

The Strategy for Improving Education Quality of Universities in Guangxi

Liang Yiyang¹, Asst. Prof. Dr. Patchara Dechhome², Assoc. Prof. Dr. Niran Sutheeniran³, Asst. Prof. Dr. Sarayuth Sethakhajorn⁴

¹Doctoral Candidate, BSRU, Thailand.

²Faculty of Education, BSRU, Thailand.

³Faculty of Education, BSRU, Thailand.

⁴Faculty of Education, BSRU, Thailand.

Abstract:The objectives of this research were 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 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 of universities in Guangxi. The evaluation expert of this research was 11 experts 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.

It is found that the current six factors affecting the quality of higher education in Guangxi are at a moderate level. Considering the results of this study, the various aspects are ranked from highest to lowest level: the highest level is Measurement and Evaluation, followed by Stakeholders Focus, and the lowest level is Employee Management.

Keywords-Universities, Education quality, Development strategy, Total quality management.

1. Introduction

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.

As an important factor among the various elements of society, college education has been valued. The famous curriculum theorist Steiner 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.

2. 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?

3. Literature Review

3.1 Concepts and theory of education administration

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.

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.

3.2 Concept and theory of education quality

Feigenbaum A. V. (1994, p.83) 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, p.56) 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, p.18) 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".

Pan Maoyuan (2000, p9-11) 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.

Wang Jiayi (2002, p.74) 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.

NieYucui (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.

3.3 Concept and theory of higher education quality

Feigenbaum, A.V. (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, 41-42) 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.

Xieliaju (1999, p.3-4) 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.

3.4 Context of university in Guangxi

Tong Kang (2007, p.36-38) 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.

3.5 Related research

Cardoso. S, 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

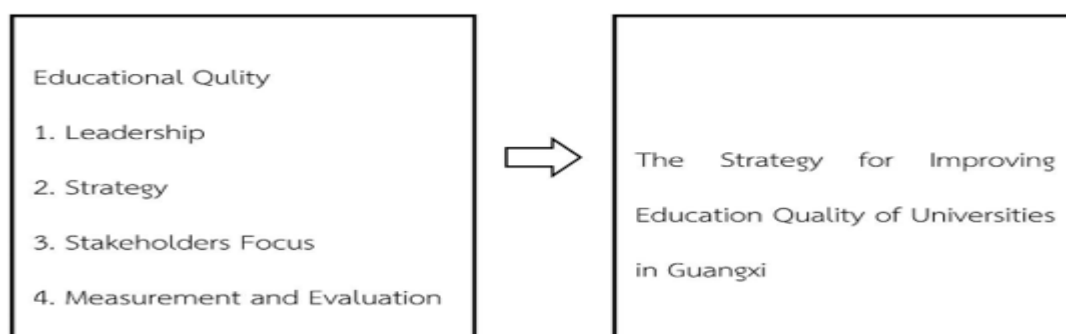
normative Quality concept. The authors suggest that the results can be viewed as factors that support the development of internal quality assurance, which can help facilitate critical reflection on quality assurance in institutions and improve the effectiveness of quality assurance.

Yao Rong (2020, p.71-84) 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.

Tavares. O, et al. (2016, p.1-13) 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.

4. Research Conceptual Framework

Figure 1 Research Framework



5. OBJECTIVES OF THE RESEARCH

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 strategies for improving education quality of universities in Guangxi.

6. Research Methodology

6.1 Population and Sample

6.1.1 Population

The population were 11 universities that ranked in high-level, a total 10637 administrators and teachers. (China University Ratings, 2023)

6.1.2 Sample

The sample groups

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.

Research Instruments

The tools used in this study include questionnaires, interview forms and model applicability assessment forms.

Design Research Instruments

1. Design a questionnaire, divided into two parts, as follows:

Part I: Personal information, including gender, age, highest education level, professional title, position, educational management experience, etc.

Part II: Using the Likert five-grade scale to conduct a questionnaire survey on the current situation of education quality of universities in Guangxi. The evaluation is divided into 5 points strongly agree, 4 points strongly agree, 3 points not sure, 2 points disagree, and 1 point very different.

The contents of the questionnaire are arranged in order of the six variables of leadership, strategic planning, measurement and evaluation, process management, personnel management, and stakeholders.

2. Structured interview format

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.

3. 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.

7. Research Results

Table 1 Factor analysis of the current situation of the development of education quality of universities in Guangxi(n=375)

Educational Quality	\bar{X}	SD	Level	Order
1 Leadership	3.34	0.59	medium	3
2 Strategy	3.32	0.51	medium	5
3 Stakeholders Focus	3.36	0.49	medium	2
4 Measurement and Evaluation	3.37	0.42	medium	1
5 Employee Management	3.19	0.46	medium	6
6 Process Management	3.31	0.56	medium	4
Total	3.31	0.55	medium	

According to Table 1 it can be found that the average score of the interviewees on the factors of the education quality development Strategy of universities in Guangxi is between 2.51 and 3.50. According to the theoretical median, scores above 2.51 and below 3.50 belong to the middle level, and scores above 3.50 belong to the high level.

Therefore, the six factors of Guangxi's higher education quality development strategy are at the middle level, indicating that the development of Guangxi's higher education quality still needs to be improved. Ranked according to the analysis results, Measurement and Evaluation has the highest score ($\bar{X}=3.41$)

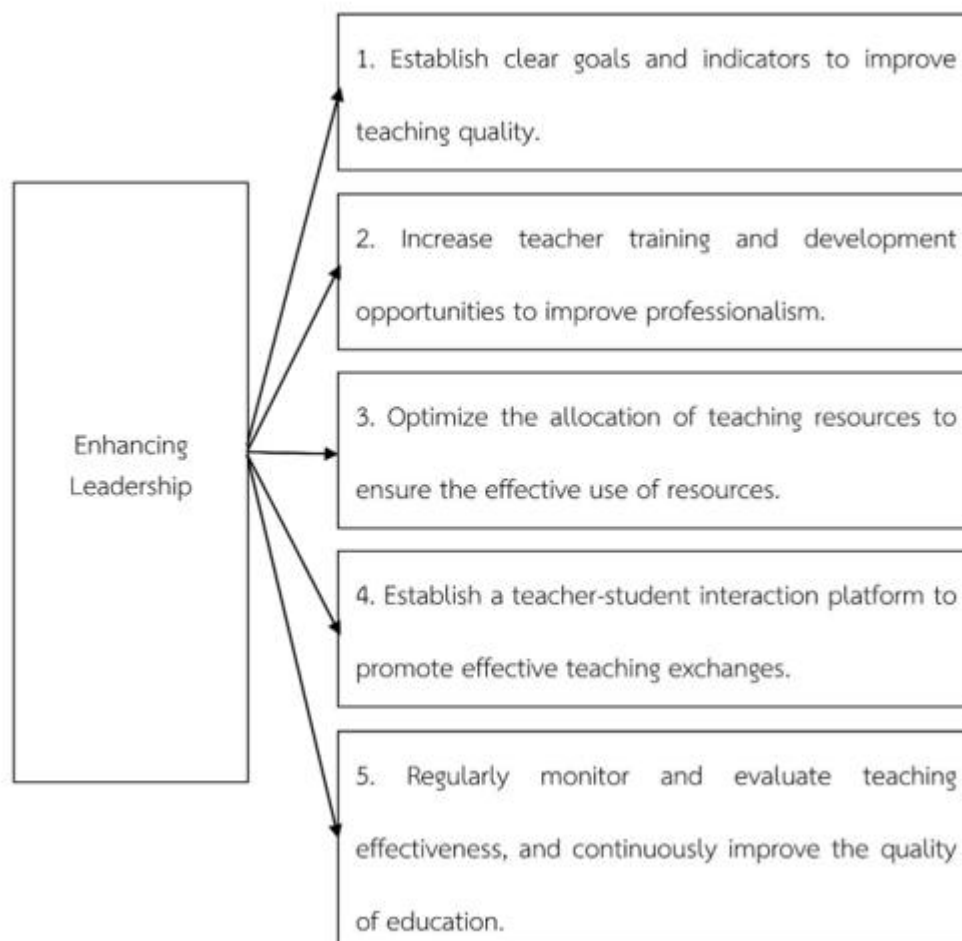


Figure 2 Strategy of Enhancing Leadership

8. Conclusion And Discussion

8.1 Conclusion

The purpose of this study is to explore and develop strategies for the quality development of higher education in Guangxi. Through the research and analysis of the six factors of Leadership, Strategy, Stakeholders Focus, Measurement and Evaluation, Employee Management, and Process Management, the following conclusions can be drawn:

1. According to the first research objective, the main influencing factors of the quality development strategy of universities in Guangxi are Leadership, Strategy, Stakeholders Focus, Measurement and Evaluation, Employee Management, and Process Management. Through the statistical analysis of the questionnaire data, it is found that the average values of Leadership, Strategy, Stakeholders Focus, Measurement and Evaluation, Employee Management, and Process

Management in Guangxi universities are all at the middle level, and there is still room for improvement;

2. According to the second research purpose, the researcher designed the interview outline, and through the summary and analysis of the interview results, established the strategy for the quality development of higher education in Guangxi. Details are as follows:

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. 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 publish 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.

3. According to the third research purpose, experts are invited to evaluate the adaptability and feasibility of implementing the education quality development model in universities in Guangxi. The results of data analysis show that the model has high adaptability and feasibility, and theoretically plays a positive role in promoting the development of the quality of college education in Guangxi.

8.2 Discussion

Through the investigation of six variables affecting the of education quality of universities in Guangxi universities, Leadership, Strategy, Stakeholders Focus, Measurement and Evaluation, Employee Management, and Process Management, the average and standard values of the six variables are analyzed. The study found that the overall average ($\bar{X}=3.31$) of the six variables of Leadership, Strategy, Stakeholders Focus, Measurement and Evaluation, Employee Management, and Process Management is at a moderate level and needs to be further improved.

Discussion on Leadership

The lack of quality goals, lack of attention to quality management, and failure to actively create a quality-oriented culture are the main factors affecting Leadership. This is consistent with the research of Sallis, E. (1993, p.87), he found that 80% of organizations that failed to implement total quality management occurred in the first two years, and the main reason for the failure was the lack of top managers lack of strategic thinking on the improvement of organizational quality. This is also in line with the views of Ren Zhengxue (2008,

p.18). He believes that the current common problems of university leaders in the quality management of universities: 1) They do not pay attention to ideology, and regard quality management as "formalism. 2) Some leaders and managers are conservative in their thinking and lack the spirit of pioneering and innovative. 3) Due to the lack of comprehensive quality management and a sound decision-making mechanism, some university leaders cannot make scientific decisions in formulating the future development direction of the school, setting up and reforming universities and disciplines, and adjusting scientific research development prospects, structures, and fields. This is also consistent with Li Yanli, QiuLijuan, Li Lijun's point of view (2008, p.19). They believe that many university leaders believe that quality management is a matter for enterprises, and universities do not need to carry out quality management at all. Management is regarded as a stumbling block, as "formalism", or the specific implementation of quality management. Turn a blind eye and close one eye", and did not treat it as it should be.

Discussion on Strategy

Factors that affect Strategy include that universities do not have clear goals and indicators in strategic planning, lack flexibility and adaptability, and ignore the importance of education quality. This is consistent with Wang Siyu's (2006, p.24) point of view. He believes that the strategic planning designated by some local universities in my country in the past has inappropriate strategic goals and development positioning, insufficient emphasis on soft environment construction, lack of prominent points, and insufficient operability. strong, lack of a broad mass base for formulation and implementation. This is also consistent with Zhang Shanshan's (2014, p.3) point of view. She believes that strategic planning for university development is a dynamic process, lacking top-level design, focusing on planning and neglecting strategy, unclear development goals, and imperfect systems. Many difficulties were encountered in the formulation and implementation of the strategic plan. This is also in line with Chen Tingzhu et al.'s (2016, P.34) point of view. Factors such as simplicity, randomness and unscientificity in the

formulation of strategic planning, and inadequate implementation in the implementation of strategic planning directly affect the effectiveness of strategic planning. In addition, the variability of the external environment causes planning to change with policy changes, which makes strategic planning in an extremely passive state.

Discussion on Stakeholders Focus

Stakeholders Focus factors include low stakeholder participation, insufficient transparency and communication, and neglect of key issues (teaching quality, student welfare, employment needs, etc.). This is in line with Zhang Wang's (2008) point of view. He believes that because some universities have not figured out who the stakeholder groups they are facing, or ignore the interests and needs of certain stakeholders, they lack a wide range of stakeholders. Participation causes the school's strategic decision-making and reform to be neglected, opposed or even strongly resisted by stakeholders, which ultimately leads to the failure or ineffectiveness of strategic management. This is also in line with Zhang Yi's (2009, p.16) point of view. How he can better meet the needs and expectations of stakeholders in universities and gain their active participation and support has become a key factor for the sustainable development of universities. The key has also become the core of innovation in the organizational model and management system of universities. However, traditionally, universities are often considered to be composed of teachers engaged in teaching and research, students of various levels, staff supporting transactional and academic work, curriculum systems, related resources, and management processes. This view omits and ignores other very important development resources and social capital. This is also consistent with the views of Chen Pingshui and Sun Rongrong. (2016, p.26). They believe that for universities, democratic management is not only a requirement of the times for universities, but also a sharp sword for universities to continuously expand themselves. College students are an important and relying force for the democratic management of universities. However, there are many problems in the process of college students participating in college management, such as imperfect participation mechanism,

opaque or semi-transparent college information, weak participation awareness of college students, insufficient management ability, unclear content and methods of participation, etc.

Discussion on Measurement and Evaluation

Factors affecting Measurement and Evaluation mainly include the lack of a comprehensive evaluation system and department in universities, the lack of effective data analysis and utilization, and the lack of cooperation with other evaluation organizations. This is consistent with the point of view proposed by Wang Mingxia and He Renlong (2006). It is believed that private universities have internal management mechanisms such as management system, internal governance structure, governance model and operating mechanism. To address these issues, the researchers created seven measures to simulate the internal school environment. These measures are consistent with the conclusions proposed by Gao Ge. He believes that the reasons for the dissimilation of the evaluation value of universities: 1) The evaluation of universities in my country is still in the exploratory stage, starting late, and the exploration of theory and practice still lacks systematic thinking and design. 2) The limitation of educational resources: The current government investment in education is limited and cannot fully meet the actual needs of education. Due to the shortage of educational resources, the evaluation deviates from the value orientation of quality control and becomes the use of evaluation by universities. A means of requesting resources from the school-running body. All universities compete to participate in the evaluation, hoping to pass the evaluation's target value orientation, which violates the original intention of improving the quality of education. 3) The evaluation concept of universities lags behind the needs of the development of higher education, and the ideological concept restricts and determines the behavior. What kind of educational evaluation concept there is, there is what kind of educational evaluation behavior. (4) The educational administrative department has several roles and lacks a monitoring mechanism. (5) Lack of keeping pace with the times and scientific thinking on the quality view of higher education. This is also in line with QiuJunping's (2012, p.40) point of view. He

believes that the main problems in the current evaluation of the quality of higher education in my country are: first, the evaluation subject. At present, the "baton" of my country's university evaluation is still in the hands of the government. The government runs the school and evaluates the school. The reluctance of the government to decentralize power has led to frequent corruption and fraud in the evaluation process; and the third-party evaluation that is prevalent in the world has been suppressed and discriminated against in many ways in our country. Second, the classification evaluation problem. Most university evaluations rank different types of universities in terms of comprehensive strength, which fails to highlight the advantages of university disciplines and majors. On the one hand, uniform comprehensive evaluation standards lead to a blurred understanding of universities in the society, and on the other hand, they inhibit the characteristic development of schools. . Third, evaluation indicators and weights. The evaluation indicators are constantly expanding, but the setting of weights is becoming more and more complicated. The scientific and systematic nature of evaluation indicators and weights needs to be improved. This is also consistent with Qu Xiajin's (2016, p.152) point of view. She believes that from the perspective of audit and evaluation, there are still the following problems in the construction of the internal teaching quality assurance system of universities: the lack of independent quality assurance organizations, and the quality standards of some teaching links. Not clear, the implementation of the teaching management system is not in place, the teaching quality monitoring is insufficient, and there is a lack of quality improvement links.

Discussion on Employee Management

The influencing factors in the Employee Management of universities include: lack of a reasonable reward mechanism, lack of professional training and capacity building for personnel management personnel, and low participation of faculty and staff in school quality management. This is consistent with Zhu Xuemei's (2003, p15) point of view. He believes that the problems of personnel management in universities: 1) The irrational income distribution

system and poor working conditions lead to frequent loss and turnover of teachers. 2) The evaluation and employment of teachers are not separated, and the equal emphasis on teaching and scientific research has become the pressure on ordinary teachers, resulting in a flood of academics. 3) It lacks the concept of human cost. When the department introduces and trains talents, the cost concept is not strong; in terms of maintaining the proper balance between demand and supply, the regulation is improper. 4) The personnel departments of universities have little or no power to formulate personnel policies, resulting in a lack of autonomy in management and weak coordination and innovation functions. 5) Lack of innovation and development awareness, lack of long-term plans and continuous efforts for teacher training, which restricts the development of teachers and schools. 6) The management method is outdated, and the incentive mechanism adopted is single (mainly relying on economic means), resulting in insufficient motivation. This is also in line with the viewpoints of Chen Famei and ZhuoYizhou (2002.p.94). They believe that the current situation of personnel management in universities is 1) strong in "business" and weak in strategic components. An obvious feature of personnel management in universities is that it is limited to complex transactional management. The phenomenon of "police-style management" after the event is prominent. 2) "experiential" strong, weak technical components. The personnel work in universities has a strong experience, and you can do your job well based on personal experience or existing examples. Personnel workers do not need to master specialized techniques and related knowledge. Performance assessment, professional title review, teacher training, etc. all follow the existing management norms, and only need to follow the steps. 3) "Treatment of the symptoms" is strong, but the component of treating the root cause is weak.

Discussion on Process Management

Factors affecting Process Management in universities include: lack of standardized systems and processes, outdated technologies and tools that limit efficiency and innovation, and lack of continuous improvement. This is consistent with Lin Fen's (2009, p.112) point of view. He believes

that since the system and thinking of administrative management in the era of planned economy have not changed, it is difficult to implement the right of autonomous management of universities. Some policies produced and implemented in the era of planned economy have been carried on for a long time, and have not been actively reformed according to the needs of the development of the times. This is also in line with Wang Xiaolong's (2012.p42.) point of view. He believes that there are imperfect, unsound, unreasonable and random phenomena in the system construction in the process of university management.

9. Recommendations

Leadership

Through the analysis of the mean and standard deviation of the leadership status survey data, it is found that "senior leaders directly supervising the quality department or related work have the lowest average score. Work motivation is at a low level.

Active participation of high-level leaders in quality supervision is of great significance to the development of universities and the improvement of education quality. Therefore, universities should increase the enthusiasm of senior leaders to participate in quality supervision from the following aspects: 1) Clearly explain the important goals and significance of quality supervision to college leaders. Emphasize the positive impact of quality inspection on improving the quality of school education, student satisfaction, and school reputation. Senior leaders should be aware of their important role in quality oversight and understand that their participation will directly contribute to the school's progress and development. 2) Establish an incentive and reward mechanism to encourage university leaders to actively participate in quality supervision. This can include rewarding, honoring, or offering opportunities for advancement based on their contribution and involvement. Incentives can increase the motivation of leadership and make them more motivated to invest in quality supervision. 3) Provide training and professional support for quality supervision. Senior leaders may not be professional supervisors, so training on relevant

knowledge and skills is provided so that they can better understand the methods and processes of supervisory work. In addition, provide them with professional supervisor support to assist them to work more confidently and effectively in the quality supervision process.

Strategy

Through the analysis of the mean and standard deviation of the strategy survey data, it is found that the average score of "Universities have formulated clear plans for improving teaching quality" is the lowest, indicating that universities in Guangxi formulate clear plans for improving teaching quality at a relatively low level.

Formulating a clear teaching quality improvement plan is crucial for the improvement of teaching quality, sustainable development and enhancement of competitiveness of universities. Therefore, we should formulate a clear teaching quality improvement plan from the following aspects: 1) Conduct comprehensive data collection, analysis and evaluation, including data on student satisfaction surveys, teacher evaluations, academic performance, teaching effects, etc. Through data analysis, find out the problems and challenges of current teaching, and understand the weak links of teaching quality. 2) On the basis of data analysis, determine the priority teaching areas for improvement. According to the data results and the school's development goals, clarify the areas that need priority attention and improvement, and ensure that the goals of the teaching quality improvement plan are specific and clear. 3) Develop specific improvement measures and timetables for each priority improvement area. Make sure these measures are realistic and set reasonable time targets. At the same time, determine the responsible person and team responsible for promoting the improvement plan, and clarify their responsibilities and obligations.

Stakeholders Focus

Through the analysis of the average value and standard deviation of the stakeholder focus factors survey data, it is found that the average score of "Universities pay attention to students' complaints, satisfaction and quality improvement suggestions" is the lowest, indicating that

universities in Guangxi pay attention to students at a low level.

The main mission of universities is to provide students with high-quality education and services. Paying attention to students' complaints, satisfaction and quality improvement suggestions can help schools better meet students' needs and improve school development. We should improve from the following aspects: 1) Universities should establish an effective student feedback mechanism to encourage students to actively submit complaints, satisfaction and quality improvement suggestions. This could include setting up an online complaints platform, conducting regular student satisfaction surveys, and setting up suggestion boxes. At the same time, schools should ensure that students' feedback information can be kept confidential, and respond to students' feedback in a timely manner, showing concern and attention to it. 2) Universities should regularly organize exchanges and communication activities between students, school leaders and teachers, so that students can directly express their opinions and suggestions to school leaders and teachers. This communication can be in the form of regular symposiums, student representative meetings, etc., so that students have more opportunities to participate in school affairs and decision-making. 3) Schools should incorporate student complaints, satisfaction and quality improvement suggestions into the school management system, and establish corresponding improvement mechanisms. According to the feedback from the students, a specific improvement plan is formulated, and a responsible person is set up to follow up the implementation. Regularly evaluate the improvement effect, and publicize the improvement results to the students, so as to enhance the students' trust and recognition of the school's improvement work.

Measurement and Evaluation

Through the analysis of the mean and standard deviation of the measurement and evaluation status survey data, it is found that the average score of "universities use performance data to self-assess against third-party standards" is the lowest, indicating that the internal and external evaluation of Guangxi universities is at a low level.

The internal and external evaluation of universities has many advantages, which will help universities better understand their own strengths and weaknesses, and promote the continuous improvement of education quality and management level. We should improve in the following aspects: 1) Universities can actively look for third-party evaluation agencies or accreditation agencies that meet their needs and backgrounds, and understand their evaluation standards and processes. Establishing a foundation of mutual trust and cooperation is the first step to successful cooperation. 2) Before evaluating and cooperating with third-party standards, universities should clarify the goals and intentions of the cooperation. This could be for accreditation, improving teaching quality, enhancing academic reputation, etc. Ensuring that common goals are clearly defined will allow both parties to be on the same page during the evaluation process. 3) Universities need to actively provide necessary support and information in the process of evaluating cooperation. This includes providing accurate data, documents and supporting materials to allow an objective and accurate assessment by a third-party assessment agency. At the same time, universities should maintain close communication with evaluation agencies and respond to their needs and questions in a timely manner.

Employee and Management

Through the analysis of the mean and standard deviation of the employee management survey data, it is found that the average score of "Faculty and staff who make significant contributions to improving quality will be rewarded" is the lowest, indicating that the reward mechanism for employees is at a low level.

A reasonable reward system is an important means to stimulate the potential of faculty and staff, enhance the satisfaction of faculty and staff, and improve the overall development level of universities. It has a positive impact on the introduction, training and retention of talents in universities, as well as the promotion of academic and teaching levels. Universities should improve through the following aspects: 1) Universities should clarify the performance indicators to be assessed by the reward mechanism. These indicators should be consistent with the

development goals and strategies of universities, including teaching quality, scientific research results, academic reputation, student satisfaction, etc. Ensuring that metrics are clear, measurable, and fair is fundamental to building an effective rewards system. 2) Universities can adopt a variety of reward methods, including salary rewards, honorary titles, promotion opportunities, academic exchange and training opportunities, etc. Different reward methods can meet the needs and motivation of different faculty members, and at the same time help to motivate them in all aspects. 3) The evaluation and distribution of the reward mechanism should be fair and just, avoiding cronyism or unfairness. Establish an independent evaluation committee or institution to ensure that the evaluation process is transparent and credible, and determine the distribution of rewards based on facts and figures.

Process Management

Through the analysis of the mean and standard deviation of the process management status survey data, it is found that the average score of "Universities will consider student needs and industry requirements in course design" is the lowest, indicating that universities regularly evaluate and update courses at a low level.

Regularly evaluating and updating courses is very important for the development of universities and improving the quality of education, and it is a key measure to maintain the competitiveness and attractiveness of universities. Universities should improve through the following aspects: 1) Regularly collecting students' feedback and needs is an important way to evaluate and update courses. Universities can understand students' opinions and suggestions on courses through questionnaire surveys, focus group discussions, etc., so as to discover possible problems and directions for improvement. 2) Maintaining close contact with industry and society is also an important way to regularly evaluate and update course content. Universities can communicate and cooperate with enterprises, industry organizations, professional associations, etc. to understand current and future talent needs, adjust curriculum settings according to actual employment needs, and cultivate professionals who are more in line with market demand. 3) Regular evaluation and

updating of course content also requires a focus on teacher professional development and renewal. Universities can provide teachers with professional training and academic exchange opportunities, and guide teachers to actively participate in subject research, so as to keep teachers' academic level and teaching ability advancing with the times.

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