom face-to-face, course characteristics, network teaching, students reflect, learning evaluation 10 level index, under 10 level index set up thinking ability, online teaching ability, 27 secondary indicators. After analyzing various elements, they proposed that there are three aspects of work to improve the quality of online and offline mixed teaching. To sort out the needs of teachers and students and the key points of mixed teaching, optimize the mixed teaching structure, master the needs of the teaching support system, and establish a teaching guidance, monitoring and evaluation system. (Xie and Zhu, 2022)

Bai Yu (2006) study the overall quality management, the main problems are: the theory should be the first chapter introduction with lag superficial; heavy internal repair and light market; go but god did not arrive, down and not effective. Therefore, enterprises should integrate the connection of comprehensive quality management, strengthen training, and coordination, establish the operation mechanism of "three points", and pay attention to realize the synergistic effect of all staff and market resonance effect. (Bai, 2006)

Zhang Hongmei (2006) Through the study of the comprehensive quality management of Chinese enterprises, the problems existing in the implementation mainly include internal factors and external factors. Internal factors include the lack of managers and the implementation of overall quality management; external factors include the weak awareness of overall quality management and the imperfect evaluation index of quality management system, so the success of TQM must start from the following aspects: strengthen quality awareness and innovative spirit; truly regard customer as God; measure accurately; put prevention first; strengthen awareness of enterprise leaders; authorize employees; and break barriers between functional departments. (Zhang, 2006)

Liu Ping (2009) by using the ideas of comprehensive quality management theory and methods, the modern quality concept into the teaching management in colleges and universities, and All members, the whole process and All-round to build the education quality management system, so as to promote college education quality, realize the purpose of comprehensive quality management of colleges and universities. (Liu, 2009)

Zheng Chunsheng (2013) established a TQM framework based on the ISO9000 quality system through the theoretical research of quality management. In this study, we adopted the methods of in-depth interview and questionnaire survey to explore the willingness of medical institutions to implement TQM after ISO9000 verification, and discuss the relationship between ISO9000 and TQM, and finally propose a framework for TQM implementation. (Zheng, 2013)

Shao Juan (2008) focused on the theory and application of higher education quality management, according to the situation in Heilongjiang Province, mainly focused on ISO9000 series standard certification theory, comprehensive quality management theory, higher education service quality management theory and identification theory. On the basis of the review of scholars, the author makes a preliminary outlook for the future research space, and proposes that the combination of theoretical research and practical research should be strengthened, and the theory should be tested, developed and improved by regular practice. (Shao, 2008)

2. Educational evaluation theory

Jia Junhong (2012) adopted the statistical method, took the academic papers in the Chinese Online Publishing database of Chinese Academic journals as the research object, analyzed the problems existing in the domestic formative evaluation research from multiple dimensions, and put forward development suggestions accordingly. The research findings show that formative evaluation research is on the rise; few empirical studies; more in universities, and other levels are relatively weak: more evaluation objects and objectives, and less evaluation methods. (Jia, 2012)

Yang Caiju (2012) has exerted an important influence in the field of education through the emphasis of "response", "consultation" and "common construction" in the educational evaluation theory. On the basis of the main content of the evaluation theory, combined with the current situation of higher vocational education evaluation, considers the relationship between the evaluation subjects, how to coordinate the conflict of interest, evaluation method and evaluation orientation, so that the evaluation of higher vocational education will become more reasonable and perfect. (Yang, 2012)

You Sen (2021) studied the theory of teaching evaluation, selected the requirements of excellent teacher standards in China, China, Britain, France, Austria and Japan, and extracted common factors. He finally obtained 22 behavior groups and about 100 key behavior characteristics. The common characteristics of the teaching behavior of excellent teachers are compiled into a teacher behavior questionnaire, and the key behavior characteristics indicators of excellent teachers are summarized. These common behavior characteristics can be used as the standard reference for cultivating excellent teachers, and can also be used for the early screening of selecting teachers. (You, 2021)

Li Xin (2015) learning the education evaluation theory, do the flipped classroom related research has produced important influence in the field of Chinese education, but has not yet formed to adapt to the flipped classroom teaching quality evaluation system, quite a lot of flipped classroom practice still adopts the traditional classroom teaching evaluation method, establish flipped classroom teaching quality evaluation system has become a key factor in the development of flipped classroom. Based on the analysis of the construction process of CDIO education model evaluation system which has made great achievements in the world, this study puts forward the theoretical basis, basic principles and evaluation system construction roadmap of flipped classroom teaching quality evaluation system. (Li, 2015)

Li Zesheng (2004), In the PBL (Problem Based Learning) course, combined with the educational evaluation theory, the evaluation or assessment of students' performance is a difficult problem. Many medical schools that have adopted the PBL learning model usually apply traditional evaluation methods based on factual recall,

which often have a negative impact on students' learning style. The study focused on finding out which one works for PBL to fully utilize in our PBL curriculum. (Li, 2004)

Chen Yukun (1999) conducted an in-depth study on the classroom teaching evaluation of East China Normal University, and he put forward the standard and index system of classroom teaching evaluation. These standards include the clarity of teaching objectives, the appropriateness of teaching content, the diversity of teaching methods, the interactivity of teaching process, and the enthusiasm of teaching atmosphere. He also pays attention to the teacher-student interaction and student participation in classroom teaching, which is an important indicator to evaluate the teaching quality. (Chen, 1999)

Wang Bin (2010) conducted a systematic study on the teacher evaluation of Chang'an University according to the teaching evaluation theory, put forward the concept and framework of developmental teacher evaluation, and emphasized the dominant position and role of teachers in teaching evaluation. He believes that teacher evaluation should pay attention to teachers' professional development, teaching ability and teaching effect, so as to promote teachers' growth and improve their teaching quality. (Wang, 2010)

3. Performance Management Theory

Liu Xutao (2003) stressed that performance management is not a single tool, but a concept and system: "As a concept, performance management integrates various ideas and ideas in the new public management and government reengineering movement, and constructs its own institutional foundation and prerequisite. As a system, the performance management framework must effectively integrate various management resource systems from the perspective of strategic planning to form a comprehensive performance evaluation system with multiple values and multi-dimensional perspectives." (Liu, 2003)

Hu Shigen (2005) pointed out that performance management is "the experience and method of the public sector actively absorbing enterprise performance management, introducing new ideas and new methods such as market

competition mechanism, emphasizing customer orientation and improving the quality of public services". (Hu, 2005)

Cheng Zhuolei (2011) understood the theory of performance management and studied the method of the stakeholders and balancing the interests of stakeholders in universities, due to the lack of universities, as a public sector, in their development strategies and the difficult implementation of performance management. According to the theory of performance management and the broad and narrow definition of stakeholders, the idea of balancing the interests of key stakeholders in the organization is put forward, and the method of balancing the interests of key stakeholders is applied to the performance management of universities. (Cheng, 2011)

Hu Rui (2001) studied the performance management in colleges and universities, its research content mainly focuses on teachers' performance management, financial performance management, administrative performance management and basic theory research, etc., scientific research performance management, performance management methods, the construction of performance management system, personnel training performance management and foreign universities performance management research also involved. In the future research trend of performance management in Chinese universities, basic theoretical research will be paid more attention, strategic performance management will become a hot spot of research, and the research subjects will be more diversified and gradually form a stable group of authors to lead the research direction. (Hu, 2011)

Sun Lin (2008) on performance management as a set of system management process research, for Nanjing institute of physical education teaching goal and personal goals and how to achieve the goal, and the sports teaching process management, to improve the possibility of goal completion, make the sports teaching organization behavior and the realization of sports teaching goal. (Sun, 2008)

Ye Nan (2014) has studied the theory of performance evaluation and studied the management of university archives, which plays an important role in promoting the teaching, scientific research and social services in universities. However, due to the lack of a more scientific and reasonable archives management system, it also

makes many problems in the practice of archives management in colleges and universities. The performance management theory should be applied to the construction of archives management system in colleges and universities to stimulate the enthusiasm of archives management personnel, improve the quality and professional quality of archives personnel, and improve the level of archives management in colleges and universities. (Ye, 2014)

Yuan Qinghong (2015) deeply studied the theory of performance management and did research in Nankai University. The actual employee performance evaluation activities are influenced by various factors at individuals, groups, organizations and even social levels, and the employee performance management activities are closely embedded with the specific situation of the organization. At present, an important problem in the teaching of "performance management" course of management majors (especially human resource management majors) is the "lack of organizational situation" in the process of knowledge transmission, which greatly affects the construction of students' overall cognition of performance management knowledge. In the teaching of "Performance Management" of Nankai University, we will actively explore various teaching methods to create the organizational situation needed by the course, in order to provide reference for the teaching work of related majors. (Yuan, 2015)

In a word, to some extent, it breaks the limitation of only focusing on teaching and research quality as the main measure of university teachers' performance evaluation. Focus on the research and analysis of the core quality of university teachers, and discuss how to build a more comprehensive performance evaluation system of university teachers. This paper provides a new method for the scientific evaluation of college teachers, which has considerable practical significance.

Conceptual Framework

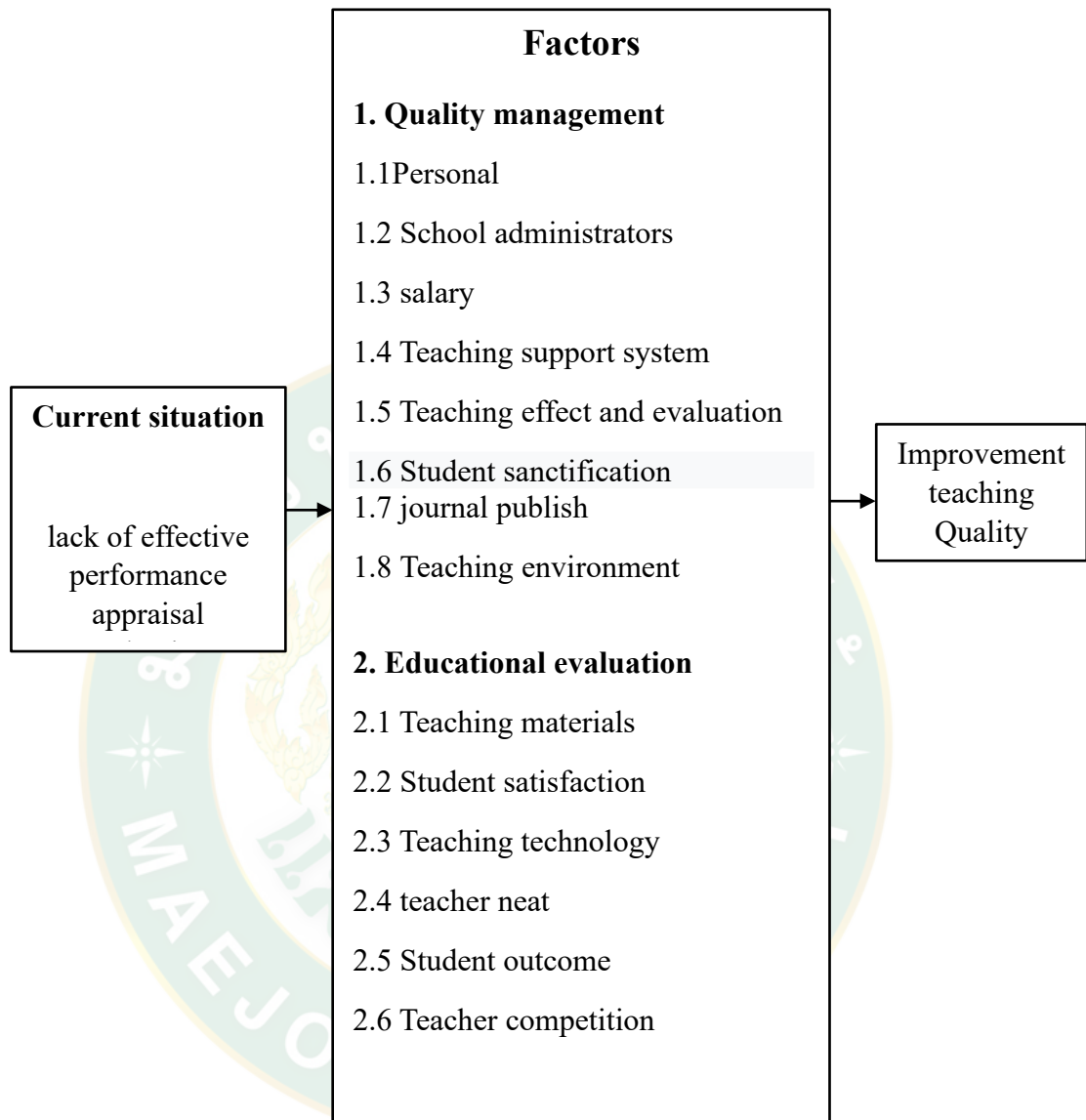


Figure 1 Conceptual Framework

CHAPTER 3

METHODOLOGY

Introduction

This chapter mainly describes and discusses the methods used to achieve the purpose of the research, and gives the reasons for choosing the specific method.

This study mainly studied the influencing factors of teacher performance, namely the teaching quality of teachers in Guizhou College and Commerce, and the main influencing factors of teacher performance.

Quantitative methods emphasize objective measurement and statistical, mathematical or numerical analysis of data collected through opinion polls, questionnaires, and surveys, or manipulation of existing statistics using computational techniques (SPSS). Quantitative research focuses on collecting digital data and extending it to populations, or explaining a specific phenomenon (Babbie, 2010)

Locale of the study

Guizhou is located in the southwest of China (Baidu Baike, 2024), on the Yunnan-Guizhou Plateau, between east longitude 103 36 '-109 35' and north latitude 24 37 '-29 13'. It is near Hunan in the east, Guangxi in the south, Yunnan in the west and Sichuan and Chongqing in the north. It is about 595 kilometers long from east to west and about 509 kilometers apart from north to south. The total area is 176,167 square kilometers, accounting for 1.8% of the country's total area.

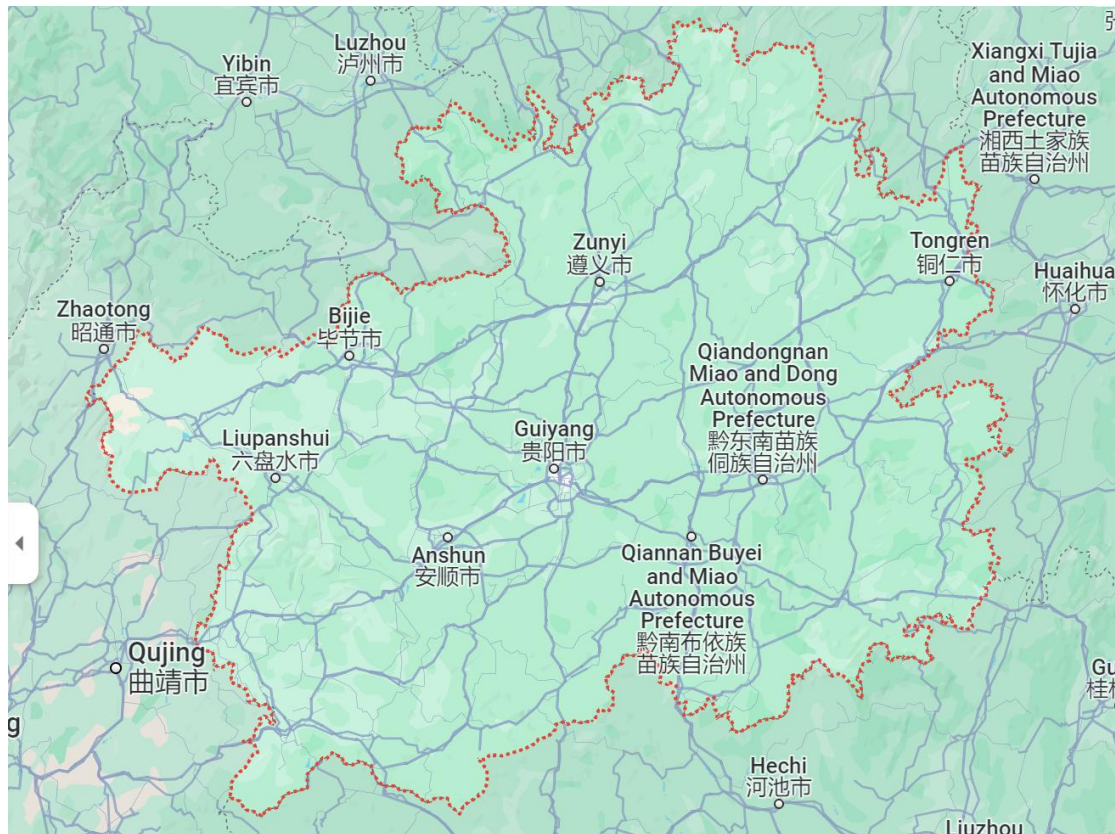


Figure 2 Map of Guizhou
(Google map, 2024)

Guiyang is one of the important central cities in southwest China, an important regional innovation center and an important ecological leisure vacation tourism city in China.[1] [39] is between 106 07 ' - 107 17' and north latitude 26 11 ' - 26 55', with a total area of 8,043 square kilometers.

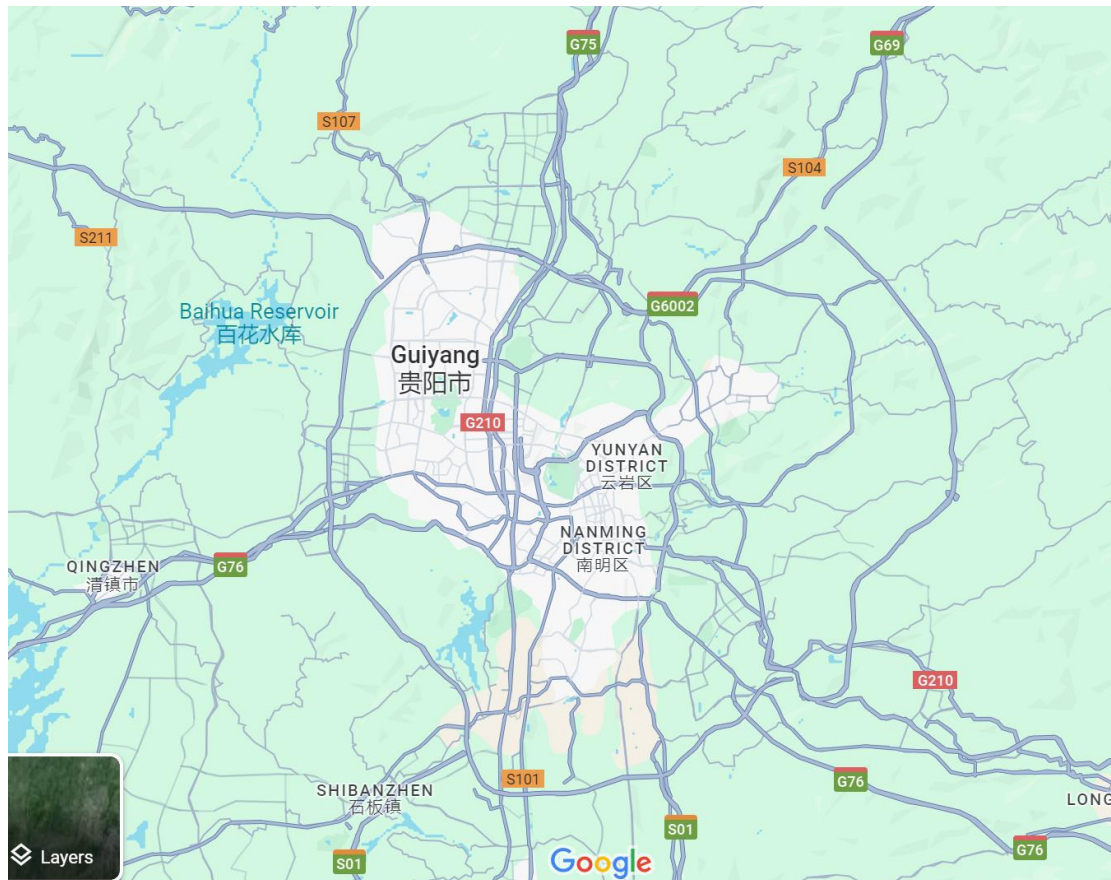


Figure 3 Map of Guyang
(Google map,2024)

Guizhou Vocational College of Industry and Commerce is located in the west of Guiyang city. It is a full-time regular higher vocational college established approved by the People's Government of Guizhou Province, registered by the Ministry of Education and incorporated into the national plan for unified enrollment. Guizhou Vocational College of Industry and Commerce was established in February 2012. The main form of education of the college is full-time specialized education, including higher vocational education, secondary vocational education, self-study examination aid, vocational training, etc. According to the data on the official website of the university in June 2024, the university covers an area of nearly 1400 mu, with 6 secondary colleges and 25 professional directions, with more than 1000 full-time and part-time teachers and more than 15,000 students.

Research Instruments

Considering that this study aims to find out the problems of teaching quality of teachers in Guizhou Vocational College, analyze the relationship between influencing factors and teacher performance, and establish an effective performance appraisal mechanism, quantitative research method will be adopted.

In this study, the questionnaire survey method was used to investigate the teachers and students of Guizhou Vocational College of Industry and Commerce. The data were derived from the teaching evaluation of Likert scale.



☐	very satisfied
☒	satisfied
☐	neutral
☐	dissatisfied
☐	very dissatisfied

Adapted from Likert Scale (Likert, 1932) the students in the school, and the teaching results were divided into 5 levels: very satisfied (5), satisfied (4), neutral (3), unsatisfactory (2) very unsatisfactory (1) Find out the teaching problems existing in the teaching quality of Guizhou Industry and Commerce Vocational College. This study was conducted from December 2023 to November 2024.

The questionnaire is composed of four parts. The first part is to fill in the basic information, including: gender, age, major, and grade.

The second part is mainly to understand the specific situation and phenomenon of the current teaching quality of teachers, including: teaching support system, teaching effect and evaluation, students' sanctity, periodical publishing, and teaching environment.

The third part is the main factors affecting the teaching quality, including: teaching materials, student satisfaction, teaching technology, teacher neat, students' performance, and teacher competition.

The fourth part is to improve the quality of teaching, including: student satisfaction, teaching technology, Teaching attendance, students' performance, teacher competition.

Source of data

This study will use a large amount of data, the main sources are: school teaching system data: using the data provided by the government website, statistics of previous research data. However, the main data is an information collected through questionnaire survey.

Data Collection

There are three grades in Guizhou Business Vocational College, and the questionnaire was distributed by random sample from December 2023 to February 2024. Through QQ, Wechat and other ways. Population and sample is a random distribution of the questionnaires in the study population. According to the calculation formula, the calculation formula takes a confidence level of 95% and a standard deviation of 5% (Yamane, 1967)

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

Where, n = sample size)

N= total population

e= standard, error=0.05

So, in this research, the sample size

$$n = \frac{1500}{1 + 1500 * 0.05^2} = 315$$

The total population comes from the school's official website. The sample size was calculated to be 315, but it was expected that 320 questionnaires would be distributed. The roster of teachers can be obtained from the school's academic affairs

office or personnel department, and the teachers with odd numbers can be selected to fill in the questionnaire, so as to ensure the randomness first. Reasonable sampling can effectively improve the reliability of the questionnaire data.

We will conduct a questionnaire test for a small number of groups in advance, and the test sample is:

$$n = \frac{320}{1+320*0.1^2} = 76 \text{ at 90\% of confidence}$$

Where, n = sample size)

N= total population

e= standard, error=0.1

Data Analysis

In this study, questionnaire and survey data description analysis, factor analysis and correlation analysis using SPSS statistical software and regression analysis. this study choose organization commitment as personal factors, choose human resources management activities and campus culture construction, as working factors and organizational factors, thus discusses personal factors, work factors, organizational factors and the relationship between teachers 'work performance, to improve teachers' overall performance, to adapt to the new education requirements.

1. Mean value: The sum of all observations divided by the number of observations to represent the approximate average level of the data.

2. Standard deviation: the dispersion of the mean value of a set of data. The larger the standard deviation means that the further most values are away from their mean; the smaller the standard deviation means that these values are closer to the average.

Validation of the research instrument

In the design of this questionnaire, a relatively mature questionnaire was used for its reference. However, the quality of the questionnaire directly affects the reliability and validity of the survey study conclusions. Therefore, it is still necessary to test the quality of the questionnaire before the statistical analysis of the data.

Before designing the questionnaire, the research objectives should be clearly defined and clear what kind of information or questions you want to answer through the questionnaire. Design targeted questions according to the research objectives, and use appropriate topic types (such as multiple choice questions, multiple choice questions, scale questions, open-ended questions, etc.) to ensure that the questions are clear, concise and avoid guiding. Select the samples reasonably to ensure that the samples are representative of the population to improve the external validity of the questionnaire. 3 experts were invited to review the questionnaire to check the validity of the questionnaire and to obtain professional feedback and advice. The formula and the scoring criteria are provided as follows:

1) Excellent (1 point)

In the evaluation process, experts can give 1 points if the questionnaire or item performs well in all aspects, far exceeding the general level and reaching the highest or above the industry standard.

2) Neutral (0 points)

If the questionnaire or item performs well in most aspects, reaching the industry general level or slightly above the general level, but there is still room for improvement in some aspects.

3) Nonconforming standard (-1 point)

If the questionnaire or item is obviously insufficient in multiple aspects and does not reach the general level of the industry, or there are serious problems affecting the accuracy and reliability of the evaluation results, a-1 point can be given calculate the comprehensive score using the following formula:

$$IOC = \frac{\sum S_i}{N}$$

Where IOC = Item Objective Congruence

$\sum S_i$ = Total Score of All Experts

N = Number of Experts

Validity test is to test the validity of the questionnaire. Simply put, it is to determine whether the designed items are reasonable and whether they can effectively reflect the research objectives of the researchers.

Table 1 Validity analysis

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.872
Bartlett's Test of Sphericity	Approx. Chi-Square	3156.885
	df	780
	Sig.	0

In the validity analysis of the pre-survey, we used the Kaiser-Meyer-Olkin (KMO) test and the Bartlett sphericity test. The KMO value of 0.872 indicates that the data are suitable for factor analysis. According to the evaluation criteria of the KMO value, 0.872 belongs to the 'excellent' range (KMO > 0.8), indicating that there is a strong correlation between the variables, and it is suitable for factor analysis. In addition, the Bartlett spherical degree test showed that the approximate chi-square value was 3156.885, the degree of freedom was 780, and the significance level (Sig.) was 0.000. This result further validates the construct validity of the data, indicating a significant correlation between the variables, suitable for factor analysis. In conclusion, the results of the reliability and validity analysis of the pre-survey showed that the questionnaire was of high quality and science in design and measurement, which laid a solid foundation for subsequent studies.

CHAPTER 4

INTRODUCTION

Using statistical variable questions and five scale questions, the study used a questionnaire survey to investigate the teachers and students of Guizhou Industrial and Commercial Vocational and Technical College. The focus of this chapter is on interpreting and reporting the results collected in response to the results of the research questions and data. This will answer all of the questions.

1. How is the current situation of teaching quality the quality of accounting department of Guizhou Industry and Commerce Vocational College?
2. What are the most important influencing factors in teaching performance?
3. How to improve the quality of teaching?

questionnaires are from different gender, ages and professional titles of Guizhou Vocational College of Industry and Commerce The staff.

Table 2 Gender

No.	gender	frequency	percentage (%)
1	male	161	51.11
2	female	154	48.89
amount to		315	100.00

According to the table 3, 51.11% are male and 48.89% are female.

Table 3 Age

No.	age	frequency	percentage (%)
1	25-30 years old	35	11.11
2	31-35 years old	93	29.52
3	36-40 years old	91	28.89
4	41-45 years old	71	22.54
5	46-50 years old	25	7.94

According to the table 3 collected data, the age distribution of the participants showed certain characteristics. Specifically, the proportion of participants aged 25 to 30 was 11.11%, and the participants aged 30 to 35 were the most concentrated, accounting for 29.52%, followed by 35 to 40 years, 28.89%, and 22.54% aged 40 to 45 years, while the proportion of 45 to 50 years was relatively small, only 7.94%.

Table 4 Major

No.	major	frequency	percentage (%)
1	Industrial and business management	90	28.57
2	Accounting	68	21.59
3	Financial management	88	27.94
4	Audit	69	21.90
amount to		315	100.00

Based on the data from table 5, the distribution of teachers in different specialties can be observed. Among them, teachers majoring in industry and business management accounted for 28.57%, accounting teachers, 27.94%, 88; and auditing teachers accounting for 21.90%, with 69 teachers.

Table 5 Teaching years

No.	Teaching years	frequency	percentage (%)
1	1-3 years	61	19.37
2	4-5 years	104	33.02
3	6-10 years	90	28.57
4	Above 10 years	60	19.05
amount to		315	100.00

According to the data from table 6 provided, the distribution of the participants teaching years was varied. Among them, 19.37% had 1-3 years of teaching experience, 33.02% had 3-5 years of teaching experience, 28.57% had 5-10 years of teaching experience, and 19.05% had more than 10 years of teaching experience.

Table 6 Marital status

No.	marital status	frequency	percentage (%)
1	married	134	42.54
2	unmarried	176	55.87
3	divorced	5	1.59
amount to		315	100.00

According to the collected data from table 7 , the distribution of marital status is as follows: 42.54% were married, 134 people, unmarried 55.87%, 176 people; divorced 1.59%, 5 people.

Table 7 Income (US dollar)

No.	income	frequency	percentage (%)
1	\$550-800	48	15.24
2	\$801-1110	124	39.37
3	\$1111-1400	101	32.06
4	\$1401-2100	32	10.16
5	Above\$2100	10	3.17
amount to		315	100.00

According to the data from table 8 provided, the income distribution of the participants is as follows: the \$550-800 range 15.24%, the \$801-1110 range the highest proportion at 39.37%, and the \$1110-1400 range 32.06%. In addition, 10.16% of the participants earned in the \$1,400-2,100 range, and only 3.17% of the participants earned more than \$2,100. Overall, the participants income was mainly concentrated in the upper median range of \$801-1400.

Table 8 Position

No.	position	frequency	percentage (%)
1	Full-time teacher	248	78.73
2	administration	67	21.27
amount to		315	100.00

According to the data from table 9 provided, it can be seen that 78.73% of the sample surveyed were full-time teachers, accounting for 248 samples, while the remaining 21.27% worked in management, for a total of 67 people.

Table 9 Professional ranks and titles

No.	professional ranks	frequency
1	Primary	104
2	intermediate	72
3	deputy senior	56
4	advanced	46
5	other (please indicate)	37
amount to		315

Based on the data from table 10 provided, the distribution of different professional title levels can be observed. Of them, "Primary" accounted for 33.02%, 104; "intermediate" 22.86%, 72; "deputy senior" 17.78%, 56; "advanced" 14.60%, 46; and "other (please indicate)" 11.75%, 37.

**Part 1: Current situation of teaching quality of accounting Department
of Guizhou Industry and Commerce Vocational College**

Table 10 Do you think the current teaching content is very suitable for your own development?

No.	Degree	frequency	percentage (%)
1	Very disagree	50	15.87
2	disagree	55	17.46
3	neutral	44	13.97
5	agree	82	26.03
6	Strongly agree	84	26.67
amount to		315	100.00

According to the data from table 11 provided, a survey on the current teaching quality of the Department of Industrial and Commercial Accounting in Guizhou shows that the opinions of the respondents are diversified. Among them, 15.87% strongly disagreed, 17.46% disagreed, 13.97% were neutral, while 26.03% agreed, and another 26.67% strongly agreed.

Table 11 Do you think the school administrators attach great importance to teaching?

No.	Degree	frequency	percentage (%)
1	Very disagree	32	10.16
2	disagree	76	24.13
3	neutral	72	22.86
4	agree	105	33.33
5	Strongly agree	30	9.52
amount to		315	100.00

According to table 12, the school administrators answers showed a certain distribution of views. Among them, 10.16% of the students strongly disagreed, 24.13% disagreed, 22.86% remained neutral, 33.33% agreed, and 9.52% strongly agreed.

Table 12 Do you think high-income teachers have good quality or bad teaching?

No.	Degree	frequency	percentage (%)
1	Very disagree	33	10.48
2	disagree	65	20.63
3	neutral	87	27.62
4	agree	92	29.21
5	Strongly agree	38	12.06
amount to		315	100.00

According to the data from table 13 provided, the survey results show a certain distribution of opinions on the question of "whether high-income teachers have good teaching quality " Specifically, 10.48% of respondents strongly disagreed, 20.63% disagreed, 27.62% were neutral, 29.21% agreed, and 12.06% strongly agreed.

Table 13 Do you think teachers can use the system(teaching plan) to teach very well?

No.	Degree	frequency	percentage (%)
1	Very disagree	23	7.30
2	disagree	86	27.30
3	neutral	67	21.27
4	agree	112	35.56
5	Strongly agree	27	8.57
amount to		315	100.00

According to the data from table 14 provided, the participants opinions presented a certain distribution of whether the teacher can use the system (teaching plan) well for teaching. Of these, 7.30% strongly disagreed, 27.30% disagreed, 21.27% were neutral, 35.56% agreed, and 8.57% strongly agreed.

Table 14 Do you think through learning you have gained significantly in knowledge, ability, skills and quality?

No.	Degree	frequency	percentage (%)
1	Very disagree	27	8.57
2	disagree	61	19.37
3	neutral	86	27.30
4	agree	111	35.24
5	Strongly agree	30	9.52
amount to		315	100.00

Based on the data from table 15, participants showed different attitudes to the question of whether you think they had achieved significant improvements in knowledge, ability, and skills through learning. Specifically, 8.57% of participants strongly disagreed, 19.37% disagreed, 27.30% were neutral, 35.24% agreed, and 9.52% strongly agreed.

Table 15 Do you think the current teaching environment (classroom clean, Classroom noise, classroom light) is very good?

No.	Degree	frequency	percentage (%)
1	Very disagree	29	9.21
2	disagree	69	21.90
3	neutral	84	26.67
4	agree	109	34.60
5	Strongly agree	24	7.62
amount to		315	100.00

According to the survey data from table 16, 9.21% of the respondents in the current teaching environment (including classroom cleanliness, noise and light) strongly disagreed, 21.90% disagreed, 26.67% were neutral, 34.60% agreed, and 7.62% strongly agreed.

Table 16 Do you think the intelligent teaching equipment (using technology) is very important to the teaching

No.	Degree	frequency	percentage (%)
1	Very disagree	30	9.52
2	disagree	67	21.27
3	neutral	91	28.89
4	agree	93	29.52
5	Strongly agree	34	10.79
amount to		315	100.00

According to the survey data from table 17, participants opinions on the importance of intelligent teaching equipment (utilizing technology) in education were collected. The results indicate that 29.52% of respondents agree with its significance, while 28.89% remain neutral. Additionally, 21.27% disagree, and 9.52% strongly disagree. Notably, 10.79% of participants strongly agree with its importance.

Table 17 Do you think the participant in classroom (teachers interact more often with their students) is very helpful to teaching?

No.	Degree	frequency	percentage (%)
1	Very disagree	30	9.52
2	disagree	69	21.90
3	neutral	89	28.25
4	agree	92	29.21
5	Strongly agree	35	11.11
amount to		315	100.00

Based on the data from table 18 presented, participants presented diverse attitudes towards the idea that "teachers interact with students more frequently in the classroom". Of these, 9.52% strongly disagreed, 21.90% disagreed, 28.25% were neutral, 29.21% agreed, and 11.11% strongly agreed.

Table 18 Do you think the abundance of after-class activities is very conducive to the quality of the class

No.	Degree	frequency	percentage (%)
	Very disagree	24	7.62
	disagree	72	22.86
	neutral	85	26.98
	agree	103	32.70
	Strongly agree	31	9.84
amount to		315	100.00

According to the data from table 19 provided, students present diverse attitudes about whether the richness of after-school activities is conducive to improving the quality of class. Among them, 7.62% of the students strongly disagreed, 22.86% disagreed, 26.98% were neutral, 32.70% agreed, and 9.84% strongly agreed.

Table 19 Do you think teachers provide adequate learning support (such as answering questions and tutoring) is very important for teaching?

No.	Degree	frequency	percentage (%)
1	Very disagree	32	10.16
2	disagree	71	22.54
3	neutral	83	26.35
4	agree	96	30.48
5	Strongly agree	33	10.48
amount to		315	100.00

Based on the data from table 20 presented, participants expressed the question of whether you think the teacher provided adequate learning support (such as q & A and coaching). Among them, 10.16% of the respondents strongly disagreed, 22.54% disagreed, 26.35% were neutral, 30.48% agreed, and 10.48% strongly agreed.

Table 20 Do you think the impact of classroom discipline on teaching quality is very important?

No.	Degree	frequency	percentage (%)
1	Very disagree	35	11.11
2	disagree	66	20.95
3	neutral	74	23.49
4	agree	98	31.11
5	Strongly agree	42	13.33
amount to		315	100.00

Based on the data from table 21 presented, participants were distributed differently about the importance of the impact of classroom discipline on the quality of teaching. Among them, 11.11% of participants strongly disagreed that classroom discipline had a great impact on teaching quality, 20.95% disagreed, 23.49% remained neutral, 31.11% agreed that classroom discipline had an important impact on teaching quality, while 13.33% strongly agreed with this view.

Therefore, in order to answer the first question, the current situation of Guizhou Vocational College of Industry and Commerce are more concerned is good due to the table 11, 52.07 % agree of the suitable current teaching. Also, Table 15, 44.76% believe that you have made significant progress in knowledge, ability, skills and quality through learning. From the data in Table 21, 44.44% believed that the influence of classroom discipline on teaching quality is important.

And because 44.13% in Table 14 believe that teachers can use this system (teaching plan) to teach well. Table 12 shows that 42.85% believe that the school administrators attach great importance to teaching. Table 19 concluded that 42.54%

believed that the abundant extracurricular activities are very beneficial to the quality of the curriculum.

However, Table 16 concludes that 42.22% believe that the current teaching environment (clean classroom, classroom noise, classroom lighting) is very good. In Table 13, 41.27% believe that the teaching quality of high-income teachers is good. Table 20 shows that 40.96% believe that teachers providing adequate learning support (eg, answering questions and tutoring) is very important for teaching. Table 18 shows that 40.32% believed that the participants in the class (where the teacher more often interacts with the students) were very helpful for teaching. Finally, Table 17 concluded that 30.31% believe that intelligent teaching equipment (using technology) is very important for teaching.

Part 2: The factors influencing the teaching quality of the accounting Department of Guizhou Industry and Commerce Vocational College

Table 21 Do you think the teacher's teaching process is very consistent with his own teaching materials (follow the curriculum)?

No.	Degree	frequency	percentage (%)
1	Very disagree	32	10.16
2	disagree	51	16.19
3	neutral	35	11.11
4	agree	96	30.48
5	Strongly agree	101	32.06
amount to		315	100.00

According to the survey data from table 22, 10.16% of respondents said "strongly disagreed", 16.19% "disagreed", 11.11% were "neutral", 30.48% "agree", and 32.06% "strongly agree".

Table 22 Do you think it is very important for teachers to prepare lessons carefully?

No.	Degree	frequency	percentage (%)
1	Very disagree	24	7.62
2	disagree	47	14.92
3	neutral	87	27.62
4	agree	124	39.37
5	Strongly agree	33	10.48
amount to		315	100.00

According to the survey results from table 23, 7.62% of the respondents strongly disagreed, 14.92% disagreed, 27.62% were neutral, 39.37% agreed, and 10.48% strongly agreed.

Table 23 Do you think strict teacher requirements must affect the quality of teachers?

No.	Degree	frequency	percentage (%)
1	Very disagree	20	6.35
2	disagree	61	19.37
3	neutral	85	26.98
4	agree	115	36.51
5	Strongly agree	34	10.79
amount to		315	100.00

Based on the data presented from table 24, Among them, 6.35% strongly disagreed with this view, 19.37% disagreed, 26.98% were neutral, 36.51% agreed, and 10.79% strongly agreed.

Table 24 Do you think the teacher's course introduction method is very novel?

No.	Degree	frequency	percentage (%)
1	Very disagree	20	6.35
2	disagree	49	15.56
3	neutral	90	28.57
4	agree	124	39.37
5	Strongly agree	32	10.16
amount to		315	100.00

According to the collected data from table 25, 6.35% of the students said they very much disagreed, 15.56% disagreed, while 28.57% were neutral. It is noteworthy that 39.37% of the students agreed, and 10.16% strongly agreed.

Table 25 Do you think the difficulty of teachers' online and offline examinations is very moderate?

No.	Degree	frequency	percentage (%)
1	Very disagree	22	6.98
2	disagree	61	19.37
3	neutral	87	27.62
4	agree	113	35.87
5	Strongly agree	32	10.16
amount to		315	100.00

According to the survey data from table26 shown,6.98% of the students strongly disagreed, 19.37% disagreed, 27.62% were neutral, and 35.87% agreed, while 10.16% strongly agreed.

Table 26 Do you think it is important for teachers to effectively awaken students' interest (Answer the questions positively in class, Be careful in class) in class affect the quality of teachers?

No.	Degree	frequency	percentage (%)
1	Very disagree	24	7.62
2	disagree	53	16.83
3	neutral	80	25.40
4	agree	124	39.37
5	Strongly agree	34	10.79
amount to		315	100.00

Based on the data presented from table 27, 39.37% of the students agreed as important, 25.40% remained neutral, 16.83% disagreed, while 7.62% strongly disagreed. Meanwhile, 10.79% of the students strongly agreed with this view.

Table 27 Do you think it is important for teachers to dress neatly in class to the quality of teachers?

No.	Degree	frequency	percentage (%)
1	Very disagree	22	6.98
2	disagree	63	20.00
3	neutral	79	25.08
4	agree	118	37.46
5	Strongly agree	33	10.48
amount to		315	100.00

According to the data from table 28 collected, 6.98% of the students strongly disagreed with this view, and 20.00% disagreed, while 25.08% were neutral. Conversely, 37.46% of the students agreed that teachers should dress neatly in class, and another 10.48% strongly agreed with this view.

Table 28 Do you think teachers should competition with another for teaching quality?

No.	Degree	frequency	percentage (%)
1	Very disagree	25	7.94
2	disagree	48	15.24
3	neutral	87	27.62
4	agree	121	38.41
5	Strongly agree	34	10.79
amount to		315	100.00

Based on the data presented from table 29, 38.41% of participants agreed (agree) that teachers should compete on quality of teaching; 27.62% of participants remained neutral (neutral); 15.24% and 7.94% disagreed (disagree) and strongly disagreed (very disagree); and 10.79% strongly agreed with (strongly agree) that teachers should compete for quality of teaching.

Table 29 Do you think it is important for schools to effectively cultivate students' values (on time for class, finish homework on time, study hard) in teaching and influence the quality of teachers?

No.	Degree	frequency	percentage (%)
1	Very disagree	20	6.35
2	disagree	57	18.10
3	neutral	95	30.16
4	agree	115	36.51
5	Strongly agree	28	8.89
amount to		315	100.00

Based on the data presented from table 30, 6.35% of the students strongly disagreed, 18.10% disagreed, 30.16% remained neutral and 36.51% agreed, while 8.89% strongly agreed.

Table 30 Do you think the course objectives (effective, be easy to understand) is very effective in teaching?

No.	Degree	frequency	percentage (%)
1	Very disagree	24	7.62
2	disagree	65	20.63
3	neutral	74	23.49
4	agree	118	37.46
5	Strongly agree	34	10.79
amount to		315	100.00

According to the data from table 31 provided, 7.62% of the students strongly disagreed with the effectiveness of the course objectives in teaching, 20.63% disagreed, 23.49% were neutral, while 37.46% agreed, and another 10.79% strongly agreed.

Table 31 Do you think the teaching resources (such as textbooks, reference books, online resources) provided by the school are strong enough to support your teaching work?

No.	Degree	frequency	percentage (%)
1	Very disagree	27	8.57
2	disagree	51	16.19
3	neutral	83	26.35
4	agree	122	38.73
5	Strongly agree	32	10.16
amount to		315	100.00

Based on the data from table 32 presented, 38.73% agreed, 26.35% remained neutral, 16.19% disagreed, while 8.57% strongly disagreed and another 10.16% strongly agreed.

Table 32 Do you think the teaching feedback mechanism provided by the school is very helpful to your teaching improvement?

No.	Degree	frequency	percentage (%)
1	Very disagree	22	6.98
2	disagree	62	19.68
3	neutral	77	24.44
4	agree	121	38.41
5	Strongly agree	33	10.48
amount to		315	100.00

Based on the data from table 33 presented, 6.98% of the students strongly disagreed that the mechanism was helpful, 19.68% disagreed, 24.44% were neutral, 38.41% agreed, and 10.48% strongly agreed.

Table 33 Do you think that the teaching evaluation method is very fair and can truly reflect the teaching effect?

No.	Degree	frequency	percentage (%)
1	Very disagree	26	8.25
2	disagree	49	15.56
3	neutral	79	25.08
4	agree	134	42.54
5	Strongly agree	27	8.57
amount to		315	100.00

Based on the data from table 34 presented, 8.25% of the people believe that they do not agree that the method is fair and truly reflects the teaching level, 15.56% do not agree, 25.08% are neutral, 42.54% agree that the method is fair and can truly reflect the teaching level, while 8.57% strongly agree.

Table 34 Do you think the results of the teaching evaluation have had a very positive impact on your teaching practice?

No.	Degree	frequency	percentage (%)
1	Very disagree	23	7.30
2	disagree	69	21.90
3	neutral	82	26.03
4	agree	112	35.56
5	Strongly agree	29	9.21
amount to		315	100.00

Based on the data from table 35 presented, that the assessment had a positive impact; 26.03% were neutral; 21.90% and 7.30% respectively disagreed and very dis agreed on the positive impact of the assessment; and 9.21% strongly agreed.

Table 35 Do you think the work pressure has a great impact on the quality of teaching?

No.	Degree	frequency	percentage (%)
1	Very disagree	22	6.98
2	disagree	58	18.41
3	neutral	82	26.03
4	agree	118	37.46
5	Strongly agree	35	11.11
amount to		315	100.00

Based on the data from table 36 presented, 6.98% of the respondents strongly disagreed, 18.41% disagreed, 26.03% were neutral, and 37.46% agreed, while 11.11% strongly agreed.

name	average	sd	level
12 Do you think the teacher's teaching process is very consistent with his own teaching materials (follow the curriculum)?	3.581	1.350	agree
13 Do you think it is very important for teachers to prepare lessons carefully?	3.302	1.086	neutral
14 Do you think strict teacher requirements must affect the quality of teachers?	3.260	1.086	neutral
15 Do you think the teacher's course introduction method is very novel?	3.314	1.056	neutral
16 Do you think the difficulty of teachers' online and offline examinations is very moderate?	3.229	1.091	neutral
17 Do you think it is important for teachers to effectively awaken students' interest (Answer the questions positively in class, Be careful in class) in class affect the quality of teachers?	3.289	1.104	neutral
18 Do you think it is important for teachers to dress neatly in class to the quality of teachers?	3.244	1.103	neutral
19 Do you think teachers should competition with another for teaching quality?	3.289	1.098	neutral
20 Do you think it is important for schools to effectively cultivate students' values (on time for class, finish homework on time, study hard) in teaching and influence the quality of teachers?	3.235	1.051	neutral
21 Do you think the course objectives (effective, be easy to understand) is very effective in teaching?	3.232	1.126	neutral
22 Do you think the teaching resources (such as textbooks, reference books, online resources) provided by the school are strong enough to support your teaching work?	3.257	1.112	neutral

name	average	sd	level
23 Do you think the teaching feedback mechanism provided by the school is very helpful to your teaching improvement?	3.257	1.103	neutral
24 Do you think that the teaching evaluation method is very fair and can truly reflect the teaching effect?	3.276	1.087	neutral
25 Do you think the results of the teaching evaluation have had a very positive impact on your teaching practice?	3.175	1.099	neutral
26 Do you think the work pressure has a great impact on the quality of teaching?	3.273	1.101	neutral
Overall average	3.281	1.110	neutral

To sum up, to answer the second question, the interviewees of Guizhou Vocational College of Industry and Commerce Since Table 22,62.54% believe that the teachers teaching process is very consistent with his own textbook (follow the curriculum), besides Table 34,51.11% think that the teaching evaluation method is fair and can truly reflect the teaching effect. Table 27 shows that 50.16% believe that teachers who effectively arouse students; interest (actively answer questions in class and be careful in class) will affect the quality of teachers. In Table 23,49.85% thought it was important for teachers to prepare the course carefully.

However, Table Table 25 concluded that 49.53% believed that the teacher's course introduction method was novel. Since Table Table 29,49.3% believed that teachers should compete with others to improve the quality of teaching. Table 32 concludes that 48.89% believe that the teaching resources (e. g., textbooks, reference books, online resources) are sufficient to support your teaching work. Table 33 shows that 48.89% believe that the teaching feedback mechanism provided by the school is very helpful to your teaching improvement. Table Table 36 concluded that 48.57% believed that work pressure has a great impact on the quality of teaching.

And Table 31 shows that 48.25% believe that the course objectives (effective and easy to understand) are very effective in teaching. Table 28 shows that 47.94%

believe that it is important for teachers to dress neatly in class and accord with the quality of teachers. Table 24 data concluded that 47.3% believe that strict teacher requirements will affect the quality of teachers. Table 26 shows that 46.03% think that the teacher offline examination is very difficult. Table 30 indicates that 45.4% believe that the school effectively cultivates students; values in teaching (attending classes on time, completing homework on time and studying hard) and affects the quality of teachers. Finally, Table Table 35 shows that 44.77% believe that the results of the teaching evaluation have a very positive effect on your teaching practice.

**Part 3: How to improve the teaching quality of the Accounting Department
of Guizhou Industry and Commerce Vocational College**

Table 36 Do you think it is very important for teachers to improve their education?

No.	Degree	frequency	percentage (%)
1	Very disagree	35	11.11
2	disagree	43	13.65
3	neutral	57	18.10
4	agree	89	28.25
5	Strongly agree	91	28.89
amount to		315	100.00

Based on the data from table 37 presented, 11.11% strongly disagreed, 13.65% disagreed, 18.10% were neutral, 28.25% agreed, and 28.89% strongly agreed.

Table 37 Do you think the teacher's full preparation before class has a great impact on the teaching quality?

No.	Degree	frequency	percentage (%)
1	Very disagree	21	6.67
2	disagree	73	23.17
3	neutral	78	24.76
4	agree	116	36.83
5	Strongly agree	27	8.57
amount to		315	100.00

According to the data from table 38 collected, 6.98% of respondents strongly disagreed, 20.95% disagreed, 25.40% remained neutral, 35.56% agreed, and 11.11% strongly agreed.

Table 38 Do you think scientific teaching (The teaching material is reasonable, standard) have a great impact on teaching quality?

No.	Degree	frequency	percentage (%)
1	Very disagree	22	6.98
2	disagree	66	20.95
3	neutral	80	25.40
4	agree	112	35.56
5	Strongly agree	35	11.11
amount to		315	100.00

According to the data from table 39 collected, 6.98% of respondents strongly disagreed, 20.95% disagreed, 25.40% remained neutral, 35.56% agreed, and 11.11% strongly agreed.

Table 39 Do you think setting up the teaching reward can make the course more exciting?

No.	Degree	frequency	percentage (%)
1	Very disagree	18	5.71
2	disagree	61	19.37
3	neutral	87	27.62
4	agree	116	36.83
5	Strongly agree	33	10.48
amount to		315	100.00

According to the collected data from table 40, 9.21% of respondents strongly disagreed, 20.95% disagreed, 23.81% were neutral and 35.24% agreed, while 10.79% strongly agreed.

Table 40 Do you think the teachers' work coordination ability has a great impact on the teaching?

No.	Degree	frequency	percentage (%)
1	Very disagree	29	9.21
2	disagree	66	20.95
3	neutral	75	23.81
4	agree	111	35.24
5	Strongly agree	34	10.79
amount to		315	100.00

According to the collected data from table 41, 9.21% of respondents strongly disagreed, 20.95% disagreed, 23.81% were neutral and 35.24% agreed, while 10.79% strongly agreed.

Table 41 Do you think the more papers published by teachers have a great impact on the quality of teachers?

No.	Degree	frequency	percentage (%)
1	Very disagree	24	7.62
2	disagree	55	17.46
3	neutral	94	29.84
4	agree	105	33.33
5	Strongly agree	37	11.75
amount to		315	100.00

Based on the data from table 42 presented ,7.62% of the participants strongly disagreed, 17.46% disagreed, 29.84% were neutral, and 33.33% agreed, while 11.75% strongly agreed.

Table 42 Do you think the attendance rate of teachers will seriously affect the quality of teaching?

No.	Degree	frequency	percentage (%)
1	Very disagree	13	4.13
2	disagree	73	23.17
3	neutral	85	26.98
4	agree	113	35.87
5	Strongly agree	31	9.84
amount to		315	100.00

Based on the data presented from table 43,4.13% of the respondents strongly disagreed, 23.17% disagreed, 26.98% were neutral and 35.87% agreed, while 9.84% strongly agreed.

Table 43 Does your good employment of students have a great impact on teachers' teaching?

No.	Degree	frequency	percentage (%)
1	Very disagree	22	6.98
2	disagree	51	16.19
3	neutral	98	31.11
4	agree	114	36.19
5	Strongly agree	30	9.52
amount to		315	100.00

Based on the data presented from table 44, 6.98% of respondents strongly disagreed, 16.19% disagreed, 31.11% were neutral, and 36.19% agreed, while 9.52% strongly agreed.

Table 44 Do you think is the longer your teaching year, the higher your teaching quality?

No.	Degree	frequency	percentage (%)
1	Very disagree	19	6.03
2	disagree	67	21.27
3	neutral	86	27.30
4	agree	107	33.97
5	Strongly agree	36	11.43
amount to		315	100.00

According to the collected data from table 45, 6.03% of the respondents strongly disagreed with "the longer the teaching years, the higher the teaching quality", 21.27% disagreed, 27.30% were neutral, 33.97% agreed, and 11.43% strongly agreed.

Table 45 Do you think the combination of teachers' skills and practice is important to teaching quality?

No.	Degree	frequency	percentage (%)
1	Very disagree	26	8.25
2	disagree	60	19.05
3	neutral	85	26.98
4	agree	110	34.92
5	Strongly agree	34	10.79
amount to		315	100.00

According to the data from table 46, 8.25% of the respondents strongly disagreed, 19.05% disagreed, 26.98% were neutral, and 34.92% agreed, while 10.79% strongly agreed.

Table 46 Do you think mobilizing the enthusiasm of the classroom has a great impact on improving the teaching quality?

No.	Degree	frequency	percentage (%)
1	Very disagree	19	6.03
2	disagree	68	21.59
3	neutral	83	26.35
4	agree	120	38.10
5	Strongly agree	25	7.94
amount to		315	100.00

Based on the data presented from table 47, 38.10% of the students agreed with this view, believing that the mobilization of classroom enthusiasm has a great impact on the improvement of the teaching effect. While 26.35% remained neutral, 21.59% disagreed, another 6.03% strongly disagreed, and 7.94% strongly agreed.

Table 47 Do you think that improving the quality of teaching can help you to make better progress, find a satisfactory job, and improve the teaching quality?

No.	Degree	frequency	percentage (%)
1	Very disagree	22	6.98
2	disagree	69	21.90
3	neutral	71	22.54
4	agree	119	37.78
5	Strongly agree	34	10.79
amount to		315	100.00

Based on the data from table 48 presented, 37.78% of the respondents agreed, and 10.79% strongly agreed. However, a number of respondents were neutral (22.54%) or disagreed (21.90%), while a minority (6.98%) strongly disagreed.

Table 48 Do you think communicating and sharing teaching experience with other teachers has a great impact on the teaching quality?

No.	Degree	frequency	percentage (%)
1	Very disagree	27	8.57
2	disagree	53	16.83
3	neutral	76	24.13
4	agree	128	40.63
5	Strongly agree	31	9.84
amount to		315	100.00

Based on the data from table 49 presented, 8.57% of the teachers strongly disagreed, 16.83% disagreed, 24.13% were neutral, while as high as 40.63% agreed, and another 9.84% strongly agreed.

Table 49 Do you think improving the quality of teaching will enhance students' interest in learning and give students better academic performance?

No.	Degree	frequency	percentage (%)
1	Very disagree	18	5.71
2	disagree	63	20.00
3	neutral	92	29.21
4	agree	110	34.92
5	Strongly agree	32	10.16
amount to		315	100.00

According to the collected data from table 50, The results showed that 34.92% of the students agreed, 29.21% remained neutral, 20.00% disagreed, 5.71% strongly disagreed, and 10.16% strongly agreed.

In the fourth part of the survey on "How to Improve the Teaching Quality of the Accounting Department of Guizhou University of Industry and Commerce", the participants' expressions of different views were diversified.

Finally, to answer the third question, how to improve the teaching quality. More than half of the respondents in Guizhou Vocational College believe from Table 37, 57.14% believe that it is very important for teachers to improve their education level. Table Table 49 also shows that 50.47% believed that communicating and sharing teaching experience with other teachers had a great impact on teaching quality. Table 48 shows that 48.57% believe that improving the quality of teaching can help you to make better progress, find a satisfactory job and improve the quality of teaching. Table Table 40 data shows that 47.31% believed that setting up teaching awards could make the course more exciting. Table 39 shows that 46.67% believe that science teaching (reasonable teaching materials and standard materials) has a great influence on the teaching quality.

In addition, 46.04% in Table Table 47 also believe that mobilizing the enthusiasm in the classroom has a great impact on improving the quality of teaching. Table Table 41 data shows that 46.03% believed that teachers' work coordination

ability had a great impact on teaching. Table Table 46 shows that 45.71% believe that the good employment of students has a great impact on the teaching of teachers. Table 43 shows that 45.71% believed that the attendance rate of teachers would seriously affect the quality of teaching.

And from Table 44, 45.71% believe that good employment of teaching students has a great impact on teacher teaching. Table Table 38 data shows that 45.4% believed that the adequate preparation of teachers before class had a great impact on the quality of teaching. At the same time, Table 45 shows that 45.4% believe that the longer your teaching time, the higher the quality of your teaching. Table Table 42 concluded that 45.08% believe that the more papers published by teachers, the greater the impact on the quality of teachers. In Table 50, 45.08% believe that improving teaching quality will increase students' interest in learning and give students better academic performance.

name	average	sd	level
27 Do you think it is very important for teachers to improve their education?	3.502	1.332	agree
28 Do you think the teacher's full preparation before class has a great impact on the teaching quality?	3.175	1.088	neutral
29 Do you think scientific teaching (The teaching material is reasonable, standard) have a great impact on teaching quality?	3.229	1.114	neutral
30 Do you think setting up the teaching reward can make the course more exciting?	3.270	1.068	neutral
31 Do you think the teachers' work coordination ability has a great impact on the teaching?	3.175	1.156	neutral
32 Do you think the more papers published by teachers have a great impact on the quality of teachers?	3.241	1.108	neutral
33 Do you think the attendance rate of teachers will seriously affect the quality of teaching?	3.241	1.046	neutral

name	average	sd	level
34 Does your good employment of students have a great impact on teachers' teaching?	3.251	1.061	neutral
35 Do you think is the longer your teaching year, the higher your teaching quality?	3.235	1.095	neutral
36 Do you think the combination of teachers' skills and practice is important to teaching quality?	3.210	1.123	neutral
37 Do you think mobilizing the enthusiasm of the classroom has a great impact on improving the teaching quality?	3.203	1.057	neutral
38 Do you think that improving the quality of teaching can help you to make better progress, find a satisfactory job, and improve the teaching quality?	3.235	1.121	neutral
39 Do you think communicating and sharing teaching experience with other teachers has a great impact on the teaching quality?	3.263	1.116	neutral
40 Do you think improving the quality of teaching will enhance students' interest in learning and give students better academic performance?	3.238	1.063	neutral
Overall average	3.248	1.111	neutral

This section focuses on a survey related to improving the teaching quality of the Accounting Department at Guizhou College of Industry and Commerce, covering 14 aspects, including the importance of teachers improving their academic qualifications, the impact of full preparation before class on teaching quality, the role of scientific teaching, and the impact of establishing teaching awards on courses.

The average values for each item range from 3.175 to 3.502, with standard deviations between 1.046 and 1.332. The overall average is 3.248, with a standard deviation of 1.111. Among them, only the "importance of teachers improving their academic qualifications" is rated as "agree," while the rest of the items and the overall

level are rated as "neutral." This means that for most ways to improve teaching quality, students have a relatively balanced attitude without a clear bias, and only recognize the importance of teachers improving their academic qualifications for improving teaching quality.

Conclusion

This study mainly focuses on the factors affecting the performance of Guizhou Industrial and Commerce Vocational College. From the first question, most agreed to the appropriate current teaching. Through learning have made significant progress in your knowledge, ability, skills, and quality.

From the second question, the most factor is teacher's teaching process is very consistent with his own textbook (follow the curriculum). The teaching evaluation method is very fair and can truly reflect the teaching effect. Teachers effectively arouse students' interest (actively answer questions in class and be careful in class) to affect the quality of teachers.

In order to improve the quality of teaching in the future and let students and teachers have a better sense of class experience, the teaching quality should be improve their education level. Communicate and share teaching experience with other teachers on teaching quality. At the same time, it can help you to make better progress, find a satisfactory job, and improve the quality of teaching.

Finally, teachers should focus on the problem of improving the teaching quality, so that students can gain more in the learning process, and also improve the employment rate and competitiveness of students.

CHAPTER 5

CONCLUSION, DISCUSSION, AND SUGGESTION

At present, the evaluation method of university teachers is generally through the simple treatment of teaching and scientific research work, and finally through the evaluation conclusion through the score level. However, this single evaluation model basically belongs to post-evaluation and summary, lack of foresight, which will make many teachers unable to define their goals and make it difficult to find their own development and hard work. The labor achievement of college teachers has the characteristics of long time and lag.

With the continuous development of private universities in China, Guizhou Vocational Industry and Commerce College is selected as the research subject. According to the school's official website in June 2024, there are more than 1,000 full-time and part-time teachers and more than 15,000 students. Therefore, private universities often face special challenges in terms of educational quality and operational efficiency.

In order to ensure the sustainable development of private colleges and universities, the performance assessment is introduced as an important management mode of private colleges and universities into the daily operation and management mode of private colleges and universities, and the development of schools is improved by improving the teaching quality.

The three theories of quality management theory, education evaluation theory and performance management theory are adopted to develop the questionnaire, analyzing the current situation of the teaching quality of Guizhou Vocational College of Industry and Commerce and how to improve the teaching quality of the school.

Conclusion

A total of 315 teachers responded this time. Through the analysis of survey data, it is found that 52.07% of respondents think that the current teaching content is very suitable for your own development, and 47.93% of respondents think that improvement is needed, which indicates that the current situation still needs to be improved. The teaching quality of Guizhou Business Vocational College has always been the most related issue.

Also, this study investigated the performance factors of accounting teachers of Guizhou Vocational College and analyzed the data. Teachers should focus on the problem of improving the teaching quality, so that students can gain more in the learning process, and also improve the employment rate and competitiveness of students.

Investigate the factors affecting the teaching quality of the accounting department of Industry and Commerce in Guizhou Province, and the factors affecting the teaching quality are mainly divided into several aspects:

1. 62.54% believe that the teacher's teaching process is very consistent with his own teaching materials (following the curriculum), and he is too dependent on the teaching materials to expand the knowledge teaching of the teaching materials.
2. In addition, 51.11% believed that the teaching evaluation method is very fair and can truly reflect the teaching effect.
3. 50.16% of the respondents believed that teachers effectively aroused students' interest (actively answering questions in class and being careful in class) affected the quality of teaching.

In order to improve the teaching quality of the Accounting Department of Guizhou Industry and Commerce Vocational College, it is conducive to improving the overall quality of students and their sense of gain in learning. We can mainly start from the following aspects:

1. 57.14% of the respondents believed that it is very important for teachers to improve their education level, and that it is crucial to improve their teaching and education level.

2. 50.47% believed that the communication and sharing of teaching experience with other teachers had a great impact on the teaching quality, and the teaching quality should be improved through long-term communication and mutual learning.

3. 48.57% believe that improving the quality of teaching can help you make better progress and find a satisfactory job.

To sum up, the teachers of the School of Digital Economy of Guizhou Vocational College of Industry and Commerce should realize the problem of insufficient teaching quality, and improve the problems of scripted subjects and low teaching evaluation of students. We need to improve the level of teaching and the importance of communication between teachers.

By improving the quality of teaching, it can help students improve their learning ability and social competitiveness, and learn in school.

Discussion

To solve the teaching quality problem of Guizhou Industry and Commerce Vocational College through education evaluation theory and performance management theory. In order to ensure the sustainable development of private colleges and universities, the performance appraisal is introduced as the daily management mode of private colleges and universities into an important management mode for the daily operation of private colleges and universities.

Therefore, through the use of education evaluation theory and performance management theory, through exchanging and sharing teaching experience with other teachers, setting up teaching rewards and scientific teaching (reasonable teaching materials, standard), and finally promote the overall improvement of education

quality, so as to meet the teaching improvement needs of teachers in the whole school and help students learn better.

Yao Dan (2006) studied on the key problems faced by Chinese enterprises in the overall quality management, including the lack of staff attention, insufficient theoretical learning, the lack of targeted quality management policies, poor education and training effect, and improper incentive measures. The improvement measures she proposed include improving quality awareness, establishing a customer-centered quality policy, reducing vertical changes in the organization, strengthening quality education and training, establishing a 'people-oriented' training mechanism, and establishing an effective quality incentive mechanism for regular evaluation of employee satisfaction. (Yao, 2006)

This study confirms this point. Through the investigation of the current situation of teaching quality in Guizhou Vocational College, 52% of the respondents believe that the importance of improving teaching quality, which fully confirms Yao Dan's view that the current problems of teaching quality need to be solved.

Xie Xiaoshan, Zhu Zulin (2022) through the questionnaire survey and interview, analyzes the factors affecting the quality of mixed teaching in colleges and universities, puts forward the improvement measures of three aspects: combining the teachers and students demand, optimize the structure of mixed teaching, and grasp the needs of teaching support system, establish teaching guidance, monitoring and evaluation system, aims to improve the quality of online and offline mixed teaching. (Xie and Zhu, 2022)

The study concluded that 40.32% believed that the participants in the class (where teachers interact more often with students) were very helpful for teaching. Mobilize enthusiasm in the classroom has a great impact on improving the quality of teaching.

Jia Junhong (2012) made a statistical analysis of the formative evaluation research in Chinese academic journal database, and pointed out the upward trend of formative evaluation research, but there are few empirical studies and the evaluation method is single. She suggested more focus on empirical research and broadening

evaluation methods, with special emphasis on research differences between universities and other educational levels. (Jia, 2012)

According to the research, 48.89% believe that the teaching feedback mechanism provided by the school is very helpful to your teaching improvement. The student feedback mechanism is very important for improving the quality of teaching. Through students' evaluation, the advantages and disadvantages of teaching can be analyzed, and what areas need to be maintained and improved.

Li Zesheng (2004) analyzed the evaluation problems in PBL (Problem based Learning) course, and found that the traditional evaluation method based on factual recall had a negative impact on students' learning methods, and suggested that the evaluation methods suitable for PBL model should be explored to better support students' deep learning. (Li, 2004)

Through research, we need to find out the existing problems and understand the problems in the learning process of students, so as to better solve the current teaching quality problems.

Chen Yukun (1999) put forward the standard and index system of classroom teaching evaluation, emphasizing the clarity of teaching objectives, the suitability of teaching content, the diversity of teaching methods, the interactivity of teaching process and the enthusiasm of classroom atmosphere, especially the interaction between teachers and students and students' participation as important standards to measure the teaching quality. (Chen, 1999)

Through the survey, 46.04% believe that mobilizing the enthusiasm in the classroom has a great impact on improving the quality of teaching. 46.03% believed that the teachers' ability to coordinate their work had a great influence on the teaching. It is crucial to improve students' enthusiasm for teaching. Classroom participation should be strengthened, and students like learning, so as to better improve the quality of teaching.

Overall, through this study, the optimization of quality management, educational evaluation system, and teaching methods are emphasized. Whether in the field of enterprise management or education, the key to improving quality lies in

clarifying goals, strengthening communication, optimizing structure and innovating evaluation mechanism.

Recommendations

1. Recommendation for Further Study

This study only analyzes the School of Digital Economy Management of Guizhou Vocational College of Industry and Commerce. It should to extent in all higher vocational colleges. Also, it should emphasize on another professional fields to improve teaching quality in university.

Moreover, for future research should strengthen the discussion of the long-term effects and sustainability of the implementation of teaching management strategies, and analyze the continuous impact of these strategies on teaching quality in different cycles, as well as the possible challenges and space for improvement.

Finally, it should followed-up and evaluated to clarify the result of the improvement suggestion base on this research.

2. Suggestions for the organization

It is suggested that research organizations can strengthen the interactive platform between teachers, hold regular teaching seminars, exchange meetings or online forums, and encourage teachers to share their teaching experiences, teaching methods and classroom management skills.

Finally, the professional development training for teachers can be strengthened, regular teaching level evaluation can be carried out, and targeted support and training can be provided according to the evaluation results. Through the incentive mechanism, mobilize the enthusiasm of teachers, so as to improve the overall teaching quality.

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APPENDIXS

**The performance factors effective to teacher questionnaire to teacher majoring
in accounting at the School of Digital Economy, Guizhou Vocational College
of Industry and Commerce**

Dear accounting teachers in Accounting in Guizhou Vocational College of Industry and Commerce:

Hello! In order to further understand the teaching situation of our school, improve the teaching level of teachers, and further improve the quality of classroom teaching and learning, this questionnaire is hereby issued. Thank you for your cooperation! Each question was scored using the Richter scale (1-very disagree, 2-disagree, 3-neutral, 4-agree, 5-strongly agree)

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

Part 1. Basic information (please mark √) after meeting your situation bar

1. Your gender: ☐ male ☐ female
2. Your age: ☐ 25-30 years old ☐ 30-35 years old
☐ 35-40 years old ☐ 40-45 years old
☐ 45-50 years old
3. Your major: ☐ Industrial and business management
☐ Accounting
☐ Financial management
☐ Audit
4. Your teaching years: ☐ 1-3 years ☐ 3-5 years ☐ 5-10 years ☐ 10 years or above
5. Your marital status: ☐ married ☐ unmarried ☐ divorced
6. Your income : ☐\$550-800, ☐\$801-1110
☐\$1110-1400 ☐\$1400-2100, ☐ Above\$2100
7. Your position : ☐Full-time teacher ☐ administration
8. professional ranks and titles : ☐Primary ☐intermediate ☐deputy senior
☐advanced ☐ other (please indicate)

**Part 2: Current situation of teaching quality of accounting Department of
Guizhou Industry and Commerce Vocational College**

No.	Items	Degree of Opinion				
		1	2	3	4	5
1	Do you think the current teaching content is very suitable for your own development?					
2	Do you think the school administrators attach great importance to teaching?					
3	Do you think high-income teachers have good quality or bad teaching?					
4	Do you think teachers can use the system (teaching plan) to teach very well?					
5	Do you think through learning you have gained significantly in knowledge, ability, skills and quality?					
6	Do you think the current teaching environment (classroom clean, classroom noise, classroom light) is very good?					
7	Do you think the intelligent teaching equipment (using technology) is very important to the teaching?					
8	Do you think the participant in classroom (teachers interact more often with their students) is very helpful to teaching?					
9	Do you think the abundance of after-class activities is very conducive to the quality of the class?					
10	Do you think teachers provide adequate learning support (such as answering questions and tutoring) is very important for teaching?					
11	Do you think the impact of classroom discipline on teaching quality is very important?					

Part 3: The factors influencing the teaching quality of the accounting

Department of Guizhou Industry and Commerce Vocational College

No.	Items	Degree of Opinion				
		1	2	3	4	5
12	Do you think the teacher's teaching process is very consistent with his own teaching materials (follow the curriculum)?					
13	Do you think it is very important for teachers to prepare lessons carefully?					
14	Do you think strict teacher requirements must affect the quality of teachers?					
15	Do you think the teacher's course introduction method is very novel?					
16	Do you think the difficulty of teachers' online and offline examinations is very moderate?					
17	Do you think it is important for teachers to effectively awaken students' interest (Answer the questions positively in class, Be careful in class) in class affect the quality of teachers?					
18	Do you think it is important for teachers to dress neatly in class to the quality of teachers?					
19	Do you think teachers should competition with another for teaching quality?					
20	Do you think it is important for schools to effectively cultivate students' values (on time for class, finish homework on time, study hard) in teaching and influence the quality of teachers?					
21	Do you think the course objectives (effective, be easy to understand) is very effective in teaching?					
22	Do you think the teaching resources (such as textbooks, reference books, online resources) provided by the school are strong enough to support your teaching work?					

No.	Items	Degree of Opinion				
		1	2	3	4	5
23	Do you think the teaching feedback mechanism provided by the school is very helpful to your teaching improvement?					
24	Do you think that the teaching evaluation method is very fair and can truly reflect the teaching effect?					
25	Do you think the results of the teaching evaluation have had a very positive impact on your teaching practice?					
26	Do you think the work pressure has a great impact on the quality of teaching?					

Part 4: How to improve the teaching quality of the Accounting Department of Guizhou Industry and Commerce Vocational College

No.	Items	Degree of Opinion				
		1	2	3	4	5
27	Do you think it is very important for teachers to improve their education?					
28	Do you think the teacher's full preparation before class has a great impact on the teaching quality?					
29	Do you think scientific teaching (The teaching material is reasonable, standard) have a great impact on teaching quality?					
30	Do you think setting up the teaching reward can make the course more exciting?					
31	Do you think the teachers' work coordination ability has a great impact on the teaching?					
32	Do you think the more papers published by teachers have a great impact on the quality of teachers?					
33	Do you think the attendance rate of teachers will seriously affect the quality of teaching?					
34	Does your good employment of students have a great impact on teachers' teaching?					

No.	Items	Degree of Opinion				
		1	2	3	4	5
35	Do you think is the longer your teaching year, the higher your teaching quality?					
36	Do you think the combination of teachers' skills and practice is important to teaching quality?					
37	Do you think mobilizing the enthusiasm of the classroom has a great impact on improving the teaching quality?					
38	Do you think that improving the quality of teaching can help you to make better progress, find a satisfactory job, and improve the teaching quality?					
39	Do you think communicating and sharing teaching experience with other teachers has a great impact on the teaching quality?					
40	Do you think improving the quality of teaching will enhance students' interest in learning and give students better academic performance?					

Part 5: Free quiz

41. Please talk about your views on improving the quality of teaching based on your own experience. You can share the following aspects:

① What are the methods to be improved in the teaching quality?

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② What do you think are the main problems or challenges in current teaching?

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③ What suggestions do you have to improve the teaching quality or improve the teaching environment?

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

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CURRICULUM VITAE

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