THE STRATEGY FOR IMPROVING EDUCATION QUALITY OF UNIVERSITIES IN GUANGXI

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Thesis Title Development of Solution-Focused Brief Therapy and Experiential Teaching Instructional Model to Improve Mental Health Literacy of Undergraduate Students

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ABSTRACT

The research in the strategy for improving education quality of universities in Guangxi. The objectives of this research were 1) to study the current situation of education quality of universities in Guangxi, 2) to develop strategies for improving education quality of universities in Guangxi, 3) to evaluate the adaptability and feasibility of the strategies for improving education quality of universities in Guangxi were including 6 following aspects: 1) leadership, 2) strategy, 3) stakeholders focus, 4) measurement and evaluation, 5) employee management, 6) process management. The sample group were according to the Krejcie and Morgan sampling table (1970), the sample group of this research was 375 administrators and teachers from 11 universities in Guangxi. The interview group was the 11 administrators and teachers at universities in Guangxi. The evaluation expert of this research was 11 exports from 11 universities. The qualification of expert was: 1) More than 15 years of working experience in universities, 2) senior leaders, 3) administrators and teachers with senior titles. The research instruments were document analysis, questionnaire, structured interview, and evaluation form. The statistic to analyze the data were percentage, average value, and standard deviation.

The current situation of education quality in six aspects was at medium level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was measurement and evaluation, followed by stakeholders focus, and employee management was the lowest level. The strategy for improving education quality of universities divided into six aspects, contain 35 measures. There are 5 measures for enhancing leadership, 7 measures for developing strategy, 6 measures for improving stakeholders focus, 5 measures for enhancing measurement and evaluation, 5 measures for developing employee

management, and 7 measures improving process management. The adaptability and feasibility of the strategy for improving education quality in six aspects were at highest level.

Keywords: Strategy for improving, Education quality, Universities in Guangxi

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บทคัดย่อ

การวิจัยเรื่องกลยุทธ์การพัฒนาคุณภาพการศึกษาของมหาวิทยาลัยในมณฑลกวางสี มีวัตถุประสงค์ **1)** เพื่อศึกษาสภาพปัจจุบันของคุณภาพการศึกษาของมหาวิทยาลัยในมณฑลกวางสี 2**)** เพื่อพัฒนากลยุทธ์การพัฒนาคุณภาพการศึกษาของมหาวิทยาลัยในมณฑลกวางสี และ 3) เพื่อประเมินความเหมาะสมและความเป็นไปได้ของกลยุทธ์การพัฒนาคุณภาพการศึกษาของมหาวิทยาลัยในมณฑลกวางสี ประกอบด้วย 6 ด้าน ได้แก่ 1) ด้านภาวะผู้นำ 2) ด้านกลยุทธ์ 3) ด้านการมุ่งเน้นผู้มีส่วนได้ส่วนเสีย 4) ด้านการวัดและประเมินผล 5) ด้านการจัดการบุคลากร และ 6) ด้านการจัดการกระบวนการ กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้กำหนดตามตารางสำเร็จรูปของเครจซี่และมอร์แกน ได้แก่ ผู้บริหารและอาจารย์ จากมหาวิทยาลัย 11 แห่ง จำนวน 375 คน กลุ่มผู้ให้ข้อมูลสัมภาษณ์ ได้แก่ ผู้บริหารและอาจารย์ จำนวน 11 คน กลุ่มผู้ประเมินความเหมาะสมและความเป็นไปได้ ได้แก่ ผู้เชี่ยวชาญ จำนวน 11 คน โดยคุณสมบัติของกลุ่มผู้ประเมิน ดังนี้ 1) มีประสบการณ์ทำงานในมหาวิทยาลัยอย่างน้อย 5 ปีขึ้นไป 2) เป็นหัวหน้าหน่วยงานระดับอาวุโส และ 3) เป็นผู้บริหารและอาจารย์ระดับอาวุโส เครื่องมือที่ใช้ในการวิจัย ได้แก่ การวิเคราะห์เนื้อหา แบบสอบถาม แบบสัมภาษณ์แบบมีโครงสร้าง และแบบประเมิน สถิติที่ใช้ในการวิจัย ได้แก่ ค่าร้อยละ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน

ผลการวิจัยพบว่า สภาพปัจจุบันของคุณภาพการศึกษา โดยภาพรวมอยู่ในระดับกลาง เมื่อพิจารณาเป็นรายด้าน พบว่า ด้านการวัดและประเมินผลมีค่าเฉลี่ยสูงสุด รองลงมาคือ ด้านการมุ่งเน้นผู้มีส่วนได้ส่วนเสีย ส่วนด้านการจัดการบุคลากร มีค่าเฉลี่ยต่ำสุด กลยุทธ์การพัฒนาคุณภาพการศึกษาประกอบด้วย 5 ด้าน รวมทั้งสิ้น 35 มาตรการ ได้แก่ การเสริมสร้างภาวะผู้นำ จำนวน 5 มาตรการ การพัฒนากลยุทธ์ จำนวน 7 มาตรการ การพัฒนาการมุ่งเน้นผู้มีส่วนได้ส่วนเสีย จำนวน 6 มาตรการ การเสริมสร้างการวัดและประเมินผล จำนวน 5 มาตรการ การพัฒนาการจัดการบุคลากร จำนวน 5 มาตรการ และการพัฒนาการจัดการกระบวนการ จำนวน 7 มาตรการ ผลการประเมินความเหมาะสมและความเป็นไปได้ของกลยุทธ์การพัฒนาคุณภาพการศึกษา อยู่ในระดับสูงสุด

คำสำคัญ: กลยุทธ์การพัฒนา คุณภาพการศึกษา มหาวิทยาลัยในมณฑลกวางสี

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Chapter 1
Introduction

Rationale

Higher education quality management is an unavoidable topic in the construction and development of universities. However, in most of the historical period of the development of higher education, because the university itself is regarded as a sign of "quality", the quality management of higher education is regarded as the internal quality of higher education, which coincides with the transformation of higher education from elite to development stage. Conceptual and public quality management models are unsustainable because they cannot meet the needs of society and human development. Through years of exploration to the present, a series of achievements have been made in the theoretical research and practical exploration of quality management of higher education in the peak period, which has greatly promoted the scientific quality management of higher education.

Since the 1960s, while the scale of higher education in the world has expanded rapidly, the quality of higher education has become increasingly prominent. In the 1990s, the quality of higher education became the focus of people's attention. The original "ivory tower" gradually became a "public building", and a series of quality problems began to emerge. Universities have been widely questioned, and quality issues have become the "top priority" in various tasks of higher education, and have become a hot spot of concern for universities, the government, and society. "If the key word in the 1980s was efficiency, then the touchstone in the 1990s was quality. The increasingly prominent quality of higher education has also aroused the attention of countries around the world to higher education. The famous report of "In Must Do" (1983) raised the issue of education quality to a level that is closely related to the country's future and destiny. In 1984, the "U.S. High Quality Higher Education Research Group" was established to put forward the fundamentals of American higher education. The problem is the quality of education, and universities should go all out to improve the quality of education.

In the same year, France passed the "Higher Education Law" to emphasize that the core of modernization of higher education is to improve the quality of education. In addition, international organizations also strongly called on universities to improve teaching and curriculum. The quality of education should respond to changes in the quality of education. In 1988, UNESCO held the first World Conference on Higher Education in Paris. The meeting pointed out: "Quality has become a part of people's special attention in higher education, and it is necessary to consider diversity and avoid using one A unified scale to measure the quality of higher education". The 47th United Nations Conference on Education in 2004 adopted "Basic Needs to Improve the Quality of Education for All Youth". The theme of the World Education for All Monitoring Report (2005) is: "Education must be improved Quality", and pointed out: "Quality is the core of education". Obviously, the quality of higher education has been highly valued by countries all over the world.

In China, the development of higher education is inseparable from the reform and innovation of the university's internal management system. In the symposium on the reform of the university's internal management system (2009.7) held by the University Advisory Committee directly under the Ministry of Education, "the optimization of the university's internal management structure and Management system innovation" as an important topic. The "National Medium and Long-Term Educational Reform and Development Plan Outline" (2010-2020) clearly stated that "my country's higher education undertakes the major tasks of cultivating comprehensive and compound senior talents, developing science, technology and culture, and promoting modernization". General Secretary Xi Jinping emphasized at the symposium for representatives of experts in the fields of education, culture, health and sports that higher education must accurately grasp the new requirements of the new development pattern for talents, deeply integrate into the process of social development, and train all kinds of talents with high quality. At the same time, the country also attaches great importance to undergraduate education and its quality improvement. At the National Conference on Undergraduate Education in Universities held in 2018, it was clearly adhered to the "centered" orientation, and undergraduate education is the frontier of education development in the new era.

The country also called for the revitalization of higher education in the west. The Central Comprehensive Deepening Reform Committee held a meeting (2020.09.01) to emphasize "revitalizing education in the central and western regions, and effectively stimulating the endogenous motivation and development vitality of higher education in the central and western regions."

As an important factor among the various elements of society, college education has been valued. The famous curriculum theorist Stein house advocated that education should focus on activities with intrinsic value, emphasizing that education is a process, and the quality of each link in the process of college education will vary to varying degrees. It affects the quality of higher education. To improve the quality of higher education, we must improve the quality of all aspects of higher education. Therefore, the evaluation of the quality of college education should establish a whole-process quality concept, integrate quality into all links of college education activities, monitor the whole process of college education, fully grasp the state of college education quality, and better discover and diagnose problems. It is an inevitable trend of the development of the times to comprehensively evaluate the quality of college education and establish a quality management system for college education. Whole-process quality management is an important content of the total quality management theory. In recent years, there have been few studies on the application of the whole-process quality management theory to the field of higher education, and basically theoretical analysis, lack of quantitative research on the quality of higher education by using specific evaluation methods . Guangxi is located in a minority area in the west. It has long been affected by the solidified thinking of "professionalism", and the educational concept has been updated slowly. The quality of education needs further investigation, and what problems exist in management need to be further explored. Based on this background, this article will be based on the evaluation indicators of the whole process quality management theory, taking Guangxi's college education quality and its management in the western border area as an example to discuss, explore the quality level of college education in Guangxi, and determine the factors that affect the quality of college education.

Research Questions

1. What is the current situation of the education quality of universities in Guangxi?

2. What are the strategies for improving education quality of universities in Guangxi?

3. Are the strategies for improving education quality of universities in Guangxi adaptability and feasibility?

Objectives

1. To study the current situation of education quality of universities in Guangxi.

2. To develop strategies for improving education quality of universities in Guangxi.

3. To evaluate the adaptability and feasibility of the strategies for improving education quality of universities in Guangxi.

Scope of the Research

Population and the Sample Group

Population

The population were 11 universities which ranked in high-level, a total 11571 administrators and teachers. (China University Ratings, 2023)

The Sample Group

The sample group were according to the Krejcie and Morgan sampling table (1970), the sample group of this research was 375 administrators and teachers from 11 universities in Guangxi. By using proportion random sampling and sampling random sample methods.

Interviewees

The interviewees of this research was 11 administrators and teachers of universities in Guangxi. The qualification of interviewees were: 1) have a master's degree or higher, 2) have been working in universities for more than ten years; 3) they

are middle-level and above administration who expertise in educational, 4) the academic title is associate professor or above.

Evaluation Expert

The evaluation expert of this research was 11 exports from 11 universities. The qualification of expert were: 1) More than 15 years of working experience in universities, 2) senior leaders, 3) administrators and teachers with senior titles.

Research Variable

According to analyzed and refined the relevant documents, concepts, theories and related studies on the quality of higher education, including Saraph (1989), Andorson (1994), Flynn. (1994), Black S. (1996), Owlia (1997), Tang (1998), Kanji (1999), Bayraktar (2008), Tari (2016), Baldrige Excellence Framework (2019). The researchers selected the corresponding factors according to the standard as the research framework. The researchers selected factors with a frequency of 6 or more, including 6 factors as follows:

1. Leadership,
2. Strategy,
3. Stakeholders Focus,
4. Measurement and Evaluation,
5. Employee Management,
6. Process Management.

Advantages

1. In recent years, with the expansion and rapid development of higher education in China, the trend of over-conventional development and diversification of training modes has emerged. If the quality of education in universities cannot be guaranteed, the sustainable development of education will be affected. This study takes Guangxi universities as the research object, combines the theory of total quality management with empirical analysis, and combines theory and practice.

2. Based on the theory of total quality management, this paper uses quantitative analysis to explore the development level of education quality in Guangxi universities, dynamically reflecting the development of education quality in

Guangxi universities in the six dimensions of leadership role, strategic planning, measurement and evaluation, process management, personnel management, and stakeholder concern, and combining with interviews and open questionnaires to provide references for promoting the development of education quality in Guangxi universities.

Definition of Terms

Education quality refers to the degree of education level and effect. Ultimately reflected in the quality of training objects. The standard of measurement is the educational purpose and the training objectives of schools at all levels. The former stipulates the general quality requirements of the trainees, which is also the fundamental quality requirement of education; the latter stipulates the specific quality requirements of the trainees, which is the quality specification to measure whether talents are qualified.

Leadership is recognized as a key element of TQM, and many quality standards, including the European Quality Award and the Baldrige Quality Award, emphasize the commitment of senior leaders to the goals and mission of TQM. Leaders of universities must be firm pursuers of quality, and unswervingly implement various measures of TQM in the whole work process. Leaders should clearly understand the needs of TQM, realize the importance of full participation, and be able to focus on performance indicators for a long time, and at the same time demonstrate their support for TQM implementation through positive actions.

Strategy refers to the university's plan to carry out quality improvement work. Universities should use various types of forecasting and assessment tools to make decisions and allocate resources. Universities should consider the range of risks they can accept when formulating strategies. Another function of strategic planning is to dynamically adjust the work process and management initiative, so that universities can quickly adjust when they encounter obstacles in the implementation of TQM, and ensure that the management direction is consistent with the strategic direction.

Stakeholder focus on the TQM model of higher education, and students are the most direct stakeholders. The repeated scrutiny of the curriculum, the collection and evaluation of student complaints, and the support of student association activities are important parts of implementing TQM centered on students. In addition to students, there are many other university stakeholders such as families, businesses, society, etc. The needs and expectations of specific industries and of society as a whole should be systematically observed and viewed as feedback for TQM implementation.

Measurement and evaluation in the process of TQM implementation, if there is no clear performance index, it will be difficult to measure the completion of TQM, and then it will be impossible to determine improvement measures. Therefore, all TQM participants should be good at using quality data to conduct self-monitoring and evaluation of organizational quality management work: data types include but are not limited to teacher teaching evaluation, student learning effect evaluation, etc.

Employee management is very important in TQM, which cannot be separated from the support and contribution of university faculty and staff. Through the active participation of all staff, the negative attitude of teaching staff to the implementation of TQM can be reduced. Encouraging staff to participate in TQM research and widely listening to their suggestions is the key. In addition, TQM-related education and training for teaching staff is also crucial, and the training needs of academic staff and non-academic staff should be differentiated to arrange appropriate training to make up for their lack of quality management work skills.

Process management refers to how universities design, manage, improve and innovate their education and service workflow, and improve operational efficiency, so as to bring value to students and other stakeholders and achieve continuous improvement in education quality. The advancement of science and technology is gradually changing the normal norms of higher education. Whether to actively adopt high-tech means to improve the quality of teaching and administrative processes is also an important basis for measuring the level of process management of a university.

Universities generally refer to schools that provide higher education to citizens, which is similar to universities. Universities refer to comprehensive higher education institutions that provide teaching and research conditions and are authorized to issue degrees. Today's universities generally include a graduate school that can award master's and doctoral degrees, several professional schools, and an undergraduate school that can award bachelor's degrees.

Research Framework

The research framework of this paper is shown in Figure 1.1

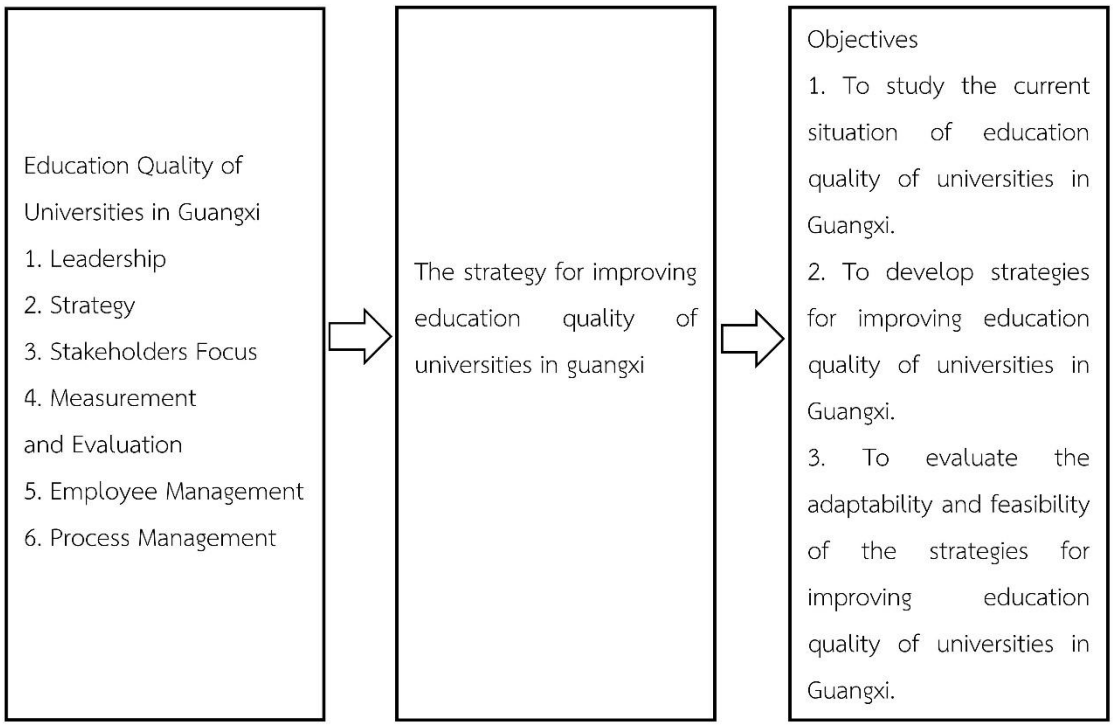

Figure 1.1 Research Framework

Chapter 2
Literature Review

Retrieve relevant literature through online databases, classify, organize and analyze the literature combined with the purpose of this research, concepts and theory of education management, education quality, and universities in Guangxi, and analyze the current situation of education quality of universities in Guangxi and related research. Current and future developments provide a theoretical basis. The main theoretical achievements are as follows:

1. Concepts and Theory of Education Administration
2. Concept and Theory of Education Quality
3. Concept and Theory of Higher Education Quality
4. Context of University in Guangxi
5. Related Research

Concept and Theory of Education Administration

Bush. (1998). believes that, unlike the management of other organizations, educational management has the following seven distinctive features: 1) Compared with the goals of commercial organizations, schools, like many other service organizations, have The target is very difficult to define. 2) It is difficult to measure whether the educational organization's goals are achieved. 3) The characteristics of juvenile weight and youth being the core of educational institutions add to the ambiguity of educational management. 4) In various educational institutions, especially in schools, managers and teachers have the same professional background, that is, the same values, the same training and experience. 5) The teacher-student relationship differs in many ways from the relationship other professionals have with those they work with. 6) The management structure of educational institutions is characterized by faults. 7) In schools, especially in primary and secondary schools, many people in administrative positions have little time for administrative work

The book "Newly Edited Educational Management" edited by Wu Zhihong et al. (2000). revealed the characteristics of educational management activities that are

different from other management activities in a comprehensive and accurate manner through many specific cases, mainly in the following points: 1) There are many things in the field of education that people are difficult to determine or grasp, such as educational purposes, teaching skills, learning attitudes, and learning atmosphere. Due to the lack of conclusions on these things, educational administrators sometimes find it difficult to translate them into specific and feasible operational plans. 2) Education is entirely a career of cultivating people, and the development of people is restricted by many factors, which makes it difficult to quantify many aspects of education management and directly affects the evaluation standards. 3) Education is a highly value-involved cause, so education management activities often involve ethical, moral and value issues that are not often encountered in other management activities. This characteristic of education determines that education management is not a purely technical issue. 4) In the education system, there are signs of increasing professionalization of teaching. Teaching staff often hope to have more freedom to develop in their own fields, so educational administrators are dealing with professionals who do not need strict control and management. Therefore, conflicts often arise between them. 5) The evaluation of the effectiveness of educational management work is much more complicated than the evaluation of other management work. This difficulty in performance evaluation adds to the difficulty of successfully performing educational management functions. 6) Education involves thousands of households and easily becomes the focus of social attention. This feature often makes educational management tend to be conservative, and a very cautious attitude is adopted when formulating educational policies.

Chen Xiaobin. (2001). and others believe that educational management is the behavior of following the objective laws of education and rationally allocating various educational resources in order to achieve educational policies and educational goals in a specific social environment.

Sun Miantao. (2007). believes that educational management is an activity in which educational managers use certain principles and methods to rationally allocate educational resources under specific conditions, guide organizations and educators to complete educational tasks, and achieve educational goals.

Jiang Haoming and Zhang Xia. (2016). believe that the term "educational management" is a product of the concept of "big education" in modern society. premise. Starting from this idea, the original sense of "educational administration" and "school management" can no longer be tolerated. Society is a large system, which appears as a whole. The education system is a subsystem in the whole social system, it does not exist in isolation in the whole, but it must be connected, interacted and penetrated with other subsystems.

In conclusion, educational management refers to the process of organizing, planning and coordinating educational resources to achieve educational goals. Educational management is not only an administrative function, but also a complex discipline involving multi-faceted knowledge and skills. It involves the management of schools, educational institutions or education systems, including policy development, curriculum development, enrollment, financial management, teacher training, student management and teaching quality assurance. Educational management aims to optimize the use of educational resources, improve the quality of education, and promote the development and growth of students and teachers. Through efficient education management, educational institutions can better meet the needs of the society, cultivate more students with comprehensive qualities, and make positive contributions to social development.

Concept and Theory of Education Quality

Astin. (1991). stated that school quality should at least include different meanings in four aspects: student achievement, available resources, school reputation registration, and the value-added or development of student talent.

The ISO8402. (1994). standard expounds the concept of education quality as "the attributes and abilities of education that meet the developmental needs of the educated and achieve specific social goals."

Feigenbaumn. (1994). believes that "education quality" is a key factor in implicit competition between countries, and higher education is being forced by economic forces into commercial competition.

Zhu Yiming. (1996). compared with universities, the quality of education is reflected in the education and teaching services provided by universities for students. For scholars, that is, students, it is to meet social needs and complete the reproduction of labor force. The process of making human capital appreciate, that is, the cultivation of talents.

Tao Pingxi. (1998). described the quality of education in the "Dictionary of Education Evaluation" as "the level of academic achievement of students and the attitudes, skills, and knowledge acquired by students in universities for students to adapt to society after graduation and leaving school. Degree".

Seymour. (1998). analyzed the quality of school-running conditions. He said that quality mainly refers to "abundant resources" such as a large library collection, many majors, and a certain number of famous scholars.

Pan Maoyuan. (2000). believes that the quality of education is the quality of the educational effect and the level of the level, and the essence is the quality of the educated. It is measured against the pupillage goals and educational objectives of various schools. The former stipulates the specific quality requirements of the educated, and it can evaluate whether the education of talents is qualified; the latter stipulates the fundamental quality requirements of the educated. Educational quality standards include two levels, namely specific talent qualification assessment standards and some basic quality requirements. The former stipulates the specific quality requirements of the educated, and it can evaluate whether the education of talents is qualified; the latter refers to that all higher education should cultivate high-end talents with all-round development in accordance with the training plan and educational goals of my country's higher education.

Wang Jiayi. (2002). believes that under the given social conditions, the students, professional knowledge and educational services that universities can cultivate can meet the needs of social development, meet the sustainable development of society and the cultivation of students' personality.

Chen Yukun. (2003). pointed out that it can also be seen from the research at home and abroad that the quality of education in universities is often linked to the quality of products and services, referring to the knowledge, professional skills,

and knowledge acquired by students. The degree to which worldviews and values are related to the environmental conditions and needs of human society.

The view of ED-wardsallis. (2005). is that competitiveness, professionalism, reliability and ethics must be in the connotation of educational quality.

E. Grady Bogue and Kimberely Bingham Hall. (2005). definition of educational quality: Quality is the conformity to the task description and target results within the scope of commonly accepted standards of accountability and integrity. This concept has three advantages: First, it respects and affirms the diversity of missions of schools, as well as their histories and respective contexts. The second advantage is that it requires an operational expression of mission and goals. (Stakeholders of the school should be involved in explaining the mission and goals and evaluating the institution's progress and achievements.) A third advantage is that it focuses the debate on the goals-that is, what the institution is trying to do. Issues - so that debates about quality (results achieved) - are not confused with disagreements that are actually linked to goals. This definition is clearly intended to encourage consensus among universities through collaborative efforts.

Nie Yucui. (2018). pointed out that education quality refers to all educational activities centered on the educated, and it is necessary to adhere to the people-oriented concept of education quality development to promote the improvement of individual value and social development.

Commission on Higher Education, CHED. (2019). defines educational quality as: "The learning environment is consistent with the mission, vision and goals of the educational institution, and can be reflected in its excellent learning and service outcomes".

In conclusion, the quality of education refers to the comprehensive performance in the teaching and learning process provided in the education system. It includes all aspects of education, such as the professional level of teachers, teaching methods, teaching resources, students' learning outcomes and the effect of cultivating knowledge and skills. The quality of education directly affects students' learning outcomes and future development opportunities. Therefore, evaluating and improving the quality of education is one of the very important tasks in the

education system. The improvement of education quality requires continuous improvement and optimization of teaching content, teaching methods and learning environment. At the same time, it also needs to pay attention to the rational allocation and fair distribution of educational resources to ensure that every student can receive high-quality education. In this way, we can cultivate future talents with talent, moral character and innovative consciousness, and make positive contributions to the progress and development of society.

Concept and Theory of Higher Education Quality

Concept of higher education quality

Cargile. (1995). proposes that, in philosophy, quality refers to an attribute or property characteristic of an object.

"World Higher Education Conference 521 Century Higher Education: Vision and Action Declaration" (1998) believes that: "The quality of higher education is a multi-dimensional concept that should include all functions and activities of higher education: various teaching and academic programs, research related to academic achievement, teaching staff, students, school buildings, facilities, equipment, community services and academic environment."

The "Higher Education in the Twenty-First Century: Prospects and Action Declaration" (1998). adopted by the World Conference on Higher Education in Paris pointed out that "the quality of higher education is a multi-dimensional concept", and it should be "considered diversity and While avoiding a uniform measure of "higher education quality", "establish independent national institutions and establish internationally recognized comparable quality standards."

Pan Maoyuan. (2000). believes that the quality standards of higher education can be divided into two levels, the first is the general basic quality requirements, that is, "all higher education should be based on the educational goals of our country and the general training objectives of higher education, and cultivate All-round development of morality, intelligence, physique and beauty, humanistic quality and scientific quality combined with specialized talents with innovative spirit and practical ability. The other is the specific qualification standards for talents, that is, "according

to the specific training objectives of higher education at all levels The quality requirements are the quality specifications to measure whether the talents cultivated are qualified. "

Chen Yukun. (2004). believes that the quality of higher education means that higher education centers around the goals and specifications of talent training, acts on the body and mind of the educated through a series of educational and teaching activities, and is internalized to meet the needs of social, political, economic, and cultural development. and the pros and cons of the knowledge, ability, and quality that students need for their own development.

Yang Deguang. (2006). believes that the quality of higher education is the degree to which the products and services provided by higher education meet the needs of society and individuals, and the degree to which higher education itself develops.

Shi Qiuheng. (2007). proposed that the quality of higher education is whether the attributes of higher education meet the needs of educational subjects and to what extent.

The UK Higher Education Quality Assurance Agency (Quality Assurance Agency, hereinafter referred to as QAA) (2010, p.114-124) believes that the quality of higher education refers to the extent to which the learning opportunities provided to students play a role in their obtaining higher education qualifications, including Confirm whether appropriate and effective education can be provided for students, provide support, performance evaluation and provide learning opportunities for students, etc.

Nie Yucui. (2018). pointed out that education quality refers to all educational activities centered on the educated, and it is necessary to adhere to the people-oriented concept of education quality development to promote the improvement of individual value and social development.

In conclusion, the definition of college education quality refers to universities centering on the goals and specifications of talent training, through a series of educational and teaching activities that act on the mind and body of the educated, and internalized to meet the needs of social, political, economic, cultural development and students' own development. The degree of pros and cons of

knowledge, ability, quality, etc. This includes factors such as teaching quality, research output, faculty, student support, and campus facilities. The evaluation and improvement of the quality of higher education is to ensure that higher education provides students with suitable and effective learning opportunities, enables them to obtain higher education qualifications, and promotes the development of individuals and society. Different scholars and educational institutions may have different perspectives and standards to measure and define the quality of higher education.

Theory of Higher Education Quality

Feigenbaum. (1961). once said in his book: Total quality management is to conduct market research, design, production and service at the most economical level and consider fully meeting the requirements of users. The activities of developing quality, maintaining quality and improving quality constitute an effective system integrated.

Stephen P. Robbins. (1997). believes that TQM is a strategy for managing organizations with quality. This strategic weapon emphasizes a strong focus on customers; insists on continuous improvement; emphasizes that improving quality is the responsibility of all personnel, and all personnel should have quality awareness and assume quality responsibility.

Xie Jiaju. (1999). defined total quality management as: under the leadership and participation of senior management, through the concerted efforts of all employees, to provide high-quality and continuous improvement at a competitive cost Products and services, to establish a good reputation among customers for quality and value for money.

Lewis. (2002). believes that total quality management is a philosophical system, and the management system established on this basis can directly and effectively achieve organizational goals, thereby ensuring customer satisfaction and maximizing the interests of investors.

ISO International Organization. (2002). defines total quality management as an organization centered on quality, based on the participation of all employees, and achieving long-term success by satisfying customers and benefiting all members of the organization and society.

In conclusion, Total Quality Management, TQM is a management concept and method, which aims to improve the overall quality of the organization through full participation, continuous improvement and customer orientation. Its core idea is to run quality management through all levels and processes of the organization to achieve the goals of meeting customer needs, improving work efficiency, reducing costs and continuing to innovate. TQM emphasizes the participation of all employees, which means that every member of the organization should be responsible for quality and contribute to quality improvement and innovation. Continuous improvement is an important feature of TQM. Organizations are constantly seeking higher standards and better methods, and continuously optimize processes and products through feedback mechanisms. Customer orientation is another important principle of TQM. Organizations should constantly pay attention to and understand customer needs to ensure that products and services can meet customer expectations and requirements.

Context of The Strategy for Improving Education Quality of Universities in Guangxi

Jayant V. Saraph. (1989). proposed 78 items required for total quality management and classified them into 8 key factors, including top management and quality policy, quality department, training, product and Service design, supplier quality management, process management, quality data reporting, and employee relations.

James C. Anderson. (1994). reduced 37 items based on the Delphi method and simplified them into 7 TQM key factors, including visionary leadership, internal and external cooperation, learning, process management, continuous improvement, employee satisfaction and customer satisfaction.

Barbara B. Flynn. (1994). also proposed seven key factors of TQM, including high-level support, customer participation, process management, product design, quality information, labor management, and supplier participation.

Simon A. Black. (1996). also proposed different TQM key factors: corporate quality culture, customer satisfaction orientation, strategic quality management,

improvement of information exchange, personnel and customer management, supplier partnership , Operational quality plan, quality improvement observation mechanism, external interface management, teamwork structure.

Owlia and Aspinwall. (1997). believes that the TQM model used by traditional industry and commerce is not much different from higher education, and lists 10 key factors for implementing TQM in universities: leadership commitment, strategic planning, quality department, Employee involvement, teamwork, quality training, design management, process management, supplier quality management, information analysis, customer focus and satisfaction.

Tang and Zairi. (1998). listed five key factors of TQM in universities from the perspective of financial services: leadership, policy and strategy, personnel management, resource management, and process management.

Kanji. (1999, p.129-153). proposed a TQM model that includes 9 key factors: leadership, continuous improvement, preventive measures, resource evaluation, process improvement, internal customer satisfaction, external customer satisfaction, personnel Management, teamwork to compare the technical level of TQM implementation in UK, US and Malaysia.

Bayraktar et al. (2008). proposed 11 TQM model factors: leadership, strategic vision, monitoring and evaluation, process monitoring and improvement, program design, quality system improvement, employee participation, recognition and rewards , education and training, student concerns, stakeholders, and validated by Confirmatory Factor Analysis, they invited 5 senior faculty members from different universities with at least 5 years of postgraduate teaching and research experience to participate in focus group discussions.

Tong Kang. (2007). integrated the internal quality assurance mode, quality control mode, and total quality management mode of universities, and proposed to establish a relatively complete school "system" for quality assurance and monitoring, and pointed out and explained The role of "organizational responsibilities, resource management, process control, measurement, evaluation, team learning, continuous improvement, mission identity, and cultural integration" elements in the integration process is clarified.

Tari and Dick. (2016). conducted a database analysis on the quality management literature of higher education in the past 20 years to study the development trend of quality management in higher education. Based on the data analysis of empirical research on factors, six key elements that researchers use most frequently are obtained: leadership, strategic planning, measurement and evaluation, process management, personnel management, and stakeholder attention.

The 7 standards in Baldrige Excellence Framework Education (2019) are: Leadership. Strategy. Customers. Measurement, Analysis and Knowledge Management. Workforce. Operations. Results.

Table 2.1 The results of the synthesis of higher education quality characteristics

Factors of Higher Education Quality / Author	Saraph (1989)	Andorson (1994)	Flynn (1994)	Black (1996)	Owlia (1997)	Tang (1998)	Kanji (1999)	Bayraktar (2008)	Tari (2016)	Baldrige Excellence Framework(2019)	Total
Leadership	√	√	√	√	√	√	√	√	√	√	10
Strategy	√		√	√	√	√	√	√	√	√	9
Stakeholders focus		√	√	√	√		√	√	√	√	8
Measurement and Evaluation	√	√	√	√	√	√	√	√	√	√	10
Employee Management	√	√	√	√	√	√	√	√	√		10
Process Management	√	√	√	√		√	√	√		√	8

According to Table 2.1, the researchers analyzed and refined the relevant documents, concepts, theories and related studies on the quality of higher education, including Saraph. (1989), Andorson. (1994), Flynn. (1994), Black. (1996), Owlia. (1997), Tang. (1998), Kanji. (1999), Bayraktar. (2008), Tari. (2016), Baldrige Excellence Framework. (2019). The researchers selected the corresponding factors according to the standard as the research framework. The researchers selected factors with a frequency of 6 or more, including 6 factors as follows: 1) Leadership. 2) Strategy. 3) Stakeholders focus, 4) Measurement and evaluation, 5) Employee management, 6) Process management.

Leadership

He Mingyue. (1992). believes that education quality management is the whole process management of the formation of education quality by leaders, and it is also the process for leaders to design, organize, command, supervise, control and innovate all the work in the field of education. .

ISO9001:2000 proposes eight quality management principles, which embody "one key" and "two basic points". "One key" is "leadership", and "two basic points" are "customer-focused" and "continuous improvement". Quality management is an important part of the organization's operation and management, and the top manager of the organization plays an important role in the quality management work.

Sarros and Santora. (2001, p). Leadership is an ability that increases a group's ability to achieve a vision or purpose. It is one of the elements of organizational management for the interaction between a company or an organization and its employees. The quality of the leadership and the leadership ability of the leader have a great impact on the employee turnover loss rate of the organization. Leadership ability is an important weapon for an organization to achieve its profit goals and strategic goals. Without it, the organization cannot achieve its main goals.

Xu Shiqiang. (2004). said that American education has been suffering from "a layman guiding an expert", these people do not understand the educational process and educational issues. Evidence from the past 10 years shows that those who have a good understanding of the educational process and its outcomes are schooling leaders within the school system.

Zhao Xiaofeng. (2007). believes that the leadership of the institution not only guides the direction of the institution's operation and education, but also directly affects the teaching and scientific research, management guarantee, and reform and development of the institution.

Bradley. (2009). pointed out that Harvard's greatest wealth lies in its successful selection of successive presidents. At important moments in its history, Harvard always manages to select a leader who will continue to innovate and lead Harvard to glory without hesitation."

To sum up, leadership is recognized as a key element of TQM, and many quality standards, including the European Quality Award and the Baldrige Quality Award, emphasize the commitment of senior leaders to the goals and mission of TQM. Leaders of universities must be firm pursuers of quality, and unswervingly implement various measures of TQM in the whole work process. Leaders should clearly understand the needs of TQM, realize the importance of full participation, and be able to focus on performance indicators for a long time, and at the same time demonstrate their support for TQM implementation through positive actions.

Strategy

Cai Keyong. (2003). once pointed out that correct strategic planning can promote the "take-off" of schools by taking many universities as cases.

Keller. (2005, p.1). introduced in the preface to the translation of the book "Academic Strategy-The Management Revolution in American Higher Education": In 1983, only a few universities in the United States began to adopt strategic Planning. Of the 3,800 universities in the United States today, more than half have developed some form of strategic planning or are developing a set of strategic priorities for action. In the past 20 years, strategic planning has also been widely valued and applied in universities in many countries.

Bie Dunrong. (2010). also wrote: "Strategic planning is an important means of modern university management. The formulation and implementation of strategic planning is an inherent need for the development of universities. The status and significance of the work undertaken, understand the impact of their own work on the

realization of strategic goals, and promote the independent development of universities."

Li Shengbing. (2010). pointed out that "Carnegie Mellon University has grown from an initial technical school to a world-renowned research university today, which is closely related to its long-term adherence to scientific formulation and strict implementation of university strategic planning." The words of President Jared Cohon (2010, p.56) are evidence: "Carnegie Mellon University's transformation from an unknown second-rate university to a world-renowned university is due to its excellent strategic planning."

In conclusion, strategic planning refers to the plans made by universities to carry out quality improvement work. Universities should use various types of forecasting and assessment tools to make decisions and allocate resources. Universities should consider the range of risks they can accept when formulating strategies. Another function of strategic planning is to dynamically adjust the work process and management initiative, so that universities can quickly adjust when they encounter obstacles in the implementation of TQM, and ensure that the management direction is consistent with the strategic direction.

Stakeholders Focus

Freeman. (1984). pointed out that "stakeholders are individuals or groups that can affect the realization of organizational goals or are affected by the realization of organizational goals." Stakeholder theory has experienced three stages of development: "stakeholder influence", "stakeholder participation" and "stakeholder joint governance" [1]

Rosovsky. (1991). proposed the concept of "university owner" and started the early research on the application of stakeholder theory in university governance. He believed that people "own" universities just like people "own" countries, the "owner" of a university is different from the owner of a business. He divided the stakeholders of universities into four levels: the most important group, important stakeholders, partial owners and secondary stakeholders.

Hu Zixiang. (2007). pointed out that stakeholders of higher education mainly include government departments, university administrators, teaching staff,

researchers, students, professional circles, donors, alumni, middle school students, society, media, banks They are either influenced by higher education, or have the ability to exert influence on higher education, or both.

Pan Haisheng. (2007). combined the characteristics of Chinese universities and defined university stakeholders as: any identifiable groups and individuals on which the continued survival of university organizations depends. According to this definition, the stakeholders of Chinese universities mainly include: the government, school administrators, teachers, students, parents of students, and enterprises.

Li Fuhua. (2008). believes that university governance is a series of institutional arrangements for coordinating the relationship between various stakeholders in a university, reducing agency costs, and improving school-running efficiency under the condition of separation of university ownership and management rights. Assuming different roles and playing different roles in management, the joint governance of stakeholders in universities is to seek a mechanism for stakeholders to participate in common decision-making and mutual checks and balances.

Li Chaoling and Zhong Hong. (2008). believe that the subject (resource owner) that is related to the specific joint operation process of the university organization is called the university stakeholder.

In conclusion, stakeholders focus on students who are placed in the TQM model of higher education as the most direct stakeholders. The repeated scrutiny of the curriculum, the collection and evaluation of student complaints, and the support of student association activities are important parts of implementing TQM centered on students. In addition to students, there are many other university stakeholders such as families, businesses, society, etc. The needs and expectations of specific industries and of society as a whole should be systematically observed and viewed as feedback for TQM implementation.

Measurement and Evaluation

Ma Cuifen. (2004). Higher education quality assessment is a kind of cognitive educational practice. It does not directly participate in and change the essential structure of the evaluated object, but understands, masters and analyzes the educational behavior and characteristic activities of the evaluated object. The activity

of making value judgments based on the evaluation target system and pointing out its shortcomings and weak links. "The purpose of educational evaluation is to explore ways of adding value, so whether the evaluation is scientific does not depend on whether the information provided is qualitative or quantitative, but whether the information can deeply reflect the essential characteristics of things."

Hu Jing. (2007). pointed out that the evaluation of higher education is an important way to ensure the quality of higher education. Higher education quality assessment has a history of many years in developed countries in Europe and America, and many countries have formed a relatively complete quality assurance system for higher education assessment.

Zhao Lingli. (2009). believes that the evaluation of higher education is the measurement and judgment of the realization degree (level) of higher education functions and the degree (level) of guarantee and monitoring realization, while the quality evaluation system of higher education is the The method and index system for measuring and judging the degree of function realization and the degree of quality assurance and monitoring realization.

Kang Wei. (2010). pointed out that the United States is the birthplace of educational evaluation. Its evaluation system has a history of nearly a hundred years. change. The evaluation mechanism is also relatively complete. For example, the evaluation is mainly based on social evaluation and attaches great importance to internal evaluation. Evaluation is highly open and competitive.

Sun Mingjuan. (2010). pointed out that Russia's higher education quality evaluation system consists of an external evaluation system and an internal evaluation system. Among them, the external evaluation system consists of national recognition, evaluation and national appraisal of universities; the internal evaluation system includes summative and staged evaluation of students.

In conclusion, all TQM participants should be good at using quality data to conduct self-monitoring and evaluation of organizational quality management: data types include but are not limited to teacher teaching evaluation, student learning effect evaluation, etc.

Employee Management

Cai Xiaoxing. (2002). pointed out that universities are the cradle of cultivating high-level talents. To cultivate more talents who can meet the needs of the 21st century, it is necessary to do a good job in the personnel management of universities. It is an important countermeasure to do a good job in high-tech personnel management in the 21st century by taking practical measures and strengthening system guarantees in improving the quality of personnel managers, strengthening the construction of teaching staff, advocating innovation, emphasizing incentive mechanisms, etc.

Li Xiaojing, Liu Xiaodan. (2008). Teachers are the key link in teaching, and building a good teaching staff will grasp the essence of teaching work. The continuous improvement and strengthening of personnel management in universities is of great significance to the promotion of teaching quality and level. The personnel department of universities should continue to deepen the reform of personnel management, improve their own ideological understanding, actively serve teachers and teaching in terms of system construction, talent introduction, and teacher training, so as to improve the overall quality of teachers.

Meng Jie. (2010). pointed out that the personnel composition in the university organization mainly includes teaching, scientific research, management and labor skills. Among them, the teaching and scientific research teams are the main body in the school organization, and the management and labor skill teams carry out auxiliary work around teaching and scientific research. With the rapid development of higher education, the business volume of personnel management in universities is increasing day by day, the types of business are significantly increasing, and the service requirements are constantly improving. Therefore, in addition to the "entry, management, and exit" of personnel, the personnel management of universities must also emphasize service-centered, which can provide decision-making support for the planning and construction of college talent teams.

In conclusion, personnel management is very important in TQM, which cannot be separated from the support and contribution of university faculty and staff. Through the active participation of all staff, the negative attitude of teaching

staff to the implementation of TQM can be reduced. Encouraging staff to participate in TQM research and widely listening to their suggestions is the key. In addition, TQM-related education and training for teaching staff is also crucial, and the training needs of academic staff and non-academic staff should be differentiated to arrange appropriate training to make up for their lack of quality management work skills.

Process Management

Liu Xiaohuan. (2004). Process method is an effective principle and method of modern quality management. Applying the process approach in the quality management of school education can manage all relevant resources and educational activities as a process. The input of educational resources, the methods and requirements of educational management, the methods of teaching evaluation and the vitality of improvement can be organically combined, so as to effectively use resources and improve educational efficiency.

Han Min. (2009). proposed that universities, as a kind of "manufacturing (service) enterprise" for personnel training, the whole "production" process is undoubtedly the process of many influencing factors that determine its final "product". It is typical that the quality of the work process determines the quality of the final product. Obviously, it is feasible to implement the thought of total quality management in the process of cultivating talents in higher education, and it is of great significance to the long-term development of universities.

Yu Caixia. (2009). Quality is the lifeline of higher education. To ensure and improve the quality of education in universities, it is necessary to implement effective management of the whole process of education. That is to strengthen the process management of all aspects of education, including process planning, process implementation, process testing and process improvement of education quality management. At the same time, when implementing process management on education quality, we should also pay attention to fully consider the characteristics of universities themselves; insist on the systematic and comprehensive nature of the content, scope, personnel and methods of process management; continue to practice and innovate in the process management of education quality.

In conclusion, process management refers to how universities design, manage, improve and innovate their education and service workflow, and improve operational efficiency, so as to bring value to students and other stakeholders and achieve continuous improvement in education quality. The advancement of science and technology is gradually changing the normal norms of higher education. Whether to actively adopt high-tech means to improve the quality of teaching and administrative processes is also an important basis for measuring the level of process management of a university.

Related Research

Harvey and Knight. (1996). divided the quality management model of higher education into two parts. One is based on treating higher education as products and services, and the other is based on treating it as an educational process. Based on this, they proposed that the attribute of the university is learning, and the essence of education is to realize transformation and promote the dynamic learning process of students. Transformation is directed primarily at students' critical abilities and ability to evaluate and develop their own knowledge. The model that facilitates the transformation is thus most suitable for an education-oriented approach to quality management. The model's emphasis is on strengthening participant reformation, fostering capacity addition and ultimately empowerment.

Owlia and Aspimwall. (1997). analyzed the dimensions of quality management based on a review of US and UK quality management practices. They pointed out that the most common quality dimensions are currently: one is human resource management (recruitment, training, recognition, professional development); the other is information and analysis (measurement, student learning data, daily operations, appeals, academic performance); the third is process management (Learning Process Design, Mapping Process): Fourth, Stakeholder Concerns (Aspects of Student, Staff, Society, and Other Stakeholder Relations); Fifth, Planning (communication, review of goals and plans); Sixth, Leadership (top management commitment).

Haworth and Conrad. (1997). proposed a project participatory quality management model. The model includes five elements. One is diverse participants—teachers, students, and leaders; two is participatory culture, emphasizing diverse groups of participants with shared goals and setting a challenging environment; three is interactive teaching , including critical dialogue, comprehensive learning, mentoring, cooperative learning and extracurricular activities; fourth, related course requirements, including the breadth and depth of courses, professional practice requirements and final qualification assessment; fifth, provide sufficient resources for teachers and students.

Brennan and Shah. (2000). summarized four quality management modes characterized by academic, management, pedagogy and employment respectively. In the academic model, the concept of quality is based on and subordinate to disciplines, the quality management system is decentralized, it focuses on the characteristics of the disciplines, and applies different quality standards: in the management model, the characteristics of quality are fixed, good Management practice is considered to be a mark of quality, system policies and general procedures are the focus of evaluation, it echoes with institutional strategies and consistent quality standards, and the quality management system reflects the characteristics of collectivization; the pedagogical model attaches great importance to the growth of students The process, training and development of staff, emphasizes the skills and methods of teaching and learning, rather than the content of education; the employability model focuses on the learning outcomes of graduates, which considers the specific disciplines and core characteristics of high-quality education , that is, related to professional authority. The characteristics of quality in this model are both fixed and variable, the fixed can be seen as related to generic skills in the national qualification framework, and the variable is related to specific topics.

Chen Bin and Ou Jinrong. (2001). believe that the quality of education is not only reflected in the final result of education, that is, the quality of students, but also in all aspects and links of the complete educational process. The overall quality of higher education can be guaranteed only if these factors have their own quality and

are reasonably and effectively configured with each other. All universities must strengthen the monitoring of the educational process and results, and further improve the school's internal education quality monitoring system.

Wang Tongkun and Ma Ailin. (2007). expounded the connotation of the quality of education and teaching in universities, and believed that the factors that affect the quality of education and teaching in universities can be summarized into five major factors: the quality of students, the teaching staff, material conditions, the atmosphere of the school, and the level of management. At the same time, it is proposed that the construction of an education and teaching quality assurance system can be considered from six aspects: ideology, management system, organization operation, teaching reform, school atmosphere, and monitoring and evaluation.

Wang Jianhua. (2008). made a detailed comparison and pointed out that my country is currently in the primary development stage of higher education quality management, and universities have not formed a scientific and professional quality assessment organization. Excessive government intervention has made universities gradually lose their development autonomy. nature, the internal management system lacks effectiveness and scientificity.

Shi Banghong. (2008). concluded that universities should formulate transformation plans in line with their own development laws according to their own development characteristics and advantageous disciplines, and take demand as the guide to cultivate more and better talents who adapt to social development. At the same time, the construction of the quality management system of higher education should pay more attention to exploring the upgrading and transformation of quality management.

Becket and Brookes. (2008). introduced five common quality management models in the field of higher education. The total quality management model emphasizes the participation of all personnel and the whole process: EFQM excellence model is a non-prescriptive framework that includes nine "enabling" requirements: the balanced scorecard is a strategic management system that uses finance, customers, internal processes and Four measurement perspectives for

learning and growth: The Malcolm Baldridge Award is a framework based on excellent performance, including seven categories of standards: leadership, strategic planning, market-centricity, human resource-centricity, knowledge management, process management, and results monitoring; IS09000 is an international standard for quality assurance systems, emphasizing the requirements of customers and regulations, as well as the organization's efforts to improve customer satisfaction and achieve continuous improvement: Business process reengineering is a process-based management that emphasizes redesigning business processes, systems and Structure to improve performance, it involves five elements of strategy, process, technology, organization and culture.

Liu Lujing and Chen Xiaoming. (2010). put forward the viewpoint of establishing an efficient, open and scientific management system. This paper puts forward the concept of moving the management center downwards: that is, to hand over the task of quality management to the micro-subjects in the field of higher education—universities, teachers and students. Only in this way can the quality management work of universities keep up with socialism. With the pace of the market economy, the key step in the reform of my country's higher education quality management system is to return sovereignty to these micro-subjects one by one.

Amp and Stensaker. (2010). believe that quality management has three general characteristics: first, quality management is a comprehensive term, including policies, concepts, methods, ideas and systems; It has multiple purposes. It can be regarded as a technique and means to directly improve quality, and it can also refer to the establishment of an operating mechanism by improving the accountability, transparency and efficiency of institutional activities. It mainly focuses on systems and procedures for teaching issues; The third is that it is closely related to the institutional decision-making process and is a more general term that includes describing judgments, decisions, and actions.

Filippakou and Tapper. (2010). traces the historical shift in the UK higher education quality management agenda from quality assurance to quality improvement. Later, the debate on quality began to shift from quality assurance to quality improvement, and it is believed that the proposal of quality improvement has

made this debate on quality more complex, and it has increased the interpretation space of academic staff.

Wang Lili and Wen Hengfu. (2012). started from the development process of university education quality management, conducted in-depth analysis, and summarized the problems and difficulties faced by university quality management under the social background at that time. This article divides the development process of quality management in universities into three stages: emergence, start and development, and the three stages present diversified development characteristics in different periods.

Meng Weiqing et al. (2013). studied the quality assurance of higher education from a provincial perspective, and explained it from three aspects: meaning and subject, trend and motivation, goal and strategy. He pointed out that in the future, the government at the provincial level has enough potential to promote the characteristic development of universities while ensuring the minimum quality standard of higher education. Therefore, the overall planning role of the provincial government must also be highlighted. Great achievements have been made in the teaching quality standard system and quality evaluation system of urban characteristic education.

Manatos, etc. (2014). used "quality management" and "higher education" in the Elsevier's Scopus database to retrieve 58 articles, classified them according to the methods used in the articles, and summarized the important dimensions of quality. Namely, consumer centricity, leadership, people involvement, process approach, systems approach, continuous improvement, seeking truth from facts, and stakeholder relations.

Braun, et al. (2015). used text analysis and interview methods to study research, teaching, and recruitment policies of Swedish universities, and pointed out that organizational rationality and academic rationality are ambiguous in university management, that is, there is no application-oriented or academic rationality. control. Because university policy-making about research, teaching, and hiring is done hierarchically, it is a matter of negotiation between and among faculty and leaders, and occasional unilateral decisions by leaders. The authors argue that the findings

mitigate potential conflicts between management and academia, prompting academic acceptance of the university's strategic direction and striving for decisive power in policymaking.

Tavares, et al. (2016). et al. used online questionnaires to evaluate the effect of internal quality systems on teaching and learning from an academic perspective. The findings suggest that while internal quality assurance can increase institutional awareness of teaching quality issues, these actual effects are more related to higher levels of bureaucracy than to substantive improvements in teaching. The authors also point to the use of information and teacher participation in development programs as effective strategies for motivating scholars to improve teaching.

Cardoso, et al. (2019). explored the views of teaching and non-teaching staff on the internal quality practices of higher education through a questionnaire survey, and the results showed that what permeates in these two groups is mainly the concept of quality as culture and conformity normative Quality concept. The authors suggest that the results can be viewed as factors that support the development of internal quality assurance, which can help facilitate critical reflection on quality assurance in institutions and improve the effectiveness of quality assurance.

Yao Rong. (2020). summarized three types of regulatory systems for quality assurance in higher education, which are academic interest-oriented, risk- and standard-oriented, and performance-based. He found that in order to achieve the dialectical unity of academic freedom and public interest, the three regulatory systems need to support each other and cooperate with each other. Based on this, he pointed out that the quality assurance of higher education in my country in the future should be based on the principles, thinking and methods of the rule of law in the reform of the regulatory system, and strengthen the legal regulations of the government's public power.

Chapter 3
Research Methodology

This research focuses on the strategy for improving education quality of universities in Guangxi. To study the current situation and provide guidelines and evaluation guidelines for improving the education quality of universities in Guangxi. The reaesrcher have the follwing procedures.

1. The population / the sample Group
2. Research Instruments
3. Data Collection
4. Data Analysis

Population and Sample Group

The Population

The population were 11 universities which ranked in high-level, a total 11571 administrators and teachers. (China University Ratings, 2023)

The Sample Group

The sample group were according to the Krejcie and Morgan sampling table. (1970), the sample group of this research was 375 administrators and teachers from 11 universities in Guangxi. By using proportion random sampling and sampling random sample methods.

Interviewees

The interviewees of this research was 11 administrators and teachers of universities in Guangxi. The qualification of interviewees were: 1) have a master's degree or higher, 2) have been working in universities for more than ten years; 3) they are middle-level and above administration who expertise in educational, and 4) the academic title is associate professor or above.

Evaluation Expert

The evaluation expert of this research was 11 exports from 11 universities. The qualification of expert were : 1) More than 15 years of working experience in universities, 2) senior leaders, 3) administrators and teachers with senior titles.

Table 3.1 Sample distribution table

No	University	City	Population	Sample Group
1	Guangxi University	Nanning	2353	75
2	Guangxi Normal University	Guilin	961	35
3	Guangxi Medical University	Nanning	1622	50
4	Guilin University of Electronic Technology	Guilin	986	35
5	Guilin University of Technology	Guilin	812	25
6	Guangxi University for Nationalities	Nanning	1242	40
7	Nanning Normal University	Nanning	639	20
8	Guangxi University of Science and Technology	Liuzhou	660	20
9	Guangxi University of Chinese Medicine	Nanning	1080	35
10	Guangxi Arts University	Nanning	569	20
11	Guangxi University of Finance and Economics	Nanning	647	20
	Totel		**11571**	**375**

Research Instruments

Questionnaire

The tool for collecting data for the first objective is a questionnaire to study the current situation of the quality of education in universities in Guangxi. Budget design is based on the following 6 factors: 1) leadership, 2) strategy, 3) stakeholder

focus, 4) measurement and evaluation, 5) workforce management, and 6) process management. The questionnaire is divided into two parts:

Part 1: Survey on the personal information of the respondents, classified by gender, age, highest education level, professional title, position, and educational management experience.

Part 2: Survey about the current situation of education quality of university in Guangxi. There are 5 questions for Leadership, 3 questions for Strategy, 4 questions for Stakeholders Focus, 4 questions for Measurement and Evaluation, 5 questions for Employee Management, and 5 questions for Process Management, total 26 questions. The criteria for data interpretation based on five-point Likert's scale, as follows:

5 express the level of education quality were at strongly high level

4 express the level of education quality were at high level

3 express the level of education quality were at medium level

2 express the level of education quality were at low level

1 express the level of education quality were at lowest level

Constructing a Questionnaire Processes

The construction process of questionnaire were as follows:

Step 1: Reviewing and analyzing documents, concepts, theories, and researches related to education quality of university in Guangxi.

Step 2: Constructing the questionnaire about the current situation of innovative leadership of middle-level administrators in private unversities in Guangxi. Then sending the questionnaire outline of questionnaire to the thesis advisors to review and revise the contents according to the suggestions.

Step 3: The index of objective congruence (IOC) of the questionnaire was examined by three experts. The index of objective congruence (IOC) was 0.67 to 1.00.

Step 4: Revise the questionnaire based on the experts suggestions.

Step 5: The questionnaire was distributed to 30 administrators in universities in Guangxi for try-out. The reliability of the questionnaire was obtained by Conbach's Alpha Coefficient, the reliability was 0.927.

Step 6: The questionnaire was applied to 375 administrator and teacher in universities in Guangxi.

Structured Interview

Based on the questionnaire survey and data analysis, this paper summarizes the status quo of education quality of universities in Guangxi, designs an interview outline, and forms a structured interview form.

Evaluation Form

Based on the results of questionnaires and interviews, this paper proposes the development model of education quality of universities in Guangxi, designs an evaluation form for the implementation of the model, and invites experts to evaluate the adaptability and feasibility of the implementation of the model.

4.51 - 5.00 refers to the highest level

3.51 - 4.49 means high level

2.51 - 3.49 refers to medium level

1.51 - 2.49 refers to low level

1.00 - 1.49 refers to the lowest level

Research Methods and Steps

This study combines qualitative research with quantitative research, and uses a variety of data collection and statistical analysis methods to collect analyze and count relevant data. A questionnaire survey on the development mode of education quality of universities in Guangxi was designed, and a survey was conducted on the administrators and teachers of 11 universities in Guangxi. Designed a structured interview outline, selected Guangxi University, Guangxi Normal University, Guangxi Medical University, Guilin University of Electronic Technology, Guilin University of Technology, Guangxi University for Nationalities, Nanning Normal University, Guangxi University of Electronic Technology, Guangxi University of Chinese Medicine, Guangxi Arts University, Guangxi University of Finance and Economics. The 11 relatively high-level schools of Guangxi University of Finance and Economics were used as interview schools. The 11 interviewees all have a master's degree or above

and have worked in universities for more than 10 years. They are middle-level and above managers in charge of education management and teachers with associate senior titles and above. The strategy for the development of education quality, and invited 5 education management experts, middle-level leaders, teachers and managers with intermediate and above professional titles who have worked in universities for more than 7 years to test the research tools, and invited 11 people who have worked in universities for 15 years The above education management experts, senior leaders, managers and teachers with senior professional titles will evaluate the adaptability and feasibility of the implementation of the education quality development strategy of universities in Guangxi. The research steps are as follows:

Step 1: Set research ideas. Read and sort out relevant literature at home and abroad, be familiar with the relevant theories and concepts of education quality and total quality management theory in universities, and understand the six variables related to leadership, strategic planning, measurement and evaluation, process management, personnel management, and stakeholders Research, clarify the purpose of the research, formulate the research plan and ideas.

Step 2: Design and distribute the questionnaire. On the basis of sorting out the relevant literature at home and abroad, through the predecessors' research on issues related to the quality of college education, the corresponding questionnaires were designed and compiled, and the questionnaires were distributed to the managers and teachers of universities in Guangxi. Through factor analysis, the reliability and validity of the six variables in the questionnaire are compared, and the feasibility of the research on the development strategy of education quality of universities in Guangxi is verified, so as to analyze and understand the current situation of education quality of universities in Guangxi.

Step 3: Designing structured interview content. Questions and suggestions were collected through structured interviews, and the influencing factors of Guangxi college education quality development strategies were analyzed and summarized.

Step 4: Evaluate strategy suitability and feasibility. Eleven education management experts, senior leaders, managers with senior professional titles and

teachers who have worked in universities for more than 15 years were invited to evaluate the applicability and feasibility of the implementation of the education quality development strategy of universities in Guangxi. They evaluated the content of influencing factors of development strategies collected through interviews, and evaluated the appropriateness of implementing development strategies, and the evaluation results provided a basis for optimizing the development strategies of college education quality in Guangxi.

The research steps are shown in Figure 3.1:

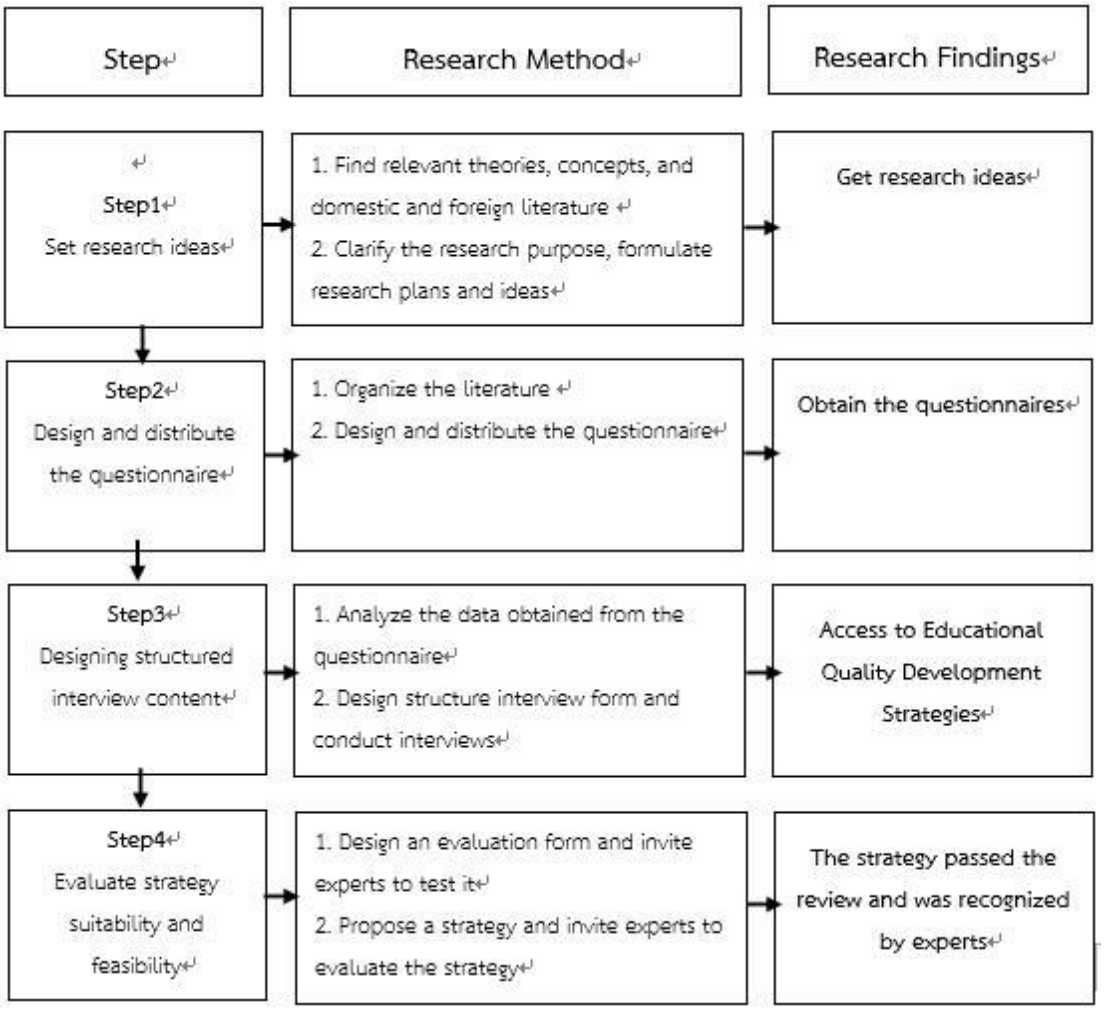

Figure 3.1 Summary of Research Steps

Data Collection

Researchers collect data according to the type and procedure of research tools. as follows:

Questionnaire

1. Questionnaire design: The researchers design the research questionnaire according to the first research purpose, accept the guidance of the tutor, and then submit it to the School of Graduate Studies for approval.

2. Questionnaire distribution: The researchers distributed questionnaires in 11 universities in Guangxi from July 12 to July 26, 2023, and asked respondents to fill in the questionnaires.

3. Questionnaire follow-up: Follow up the sample size of the questionnaire, stop the questionnaire when the sample size is satisfied, and proceed to the next step of questionnaire data analysis.

4. Questionnaire data collation: sort out the collected questionnaires, check the completeness of the questionnaires, and use SPSS to analyze the complete and valid questionnaire data.

Interview

1. Summarize the analysis results of the Guangxi University Education Quality Discovery Questionnaire, and formulate the interview outline.

2. Respondents in structured interviews selected Guangxi University, Guangxi Normal University, Guangxi Medical University, Guilin University of Electronic Technology, Guilin University of Technology, Guangxi University for Nationalities, Nanning Normal University, Guangxi University of Electronic Technology, Guangxi University of Chinese Medicine, Guangxi Arts University, Guangxi University of Finance and Economics. The 11 relatively high-level schools of Guangxi University of Finance and Economics The 11 regional high-level schools and above are used as interview schools. The 11 interviewees all have a master's degree or above and have worked in universities for more than ten years. They are middle-level and above managers in charge of education management and teachers with associate senior titles or above.

3. Screen the interviewees who meet the requirements and be invited by the researcher.

4. Conduct an interview. The researchers distributed an interview outline to 11 interviewees.

5. Interview data analysis. After the interview, organize the content of the interview.

Evaluation Expert

1. Design an evaluation form and check its correctness, feasibility and applicability.

2. Invite experts to participate in the strategy evaluation.

3. After the evaluation, analyze the evaluation content and data.

Data Analysis

The data analysis in this research, the researcher analyze the data by package program, as follows:

Step 1: The personal information of the respondents was analyzed by frequency and percentage, classified by gender and education background.

Step 2: The current situation of education quality of universities in Guangxi in six following aspects: 1) Leadership, 2) Strategy, 3) Stakeholders Focus, 4) Measurement and Evaluation, 5) Employee Management, 6) Process Management was analyzed by average value and standard deviation.

step 3: The structured interview about the strategy for improving education quality of universities in Guangxi was analyzed by content analysis.

Step 4: The evaluation of the adaptability and feasibility of the strategy for improving education quality of universities in Guangxi was analyzed by average value and standard deviation.

Chapter 4
Results of Analysis

The research in the strategy for improving education quality of universities in Guangxi. The objectives of this research were 1) to study the current situation of education quality of universities in Guangxi, 2) to develop strategies for improving education quality of universities in Guangxi, 3) to evaluate the adaptability and feasibility of the strategies for improving education quality of universities in Guangxi. The data analysis result can be presented as follows:

1. Symbol and Abbreviations
2. Presentation of data analysis
3. Results of data analysis

The details are as follows.

Symbol and Abbreviations

n Refers to Sample Group

$\overline{X}$ Refers to Average Value

S.D. Refers to Standard Deviation

Presentation of Data Analysis

Part 1: The analysis result about personal information of respondents, classified by gender, age, highest education level, profession title, position, and educational management experience. Presented the data in the form of frequency and percentage.

Part 2: The analysis result about the current situation of education quality of universities in Guangxi. Presented the data in the form of average value and standard deviation.

Part 3: The analysis result about the interview contents about the strategy for improving education quality of universities in Guangxi.

Part 4: The analysis result about the evaluation of the adaptability and feasibility of the strategy for improving education quality of universities in Guangxi. Presented the data in the form of average value and standard deviation.

Results of Data Analysis

The researcher analyzed the data in 3 parts as follows:

Part 1: The analysis result about personal information of respondents, classified by gender, age, highest education level, profession title, position, and educational management experience. Presented the data in the form of frequency and percentage

Table 4.1 Number of people and percentage of respondents

(n=375)

	Personal Information	Population	Percent
Gender	Male	162	43.20
	Female	213	56.80
	Total	**375**	**100**
Age	Under 35 years' old	40	10.63
	Between 36-45 years' old	193	51.56
	Between 46-55 years' old	104	27.81
	Over 56 years old	38	10.06
	Total	**375**	**100**
Highest Education	Bachelor	111	29.62
	Master	223	59.57
	Ph.D. Postdoctoral	41	10.81
	Total	**375**	**100**
Professional Title	Associate Professor	260	69.34
	Professor	115	30.66
	Total	**375**	**100**
Position	Senior administrators	86	22.83
	Middle administrators	92	24.65
	Teachers	197	52.52
	Total	**375**	**100**

Table 4.1 (Continued)

(n=375)

	Personal Information	Population	Percent
Experience in	Less than 10 years	78	20.76
Education	11-15 years	136	36.33
Management	More than 15 years	161	42.91
	Total	**375**	**100**

According to Table 4.1, showed that the majority respondents were 162 males, accounting for 43.20%, and 213 females, accounting for 21.3%. The age of respondents was between 36-45 years' old for 193 people, accounting for 51.56%, followed by between 46-55 years' old, and over 56 years old was the lowest level for 38 people, accounting for 10.06%. The highest education of respondents was mainly master for 223 people, accounting for 59.57%, followed by bachelor, and Ph.D. Postdoctoral the lowest level for 41 people, accounting for 10.08%. The professional title of respondents was mainly associate professor for 260 people, accounting for 69.34%, and professor for 115 people, accounting for 30.66%. The position of respondents was mainly teachers for 197 people, accounting for 52.52%, followed by middle administrators, and senior administrators was the lowest level for 86 people, accounting for 22.83%. The experience in education management of respondents was mainly more than 15 years for 161 people, accounting for 42.91%, followed by 11-15 years, and less than 10 years was the lowest level for 78 people, accounting for 20.76%.

Part 2: The analysis result about the current situation of education quality of universities in Guangxi. Presented the data in the form of average value and standard deviation

Table 4.2 The Average Value and Standard Deviation of the Current Situation of Education Quality in six Aspects

(n=375)

	Educational Quality	$\overline{X}$	SD	Level	Order
1	Leadership	3.34	0.46	medium	3
2	Strategy	3.32	0.53	medium	5
3	Stakeholders Focus	3.36	0.57	medium	2
4	Measurement and Evaluation	3.37	0.62	medium	1
5	Employee Management	3.19	0.62	medium	6
6	Process Management	3.31	0.68	medium	4
	Total	**3.31**	**0.55**	**medium**	

According to table 4.2, found that the current situation of education quality in six aspects was at medium level ($\overline{X}$ =3.31). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was measurement and evaluation ($\overline{X}$ =3.37), followed by stakeholders focus ($\overline{X}$ =3.36), and employee management was the lowest level ($\overline{X}$ =3.19).

Table 4.3 The Average Value and Standard Deviation of the Current Situation of Education Quality in Leadership

(n=375)

	Leadership	$\overline{X}$	SD	Level	Order
1	Senior leaders make specific commitments to teaching quality	3.33	0.48	medium	2
2	Senior leaders are directly in charge of the quality department or related working groups	3.28	0.38	medium	4
3	Senior leaders actively participate in quality supervision related work	3.27	0.45	medium	5
4	Senior leaders regularly hold quality management related meetings	3.31	0.42	medium	3
5	University leaders shall provide necessary funds or resources for quality work	3.40	0.41	medium	1
	Total	**3.34**	**0.46**	**medium**	

According to Table 4.3, found that the current situation of education quality in leadership at medium level ($\overline{X}$ =3.34). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was university leaders providing necessary financial or resource support for quality work ($\overline{X}$ =3.40), followed by senior leaders make specific commitments to teaching quality ($\overline{X}$ =3.33), and senior leaders actively participate in quality supervision related work was the lowest level ($\overline{X}$ =3.27).

Table 4.4 The Average Value and Standard Deviation of the Current Situation of Education Quality In Strategy

(n=375)

	Strategy	$\overline{X}$	SD	Level	Order
1	Quality management is included in the development planning of universities	3.36	0.51	medium	1
2	Universities set quality goals according to students' needs and training orientation	3.33	0.44	medium	2
3	Universities have formulated clear plans for improving teaching quality	3.31	0.57	medium	3
	Total	**3.32**	**0.53**	**medium**	

According to Table 4.4, found that the current situation of education quality in strategy at medium level ($\overline{X}$ =3.32). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was quality management is included in the development planning of universities ($\overline{X}$ =3.36), followed by universities set quality goals according to students' needs and training orientation ($\overline{X}$ =3.33), and universities have formulated clear plans for improving teaching quality was the lowest level ($\overline{X}$ =3.31).

Table 4.5 The Average Value and Standard Deviation of the Current Situation of Education Quality in Stakeholder Focus

(n=375)

	Stakeholder Focus	$\overline{X}$	SD	Level	Order
1	Universities pay attention to collecting and analyzing students' achievements and effects	3.42	0.51	medium	2
2	Universities pay attention to students' complaints, satisfaction and quality improvement suggestions	3.20	0.64	medium	4
3	Administrators, faculty and staff maintain close relationships with students and their families	3.35	0.58	medium	3
4	Universities focus on collecting and analyzing the needs and expectations of enterprises and industries	3.48	0.49	medium	1
	Total	**3.36**	**0.57**	**medium**	

According to Table 4.5, found that the current situation of education quality in strategy at medium level ($\overline{X}$ =3.36). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was universities focus on collecting and analyzing the needs and expectations of enterprises and industries ($\overline{X}$ =3.48), followed by universities pay attention to collecting and analyzing students' achievements and effects ($\overline{X}$ =3.42), and universities pay attention to students' complaints, satisfaction and quality improvement suggestions was the lowest level ($\overline{X}$ =3.20).

Table 4.6 The Average Value and Standard Deviation of the Current Situation of Education Quality in Measurement and Evaluation

(n=375)

	Measurement and Evaluation	$\overline{X}$	SD	Level	Order
1	Universities pay attention to the construction of quality monitoring department	3.42	0.72	medium	2
2	Faculty use quality data and performance indicators in their work	3.47	0.66	medium	1
3	Universities use performance data to self-assess against third-party standards	3.21	0.53	medium	4
4	Universities actively participate in the accreditation and evaluation work organized by other institutions	3.35	0.73	medium	3
	Total	**3.37**	**0.62**	**medium**	

According to Table 4.6, found that the current situation of education quality in strategy at medium level ($\overline{X}$ =3.37). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was faculty use quality data and performance indicators in their work ($\overline{X}$ =3.47), followed by universities pay attention to the construction of quality monitoring department ($\overline{X}$ =3.42), and universities use performance data to self-assess against third-party standards was the lowest level ($\overline{X}$ =3.21).

Table 4.7 The Average Value and Standard Deviation of the Current Situation of Education Quality in Employee Management

(n=375)

	Employee Management	$\overline{X}$	SD	Level	Order
1	Universities focus on improving teaching quality by optimizing the structure of teachers	3.21	0.41	medium	3
2	Universities conduct satisfaction evaluations on faculty and staff and collect suggestions for improvement	3.25	0.49	medium	2
3	Universities organize quality management work conferences with the participation of faculty and staff	3.28	0.78	medium	1
4	Faculty and staff who make significant contributions to improving quality will be rewarded	3.11	0.57	medium	5
5	Universities carry out job skills and quality management training for faculty and staff	3.15	0.36	medium	4
	Total	**3.19**	**0.62**	**medium**	

According to Table 4.7, found that the current situation of education quality in strategy at medium level ($\overline{X}$ =3.19). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was Universities organize quality management work conferences with the participation of faculty and staff ($\overline{X}$ =3.28), followed by universities conduct satisfaction evaluations on faculty and staff and collect suggestions for improvement ($\overline{X}$ =3.25), and faculty and staff who make significant con contributions to improving quality will be rewarded was the lowest level ($\overline{X}$ =3.11).

Table 4.8 The Average Value and Standard Deviation of the Current Situation of Education Quality in Process Management

(n=375)

	Process Management	$\overline{X}$	SD	Level	Order
1	Universities have clear quality departments, quality manuals and system documents	3.43	0.62	medium	1
2	Universities will consider student needs and industry requirements in course design	3.26	0.78	medium	5
3	Universities review and correct workflows that do not meet quality requirements	3.38	0.56	medium	2
4	Universities actively adopt new science and technology in teaching and administrative work	3.35	0.51	medium	3
5	Regular preventive maintenance of teaching equipment and other facilities	3.28	0.59	medium	4
	Total	**3.31**	**0.68**	**medium**	

According to Table 4.8, found that the current situation of education quality in strategy at medium level ($\overline{X}$ =3.31). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was universities have clear quality departments, quality manuals and system documents ($\overline{X}$ =3.43), followed by universities review and correct workflows that do not meet quality requirements ($\overline{X}$ =3.38), and universities will consider student needs and industry requirements in course design was the lowest level ($\overline{X}$ =3.26).

Part 3: The analysis result about the interview contents about the strategy for improving education quality of universities in Guangxi

Table 4.9 Personal Information of Interviewee

No	Title	Post	Years of university work	University
1	Professor	Senior administrators	35	Guangxi University
2	Professor	Senior administrators	30	Guangxi Normal University
3	Professor	Teacher	25	Guangxi Medical University
4	Associate Professor	Teacher	23	Guilin University of Electronic Technology
5	Professor	Teacher	10	Guilin University of Technology
6	Associate Professor	Teacher	12	Guangxi University for Nationalities
7	Associate Professor	Teacher	31	Nanning Normal University
8	Associate Professor	Teacher	14	Guangxi University of Science and Technology
9	Associate Professor	Middle administrators	20	Guangxi University of Chinese Medicine
10	Professor	Senior administrators	18	Guangxi Arts University
11	Professor	Middle administrators	15	Guangxi University of Finance and Economics

The interviewee detail are as follows:

Interviewee 1

1. How can senior leaders make concrete commitments to improve teaching and learning?

To improve the quality of education, senior leadership should establish clear goals and targets. These clear goals will provide a clear direction for the entire educational institution, motivating educators to go all out and continuously strive to improve education methods, thereby effectively improving students' learning outcomes and educational outcomes.

2. How do senior leaders actively participate in and support quality supervision related work?

Senior leaders regularly participate in supervision activities and have an in-depth understanding of the teaching site, find out problems in time and give guidance, so as to effectively improve the teaching quality and benefit both teachers and students.

3. How do universities integrate quality management-related content in their development plans?

I think quality goals are crucial in the development of universities and guide the direction of our efforts. They help us clarify our goals, make education more efficient and high-quality, improve the overall quality of students, and promote the overall progress of the school.

4. How do universities formulate clear teaching quality improvement plans to meet students' needs and training orientation?

We need to establish a teaching quality evaluation mechanism, so that we can better understand students' feedback on teaching, so as to continuously improve teaching quality.

5. How can universities effectively collect and analyze students' grades and effects to improve teaching quality?

The school should have a database of student performance and learning effects, so that we can more easily understand students' learning progress and help them achieve better academic performance. This database will provide teachers,

students and parents with useful information for more effective learning and personal development.

6. How can universities establish a sound feedback mechanism, including the collection and response of student complaints, satisfaction, and quality improvement suggestions, so as to continuously improve teaching quality?

I think that establishing a student complaint and suggestion collection platform will provide a more convenient channel for students to express their ideas and problems. This will help schools better understand student needs, foster positive change and improve the learning environment.

7. How do universities build and strengthen quality monitoring departments to ensure the monitoring and management of teaching quality?

I think it is wise to establish an independent quality monitoring organization, which will have a positive impact on teaching quality and management level. The agency will be responsible for assessing school operations and ensuring high standards of teaching methods and management systems to provide students with a better learning environment and promote the overall development of the education system.

8. How can universities use quality data, performance indicators, and participation in accreditation assessments to conduct self-assessment and continuous improvement of teaching quality?

Universities should establish a data collection and analysis system to help better understand the performance and operations of the institution.

9. How can universities improve teaching quality by optimizing the structure of teachers?

Schools should pay more attention to teacher training and development programs to ensure that they maintain a high level of teaching quality.

10. How do universities motivate and support faculty and staff through faculty satisfaction assessments, quality management work meetings, and training to promote quality improvement and improve teaching quality?

The school should pay more attention to the satisfaction of faculty and staff, and conduct regular assessments every year, so that everyone has the opportunity to put forward opinions and suggestions.

11. How do universities ensure the specification and implementation of quality management through clear quality departments, quality manuals and system documents?

In order to ensure the quality of the school and improve the teaching level, it is recommended to set up a special quality management department. The department should clarify responsibilities and authorities, and implement an effective quality assurance mechanism to promote the continuous development of schools and quality education.

12. How can universities actively promote the improvement and guarantee of teaching quality in terms of curriculum design, workflow correction, application of science and technology, and equipment maintenance?

At this stage, universities should update their courses. A special course evaluation team can be set up, composed of teachers, students and education experts, to meet regularly to discuss course content and teaching effects, and to adjust and update course plans in a timely manner in light of educational development trends.

Interviewee 2

1. How can senior leaders make concrete commitments to improve teaching and learning?

Improving the teaching ability and professional level of teachers is crucial to improving the quality of education. Senior leaders should increase teacher training and development opportunities, so that they can continuously learn the latest teaching methods and concepts, improve the level of education and teaching, and better meet the learning needs of students, so as to create a better educational experience for students.

2. How do senior leaders actively participate in and support quality supervision related work?

Schools should actively encourage teachers to participate in improvement projects, and encourage them to be brave enough to put forward their own suggestions and ideas. In this way, teachers will feel that their opinions are valued, stimulate enthusiasm, and at the same time promote the development and progress of the school.

3. How do universities integrate quality management-related content in their development plans?

Many universities have established quality management departments, but considering the changing educational needs, their functions may need to be further strengthened and optimized. This can better monitor teaching quality, continuously improve school operations, and ensure that universities can adapt to future challenges and developments.

4. How do universities formulate clear teaching quality improvement plans to meet students' needs and training orientation?

It is hoped that the school can establish a channel for students to participate in quality improvement, so that we can put forward opinions and suggestions more directly, and make teaching closer to our needs.

5. How can universities effectively collect and analyze students' grades and effects to improve teaching quality?

I think that data analysis tools can be used to gain an in-depth understanding of students' learning performance, which can provide more targeted guidance for teaching and help teachers better understand students' weaknesses and strengths, so as to formulate personalized learning plans and promote students' learning performance. Learn to progress and grow. Such an approach can improve learning outcomes and teaching quality.

6. How can universities establish a sound feedback mechanism, including the collection and response of student complaints, satisfaction, and quality improvement suggestions, so as to continuously improve teaching quality?

Conducting satisfaction surveys is essential. Through these methods, schools can gain a deeper understanding of students' needs and opinions, so that they can

take more targeted measures to improve the quality of education and student satisfaction.

7. How do universities build and strengthen quality monitoring departments to ensure the monitoring and management of teaching quality?

Universities should hire professionals to be responsible for the monitoring work, so as to ensure the professionalism and accuracy of the monitoring process. The knowledge and experience of professionals will provide reliable guidance and solutions for monitoring work to ensure effective supervision and continuous improvement, thereby further improving the overall work quality and efficiency.

8. How can universities use quality data, performance indicators, and participation in accreditation assessments to conduct self-assessment and continuous improvement of teaching quality?

I believe that a comprehensive set of performance evaluation criteria will ensure impartial evaluation of teaching, research and management.

9. How can universities improve teaching quality by optimizing the structure of teachers?

Universities should provide teachers with rich and diverse academic exchange and research opportunities, so that they can continue to grow in the professional field.

10. How do universities motivate and support faculty and staff through faculty satisfaction assessments, quality management work meetings, and training to promote quality improvement and improve teaching quality?

Universities should pay attention to the needs and opinions of employees, respond in a timely manner and try their best to solve problems.

11. How do universities ensure the specification and implementation of quality management through clear quality departments, quality manuals and system documents?

The school should formulate detailed quality manuals and management system documents, so that teachers and students can better understand the operation of the school, and ensure that all tasks are followed.

12. How can universities actively promote the improvement and guarantee of teaching quality in terms of curriculum design, workflow correction, application of science and technology, and equipment maintenance?

I think that universities should conduct a comprehensive inventory and evaluation of the equipment in the school, and record information such as the status, life and performance of the equipment; formulate an equipment maintenance plan based on the evaluation results, including regular maintenance, maintenance and overhaul; and formulate an equipment update plan , consider the timing and budget of equipment update, and ensure that the equipment can be updated and upgraded in time to meet the needs of teaching and scientific research.

Interviewee 3

1. How can senior leaders make concrete commitments to improve teaching and learning?

Optimizing the allocation of teaching resources is the responsibility of senior leaders. Senior leaders should ensure the rational use of resources to provide students with better education and promote students' all-round growth.

2. How do senior leaders actively participate in and support quality supervision related work?

Universities should provide necessary resources and support, which are very helpful to teaching work. This enables teachers to teach better, students to have better learning experiences and outcomes, and work together to create a quality education.

3. How do universities integrate quality management-related content in their development plans?

I think the establishment of an incentive mechanism for quality management assessment can motivate faculty and staff to work harder and harder, and continuously improve the quality of work. Such a mechanism will encourage them to actively participate in the development of the school and contribute to the improvement of the overall quality of education.

4. How do universities formulate clear teaching quality improvement plans to meet students' needs and training orientation?

I think the school should formulate some highly professional and targeted training to help teachers continuously improve their teaching level.

5. How can universities effectively collect and analyze students' grades and effects to improve teaching quality?

Regular teaching evaluation is helpful to discover the weaknesses in teaching in time, and then make improvement measures to improve the quality of teaching. Teachers can adjust teaching strategies based on assessment results to meet students' needs and promote their better learning and growth. This continuous feedback mechanism is essential to optimize teaching effectiveness.

6. How can universities establish a sound feedback mechanism, including the collection and response of student complaints, satisfaction, and quality improvement suggestions, so as to continuously improve teaching quality?

It is very necessary to formulate an implementation plan for quality improvement suggestions. This allows schools to address issues in a targeted manner, improve service quality, and ensure that the needs of students and staff are being met effectively. Through the implementation of the plan, the school can continue to improve and enhance the overall educational experience.

7. How do universities build and strengthen quality monitoring departments to ensure the monitoring and management of teaching quality?

It is very important for universities to establish monitoring indicators and standards, which will help to effectively evaluate and improve teaching quality. Through clear indicators and standards, data and information can be collected systematically, problems can be identified and corresponding measures can be taken, so as to continuously improve the level of education and student learning outcomes.

8. How can universities use quality data, performance indicators, and participation in accreditation assessments to conduct self-assessment and continuous improvement of teaching quality?

Universities should actively participate in internal and external evaluations to continuously improve the quality and influence of universities education.

9. How can universities improve teaching quality by optimizing the structure of teachers?

If teachers can get the proper teaching reward and promotion mechanism in school, this will motivate them to devote more to teaching work.

10. How do universities motivate and support faculty and staff through faculty satisfaction assessments, quality management work meetings, and training to promote quality improvement and improve teaching quality?

Universities should hold more sharing sessions and training activities, which can not only improve everyone's professional skills, but also enhance communication with colleagues.

11. How do universities ensure the specification and implementation of quality management through clear quality departments, quality manuals and system documents?

I think that internal review and self-examination are important means for schools to achieve continuous improvement. Through regular review and self-examination, the school can find out the existing problems in time, and then take corresponding measures to solve them, so as to ensure the continuous optimization of teaching quality and school management. This positive feedback loop helps the school to continuously improve and develop.

12. How can universities actively promote the improvement and guarantee of teaching quality in terms of curriculum design, workflow correction, application of science and technology, and equipment maintenance?

Technology makes people progress. I think it is a good development direction to add scientific and technological means to assist teaching in the teaching plan, and to incorporate technology education into curriculum design. In order to stimulate students' interest in technology-assisted learning; in addition, establish student technology associations or technology innovation projects to encourage students to actively explore technology applications and promote the popularization of technology in teaching.

Interviewee 4

1. How can senior leaders make concrete commitments to improve teaching and learning?

Establishing a teacher-student interaction platform is an important initiative, and senior leaders should use such a platform so that teachers and students can communicate and interact more closely. This will promote the improvement of teaching effect, enhance the trust and understanding between teachers and students, provide students with more personalized learning support, and thus stimulate students' learning interest and enthusiasm.

2. How do senior leaders actively participate in and support quality supervision related work?

I think regular review and feedback of supervision results is very important, which can help us understand the teaching situation in a timely manner, and then flexibly adjust teaching methods and strategies to improve teaching effects and make the learning process smoother and more effective.

3. How do universities integrate quality management-related content in their development plans?

I believe that integrating quality management concepts into the decision-making process can reduce quality risks and have a positive impact on long-term development. Doing so ensures more informed and effective decision-making, reduces potential problems, and increases organizational robustness and sustainability.

4. How do universities formulate clear teaching quality improvement plans to meet students' needs and training orientation?

Schools need to pay attention to the update and optimization of the curriculum, and keep up with the latest teaching concepts and knowledge, so that we can receive higher quality education.

5. How can universities effectively collect and analyze students' grades and effects to improve teaching quality?

It is very important for students to have individual feedback exchanges with teachers, so that they can better understand their own learning progress and room for improvement. By interacting with teachers, students can resolve doubts, receive guidance, and find a personalized approach to learning. This interaction helps students improve academic performance and study skills more effectively.

6. How can universities establish a sound feedback mechanism, including the collection and response of student complaints, satisfaction, and quality improvement suggestions, so as to continuously improve teaching quality?

I think it is a good practice to open up the feedback results to students and staff. This transparency helps build trust and a climate of positive communication. Students and staff, knowing their opinions are valued, will be more motivated to participate in improving the school environment and the quality of education.

7. How do universities build and strengthen quality monitoring departments to ensure the monitoring and management of teaching quality?

I think the sampling inspection of the teaching process and results should be strengthened, which can ensure the stability and sustainability of teaching. Through regular sampling inspections, problems can be found in time and targeted improvement measures can be taken, so as to continuously improve the quality of teaching and make the education system healthier and effective.

8. How can universities use quality data, performance indicators, and participation in accreditation assessments to conduct self-assessment and continuous improvement of teaching quality?

After each evaluation result comes out, universities should organize relevant personnel to interpret and discuss, so as to understand their own advantages and room for improvement.

9. How can universities improve teaching quality by optimizing the structure of teachers?

Universities should pay special attention to the teaching quality of teachers and the evaluation of students to continuously optimize the teaching process.

10. How do universities motivate and support faculty and staff through faculty satisfaction assessments, quality management work meetings, and training to promote quality improvement and improve teaching quality?

It is still necessary to recognize outstanding staff and professors. Every time I am recognized as an outstanding teacher, I feel encouraged and proud, which makes me more motivated to do better.

11. How do universities ensure the specification and implementation of quality management through clear quality departments, quality manuals and system documents?

The school should establish a process monitoring and error correction mechanism, which can make the operation of the school more efficient and problems can be solved in a timely manner.

12. How can universities actively promote the improvement and guarantee of teaching quality in terms of curriculum design, workflow correction, application of science and technology, and equipment maintenance?

In my opinion, the correction of university workflow requires the establishment of a cross-departmental optimization team composed of faculty members and administrators to jointly study the existing process, make suggestions for improvement, and promote implementation. In addition, establish a feedback mechanism to accept users' opinions and suggestions, continuously improve the process, and ensure that the process keeps pace with the times.

Interviewee 5

1. How can senior leaders make concrete commitments to improve teaching and learning?

I think regular monitoring and evaluation of teaching effectiveness is crucial, so that we can fully understand the teaching effect, and adjust and improve teaching methods in time to ensure that students get the best learning experience and results.

2. How do senior leaders actively participate in and support quality supervision related work?

Senior leaders should pay attention to the actual effect of quality improvement, pay attention to the progress of related work, and give timely recognition and encouragement. This can motivate teachers and students to continue to work hard, continuously improve the quality of education, and promote the overall development of the school.

3. How do universities integrate quality management-related content in their development plans?

I think the specific refinement of the quality management plan is very important, it can ensure that the quality is error-free. By clarifying objectives, steps and responsibilities, effectively monitor the process, and take timely corrective actions to ensure that the project or task is completed as expected with high quality.

4. How do universities formulate clear teaching quality improvement plans to meet students' needs and training orientation?

When students conduct demand surveys, they hope to have a more comprehensive understanding of our learning needs and interests, so that the teaching content can be closer to our actual situation.

5. How can universities effectively collect and analyze students' grades and effects to improve teaching quality?

The management can gain valuable experience by visiting the practices of other excellent schools. By learning from the practices and strategies of successful schools, the management can better optimize school operations, improve teaching quality, stimulate the potential of teachers and students, and achieve overall school progress. Such learning and exchange are critical to the development of educational institutions.

6. How can universities establish a sound feedback mechanism, including the collection and response of student complaints, satisfaction, and quality improvement suggestions, so as to continuously improve teaching quality?

I think it is necessary to track the improvement effect. Only by continuous follow-up to ensure the effectiveness of the improvement measures can the school continue to improve. By collecting feedback and data, evaluating improvements, adjusting and optimizing measures in a timely manner, ensuring continuous improvement and improving the overall performance of the school and the student experience. This circular feedback mechanism will help the school achieve better development and growth.

7. How do universities build and strengthen quality monitoring departments to ensure the monitoring and management of teaching quality?

Universities regularly report monitoring results to senior leaders, which can provide a strong basis for decision-making and help schools continue to optimize

education management. This real-time feedback can help senior leaders understand teaching progress and challenges, so as to take timely measures to promote the continuous improvement of the school's education quality and management.

8. How can universities use quality data, performance indicators, and participation in accreditation assessments to conduct self-assessment and continuous improvement of teaching quality?

Universities can formulate a series of improvement plans based on the evaluation results, and keep track of the implementation to ensure that the improvement achieves the expected results.

9. How can universities improve teaching quality by optimizing the structure of teachers?

The school should hire some very good professionals who will bring many new teaching concepts and methods.

10. How do universities motivate and support faculty and staff through faculty satisfaction assessments, quality management work meetings, and training to promote quality improvement and improve teaching quality?

The school should establish an interactive communication platform where faculty and staff can share experiences and help each other.

11. How do universities ensure the specification and implementation of quality management through clear quality departments, quality manuals and system documents?

Universities should pay attention to the participation of all staff in quality management, which makes everyone feel that they have great responsibilities and has a positive impact on the overall development of the school.

12. How can universities actively promote the improvement and guarantee of teaching quality in terms of curriculum design, workflow correction, application of science and technology, and equipment maintenance?

In terms of equipment maintenance, universities should establish backup measures and emergency response plans to prepare for unexpected needs and ensure the continuity of teaching and scientific research; at the same time, regular drills and trainings for troubleshooting and processing procedures should be carried

out to improve the emergency response of relevant personnel. Processing capacity to ensure efficient response when failures occur.

Interviewee 6

1. How can senior leaders make concrete commitments to improve teaching and learning?

I think it is very important to train teachers more. Continuously improving professional knowledge and teaching skills will help improve the quality of education and create a more inspiring and effective learning environment for students.

2. How do senior leaders actively participate in and support quality supervision related work?

Active participation of faculty members in improvement projects can inject more creativity into teaching. Through cooperation and sharing, they can acquire new teaching concepts and methods, continuously enrich teaching content, stimulate students' interest in learning, make education more dynamic and innovative, and ultimately improve the overall teaching quality.

3. How do universities integrate quality management-related content in their development plans?

I would like the quality management department to provide training to help faculty better understand and implement the quality management program. Through training, they can master effective quality management tools and methods, improve their professional ability, and jointly ensure the education quality and development level of universities.

4. How do universities formulate clear teaching quality improvement plans to meet students' needs and training orientation?

I think there can be a teacher training program, and I hope the school can provide some diversified training methods, such as seminars, lectures, etc., so as to better meet the needs of different teachers.

5. How can universities effectively collect and analyze students' grades and effects to improve teaching quality?

Based on the information in the student performance database, teachers and management can gain an in-depth understanding of students' learning situation

and progress, so as to formulate more effective teaching plans and personalized learning support, improve teaching quality, and promote students' academic development.

6. How can universities establish a sound feedback mechanism, including the collection and response of student complaints, satisfaction, and quality improvement suggestions, so as to continuously improve teaching quality?

Universities should establish a platform for collecting student complaints and suggestions, which will help promote a more democratic operation of the school. Through this platform, students can express their opinions and needs more conveniently, and schools can better listen to students' voices, make decisions and improve together, and create a more open and inclusive learning environment. This participation mechanism will strengthen the interaction and cooperation between the school and students, and promote mutual growth and progress.

7. How do universities build and strengthen quality monitoring departments to ensure the monitoring and management of teaching quality?

Professional matters are entrusted to professional people, and more professional opinions and suggestions can be obtained by hiring professionals to monitor the work. Their expertise and experience will ensure that the monitoring process is more accurate and efficient, providing reliable guidance for improvement efforts, thereby increasing overall quality and efficiency.

8. How can universities use quality data, performance indicators, and participation in accreditation assessments to conduct self-assessment and continuous improvement of teaching quality?

The data collection and analysis system of universities can help to better understand the learning situation and needs of students, so as to provide more targeted teaching support.

9. How can universities improve teaching quality by optimizing the structure of teachers?

Teachers should often participate in academic exchange activities and share experiences with educators in other schools, which is very helpful to improve teaching standards.

10. How do universities motivate and support faculty and staff through faculty satisfaction assessments, quality management work meetings, and training to promote quality improvement and improve teaching quality?

The satisfaction evaluation makes me feel that the school attaches great importance to our feelings, and this kind of concern makes me willing to work more.

11. How do universities ensure the specification and implementation of quality management through clear quality departments, quality manuals and system documents?

I think the quality management department should provide excellent support for all aspects of the school, and their work can make the school run more organized. They are responsible for ensuring compliance and enforcement of quality standards and driving continuous school improvement, thereby promoting efficiency and excellence in teaching, administration and overall development.

12. How can universities actively promote the improvement and guarantee of teaching quality in terms of curriculum design, workflow correction, application of science and technology, and equipment maintenance?

Universities can hold scientific and technological education exchange activities, invite experts in the field of educational technology and enterprise representatives to come to the school to share the application cases and experience of technology in teaching, and stimulate the innovative thinking of teachers and students; by publicizing successful technology-assisted teaching cases in schools, Increase teachers and students' understanding and interest in science and technology education; in addition, they can also cooperate with technology companies to jointly develop technology products suitable for college teaching, and promote the popularization and application of technology methods in teaching.

Interviewee 7

1. How can senior leaders make concrete commitments to improve teaching and learning?

Senior leaders need to ensure that the distribution of teaching resources is fair and reasonable, so that every student has a fair learning opportunity.

2. How do senior leaders actively participate in and support quality supervision related work?

School resources and supports can help staff better attend to student needs and problem-solving. These resources include teaching tools, training, and coaching that enhance teachers' ability to teach and students' learning experience to create a more positive learning environment.

3. How do universities integrate quality management-related content in their development plans?

I think the assessment and incentive mechanism can stimulate the sense of competition and promote the continuous improvement of teaching quality. Through fair evaluation and rewards, faculty and staff will be more active in pursuing outstanding performance, learning from each other and making progress, providing students with better education and promoting the overall development of universities.

4. How do universities formulate clear teaching quality improvement plans to meet students' needs and training orientation?

It is very important to establish a channel for students to participate in quality improvement. Our feedback can help schools find problems in time and make improvements to make teaching more perfect.

5. How can universities effectively collect and analyze students' grades and effects to improve teaching quality?

Universities can use data analysis tools to reveal students' learning preferences and difficulties, provide a basis for implementing personalized teaching, and allow teachers to better meet students' needs and improve learning effects.

6. How can universities establish a sound feedback mechanism, including the collection and response of student complaints, satisfaction, and quality improvement suggestions, so as to continuously improve teaching quality?

I think that the establishment of satisfaction surveys and focus group discussions can detect the problems of low student satisfaction in a timely manner, thereby promoting the implementation of improvement measures. By collecting feedback and opinions from students, the school can more accurately understand

the problem and take targeted measures to improve student satisfaction and promote the continuous progress and development of the school. This positive feedback mechanism will contribute to a better learning atmosphere and more effective school management.

7. How do universities build and strengthen quality monitoring departments to ensure the monitoring and management of teaching quality?

If the university supervision department can formulate monitoring indicators and standards, it will help to establish a scientific evaluation system and make the teaching quality more transparent and credible.

8. How can universities use quality data, performance indicators, and participation in accreditation assessments to conduct self-assessment and continuous improvement of teaching quality?

The development of performance evaluation standards can provide a clearer understanding of the performance of teachers and academic teams, helping them to develop their strengths and make up for their shortcomings.

9. How can universities improve teaching quality by optimizing the structure of teachers?

Schools can provide teachers with extensive training opportunities to help them receive the latest developments in the education field.

10. How do universities motivate and support faculty and staff through faculty satisfaction assessments, quality management work meetings, and training to promote quality improvement and improve teaching quality?

The school should listen to the opinions of the faculty and staff, and establish a sharing to allow the faculty and staff to make suggestions and make improvements.

11. How do universities ensure the specification and implementation of quality management through clear quality departments, quality manuals and system documents?

The quality manual and management system documents are the important cornerstones of the school, which provide clear direction and norms for the learning of students and the work of teaching staff. These documents record the school's

quality objectives, policies and procedures in detail, provide guidance and basis for school operation and continuous improvement, and ensure the soundness of teaching quality and school management.

12. How can universities actively promote the improvement and guarantee of teaching quality in terms of curriculum design, workflow correction, application of science and technology, and equipment maintenance?

I think courses should be evaluated regularly, and a systematic course evaluation process needs to be established. This includes regularly organizing teachers to conduct teaching experience exchanges, collecting students' opinions and suggestions, referring to the latest research results in the education field, and flexibly adjusting courses according to actual teaching effects to ensure that the course content is adapted to the needs of students and the development of the times.

Interviewee 8

1. How can senior leaders make concrete commitments to improve teaching and learning?

I think it is a good idea to build a teacher-student interaction platform, which can enhance the communication and understanding between teachers and students.

2. How do senior leaders actively participate in and support quality supervision related work?

Supervision activities can help staff find problems and solve them in time to ensure the quality of teaching. Through supervision and feedback, senior leaders can continuously improve teaching methods and processes, enhance teacher-student interaction, and ultimately achieve more efficient educational outcomes.

3. How do universities integrate quality management-related content in their development plans?

I believe that integrating quality management concepts into decision-making processes can enhance the overall quality culture of an institution. This culture will emphasize continuous improvement, the pursuit of excellence, encourage each member to participate in quality assurance, promote collaboration and consensus

inside and outside the school, and ultimately improve the educational quality and reputation of the institution.

4. How do universities formulate clear teaching quality improvement plans to meet students' needs and training orientation?

I think schools can also use tools such as teacher-student interaction platforms to promote communication between teachers and students, making learning more interesting and effective.

5. How can universities effectively collect and analyze students' grades and effects to improve teaching quality?

I think that regular teaching evaluation not only helps to evaluate the learning effect of students, but also allows the teaching team to exchange experiences, share teaching methods and grow together. This collaborative atmosphere encourages teachers to support each other, continuously improve teaching standards, and provide students with a better educational experience.

6. How can universities establish a sound feedback mechanism, including the collection and response of student complaints, satisfaction, and quality improvement suggestions, so as to continuously improve teaching quality?

I believe that a quality improvement proposal implementation plan should be formulated, and the opinions of students and faculty should be fully considered to ensure the feasibility of implementation. By listening to their feedback and suggestions, more concrete and pragmatic plans can be developed that increase the success rate of improvement measures and involve, support and benefit the whole school.

7. How do universities build and strengthen quality monitoring departments to ensure the monitoring and management of teaching quality?

If universities strengthen the sampling inspection of the teaching process and results, it may help to find problems in time and take improvement measures.

8. How can universities use quality data, performance indicators, and participation in accreditation assessments to conduct self-assessment and continuous improvement of teaching quality?

Through internal and external evaluations, the school can obtain some constructive opinions to help us adjust and improve our school-running philosophy and planning.

9. How can universities improve teaching quality by optimizing the structure of teachers?

If teachers have a good working atmosphere in the school, they will feel the support and encouragement from the school.

10. How do universities motivate and support faculty and staff through faculty satisfaction assessments, quality management work meetings, and training to promote quality improvement and improve teaching quality?

Participating in the training activities allowed me to continuously learn new knowledge, and also met many excellent colleagues. So I think the school should organize more training activities and give everyone the opportunity to participate.

11. How do universities ensure the specification and implementation of quality management through clear quality departments, quality manuals and system documents?

I think that internal review and self-examination can help universities to continuously summarize experience and improve continuously to make the school better.

12. How can universities actively promote the improvement and guarantee of teaching quality in terms of curriculum design, workflow correction, application of science and technology, and equipment maintenance?

Universities need to set up equipment maintenance and update plans, and also establish a special equipment management team to be responsible for equipment monitoring and maintenance; in addition, set up equipment ledgers and failure records to record equipment usage and failures in a timely manner; at the same time , It should also establish a cooperative relationship with relevant manufacturers or suppliers to obtain technical support for equipment maintenance and updates to ensure the reliability and continuous use of equipment.

Interviewee 9

1. How can senior leaders make concrete commitments to improve teaching and learning?

I think it is necessary for schools to regularly monitor and evaluate teaching effectiveness, so that problems can be discovered and resolved in time.

2. How do senior leaders actively participate in and support quality supervision related work?

Senior leadership encourages faculty participation in improvement projects that enrich our teaching experience. By participating in the project, teachers can exchange ideas and gain new teaching inspiration and strategies. This not only improves the quality of education, but also stimulates the enthusiasm and creativity of teachers, and promotes the continuous development of school teaching.

3. How do universities integrate quality management-related content in their development plans?

I think the quality management department needs to work closely with other departments to jointly promote quality improvement. Through cooperation and coordination, the professional advantages of various departments can be fully utilized, and joint efforts can be made to improve the comprehensive quality and competitiveness of universities.

4. How do universities formulate clear teaching quality improvement plans to meet students' needs and training orientation?

Curriculum updating and optimization needs to keep pace with the times, especially knowledge in some emerging fields. I hope the school can introduce more relevant content.

5. How can universities effectively collect and analyze students' grades and effects to improve teaching quality?

The one-on-one feedback exchange between students and teachers makes students feel cared for and supported, motivating them to study harder. This individualized care helps students overcome difficulties and build self-confidence, while fostering a closer connection between teachers and students, creating a positive learning atmosphere and driving students to achieve greater academic success.

6. How can universities establish a sound feedback mechanism, including the collection and response of student complaints, satisfaction, and quality improvement suggestions, so as to continuously improve teaching quality?

The results of public feedback by universities will increase the transparency of the school, allowing everyone to understand the school's efforts and improvement measures. This open approach not only demonstrates the school's serious attitude towards issues, but also reflects the school's emphasis on the opinions of students and staff, and establishes a positive atmosphere of trust and cooperation.

7. How do universities build and strengthen quality monitoring departments to ensure the monitoring and management of teaching quality?

I think the establishment of an independent quality monitoring organization is beneficial to improve the overall competitiveness and reputation of the school.

8. How can universities use quality data, performance indicators, and participation in accreditation assessments to conduct self-assessment and continuous improvement of teaching quality?

Interpreting and discussing the assessment results is an important part of our thinking with various departments about the direction of the school.

9. How can universities improve teaching quality by optimizing the structure of teachers?

Schools should set up special teaching rewards so that teachers can get due recognition for their hard work.

10. How do universities motivate and support faculty and staff through faculty satisfaction assessments, quality management work meetings, and training to promote quality improvement and improve teaching quality?

Receiving recognition is a great motivator in the work of many faculty and staff, which can motivate them to continue to work hard and strive to be recognized again.

11. How do universities ensure the specification and implementation of quality management through clear quality departments, quality manuals and system documents?

The process monitoring and error correction mechanism can make the school's management more rigorous, and problems can be discovered and solved in time, so that everyone can have a better learning environment.

12. How can universities actively promote the improvement and guarantee of teaching quality in terms of curriculum design, workflow correction, application of science and technology, and equipment maintenance?

Universities should establish a workflow optimization mechanism, conduct a comprehensive investigation and analysis of the existing workflow, and find out problems and bottlenecks. Work with relevant departments and personnel to develop improvement plans and timelines. Information technology and automation tools can also be introduced to optimize processes and conduct regular assessments to ensure continuous process improvement.

Interviewee 10

1. How can senior leaders make concrete commitments to improve teaching and learning?

Senior leaders should provide teachers with more training opportunities to help them continuously improve their teaching. Only through continuous professional training and improving teaching skills can we better meet the learning needs of students and promote the continuous improvement of education quality.

2. How do senior leaders actively participate in and support quality supervision related work?

Senior leaders should pay more attention to the actual effect of quality improvement. This means not only focusing on teaching concepts and plans, but also on actual performance after improvement. Through systematic evaluation and feedback mechanisms, schools can keep abreast of the effectiveness of improvement measures and make corresponding adjustments to ensure the continuous improvement of education quality and provide students with better learning experience and better opportunities for future development.

3. How do universities integrate quality management-related content in their development plans?

I think it is very important to regularly review and update quality goals to adapt to changing requirements. Continuously review the realization of the goals and make adjustments according to new challenges and opportunities to ensure the sustainable development of universities and improve the quality of education.

4. How do universities formulate clear teaching quality improvement plans to meet students' needs and training orientation?

The teaching quality evaluation mechanism should include regular teaching evaluation and student evaluation of teaching, so that the teaching effect can be understood more objectively.

5. How can universities effectively collect and analyze students' grades and effects to improve teaching quality?

By learning more about the practical experience of other excellent schools, we can learn many teaching methods worth learning from, and constantly improve our own teaching mode. In this way, we can better meet the needs of students, improve the quality of education, and achieve continuous progress in education and teaching. In education, continuous learning and improvement are key elements of excellence.

6. How can universities establish a sound feedback mechanism, including the collection and response of student complaints, satisfaction, and quality improvement suggestions, so as to continuously improve teaching quality?

Universities should avoid “anticlimactic” work and track improvement effects so that schools can clearly see the progress they have made and at the same time continue to improve on deficiencies. This continuous feedback mechanism helps the school to continuously optimize measures, solve problems, further improve the overall operation of the school and the quality of education, and achieve comprehensive development and progress.

7. How do universities build and strengthen quality monitoring departments to ensure the monitoring and management of teaching quality?

Regular reporting of monitoring results by management to senior leaders can enhance the efficiency of school internal management and decision-making.

8. How can universities use quality data, performance indicators, and participation in accreditation assessments to conduct self-assessment and continuous improvement of teaching quality?

Universities can make use of modern technological means, such as online learning platforms and teaching management systems, to collect and analyze students' learning data and provide personalized learning support and feedback so as to improve teaching quality.

9. How can universities improve teaching quality by optimizing the structure of teachers?

Universities should hire some high-level teachers with rich experience and professional knowledge to bring a lot of new vision and inspiration to students.

10. How do universities motivate and support faculty and staff through faculty satisfaction assessments, quality management work meetings, and training to promote quality improvement and improve teaching quality?

The interactive communication platform is a very good communication channel, which makes the relationship between faculty and staff more harmonious and closer together.

11. How do universities ensure the specification and implementation of quality management through clear quality departments, quality manuals and system documents?

I think it is very important for all staff to participate in quality management. This joint participation can enhance the cohesion and centripetal force of the school family. Every member can feel the importance of himself in the school and work hard for the common goal to create a better and more harmonious learning and working environment. This sense of engagement contributes to overall school development and achievement.

12. How can universities actively promote the improvement and guarantee of teaching quality in terms of curriculum design, workflow correction, application of science and technology, and equipment maintenance?

Universities should organize teacher training to improve their proficiency in technology tools and teaching application ability; set up technology laboratories or

resource centers for teachers and students to use various types of educational technology equipment; actively introduce and adopt educational technology products, such as online Learning platforms, virtual laboratories, etc., to enrich teaching content and enhance student participation.

Interviewee 11

1. How can senior leaders make concrete commitments to improve teaching and learning?

University leaders shoulder the responsibility of optimizing the allocation of teaching resources, and should fully understand the needs of students and teaching needs in order to rationally allocate resources. Through scientific planning and effective management, we ensure that resources such as teachers, courses, and facilities are fully utilized, so that students can maximize their benefits in terms of academic, professional, and personal development. Such efforts will not only improve the quality of education, but also cultivate future talents who are more innovative and competitive, and make positive contributions to social progress.

2. How do senior leaders actively participate in and support quality supervision related work?

Senior leaders should pay attention to the monitoring results because it provides valuable feedback information. Schools should make full use of these results to identify problems and take improvement measures to continuously improve the quality of education. Making informed decisions based on supervisory feedback will contribute to a better learning environment and higher-achieving students.

3. How do universities integrate quality management-related content in their development plans?

I believe that clear quality goals can help improve staff and student motivation and engagement. These goals provide them with clear direction and expectations, and inspire them to devote themselves more actively to study and work, so as to jointly promote the development and achievements of the school.

4. How do universities formulate clear teaching quality improvement plans to meet students' needs and training orientation?

For teacher training programs, it is recommended that schools provide some personalized training programs taking into account the professional development needs of teachers.

5. How can universities effectively collect and analyze students' grades and effects to improve teaching quality?

In order to promote students' in-depth learning, schools should introduce innovative teaching assessment methods, encourage students to actively participate in the curriculum, and strengthen reflection during the learning process. Such a method can stimulate students' interest in learning, improve their learning motivation and self-learning ability.

6. How can universities establish a sound feedback mechanism, including the collection and response of student complaints, satisfaction, and quality improvement suggestions, so as to continuously improve teaching quality?

I believe that innovative teaching evaluation methods should be introduced, feedback results should be made public to students and staff, and improvement effects should be continuously tracked to continuously optimize teaching quality and learning outcomes.

7. How do universities build and strengthen quality monitoring departments to ensure the monitoring and management of teaching quality?

The establishment of an independent quality monitoring agency and the development of clear monitoring indicators and standards are very critical measures. Through such measures, the teaching quality and management level can be effectively evaluated, problems can be found in time, and corresponding improvement measures can be taken. This will help improve the quality of education, ensure the stability and sustainability of teaching, provide students with a better learning environment, and promote the continuous development and progress of the entire education system.

8. How can universities use quality data, performance indicators, and participation in accreditation assessments to conduct self-assessment and continuous improvement of teaching quality?

Tracking the implementation of the improvement plan can help universities understand the progress, adjust strategies in time, and ensure that universities are moving towards the established goals.

9. How can universities improve teaching quality by optimizing the structure of teachers?

Teachers should actively participate in the teaching and research activities organized by the school, and exchange teaching experience with each other, so as to improve the teaching level.

10. How do universities motivate and support faculty and staff through faculty satisfaction assessments, quality management work meetings, and training to promote quality improvement and improve teaching quality?

The school cares about the staff and makes everyone feel like a big family, and everyone is willing to help each other grow.

11. How do universities ensure the specification and implementation of quality management through clear quality departments, quality manuals and system documents?

The quality management of universities should be in an orderly manner, which can make faculty and students full of confidence in the development of the school.

12. How can universities actively promote the improvement and guarantee of teaching quality in terms of curriculum design, workflow correction, application of science and technology, and equipment maintenance?

Universities should establish a troubleshooting and handling process for equipment maintenance, clarify the channels for reporting and handling of failures, and ensure that faculty, staff and students know where to report when they encounter equipment or system failures; they should also set up a special failure The investigation team is composed of technicians and relevant department personnel, responsible for quick response and resolution of faults; in addition, it is also very important to establish a fault handling record and feedback mechanism, record the fault handling process and results in time, and feedback the fault resolution situation to relevant personnel, so that For future reference and optimization.

Table 4.10 The Strategy for Improving Education Quality of Universities in Guangxi

Strategy	How
Enhancing Leadership	1 Establish clear goals and indicators to improve teaching quality. 2 Increase teacher training and development opportunities to improve professionalism. 3 Optimize the allocation of teaching resources to ensure the effective use of resources. 4 Establish a teacher-student interaction platform to promote effective teaching exchanges. 5 Regularly monitor and evaluate teaching effectiveness, and continuously improve the quality of education.
Developing Strategy	1 Set up a quality management department responsible for supervising the quality of education. 2 Define quality goals and formulate plans to guide school development. 3 Integrate the concept of quality management into decision-making at all levels, and give priority to quality issues. 4 Establish a quality management assessment incentive mechanism to stimulate the enthusiasm of teaching staff. 5 Conduct student needs surveys and teaching quality assessments to understand feedback and improvement directions. 6 Develop a teacher-training plan to improve the professional level of teachers. 7 Establish channels for students to participate in quality improvement, and promote the overall improvement of education quality.
Improving Stakeholders Focus	1 Establish a database of student performance and learning effects, and use data analysis tools for analysis. 2 Conduct regular teaching evaluations and conduct individual feedback exchanges with students. 3 Refer to the practical experience of other excellent schools for comparison and reference.

Table 4.10 (Continued)

Strategy	How
	4 Set up a platform for collecting student complaints and suggestions, conduct satisfaction surveys and focus group discussions. 5 Develop a plan for quality improvement recommendations and publicize the feedback results. 6 Track the effect of improvement and continuously optimize the quality of education.
Enhancing Measurement and Evaluation	1 Set up an independent quality monitoring organization and hire professionals to be responsible for the monitoring work. 2 Formulate monitoring indicators and standards, and strengthen sampling inspection of teaching process and results. 3 Regularly report monitoring results to senior leadership. 4 Establish a data collection and analysis system and formulate performance evaluation criteria. 5 Participate in internal and external evaluations, organize the interpretation and discussion of evaluation results, formulate improvement plans and track implementation.
Developing Employee Management	1 Hiring high-caliber teachers and professionals. 2 Encourage teachers to participate in academic exchanges and research. 3 Provide teaching incentives and promotion mechanisms. 4 Pay attention to the teaching quality of teachers and the evaluation of students. 5 Regularly evaluate staff satisfaction and pay attention to staff opinions.
Improving Process management	1 Develop quality manual and management system documents. 2 Internal Conduct review and self-examination. 3 Establish a process monitoring and error correction mechanism. 4 Ensure full participation in quality management. 5 Periodically evaluate and update course content. 6 Establish a workflow optimization mechanism and promote scientific and technological means to assist teaching. 7 Establish an equipment maintenance and update plan, and establish a troubleshooting and handling process.

According to Table 4.8, the researchers proposed The Strategy for Improving Education Quality of Universities in Guangxi from six aspects, with a total of 35 strategies. There are 5 strategies to improve leadership, 7 strategies to improve strategy, 6 strategies to improve stakeholders focus, 5 strategies to improve measurement and evaluation, 5 strategies to improve employee management, and 7 strategies to improve process management.

Part 4: The analysis result about the evaluation of the adaptability and feasibility of the strategy for improving education quality of universities in Guangxi. Presented the data in the form of average value and standard deviation

Table 4.11 The Average Value and Standard Deviation of the Evaluation of the Adaptability and Feasibility of the Strategy for Improving Education Quality in six Aspects

(n=11)

	Strategy	Adaptability			Feasibility		
		$\overline{X}$	SD	Result	$\overline{X}$	SD	Result
1	Enhancing Leadership	4.36	0.68	high	4.20	0.49	high
2	Developing Strategy	4.45	0.61	high	4.28	0.70	high
3	Improving Stakeholders Focus	4.45	0.61	high	4.28	0.70	high
4	Enhancing Measurement and Evaluation	4.56	0.59	highest	4.20	0.72	high
5	Developing Employee Management	4.68	0.49	highest	4.32	0.64	high
6	Improving Process management	4.51	0.67	highest	3.88	0.85	high
	Total	**4.50**	**0.61**	**high**	**4.19**	**0.68**	**high**

Table 4.12 The average value and standard deviation of the evaluation of the adaptability and feasibility of the strategy for improving education quality in six aspects

(n=11)

	Strategy	Adaptability			Feasibility		
		$\overline{X}$	SD	Result	$\overline{X}$	SD	Result
	Enhancing Leadership						
1	Establish clear goals and indicators to improve teaching quality.	4.36	0.50	high	4.27	0.79	highest
2	Increase teacher training and development opportunities to improve professionalism.	4.45	0.68	high	4.36	0.80	high
3	Optimize the allocation of teaching resources to ensure the effective use of resources.	4.45	0.82	high	4.18	0.87	high
4	Establish a teacher-student interaction platform to promote effective teaching exchanges.	4.20	0.84	high	4.00	0.71	high
5	Regularly monitor and evaluate teaching effectiveness, and continuously improve the quality of education.	4.20	0.84	high	4.40	0.55	high
	Total	**4.36**	**0.68**	**high**	**4.20**	**0.49**	**High**
	Developing Strategy						
1	Set up a quality management department responsible for supervising the quality of education.	4.45	0.68	high	4.45	0.68	high

Table 4.12 (Continued)

	Strategy	Adaptability			Feasibility		
		$\overline{X}$	SD	Result	$\overline{X}$	SD	Result
2	Define quality goals and formulate plans to guide school development.	4.64	0.67	highest	4.27	0.90	high
3	Integrate the concept of quality management into decision-making at all levels, and give priority to quality issues.	4.54	0.69	high	4.27	0.90	high
4	Establish a quality management assessment incentive mechanism to stimulate the enthusiasm of teaching staff.	4.81	0.40	highest	4.63	0.67	highest
5	Conduct student needs surveys and teaching quality assessments to understand feedback and improvement irections.	4.63	0.67	highest	4.45	0.69	high
6	Develop a teacher training plan to improve the professional level of teachers.	4.45	0.82	high	4.45	0.69	high
7	Establish channels for students to participate in quality improvement, and promote the overall improvement of education quality.	4.09	0.94	high	3.90	0.94	high
	Total	**4.45**	**0.61**	**high**	**4.28**	**0.70**	**High**

Table 4.12 (Continued)

	Strategy	Adaptability			Feasibility		
		$\overline{X}$	SD	Result	$\overline{X}$	SD	Result
	Improving Stakeholders Focus						
1	Establish a database of student performance and learning effects, and use data analysis tools for analysis.	4.45	0.82	high	3.90	0.94	high
2	Conduct regular teaching evaluations and conduct individual feedback exchanges with students.	4.63	0.67	highest	4.27	0.90	high
3	Refer to the practical experience of other excellent schools for comparison and reference.	4.82	0.40	highest	4.63	0.67	highest
4	Set up a platform for collecting student complaints and suggestions, conduct satisfaction surveys and focus group discussions.	4.45	0.68	high	3.91	0.94	high
5	Develop a plan for quality improvement recommendations and publicize the feedback results.	4.63	0.67	highest	4.27	0.79	high
6	Track the effect of improvement and continuously optimize the quality of education.	4.63	0.67	highest	4.45	0.69	high
	Total	**4.45**	**0.61**	**high**	**4.28**	**0.70**	**High**

Table 4.12 (Continued)

	Strategy	Adaptability			Feasibility		
		$\overline{X}$	SD	Result	$\overline{X}$	SD	Result
	Enhancing Measurement and Evaluation						
1	Set up an independent quality monitoring organization and hire professionals to be responsible for the monitoring work.	4.27	0.79	high	3.91	0.94	high
2	Formulate monitoring indicators and standards, and strengthen sampling inspection of teaching process and results.	4.45	0.82	high	3.91	0.94	high
3	Regularly report monitoring results to senior leadership.	4.81	0.40	highest	4.81	0.40	highest
4	Establish a data collection and analysis system and formulate performance evaluation criteria.	4.81	0.40	highest	4.45	0.68	high
5	Participate in internal and external evaluations, organize the interpretation and discussion of evaluation results, formulate improvement plans and track implementation.	4.54	0.68	highest	3.91	0.94	high
	Total	**4.56**	**0.59**	**highest**	**4.20**	**0.72**	**High**

Table 4.12 (Continued)

	Strategy	Adaptability			Feasibility		
		$\overline{X}$	SD	Result	$\overline{X}$	SD	Result
	Developing Employee Management						
1	Hiring high-caliber teachers and professionals.	4.81	0.40	highest	4.54	0.68	highest
2	Encourage teachers to participate in academic exchanges and research.	4.81	0.40	highest	4.63	0.67	highest
3	Provide teaching incentives and promotion mechanisms.	4.81	0.40	highest	4.63	0.67	highest
4	Pay attention to the teaching quality of teachers and the evaluation of students.	4.63	0.67	highest	3.91	0.94	high
5	Regularly evaluate staff satisfaction and pay attention to staff opinions.	4.45	0.68	high	3.91	0.94	high
	Total	**4.68**	**0.49**	**highest**	**4.32**	**0.64**	**High**
	Improving Process Management						
1	Develop quality manual and management system documents.	4.63	0.67	highest	4.27	0.90	high
2	Internal Conduct review and self-examination.	4.27	0.90	high	3.91	0.94	high
3	Establish a process monitoring and error correction mechanism.	4.45	0.82	high	3.91	0.94	high
4	Ensure full participation in quality management.	4.63	0.67	highest	3.91	0.94	high
5	Periodically evaluate and update course content.	4.45	0.68	high	3.91	0.94	High
6	Establish a workflow	4.81	0.40	highest	4.18	0.87	High

Table 4.12 (Continued)

	Strategy	Adaptability			Feasibility		
		$\overline{X}$	SD	Result	$\overline{X}$	SD	Result
	optimization mechanism and promote scientific and technological means to assist teaching.						
7	Establish an equipment maintenance and update plan, and establish a troubleshooting and handling process.	4.63	0.67	highest	4.45	0.82	high
	Total	**4.51**	**0.67**	**highest**	**4.19**	**0.68**	**high**

According to table 4.12, the average adaptability of the six factors of the education quality development strategy for universities in Guangxi is between 4.09 and 4.81, and the average value of the feasible items is between 3.91 and 4.81, all of which are at a high to highest level. It shows that this research strategy has high adaptability and feasibility.

Chapter 5
Conclusion Discussion and Recommendations

The research in the strategy for improving education quality of universities in Guangxi. The objectives of this research were 1) to study the current situation of education quality of universities in Guangxi, 2) to develop strategies for improving education quality of universities in Guangxi, 3) to evaluate the adaptability and feasibility of the strategies for improving education quality of universities in Guangxi were including 6 following aspects: 1) leadership, 2) strategy, 3) stakeholders focus, 4) measurement and evaluation, 5) employee management, 6) process management. The sample group in this research were administrators and teachers from 11 universities in Guangxi. The Interview group was 11 administrators and teachers. The research instruments were documents analysis, questionnaire, and structured interview. The statistic to analyze the data were percentage, average value, and standard deviation. The conclusion, discussion and recommendations of this research are as follows:

Conclusion

The research in the strategy for improving education quality of universities in Guangxi. The researcher summarizes the conclusion into 3 parts, details as follows:

Part 1: the current situation of education quality of universities in Guangxi

Part 2: the strategy for improving education quality of universities in Guangxi

Part 3: the adaptability and feasibility of the strategy for improving education quality of universities in Guangxi

Part 1: the current situation of education quality of universities in Guangxi

The current situation of education quality in six aspects was at medium level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was measurement and evaluation,

followed by stakeholders focus, leadership, process management, strategy, employee management was the lowest level.

Leadership was at medium level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was university leaders shall provide necessary funds or resources for quality work, followed by senior leaders make specific commitments to teaching quality, senior leaders regularly hold quality management related meetings, senior leaders are directly in charge of the quality department or related working groups, and senior leaders actively participate in quality supervision related work was the lowest level.

Strategy was at medium level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was quality management is included in the development planning of universities, followed by universities set quality goals according to students' needs and training orientation, and universities have formulated clear plans for improving teaching quality was the lowest level.

Stakeholders focus was at medium level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was universities focus on collecting and analyzing the needs and expectations of enterprises and industries, followed by universities pay attention to collecting and analyzing students' achievements and effects, administrators, faculty and staff maintain close relationships with students and their families, and universities pay attention to students' complaints, satisfaction and quality improvement suggestions was the lowest level.

Measurement and evaluation was at medium level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was faculty use quality data and performance indicators in their work, followed by universities pay attention to the construction of quality monitoring department, universities actively participate in the accreditation and evaluation work organized by other institutions, and universities use performance data to self-assess against third-party standards was the lowest level.

Employee management was at medium level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was universities organize quality management work conferences with the participation of faculty and staff, followed by universities conduct satisfaction evaluations on faculty and staff and collect suggestions for improvement, universities focus on improving teaching quality by optimizing the structure of teachers, universities carry out job skills and quality management training for faculty and staff, and faculty and staff who make significant contributions to improving quality will be rewarded was the lowest level.

Process management was at medium level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was universities have clear quality departments, quality manuals and system documents, followed by universities review and correct workflows that do not meet quality requirements, universities actively adopt new science and technology in teaching and administrative work, regular preventive maintenance of teaching equipment and other facilities, and universities will consider student needs and industry requirements in course design was the lowest level.

Part 2: the strategy for improving education quality of universities in Guangxi

The strategy for improving education quality in six aspects, which contain 35 measures. There are 5 measures for enhancing leadership, 7 measures for developing strategy, 6 measures for improving stakeholders focus, 5 measures for enhancing measurement and evaluation, 5 measures for developing employee management, and 7 measures improving process management.

Enhancing leadership consisted of 5 measures 1) establish clear goals and indicators to improve teaching quality, 2) increase teacher training and development opportunities to improve professionalism, 3) optimize the allocation of teaching resources to ensure the effective use of resources, 4) stablish a teacher-student interaction platform to promote effective teaching exchanges, 5) regularly monitor

and evaluate teaching effectiveness, and continuously improve the quality of education.

Developing strategy consisted of 7 measures 1) set up a quality management department responsible for supervising the quality of education, 2) define quality goals and formulate plans to guide school development, 3) integrate the concept of quality management into decision-making at all levels, and give priority to quality issues, 4) establish a quality management assessment incentive mechanism to stimulate the enthusiasm of teaching staff, 5) conduct student needs surveys and teaching quality assessments to understand feedback and improvement directions. 6) develop a teacher-training plan to improve the professional level of teachers, 7) establish channels for students to participate in quality improvement, and promote the overall improvement of education quality.

Improving stakeholders focus consisted of 6 measures 1) establish a database of student performance and learning effects, and use data analysis tools for analysis, 2) conduct regular teaching evaluations and conduct individual feedback exchanges with students, 3) refer to the practical experience of other excellent schools for comparison and reference, 4) set up a platform for collecting student complaints and suggestions, conduct satisfaction surveys and focus group discussions, 5) develop a plan for quality improvement recommendations and publicize the feedback results, 6) track the effect of improvement and continuously optimize the quality of education.

Enhancing measurement and evaluation consisted of 5 measures 1) set up an independent quality monitoring organization and hire professionals to be responsible for the monitoring work, 2) formulate monitoring indicators and standards, and strengthen sampling inspection of teaching process and results, 3) regularly report monitoring results to senior leadership, 4) establish a data collection and analysis system and formulate performance evaluation criteria, 5) participate in internal and external evaluations, organize the interpretation and discussion of evaluation results, formulate improvement plans and track implementation.

Developing employee management consisted of 5 measures 1) hiring high-caliber teachers and professionals, 2) encourage teachers to participate in academic

exchanges and research, 3) provide teaching incentives and promotion mechanisms, 4) pay attention to the teaching quality of teachers and the evaluation of students, 5) regularly evaluate staff satisfaction and pay attention to staff opinions.

Improving process management consisted of 7 measures 1) develop quality manual and management system documents, 2) internal Conduct review and self-examination, 3) establish a process monitoring and error correction mechanism, 4) ensure full participation in quality management, 5) periodically evaluate and update course content, 6) establish a workflow optimization mechanism and promote scientific and technological means to assist teaching, 7) establish an equipment maintenance and update plan, and establish a troubleshooting and handling process.

Part 3: the adaptability and feasibility of the strategy for improving education quality of universities in Guangxi

The adaptability and feasibility of the strategy for improving education quality in six aspects were at highest level with the values between 3.90 and 5.00, which means the strategy for improving education quality are adaptability and feasibility.

The adaptability and feasibility of enhancing leadership was high level.

The adaptability and feasibility of developing strategy was high level.

The adaptability and feasibility of improving stakeholders focus was high level.

The adaptability and feasibility of enhancing measurement and evaluation was highest and high level.

The adaptability and feasibility of developing employee management was highest and high level.

The adaptability and feasibility of improving process management was highest and high level.

Discussion

The research in the strategy for improving education quality of universities in Guangxi. The researcher summarizes the discussion into 3 parts, details as follows:

Part 1: the current situation of education quality of universities in Guangxi

Part 2: the strategy for improving education quality of universities in Guangxi

Part 3: the adaptability and feasibility of guidelines for the strategy for improving education quality of universities in Guangxi

Part 1: the current situation of education quality of universities in Guangxi

The current situation of education quality in six aspects was at medium level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was measurement and evaluation, followed by stakeholders focus, leadership, process management, strategy, employee management was the lowest level.

Leadership was at medium level. The lowest level was senior leaders actively participate in quality supervision related work. This is because some senior leaders lack professional knowledge in the field of quality supervision and do not pay enough attention to quality supervision work. Related to the concept of Li Yanli et al. (2008). They believe that many university leaders currently believe that quality management is a matter for enterprises, and universities do not need to carry out quality management at all. They regard quality management as a stumbling block, as "formalism", or have no regard for the specific implementation of quality management. Turn a blind eye and close one eye", did not treat it as it should be.

Strategy was at medium level. The lowest level was universities have formulated clear plans for improving teaching quality. This is because some universities may not realize the urgency of improving teaching quality, or may focus on other aspects. Related to the concept of Zhang Shanshan. (2014). She believes that strategic planning for the development of universities is a dynamic process. It lacks top-level design, emphasizes planning but neglects strategy, unclear development goals, and imperfect systems. Problems such as strategic planning of

universities in mainland China Many difficulties were encountered during the formulation and implementation of the plan.

Stakeholders focus was at medium level. The lowest level was universities pay attention to students' complaints, satisfaction and quality improvement suggestions was the lowest level. This is because some universities may place more emphasis on areas such as admissions, research, and financial management, ignoring the importance of student satisfaction and quality improvement recommendations. Related to the concept of Zhang Wang (2008), he believes that because some universities have not figured out which stakeholder groups they face, or ignore the interests and needs of certain stakeholders, and lack of extensive participation of stakeholders, As a result, the school's strategic decision-making and reforms are ignored, opposed and even strongly resisted by stakeholders, which ultimately leads to the failure or ineffectiveness of strategic management.

Measurement and evaluation was at medium level. The lowest level was universities use performance data to self-assess against third-party standards was the lowest level. This is because universities often emphasize autonomy and independence, and they may believe they know their own educational goals and values better and are therefore unwilling to rely on external standards. Some policies may require universities to conduct some form of internal evaluation, reducing the need for third-party evaluations. Related to the concept of Qiu Junping. (2012), he believes that the main problems in the current quality evaluation of higher education in my country are: first, the issue of the evaluation subject. At present, the “baton” of university evaluation in my country is still in the hands of the government. The government runs schools and evaluates schools. There is a phenomenon that the government is both the evaluation object and the evaluation subject, and it is both the “referee” and the “athlete”. The government's unwillingness to decentralize power has led to frequent corruption and fraud in the evaluation process; and third-party evaluation, which is popular internationally, has been suppressed and discriminated against in many aspects in our country. Second, the classification evaluation problem. Most university evaluations rank different types of universities based on their comprehensive strengths, failing to highlight the university's discipline

and professional advantages. The uniform comprehensive evaluation standards lead to blurred society's understanding of universities on the one hand, and inhibit the development of the school's characteristics on the other. Third, evaluation indicators and weights. The evaluation indicators are constantly expanding, but the setting of weights is becoming more and more complex. The scientific and systematic nature of evaluation indicators and weights needs to be improved.

Employee management was at medium level. The lowest level was faculty and staff who make significant contributions to improving quality will be rewarded. This is because some universities may not have established a sound reward system, lack of an effective performance management and evaluation system, and cannot clearly identify and reward the contributions of faculty members. Related to the concept of Zhao Yang (2021), he pointed out that the current salary reward system for personnel in colleges and universities, especially the teaching staff, has a single implementation of the standard, which relies too much on the traditional management concept based on the standard of length of service, professional title, and academic degree, and that the salary is out of touch with the job responsibilities and size. At the same time, due to the existence of a large number of external teachers, the salary based on class hours has become a common standard for salary rewards for part-time teachers in colleges and universities. The phenomenon of part-time teachers "seeking quantity but not quality" has spread, which has caused a relatively large negative impact on the overall teaching quality.

Process management was at medium level. The lowest level was universities will consider student needs and industry requirements in course design. This is because some universities still adhere to traditional course structures and teaching methods, do not take market demand into consideration in course design, and find it difficult to flexibly adapt to changing needs of students and the industry. Related to the concept of Yang Wanfu and others. (2010). pointed out that in the past 30 years of reform and opening up, science and technology have advanced by leaps and bounds, and social economy has developed rapidly, which puts forward new requirements for the quality of education and teaching in colleges and universities, and emphasizes the comprehensive training of "knowledge, ability and quality".

quality. According to the principles of modern quality management, this kind of quality requirement is the need of higher education demanders for the cultivation of talents in colleges and universities, which is mainly reflected in the requirements of employers (market), students and the public for college graduates.

Part 2: the strategy for improving education quality of universities in Guangxi

The strategy for improving education quality in six aspects, which contain 35 measures. There are 5 measures for enhancing leadership, 7 measures for developing strategy, 6 measures for improving stakeholders focus, 5 measures for enhancing measurement and evaluation, 5 measures for developing employee management, and 7 measures improving process management.

Enhancing leadership consisted of 5 measures. Related to the concept of Wang Chengdong. (2003, p.30), he proposed that top managers play an important role in the establishment and implementation of the organization's quality management system. Top management's commitment, involvement and leadership are essential for the effective operation of the quality management system and customer satisfaction. Related to the concept of Xu Shiqiang. (2004), he proposed that educational leaders must be directly in charge of school affairs, and they must develop a set of reasonable problem-solving procedures to discover and solve the root causes of problems.

Developing strategy consisted of 7 measures. Related to the concept of Liu Xianjun et al. (2001), they pointed out that entering the new century, many colleges and universities regard formulating development strategies as a major event to promote the leapfrog development of schools. How to combine the needs of my country's economic and social development with the actual development of schools to formulate a strategic development plan that is oriented to the future and has long-term guiding significance for school development is a topic that we must study seriously.

Improving stakeholders focus consisted of 6 measures. Related to the concept of Wang Ronghui et al. (2013), they believe that the successful experience of

the application of stakeholder theory in corporate governance provides a theoretical basis for university governance. In the new round of education system reform, improving the governance structure of colleges and universities and establishing a multi-governance institutional framework are important contents of the system reform. Based on the stakeholder theory, with multi-subject governance as the core, analyzing the different interest demands of each stakeholder, clarifying the relationship between rights and responsibilities, and establishing the legal basis for multi-governance is to build a multi-governance model, improve the efficiency of system operation, and ultimately achieve the most efficient resources. The key to optimizing configuration.

Enhancing measurement and evaluation consisted of 5 measures. Related to the concept of Zeng Dongmei et al. (2005), they pointed out that quality is the lifeline of higher education, and higher education quality assessment is an important measure to ensure the quality of higher education. 1) It is necessary to establish an intermediary organization for higher education quality assessment from all walks of life, 2) carry out Grading, classification, and diversified evaluations, 3) Strengthen the construction of evaluation information systems to make evaluation methods more scientific, 4) Emphasize international exchanges and cooperation in higher education evaluations.

Developing employee management consisted of 5 measures. Related to the concept of Cai Xiaoxing. (2001), he believes that there are three main tasks of personnel management in colleges and universities. 1) Through reform, coordination, incentives and other means, teachers, management cadres and ordinary employees should work closely together to give full play to the work enthusiasm and intelligence of all types of personnel. 2) Promote the rational allocation of educational resources and the formation of a high-efficiency and standardized management system by reforming the school's internal management model, streamlining and adjusting management institutions, and reforming and adjusting the organizational methods of teaching and scientific research. 3) Through the timely formulation, adjustment and improvement of various personnel management systems such as employment, evaluation, and distribution, and the full

implementation of major decisions such as the construction of the personnel management discipline, the school's responsibility for teaching, scientific research, management, logistics services, etc. The specific requirements become the conscious actions of the majority of faculty and staff.

Improving process management consisted of 7 measures. Related to the concept of Yu Caixia. (2009), she proposed that quality is the lifeline of higher education. To ensure and improve the quality of education in colleges and universities, it is necessary to implement effective management of the entire education process. That is to strengthen the process management of all aspects of education, including process planning, process implementation, process testing and process improvement of education quality management. At the same time, when implementing process management of education quality, we must also pay attention to fully considering the characteristics of universities themselves; adhere to the systematic and comprehensive nature of the content, scope, personnel, and methods of process management; and continue to practice and innovate in education quality process management.

Part 3: the adaptability and feasibility of guidelines for the strategy for improving education quality of universities in Guangxi

The analysis results of this part are reviewed by 11 experts, and the expert group is composed of education management professionals in universities in Guangxi, middle-level managers in universities in Guangxi, and teachers with senior professional titles. The evaluation adopts the five-level rating scale form of ultra-high, high, medium, low, and lowest.

The adaptability and feasibility of the strategy for improving education quality in six aspects were at highest level with the values between 3.90 and 5.00, which means the strategy for improving education quality are adaptability and feasibility.

Recommendations

Implications

The research results showed that the recommendations about the strategy for improving education quality of universities in Guangxi are as follows:

Leadership in universities should be: 1) The leadership of universities should actively support and promote the formulation of clear educational goals and indicators to ensure that the entire educational institution has a clear consensus and direction on teaching quality. 2) Leadership should dedicate resources and efforts to increase teacher training and development opportunities to improve the professionalism of teachers, which can play a key role in improving the quality of education. 3) The leadership should monitor and manage the allocation of teaching resources to ensure their effective use, and encourage the establishment of teacher-student interaction platforms to facilitate teaching exchanges. At the same time, they should also ensure regular monitoring and evaluation of teaching effectiveness, and take measures to continuously improve the quality of education to provide a solid foundation for higher education.

Strategic in universities should be: 1) By establishing quality management departments, clarifying quality goals, and integrating quality management concepts into decision-making at all levels, colleges and universities can monitor and improve education quality in a targeted manner to ensure that students receive high-quality education. 2) Establishing a quality management assessment incentive mechanism and formulating a teacher training plan can stimulate the enthusiasm of faculty and staff, improve their professional level, and thus contribute to improving the quality of education. 3) By conducting student demand surveys and teaching quality assessments and establishing channels for students to participate in quality improvement, colleges and universities can better understand students' feedback and needs, thereby comprehensively improving the quality of education and enhancing student satisfaction.

Stakeholder focus in universities should be: 1) Establishing a database of student performance and learning outcomes and conducting data analysis can help colleges and universities better meet stakeholder expectations in terms of education

quality. Data provides objective information to support decision-making and improve the educational process. 2) Regular teaching evaluations and individual feedback exchanges contribute to positive student-staff relationships and meet student and staff expectations while improving the quality of education. 3) Establishing a platform for collecting student complaints and suggestions, making the feedback results public, and formulating quality improvement suggestion plans can enhance the trust relationship between universities and various stakeholders. Transparency and open communication help respond to the concerns of all parties and increase satisfaction.

Measurement and evaluation in universities should be: 1) By establishing independent quality monitoring agencies and formulating monitoring indicators and standards, colleges and universities can regularly monitor the quality of education and conduct random inspections to ensure that the teaching process and results meet certain standards. This helps to improve the quality of education and ensure a high level of educational services. 2) Regularly report monitoring results to senior leaders and establish a data collection and analysis system, which can provide university leaders with objective data support, help them make evidence-based decisions, and maintain transparency. This helps university management to better understand the quality of education. 3) Participating in internal and external evaluations, interpreting and discussing evaluation results, and formulating improvement plans and tracking their implementation can ensure that colleges and universities continue to improve educational quality, meet internal and external quality certification requirements, and enhance reputation and competitiveness.

Employee management in universities should be: 1) By hiring high-level teachers and professionals, colleges and universities can ensure they have a high-quality educational team. This contributes to the delivery of high-quality educational services and enhances the academic reputation of the institution. 2) Encourage teachers to participate in academic exchanges and research, provide teaching rewards and promotion mechanisms, and pay attention to teachers' teaching quality and student evaluations, which can stimulate the enthusiasm of faculty and staff, improve their professional standards, and thereby improve the quality of education. 3) Regularly measuring faculty satisfaction and paying attention to faculty opinions

can help universities understand the needs and concerns of faculty and staff, provide a better working environment and support, thereby enhancing employee satisfaction and loyalty.

Process management in universities should be: 1) Developing quality manuals and management system documents, conducting internal reviews and self-examinations, establishing process monitoring and error correction mechanisms, and ensuring full participation in quality management will help universities implement effective quality management and ensure the quality of education processes and services. high quality. 2) Regularly evaluate and update the course content, establish a workflow optimization mechanism, and promote scientific and technological means to assist teaching, which can help colleges and universities continuously improve educational content and teaching methods to adapt to changing learning needs and technological development. 3) Establish equipment maintenance and update plans, and establish troubleshooting and processing procedures, which will help colleges and universities effectively manage educational resources, ensure the normal operation of equipment, and support the improvement of education quality.

Future Researches

1. Teaching innovation and optimization: Future research will focus on how to improve the quality of higher education through innovation and optimization of teaching methods. This includes exploring and applying advanced educational technologies such as artificial intelligence, machine learning and adaptive learning systems to provide a personalized and efficient learning experience. Researchers will also focus on curriculum design, the development of instructional resources, and the study of effective assessment methods to facilitate more engaging and interactive learning environments.

2. Interdisciplinary learning and comprehensive ability training: Future research will focus on cultivating students' interdisciplinary thinking and comprehensive ability. The school will promote the development of interdisciplinary curriculum and encourage students to explore and learn in different subject areas. In addition, researchers will explore how to develop students' innovation, critical

thinking, problem-solving and teamwork skills to meet the demands of an increasingly complex society.

3. Individualized and differentiated education for learners: Future research will focus on providing individualized and differentiated education based on students' personalities and learning needs. Schools will use advanced learning analytics and learner models to understand each student's learning styles, interests and strengths, thereby providing customized instructional strategies and resources. Such personalized education will promote independent learning, active participation and personal development of students.

4. Teacher professional development and training: Future research will focus on the importance of teacher professional development and training. The school will provide continuous professional development opportunities to develop teachers' teaching skills, innovation ability and educational leadership. Researchers will examine effective teacher training methods, teacher evaluation and feedback mechanisms, and ways to foster collaboration and sharing of best practices among teachers.

5. Educational evaluation and quality assurance: Future research will focus on developing more comprehensive and accurate educational evaluation methods to ensure the quality of higher education and student learning outcomes. Researchers will explore a variety of evaluation tools and strategies, including project work evaluation, comprehensive evaluation, and interdisciplinary evaluation. At the same time, they will also use big data analysis and learning analytics technology to monitor and evaluate the educational process and student performance in real time, so as to provide effective feedback and improvement measures.

These research directions will help to continuously improve the quality and effect of higher education, and cultivate graduates with innovative ability, critical thinking and comprehensive ability to adapt to the challenges and challenges of the future society.

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Appendixes

Appendixes A
List of Specialists and Letters of Specialists Invitation for IOC Verification

List of Specialists Invitation for IOC Verification

No.	Name	**Title**	**Post**	**University**
1	Li Xiang	Professor	Middle level administrators	Guangxi Art University
2	Chen Wanzhe	Associate Professor	Teacher	Nanning Normal University
3	Tang Xiaoying	Associate Professor	Teacher	Guangxi University of Science and Technology
4	Huang Rongchuan	Associate Professor	Teacher	Guangxi University for Nationalities
5	Chen Ying	Professor	Middle level administrators	Guangxi University of Finance and Economics

Appendix B
Official Letter

Ref. No. 0643.14/ 819

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 August 2023

Subject Request for data collection

Dear President of Guangxi University

Attachment 1. Questionnaires
2. Structured interview

Regarding Mrs. Liang Yiyang with student code 6273104012, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "The Strategy for Improving Education Quality of Universities in Guangxi". The thesis committee is as follows:

1. Assistant Professor Dr. Patchara Dechhome	Advisor
2. Associate Professor Dr. Niran Sutheeniran	Co-advisor
3. Assistant Professor Dr. Sarayuth Sethakhajorn	Co-advisor

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000
Fax. (662) 4737000

Ref. No. 0643.14/ 820

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 August 2023

Subject Request for data collection

Dear President of Guilin University of Technology

Attachment 1. Questionnaires
2. Structured interview

Regarding Mrs. Liang Yiyang with student code 6273104012, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "The Strategy for Improving Education Quality of Universities in Guangxi". The thesis committee is as follows:

1. Assistant Professor Dr. Patchara Dechhome	Advisor
2. Associate Professor Dr. Niran Sutheeniran	Co-advisor
3. Assistant Professor Dr. Sarayuth Sethakhajorn	Co-advisor

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000
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Ref. No. 0643.14/ 821

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 August 2023

Subject Request for data collection

Dear President of Guangxi Medical University

Attachment 1. Questionnaires
2. Structured interview

Regarding Mrs. Liang Yiyang with student code 6273104012, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "The Strategy for Improving Education Quality of Universities in Guangxi". The thesis committee is as follows:

1. Assistant Professor Dr. Patchara Dechhome	Advisor
2. Associate Professor Dr. Niran Sutheeniran	Co-advisor
3. Assistant Professor Dr. Sarayuth Sethakhajorn	Co-advisor

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
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Ref. No. 0643.14/ 822

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 August 2023

Subject Request for data collection

Dear President of Guilin University of Electronic Technology

Attachment 1. Questionnaires
2. Structured interview

Regarding Mrs. Liang Yiyang with student code 6273104012, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "The Strategy for Improving Education Quality of Universities in Guangxi". The thesis committee is as follows:

1. Assistant Professor Dr. Patchara Dechhome	Advisor
2. Associate Professor Dr. Niran Sutheeniran	Co-advisor
3. Assistant Professor Dr. Sarayuth Sethakhajorn	Co-advisor

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
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Ref. No. 0643.14/ 823

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 August 2023

Subject Request for data collection

Dear President of Guangxi University of Chinese Medicine

Attachment 1. Questionnaires
2. Structured interview

Regarding Mrs. Liang Yiyang with student code 6273104012, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "The Strategy for Improving Education Quality of Universities in Guangxi". The thesis committee is as follows:

1. Assistant Professor Dr. Patchara Dechhome	Advisor
2. Associate Professor Dr. Niran Sutheeniran	Co-advisor
3. Assistant Professor Dr. Sarayuth Sethakhajorn	Co-advisor

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
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Ref. No. 0643.14/ 824

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 August 2023

Subject Request for data collection

Dear President of Guangxi Arts University

Attachment 1. Questionnaires
2. Structured interview

Regarding Mrs. Liang Yiyang with student code 6273104012, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "The Strategy for Improving Education Quality of Universities in Guangxi". The thesis committee is as follows:

1. Assistant Professor Dr. Patchara Dechhome	Advisor
2. Associate Professor Dr. Niran Sutheeniran	Co-advisor
3. Assistant Professor Dr. Sarayuth Sethakhajorn	Co-advisor

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
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Ref. No. 0643.14/ 825

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 August 2023

Subject Request for data collection

Dear President of Guangxi University for Nationalities

Attachment 1. Questionnaires
2. Structured interview

Regarding Mrs. Liang Yiyang with student code 6273104012, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "The Strategy for Improving Education Quality of Universities in Guangxi". The thesis committee is as follows:

1. Assistant Professor Dr. Patchara Dechhome	Advisor
2. Associate Professor Dr. Niran Sutheeniran	Co-advisor
3. Assistant Professor Dr. Sarayuth Sethakhajorn	Co-advisor

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
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Ref. No. 0643.14/ 826

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 August 2023

Subject Request for data collection

Dear President of Nanning Normal University

Attachment 1. Questionnaires
2. Structured interview

Regarding Mrs. Liang Yiyang with student code 6273104012, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "The Strategy for Improving Education Quality of Universities in Guangxi". The thesis committee is as follows:

1. Assistant Professor Dr. Patchara Dechhome	Advisor
2. Associate Professor Dr. Niran Sutheeniran	Co-advisor
3. Assistant Professor Dr. Sarayuth Sethakhajorn	Co-advisor

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
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Ref. No. 0643.14/ 847

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1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 August 2023

Subject Request for data collection

Dear President of Guangxi University of Finance and Economics

Attachment 1. Questionnaires
2. Structured interview

Regarding Mrs. Liang Yiyang with student code 6273104012, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "The Strategy for Improving Education Quality of Universities in Guangxi". The thesis committee is as follows:

1. Assistant Professor Dr. Patchara Dechhome	Advisor
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3. Assistant Professor Dr. Sarayuth Sethakhajorn	Co-advisor

In this research, the researcher requires to collect data for the said research. Therefore, the researcher requested to collect the data to be used in the research.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000
Fax. (662) 4737000

Ref. No. 0643.14/ 828

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 August 2023

Subject Request for data collection

Dear President of Guangxi University of Science and Technology

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Ref. No. 0643.14/ 829

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 August 2023

Subject Request for data collection

Dear President of Guangxi Normal University

Attachment 1. Questionnaires
2. Structured interview

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Bansomdejchaopraya Rajabhat University

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Ref. No. 0643.14/ 830

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 July 2023

Subject Request letter for instrument validation

Dear Dr. Chen Wanzhe, Nanning Normal University

Attachment 1 questionnaire

Regarding Mrs. Liang Yiyang with student code 6273104012, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "The Strategy for Improving Education Quality of Universities in Guangxi". The thesis committee is as follows:

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In this research, the researcher requires to check the content validity of the instrument to get the most complete research instrument. Knowing your experience in the field of the said research, the researcher would like to ask for your assistance in validating the said instrument. Your suggestions will be useful for improving the quality and suitability of research instruments for use in collecting data for this research.

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Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000
Fax. (662) 4737000

Ref. No. 0643.14/ 831

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 July 2023

Subject Request letter for instrument validation

Dear Dr. Li Xiang, Guangxi Arts University

Attachment 1 questionnaire

Regarding Mrs. Liang Yiyang with student code 6273104012, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "The Strategy for Improving Education Quality of Universities in Guangxi". The thesis committee is as follows:

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Ref. No. 0643.14/ 832

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 July 2023

Subject Request letter for instrument validation

Dear Dr. Huang Rongchuan, Guangxi University for Nationalities

Attachment 1 questionnaire

Regarding Mrs. Liang Yiyang with student code 6273104012, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "The Strategy for Improving Education Quality of Universities in Guangxi". The thesis committee is as follows:

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Bansomdejchaopraya Rajabhat University

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Ref. No. 0643.14/ 833

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 July 2023

Subject Request letter for instrument validation

Dear Dr. Tang Xiaoying, Guangxi University of Science and Technology
Attachment 1 questionnaire

Regarding Mrs. Liang Yiyang with student code 6273104012, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "The Strategy for Improving Education Quality of Universities in Guangxi". The thesis committee is as follows:

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Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000
Fax. (662) 4737000

Ref. No. 0643.14/ 834

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 July 2023

Subject Request letter for instrument validation

Dear Dr. Chen Ying, Guangxi University of Finance and Economics

Attachment 1 questionnaire

Regarding Mrs. Liang Yiyang with student code 6273104012, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "The Strategy for Improving Education Quality of Universities in Guangxi". The thesis committee is as follows:

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Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000
Fax. (662) 4737000

Ref. No. 0643.14/ 835

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 August 2023

Subject Request for evaluation of strategies

Dear Dr. Wei Yingming, Guangxi University
Attachment Evaluation sheets

Regarding Mrs. Liang Yiyang with student code 6273104012, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "The Strategy for Improving Education Quality of Universities in Guangxi". The thesis committee is as follows:

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The strategy for improving education quality will be developed in this research. Knowing your experience in the field of the said research, the researcher would like to ask for your assistance in evaluating the adaptability and feasibility of the strategies. The researcher is glad to hear your suggestions for the improvement of the strategy for improving education quality. Your positive response is highly appreciated.

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Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000
Fax. (662) 4737000

Ref. No. 0643.14/ 836

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 August 2023

Subject Request for evaluation of strategies

Dear Dr. Li Xu, Guilin University of Technology

Attachment Evaluation sheets

Regarding Mrs. Liang Yiyang with student code 6273104012, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "The Strategy for Improving Education Quality of Universities in Guangxi". The thesis committee is as follows:

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Ref. No. 0643.14/ 837

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 August 2023

Subject Request for evaluation of strategies

Dear Dr. Zhou Jia, Guangxi Medical University

Attachment Evaluation sheets

Regarding Mrs. Liang Yiyang with student code 6273104012, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "The Strategy for Improving Education Quality of Universities in Guangxi". The thesis committee is as follows:

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Fax. (662) 4737000

Ref. No. 0643.14/ 838

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 August 2023

Subject Request for evaluation of strategies

Dear Dr. Song Donghui, Guilin University of Electronic Technology
Attachment Evaluation sheets

Regarding Mrs. Liang Yiyang with student code 6273104012, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "The Strategy for Improving Education Quality of Universities in Guangxi". The thesis committee is as follows:

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Dean of Graduate school
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000
Fax. (662) 4737000

Ref. No. 0643.14/ 839

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 August 2023

Subject Request for evaluation of strategies

Dear Dr. Qin Lilan, Guangxi University of Chinese Medicine

Attachment Evaluation sheets

Regarding Mrs. Liang Yiyang with student code 6273104012, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "The Strategy for Improving Education Quality of Universities in Guangxi". The thesis committee is as follows:

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Ref. No. 0643.14/ 840

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 August 2023

Subject Request for evaluation of strategies

Dear Dr. Wang Xuefeng, Guangxi Arts University

Attachment Evaluation sheets

Regarding Mrs. Liang Yiyang with student code 6273104012, a doctoral student majoring in the Educational Administration program at Bansomdejchaopraya Rajabhat University. The thesis is entitled "The Strategy for Improving Education Quality of Universities in Guangxi". The thesis committee is as follows:

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Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000
Fax. (662) 4737000

Ref. No. 0643.14/ 841

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 August 2023

Subject Request for evaluation of strategies

Dear Dr. Su Xuewei, Guangxi University for Nationalities

Attachment Evaluation sheets

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Ref. No. 0643.14/ 842

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 August 2023

Subject Request for evaluation of strategies

Dear Dr. Xu Hao, Nanning Normal University

Attachment Evaluation sheets

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Ref. No. 0643.14/ 843

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 August 2023

Subject Request for evaluation of strategies

Dear Dr. Zhao Feng, Guangxi University of Finance and Economics

Attachment Evaluation sheets

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Ref. No. 0643.14/ 844

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 August 2023

Subject Request for evaluation of strategies

Dear Dr. Liao Ling, Guangxi University of Science and Technology

Attachment Evaluation sheets

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Ref. No. 0643.14/ 845

Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 August 2023

Subject Request for evaluation of strategies

Dear Dr. Cai Zhigang, Guangxi Normal University

Attachment Evaluation sheets

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Appendix C
Research Instruments

Questionnaire

Title: The strategy for improving education quality of universities in Guangxi

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Explanation

1. This questionnaire is about the development strategy of The Strategy for Improving Education Quality of Universities in Guangxi. In order to realize the research objectives 1) to study the current situation of education quality in Guangxi universities; 2) to establish a strategy for the development of education quality in Guangxi universities; and 3) to assess the adaptability and feasibility of the development strategy of education quality in Guangxi universities

2. The questionnaire for "The Strategy for Improving Education Quality of Universities in Guangxi" is divided into two parts. The first part is the personal information of the respondents, and the second part is the survey on the of education quality of university in Guangxi, with a total of 26 questions.

3. Please tick √ in the column of your evaluation of the current situation of education quality in colleges and universities in Guangxi.

Thank you

Mrs. Liang Yiyang
A doctoral student in Educational administration program
Bansomdejchaoparaya Rajabhat University

Part I: Personal information of respondent

Gender	☐Male	☐Female
Age	☐Under 35 years' old	☐Between 36-45 years' old
	☐Between 46-55 years' old	☐Over 56 years old
Highest Education	☐Bachelor	☐Master
	☐Ph.D. Postdoctoral	
Professional Title	☐Associate Professor	☐Professor
Position	☐Senior administrators	☐Teachers
	☐Middle administrators	
Experience in Education Management	☐Less than 10 years	☐11-15 years
	☐More than 15 years	

Part II: Survey on the current situation of educational quality of university in guangxi.

5 express the level of educational quality of university were at strongly high level

4 express the level of educational quality of university were at high level

3 express the level of educational quality of university were at medium level

2 express the level of educational quality of university were at low level

1 express the level of educational quality of university were at lowest level

No.	Education Quality of Universities in Guangxi	Level of education quality				
		5	4	3	2	1
Leadership						
1	Senior leaders make specific commitments to teaching quality					
2	Senior leaders are directly in charge of the quality department or related working groups					
3	Senior leaders actively participate in quality supervision related work					
4	Senior leaders regularly hold quality management related meetings					
5	University leaders shall provide necessary funds or resources for quality work					
Strategy						
1	Quality management is included in the development planning of universities					
2	Universities set quality goals according to students' needs and training orientation					
3	Universities have formulated clear plans for improving teaching quality					
Stakeholder focus						
1	Universities pay attention to collecting and analyzing students' achievements and effects					
2	Universities pay attention to students' complaints, satisfaction and quality improvement suggestions					
3	Administrators, faculty and staff maintain close relationships with students and their families					
4	Universities focus on collecting and analyzing the needs and expectations of enterprises and industries					
Measurement and evaluation						
1	Universities pay attention to the construction of quality monitoring department					
2	Faculty use quality data and performance indicators in their work					

No.	Education Quality of Universities in Guangxi	Level of education quality				
		5	4	3	2	1
3	Universities use performance data to self-assess against third-party standards					
4	Universities actively participate in the accreditation and evaluation work organized by other institutions					
Employee Management						
1	Universities focus on improving teaching quality by optimizing the structure of teachers					
2	Universities conduct satisfaction evaluations on faculty and staff and collect suggestions for improvement					
3	Universities organize quality management work conferences with the participation of faculty and staff					
4	Faculty and staff who make significant contributions to improving quality will be rewarded					
5	Universities carry out job skills and quality management training for faculty and staff					
Process Management						
1	Universities have clear quality departments, quality manuals and system documents					
2	Universities will consider student needs and industry requirements in course design					
3	Universities review and correct workflows that do not meet quality requirements					
4	Universities actively adopt new science and technology in teaching and administrative work					
5	Regular preventive maintenance of teaching equipment and other facilities.					

Structured Interview

The strategy for improving education quality of universities in Guangxi

This questionnaire is divided into two parts:
Part 1: Personal Information
Part 2: The current situation of education quality of universities in Guangxi

---

Part 1: Personal Information

Interviewer..... Interview Date.....Interview Time.....
Interviewee.....Gender.....Age..... years old.....
Education background.....Position.....
Work place.....
Part 2: The current situation of education quality of universities in Guangxi

Instruction: Please provide your opinion on the following statement

1. How can senior leaders make concrete commitments to improve teaching and learning?

.....
2. How do senior leaders actively participate in and support quality supervision related work?

.....

3. How do universities integrate quality management-related content in their development plans?

.....

4. How do universities formulate clear teaching quality improvement plans to meet students' needs and training orientation?

.....

5. How can universities effectively collect and analyze students' grades and effects to improve teaching quality?

.....

6. How can universities establish a sound feedback mechanism, including the collection and response of student complaints, satisfaction, and quality improvement suggestions, so as to continuously improve teaching quality?

.....

7. How do universities build and strengthen quality monitoring departments to ensure the monitoring and management of teaching quality?

.....

8. How can universities use quality data, performance indicators, and participation in accreditation assessments to conduct self-assessment and continuous improvement of teaching quality?

.....

9. How can universities improve teaching quality by optimizing the structure of teachers?

.....

10. How do universities motivate and support faculty and staff through faculty satisfaction assessments, quality management work meetings, and training to promote quality improvement and improve teaching quality?

.....

11. How do universities ensure the specification and implementation of quality management through clear quality departments, quality manuals and system documents?

.....

12. How can universities actively promote the improvement and guarantee of teaching quality in terms of curriculum design, workflow correction, application of science and technology, and equipment maintenance?

.....

No.	education quality of universities in Guangxi	adaptability					feasibility				
		5	4	3	2	1	5	4	3	2	1
Enhancing Leadership											
1	Establish clear goals and indicators to improve teaching quality.										
2	Increase teacher training and development opportunities to improve professionalism.										
3	Optimize the allocation of teaching resources to ensure the effective use of resources.										
4	Establish a teacher-student interaction platform to promote effective teaching exchanges.										
5	Regularly monitor and evaluate teaching effectiveness, and continuously improve the quality of education.										
Developing Strategy											
1	Set up a quality management department responsible for supervising the quality of education.										
2	Define quality goals and formulate plans to guide school development.										
3	Integrate the concept of quality management into decision-making at all levels, and give priority to quality issues.										
4	Establish a quality management assessment incentive mechanism to stimulate the enthusiasm of										

No.	education quality of universities in Guangxi	adaptability					feasibility				
		5	4	3	2	1	5	4	3	2	1
	teaching staff.										
5	Conduct student needs surveys and teaching quality assessments to understand feedback and improvement directions.										
6	Develop a teacher training plan to improve the professional level of teachers.										
7	Establish channels for students to participate in quality improvement, and promote the overall improvement of education quality.										
Improving Stakeholders Focus											
1	Establish a database of student performance and learning effects, and use data analysis tools for analysis.										
2	Conduct regular teaching evaluations and conduct individual feedback exchanges with students.										
3	Refer to the practical experience of other excellent schools for comparison and reference.										
4	Set up a platform for collecting student complaints and suggestions, conduct satisfaction surveys and focus group discussions.										
5	Develop a plan for quality improvement recommendations										

No.	education quality of universities in Guangxi	adaptability					feasibility				
		5	4	3	2	1	5	4	3	2	1
	and publicize the feedback results.										
6	Track the effect of improvement and continuously optimize the quality of education.										
Enhancing Measurement and Evaluation											
1	Set up an independent quality monitoring organization and hire professionals to be responsible for the monitoring work.										
2	Formulate monitoring indicators and standards, and strengthen sampling inspection of teaching process and results.										
3	Regularly report monitoring results to senior leadership.										
4	Establish a data collection and analysis system and formulate performance evaluation criteria.										
5	Participate in internal and external evaluations, organize the interpretation and discussion of evaluation results, formulate improvement plans and track implementation.										
Developing Employee Management											
1	Hiring high-caliber teachers and professionals.										
2	Encourage teachers to participate in academic exchanges and research.										
3	Provide teaching incentives and										

No.	education quality of universities in Guangxi	adaptability					feasibility				
		5	4	3	2	1	5	4	3	2	1
	promotion mechanisms.										
4	Pay attention to the teaching quality of teachers and the evaluation of students.										
5	Regularly evaluate staff satisfaction and pay attention to staff opinions.										
Improving Process Management											
1	Develop quality manual and management system documents.										
2	Internal Conduct review and self-examination.										
3	Establish a process monitoring and error correction mechanism.										
4	Ensure full participation in quality management.										
5	Periodically evaluate and update course content.										
6	Establish a workflow optimization mechanism and promote scientific and technological means to assist teaching.										
7	Establish an equipment maintenance and update plan, and establish a troubleshooting and handling process.										

Appendix D
The Results of the Quality Analysis of Research Instruments

The index of objective congruence (IOC)

The strategy for improving education quality of universities in Guangxi

No.	education quality of universities in Guangxi	Experts					IOC	Validity
		No 1	No 2	No 3	No 4	No 5		
Enhancing Leadership								
1	Establish clear goals and indicators to improve teaching quality.	1	1	1	1	1	1	Valid
2	Increase teacher training and development opportunities to improve professionalism.	1	0	1	1	1	0.8	Valid
3	Optimize the allocation of teaching resources to ensure the effective use of resources.	1	1	1	1	1	1	Valid
4	Establish a teacher-student interaction platform to promote effective teaching exchanges.	1	1	1	1	1	1	Valid
5	Regularly monitor and evaluate teaching effectiveness, and continuously improve the quality of education.	1	1	1	0	1	0.8	Valid
Developing Strategy								
1	Set up a quality management department responsible for supervising the quality of education.	1	1	1	1	1	1	Valid

No.	education quality of universities in Guangxi	Experts					IOC	Validity
		No 1	No 2	No 3	No 4	No 5		
2	Define quality goals and formulate plans to guide school development.	1	0	1	1	1	0.8	Valid
3	Integrate the concept of quality management into decision-making at all levels, and give priority to quality issues.	1	1	1	1	0	0.8	Valid
4	Establish a quality management assessment incentive mechanism to stimulate the enthusiasm of teaching staff.	1	1	1	1	1	1	Valid
5	Conduct student needs surveys and teaching quality assessments to understand feedback and improvement directions.	1	1	1	1	1	1	Valid
6	Develop a teacher training plan to improve the professional level of teachers.	1	1	1	1	1	1	Valid
7	Establish channels for students to participate in quality improvement, and promote the overall improvement of education quality.	0	1	1	1	1	0.8	Valid

No.	education quality of universities in Guangxi	Experts					IOC	Validity
		No 1	No 2	No 3	No 4	No 5		
Improving Stakeholders Focus								
1	Establish a database of student performance and learning effects, and use data analysis tools for analysis.	1	1	1	0	1	0.8	Valid
2	Conduct regular teaching evaluations and conduct individual feedback exchanges with students.	1	1	1	1	1	1	Valid
3	Refer to the practical experience of other excellent schools for comparison and reference.	1	1	1	1	1	1	Valid
4	Set up a platform for collecting student complaints and suggestions, conduct satisfaction surveys and focus group discussions.	1	1	1	1	1	1	Valid
5	Develop a plan for quality improvement recommendations and publicize the feedback results.	1	1	0	1	1	0.8	Valid
6	Track the effect of improvement and continuously optimize the quality of education.	1	1	1	1	1	0.8	Valid

No.	education quality of universities in Guangxi	Experts					IOC	Validity
		No 1	No 2	No 3	No 4	No 5		
Enhancing Measurement and Evaluation								
1	Set up an independent quality monitoring organization and hire professionals to be responsible for the monitoring work.	1	1	1	1	1	1	Valid
2	Formulate monitoring indicators and standards, and strengthen sampling inspection of teaching process and results.	1	1	1	0	1	0.8	Valid
3	Regularly report monitoring results to senior leadership.	1	1	1	1	1	1	Valid
4	Establish a data collection and analysis system and formulate performance evaluation criteria.	1	1	1	1	11	1	Valid
5	Participate in internal and external evaluations, organize the interpretation and discussion of evaluation results, formulate improvement plans and track implementation.	1	1	1	11	1	1	Valid
Developing Employee Management								
1	Hiring high-caliber teachers and professionals.	1	1	1	1	1	1	Valid

No.	education quality of universities in Guangxi	Experts					IOC	Validity
		No 1	No 2	No 3	No 4	No 5		
2	Encourage teachers to participate in academic exchanges and research.	1	0	1	1	1	0.8	Valid
3	Provide teaching incentives and promotion mechanisms.	1	1	1	1	1	1	Valid
4	Pay attention to the teaching quality of teachers and the evaluation of students.	1	1	1	1	1	1	Valid
5	Regularly evaluate staff satisfaction and pay attention to staff opinions.	1	1	1	1	0	0.8	Valid
Improving Process Management								
1	Develop quality manual and management system documents.	1	1	1	1	1	1	Valid
2	Internal Conduct review and self-examination.	1	1	1	0	1	0.8	Valid
3	Establish a process monitoring and error correction mechanism.	1	1	1	1	1	1	Valid
4	Ensure full participation in quality management.	1	1	1	1	1	1	Valid
5	Periodically evaluate and update course content.	1	1	1	1	1	1	Valid
6	Establish a workflow optimization mechanism and promote scientific and technological means to	1	1	1	1	1	1	Valid

No.	education quality of universities in Guangxi	Experts					IOC	Validity
		No 1	No 2	No 3	No 4	No 5		
	assist teaching.							
7	Establish an equipment maintenance and update plan, and establish a troubleshooting and handling process.	1	0	1	1	1	0.8	Valid

Reliability analysis of research instruments
Results of variable reliability correlation analysis

Reliability

Scale: all variables

Case handling summary			
		N	%
Case	Effective	375	91.2
	Excluded	36	8.8
	Total	411	100.0
List deletion based on all variables in this program.			

Reliability statistics		
Cronbach's Alpha	Based on standardized items Cronbach's Alpha	Number of terms
.976	.976	26

Appendix E
Certificate of English

มหาวิทยาลัยราชภัฏบรมราชชนนี

Bansomdejchaopraya Rajabhat University

This is to certify that

MRS. LIANG YIYANG

Achieved BSRU-TEST of English Proficiency (BSRU – TEP) level

C 2

Given on 7th February 2020

Linda Gainma

(Assistant Professor Dr. Linda Gainma)

President

Appendix F

The Document for Accept Research / Full Paper

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Acceptance Letter

Dear Author(s): **Liang Yiyang , Patchara Dechhome, Niran Sutheeniran, Sarayuth Sethakhajorn**

Paper ID	JHEU_281
Paper Title	The Strategy for Improving Education Quality of Universities in Guangxi

This is to enlighten you that the above manuscript was reviewed and appraised by the review committee members of **IFERP** and it is accepted for the purpose of publication in the **"Journal of Harbin Engineering University (JHEU)"**.
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