



**RESEARCH ON TEACHING QUALITY MANAGEMENT IN
HIGHER VOCATIONAL COLLEGES OF “DOUBLE HIGH
PLAN”**

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**RESEARCH ON TEACHING QUALITY MANAGEMENT IN
HIGHER VOCATIONAL COLLEGES OF “DOUBLE HIGH PLAN”**

Thematic Certificate

To

GUO YAFANG

This Independent Study has been Approved as a Partial Fulfillment of the
Requirement of International Master of Business Administration in Education
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Declaration

I, GUO YAFANG, hereby certify that the work embodied in this independent study entitled "RESEARCH ON TEACHING QUALITY MANAGEMENT IN HIGHER VOCATIONAL COLLEGES OF "DOUBLE HIGH PLAN" is result of original research and has not been submitted for a higher degree to any other university or institution.

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ABSTRACT

From 1999 to 2019, the reform of higher vocational colleges in China has gone through 20 years from simple scale expansion to in-depth connotation construction. After the construction cycle of national model schools, backbone schools, and high-quality schools, the reform of higher vocational colleges has entered a new stage of connotation development of “double high construction.” Higher vocational colleges are the main body of implementing higher vocational education. The main teaching purpose was to cultivate students with high technical skills, and its teaching quality has a non-negligible impact on the quality of higher vocational education. Therefore, at the initial stage of the implementation of the “double high” plan, it is necessary to comprehensively diagnose and analyze the current level of running schools of such colleges and universities, to lay a foundation for further clarifying the construction plan and adopting corresponding strategies.

This paper discussed the teaching quality management of higher vocational colleges from three levels: teaching management system, teaching resources, and teaching quality evaluation. Taking the teaching quality management of Quanzhou College Of Technology as an example, the mixed research method was used to collect relevant data through literature analysis method, case analysis method, questionnaire survey method, and interview method. It explored the impact of the above three aspects on the teaching quality of higher vocational colleges, and to analyze the shortcomings in the current teaching quality management of higher vocational colleges. Finally, on the basis of the analysis of the reasons for the lack of teaching quality management in higher vocational colleges, this paper suggested ideas of strengthening teaching quality management in higher vocational colleges, and further implements these ideas as the path to strengthen teaching quality management in higher vocational colleges. It is hoped that it will be helpful to promote the improvement of teaching quality management in China's higher vocational colleges.

Keywords: learning organization, path dependency, total quality management, teaching quality management mode, teaching quality evaluation



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1. Introduction

1.1 Research Background

Economic globalization and the internationalization of higher education have brought opportunities to the development of Chinese higher education in the new era and made Chinese higher education face a larger and more open stage, starting the all-around opening of education and teaching. This opportunity is accompanied by competition in talent resources and talent quality. All these have forced Chinese universities to cultivate a new generation of highly professional college students at a higher rates. Therefore, we must review and rethink the quality of talent training in Colleges and universities again to meet the new needs of the times and social development (Zhang, 2006). As one of the world's major manufacturing countries, China's economy no longer depends solely on high growth but also needs high quality, focus on technology content and internal transformation. This makes enterprises have higher employee requirements, places new hopes on training excellent talents in higher vocational colleges, and faces unprecedented challenges. Solving the problem of teaching quality management in higher vocational colleges is a critical way to improve teaching quality, which needs the attention of people from all walks of life.

The “Double High Plan” is to help higher vocational colleges transform and upgrade, better promote national industrial upgrading, increase technological content, promote the challenges of industrial structure, and continuously meet the demand for talents in rapid economic development, and at the same time to relieve employment pressure. The implementation of the "Double High Plan" is to lead the priority development of some high -quality higher vocational colleges. In a certain period of time, most higher vocational colleges have been established into high -level vocational colleges with high social recognition and attracting more students (Chen, 2020). However, at present, China's vocational education is in a low position and has not been recognized by society. In the final analysis, it is still because people are influenced by exam-oriented teaching, do not put vocational education in the same position as general education, and discriminate against vocational education to a certain extent. The teaching quality of vocational colleges is not high, and the teaching quality is closely related to the quality of talent training, which will affect the development of our industry (Xi, 2020). Currently, the teaching quality management of many higher vocational colleges has not reached the national standard, and there are still many problems. Nearly half of the schools lack quality monitoring and evaluation in the whole process of teaching management. Although some schools have established teaching quality management systems, they still stay at the level of classroom learning quality monitoring and evaluation. There are also backward ideas of teachers and managers, which affect teaching quality and the cultivation of

technical talents. Studying the teaching quality management mode of Higher Vocational Colleges in the context of the “double high plan” and optimizing the teaching quality evaluation system will play an essential role in improving the teaching quality of colleges and universities (Guo & Chen, 2019).

1.2 Research Problems

From the current development status of China's higher education institutions, the level of teaching quality is not high, and there are several problems in the following aspects.

Problems with the teaching management system. In the context of the double-high plan, higher education institutions pay more attention to the construction of a student quality assurance system, which both challenge and brings new opportunities for the development of the traditional internal protection system (Ren & Tang, 2021). At present, the perfection and science of the whole system in higher vocational institutions are not enough to provide adequate support for the comprehensive development of teaching quality management in schools.

Problems with the teaching resources. The quality of teaching in higher vocational institutions involves multiple factors, such as the quality of teacher development, the quality of teaching conditions and guarantees, the quality of teaching resources, the quality of teaching documents, and the quality of teaching design (Hu, Chen, Sun & Gui, 2022). Teaching resources are significant. Presently, teaching resources in higher vocational colleges are relatively scarce, not prosperous, and advanced enough, which directly makes the cultivated students not profound enough in theoretical knowledge and not exquisite enough in professional skills, which has an impact on the market competitiveness of talents.

Problems with the teaching quality evaluation system. With the continuous improvement of the implementation plan of “diagnosis and reform,” it is an important issue to start the operation of internal quality assurance in a fast and orderly way (Cao, 2017) . At present, the teaching quality evaluation system of higher vocational institutions is not well constructed. To a large extent, it is not implemented in the specific teaching quality management, and is only a formality.

1.3 The objective of the study

Teaching quality management in higher vocational colleges is not a simple routine management but a matter of paying attention to the teaching process and feedback. It occupies a large proportion of school teaching management and has an essential relationship with improving the academic level and the learning effect of learners. However, due to some historical factors, the teaching quality management of higher vocational colleges in China has not advanced with The Times and reached a comparable level, but remained low. This will become a stumbling block to the growth of teaching practice (Deng & Yuan, 2012). It analyzes the problems presented in the teaching quality management model to explore some measures and

countermeasures to strengthen the teaching quality management of higher vocational colleges under the background of the “Double High Plan,” to improve the teaching quality.

1.4 Scope of the study

Based on many higher education institutions in China, it is impossible to understand the teaching quality and its influencing factors of all higher education institutions one by one. And if the questionnaire is distributed randomly on the Internet without limiting in scope, it is impossible to ensure the objectivity and authenticity of the obtained results. Considering these circumstances, Quanzhou College Of Technology, the author's neighborhood, was selected as the research target. To know more about the teachers' and students' honest thoughts on the teaching quality of higher vocational colleges, 300 questionnaires were distributed to the teachers and students of this college, hoping to study and analyze the teaching management system, teaching resources, and teaching quality evaluation of Quanzhou College Of Technology and propose some measures and countermeasures to strengthen the teaching quality management of higher vocational colleges.

1.5 Research Significance

1.5.1 Theoretical significance

The exploration of teaching quality management in Higher Vocational Colleges in this paper is conducive to the standardization of higher education management and quality evaluation in China. Although the direction of Chinese traditional higher vocational education is also focused on assessment, many systems and standards are not standardized and deviate from international standards. The total quality management system is more systematic and standardized and focuses on teaching process management. The primary means of quality management is evaluation. It is the summary and sublimation of the ISO9000 standard, absorbing excellent and effective quality management and quality assurance system theories and methods, and finally forming a systematic, standardized system (Zhang & Chen, 2004).

1.5.2 Practical significance

Starting from the background of the “double high plan, ” this paper studies some measures and Countermeasures to strengthen the teaching quality management of higher vocational colleges, which can not only improve the teaching quality and innovate the teaching quality management mode but also better implement the “double high plan, ” guide the colleges to concentrate on the integration of industry and learning and curriculum reform with the characteristics of vocational education, expand the talent scale of higher vocational colleges, To achieve the expected goal of talent training in higher vocational colleges (Chen, 2020).

2. Literature Review

2.1 Current Research on Learning Organizations

Pedler (1992) defines a learning organization as one that facilitates learning for members within the organization and is able to continuously reinvent itself. Sun and Scott (2003) suggested that organizational learning is mainly focused on dealing with learning processes in organizations and is more psychologically oriented; learning organizations, on the other hand, have become a highly practical field, with a large number of organizational learning and models based on existing organizational learning emerging. Castaneda and Rios (2007) further expanded the importance of learning organizations by arguing that learning occurs at three levels: individual, group, and organizational, following two lines of development from individuals to organizations and from organizations to individuals, thus emphasizing at a new level the importance of institutionalization of individual and group-generated knowledge and learning of individual and group-generated key organizational knowledge. By now, the development of learning organizations has taken shape, and although the complete theoretical framework is still being explored, it has become an important force in building learning cities and promoting the development of learning societies.

2.2 Research on path dependency theory

Arthur (1989) further refined the path-dependence theory by systematically explaining the self-reinforcement mechanism in the process of technology evolution and pointed out that the adoption of new technologies often has a self-accumulation mechanism, and even non-optimal technologies may obtain a temporal first-mover advantage by virtue of historical contingencies, take advantage of scale to reduce costs, and then gain widespread market recognition and acceptance, thus achieving a self-reinforcing cycle. There are two main mechanisms for such self-reinforcement: the first is learning from the practical application of the technology. The research on path dependence theory in China differs in many ways from that of foreign scholars, who are more inclined to construct a rich theoretical system from different disciplinary perspectives, while Chinese scholars are more concerned with the application of path dependence theory to public institutional change and industrial economics. Shi (2000) used path dependence theory to study the change of the share cooperative system and analyzed the reasons for path dependence in the evolution of the share cooperative system. Jiang and Chen (2005) used path dependence theory in their study of the main reasons for the economic backwardness of the three northeastern provinces of China, and pointed out that the main reasons for the economic rojo in the northeast were slow institutional change and lack of innovation. The relevant research results applying path dependence theory to teaching quality management are relatively rare and still need to be further studied in depth.

2.3 Current status of research on total quality management

Kimdy and Kumarv and Kumaru (2012) propose that total quality management is a scientific, rigorous, and efficient quality system based on the core of product quality and the participation of all employees to form a management approach to achieve

long-term success by providing products that meet the needs of customers and benefit the owners and related parties of the organization. Total Quality Management is not only a business philosophy, but also a set of foundational principles that can guide continuous improvement. In conducting research on total management theory, many scholars have begun to look at quality issues in education from the perspective of total quality management in the field of education. In the research of teaching quality management systems in universities, at the end of the 1980s, Britain was one of the first countries to apply the ISO9000 standard. It issued a new national average in 1987. This standard is accurate and standardized, and quickly used in the quality management system of many colleges and universities. In quality management of higher education in the United States, Grant and Mergen and Widrick (2002) discussed the experience of successful application of quality management systems in the industry. The higher education system tries to introduce quality management into the academic world. Schools include Drexel University, the University of Virginia, Manchester Institute of technology, and Chicago State University School of health. In their research report “advantages and disadvantages of vocational education,” American scholars Bevens Gonzalez and Nair (2004) elaborated on the operation of ISO9000 in nine Vocational Colleges in the United States. They proposed that the advantage of establishing a quality management system is that it can effectively improve the management level of schools. Still, the disadvantage is that it takes more time. Kong (2017) analyzed how to establish an effective teaching management system in higher vocational colleges. He pointed out that we should pay attention to the connotation of the teaching management system of higher vocational education, and do an excellent job in the rational talent training mode, teaching monitoring mode, and institutionalization of teaching management. He also pointed out the beneficial effects of improving teaching quality, speeding up teaching work, establishing scientific concepts, and establishing quality standards for higher vocational science teaching with Chinese characteristics.

2.4 Current status of research on teaching quality management mode

Liang and Zhou etc. (2018) believe that in countries with relatively developed economies, some scientific and perfect modes of ensuring and monitoring the quality of college education and teaching have been formed, among which the most influential ones are college research mode, total quality management mode, teaching professional development mode, student development evaluation mode, plan review mode, and project evaluation mode. Xu and Zhu (2016) concluded through practical research on teaching quality assurance models of foreign universities that the internal system of teaching quality assurance adopts enterprise management skills and focuses on students. The external system needs to cooperate with multiple subjects for monitoring. Shu and Xie (2019) and Zhang (2020) studied the whole process of “three ring control, four hall joint control and five dimensional monitoring” was checked. The quality management mode is carried out all day and monitored in all directions, laying a solid foundation for comprehensively deepening education and teaching reform, improving teaching quality, and talent training quality. Each higher vocational college has its own unique characteristics, and its practicability and technology are remarkable. The quality management system not only affects the teaching quality but also affects the student's life and learning environment.

2.5 Current status of research on teaching quality evaluation

Zhang (2019) proposed that to scientifically understand the components of the evaluation system of teaching quality management in higher education institutions, it is necessary to combine the actual situation of higher education institutions based on practical inquiry. Based on serious research, the components of the evaluation system of teaching quality management in higher education institutions are explored in the ideas of all-round quality management, whole-process quality management, and all-staff quality management, to evaluate the teaching quality management of vocational institutions more comprehensively. Scholars Chen (2017) and Chen and fan (2012) conducted research from the perspective of teaching quality evaluation. They believed that most universities in China still follow the traditional teaching evaluation method, that is, to evaluate the teaching quality of teachers. Cui (2014) proposed after studying the teaching quality evaluation of Higher Vocational Education in Germany that there is no change in the evaluation process, students are still in a passive position, and teachers are still in a central role. There is no substantial improvement in classroom teaching evaluation. It follows the previous model, and the evaluation method is backward. Generally speaking, there is no breakthrough or progress in teaching evaluation in Colleges and universities, even if we have recognized the shortcomings and started to improve. Their contribution to quality evaluation also lies in the application of scientific analysis of data, to scientifically control teaching quality management.

2.6 Past Research

In the past development stage, scholars at home and abroad have conducted more in-depth researches on learning organization theory, path dependency theory, total quality management, teaching quality management model, teaching quality evaluation, etc. Guo and Zhang (2022) suggest that scholars' research on learning organizations has shown us that as an international concept, researchers and practitioners need to further localize the existing international experiences and theories, get rid of the fence of translation and application, and continuously and dynamically improve them according to the needs of China's local social development and the changing learning needs of members within the organization to form a Chinese learning organization theory, so as to further guide the practice. Regarding the research on total quality management, Cui (2022) proposed that the 20th century was the century of productivity and the 21st century was the century of quality. Total quality management will achieve continuous change and innovative development with the emergence of emerging technologies such as big data, artificial intelligence, and the Internet of Things, and to a certain extent, it is no longer just a progressive development of expanding connotations and improving tools, but a transformative development based on new technologies, new models, and new business models. Regarding the research on teaching quality management mode, teaching quality system is all the focus of current research. Compared with other countries, the establishment and research on quality management system of higher vocational education in China started late. Regarding the research on teaching quality evaluation

foreign researchers have discussed and analyzed the current situation of higher vocational teaching quality management from the perspectives of the operation mode and evaluation of teaching, and the research covers a wide range of aspects, including teaching evaluation, curriculum setting and teachers' appointment. Regarding the study of path dependence theory, Aoki (2001) argues that in the path dependence is in the process of institutional selection, the subjective cognitive limitations of the selection subject lead to its continued selection of the old system, which makes the institutional reconstruction difficult to achieve. In the past development, higher vocational education schools have tried to improve the quality of teaching and learning through various measures and reforms. However, due to the differences in national conditions and educational philosophy, we can learn from but not copy the relevant foreign research experience. Therefore, we should sort out a suitable system for quality management of higher vocational education in China on this basis, or improve on the established system to achieve the expected results.

3. Finding and Conclusion

3.1 Problems existing in the teaching quality management system

First, the Lagging Concept of teaching quality management and the weak quality consciousness. At present, the teaching quality management of colleges and universities mainly focuses on daily teaching management, which is passive management carried out by the teaching management personnel around the completion of the teaching plan. As a result, most teaching management personnel are busy with transactional work, and it is difficult to think about the problems such as management efficiency and quality. A teaching administrator should consider the basic level of difficulty (Wang, 2020). On the one hand, it is due to the lack of systematic theoretical knowledge of education and teaching management, low quality of personnel, insufficient understanding of the role of teaching quality management, lack of management concepts, etc. On the other hand, the existing teaching quality management concept lags, and the quality consciousness is not strong (Li & Xiao, 2008). For example, teaching quality management mainly evaluates students' academic performance by scores, ignoring the training of students' thinking and practical ability, resulting in the widespread phenomenon of high scores and low power. The inspection of the teaching quality of teachers is still stuck in the management level of conventional teaching links, resulting in teachers' neglect of learning, and the assessment of teaching management personnel is still challenging to be substantively linked with teaching quality. There is no way to improve and strengthen quality awareness(Kong, 2017).

Secondly, the Imperfect organizational structure of teaching quality management in colleges and universities. First of all, from the perspective of the management level, the first-level management organization is the Academic Affairs Office of the College, and the second-level management organization is the academic affairs Department of the College and the department. There is still a lack of high-level authoritative management organization of teaching management that performs the

functions of coordination, guidance, and recognition, such as the Teaching Steering Committee(Rong & Gao, 2020). Secondly, the affiliation of each agency is unclear, or the scope of responsibility is clouded, resulting in the work of mutual buck-passing, and problems being pushed down. Thirdly, the lack of coordination mechanism, independence of each agency, and too much emphasis on their interests and short-term interests all have utilitarian color and separatism(Chen & Chen, 2020).

Thirdly, there are defects and a lack of vitality in system construction. In the formed teaching management system, there is a general lack of incentive mechanisms. Teaching objective management systems, teachers' teaching management systems, conducting link operation systems, teaching evaluations, and inspection systems all are difficult to reflect the incentive mechanism, resulting in difficulties in the implementation of the plan (Luo & Yang, 2021). For example, the teaching management system of teachers only emphasizes the responsibility of teachers and seldom considers their rights. There are only penalties for failing to meet requirements no rewards for outstanding performance. This kind of management system makes teachers passively accept. It is unsuitable for inspiring teachers' enthusiasm for work and cannot give full play to their subjective initiative. As a result, various teaching management activities are often promoted by meetings, which makes the teaching management system lose its long-term mechanism and executive power.

3.2 Problems in teaching resources

First, inadequate use of modern information technology. Many higher vocational colleges have the problem of insufficient use of modern information technology(Li,2016). In the process of higher vocational college education teaching, it can fully absorb the role of contemporary information technology and use modern information technology to build a network platforms. However, the use effect of the network platform is not good, and the content related to the supervision of education and teaching quality is not constructed in the network platform, resulting in the lack of integrity of the construction of the network platform. In addition, there is a certain lag in the teaching information obtained by higher vocational colleges, which hurts the development of modernization of education and teaching, so the improvement of higher vocational education and teaching quality is restricted to a certain extent(Chen & Zhu, 2020).

Secondly, lack of systematic training for teachers and staff. Teachers want to produce exceptional students, but to do so they must have the skills themselves(Zhang, Zhao & Wei, 2009). Therefore, it is necessary to train teachers systematically, so that they have a clear understanding of the knowledge they must master, including professional knowledge, teaching management knowledge, some tools, materials, information, and practical ability, and constantly update their knowledge (Shi , 2010). Due to the significant expansion of higher vocational colleges, many teachers have no time for systematic learning. At the same time, higher vocational colleges do not realize the long-term benefits of teacher construction, eager for quick success and instant help. As long as the regular operation

of the school can be ensured, many external teachers are hired to cope with the situation, especially in some private institutions of higher education, and these problems are more prominent(Zhang, Zhao & Wei, 2009).

3.3 Problems existing in the teaching quality evaluation system

First, the Evaluation methods of teaching quality in higher vocational colleges are backward. Some higher vocational colleges lack diversified and scientific education and teaching evaluation methods. The evaluation standard is mainly based on teachers' subjective consciousness, so the evaluation system does not highlight the teaching characteristics of various majors in higher vocational colleges. When constructing an education teaching evaluation system in higher vocational colleges, mainly in the evaluation system of colleges and universities as the reference standard, on this basis into the characteristics of higher vocational colleges, but higher vocational colleges of education teaching goal and the education of ordinary colleges and universities teaching target have apparent differences, reference form the evaluation system of colleges and universities from the lack of scientific. It hurts the improvement of teaching quality in higher vocational colleges. In addition, the education and teaching evaluation system formulated by higher vocational colleges does not fully highlight the teaching specialty of higher vocational colleges, which restricts the development of various teaching activities and affects the teaching development of various majors (Li, 2017).

Secondly, Lack of a perfect operation mechanisms for teaching quality in higher vocational colleges. The operation mechanism of the evaluation method of teaching grade in higher vocational colleges is not scientific, and the joint participation of enterprises, students, and teachers is not formed in the evaluation method, which leads to the unreasonable operation mechanism of the evaluation method. The operation mechanism of education and teaching evaluation established by higher vocational colleges mainly focuses on students, and the school leaders and teachers evaluate the student's learning situation. Still, there is no feedback on students' practical ability in this process. Some higher vocational colleges will guide students to enter the society for an internship, but when students enter the internship state, the school will not show or manage students' training. It is only waiting for employers to give feedback on students' practice, and there is little active communication between teachers and employers. Therefore, the such an evaluation system is difficult to reflect diversified information and lacks feedback from enterprises on students' practice (Chen, 2012).

4. Recommendation

4.1 Innovate and develop the teaching management system

First, establish the concept of "total quality management." Total quality management is a systematic, comprehensive, advanced quality management model that has been adopted by the certification of various countries. It guides much national education and teaching management practice systems(Li, Qiu & Huang, 2018). Vocational education in our country should insist on comprehensive quality

management in all aspects of teaching management and insist on the participation of all teaching staff in the management of the whole teaching process. It also includes the input of teaching resources in the early stage, the allocation of graduates in the later stage, and the follow-up after graduation. Therefore, to achieve the purpose of improving teaching quality management, it is necessary to put the concept of comprehensive education quality management into the thoughts of every teaching and administrative staff. Let them deeply understand the importance of quality management from the heart, need to pay attention to every link, and strengthen communication and cooperation between various departments. Because improving teaching quality is not only the affairs of the educational administration department but the affairs and responsibilities of all departments and units of the whole school. Under the guidance of this concept, please adhere to the scientific and reasonable theory, continue to analyze and summarize the experience, and explore the establishment of a comprehensive education quality management system suitable for our school.

Secondly, attach importance to internal management of teaching quality and improving management effectiveness. Establishing the internal quality assurance system and continuous improvement mechanism in higher vocational colleges and promoting the normalization of teaching operations, monitoring is an essential form for the education administrative department to strengthen prevention in advance, supervision in the process, and evaluation after the event. This is also the institutional guarantee for the peaceful development of the school. Entering the construction stage of the “Double High plan,” it is urgent for higher vocational colleges to improve their internal governance ability, which is characterized by internal control performance management, to break the barriers of management mechanisms, form efficient and high-quality work style and create a suitable environment for double high construction. High-level schools should have high-level management, the project of higher vocational college managers should strengthen campus governance, change the management style and strive to not only grasp the correct political direction but also effectively stimulate the enthusiasm of staff service cadres (Chen, 2020).

Third, establish a good incentive system for teachers. Under the environment of the “Double High Plan,” teachers are not only the participants in testing the teaching quality of learners but also the participants in improving teaching quality management. Therefore, the teaching effect of front-line teachers should not be controlled and measured by a general system, and a perfect incentive system should be established. The passive management of front-line teachers will be changed into active management, and the people-oriented management concept will be implemented everywhere. In colleges and universities, educational administration itself has the responsibility of serving teaching activities. In view of the problems raised by front-line teachers, the transparency and timeliness of solving problems should be improved under the premise of full respect. This in itself is an incentive for the work of teachers. At the same time, schools can adopt different incentive methods, changing the traditional way of material rewards in the past. Education itself is a long-

term process, and the achievement of teaching results seems to be the result of teachers' continuous accumulation, but the process and behavior of teaching achievement accumulation should be rewarded (Tang & Xu, 2013).

4.2 Enrich teaching resources

First, give full play to the role of modern information technology. To improve the quality of higher vocational education, it is necessary to provide a full freedom to the part of modern information technology. This also needs to use information technology to analyze the situation of education and teaching quality and to improve the management system of education and teaching quality. It will make the education and teaching quality management system perfect, and the role of modern information technology will be given full play. To build an "O2O+ intelligent teaching" environment platform, the teaching environment, mode, means, and methods are upgraded comprehensively, which can make online and offline mixed teaching be carried out thoroughly. The information-based classroom has become the norm, realizing independent, ubiquitous, and personalized learning. Based on online teaching platforms such as vocational education Cloud, Wisdom Tree, and Super Star Learning Pass, it can carry out various forms of information teaching such as online teaching, online education, and cloud courses. According to the personalized growth of students and personalized teaching needs of teachers, data centers are established, and MOOC/SPOC, spatial teaching, and intelligent classrooms are implemented. In this way, the wall of the future university can be broken. The traditional classroom teaching can be transformed into an information-based teaching mode that combines offline and online education, serves students' personalized learning, explores the online teaching evaluation and reform mechanism in turn, and realizes the homogeneity and equivalence of online and offline education (Lin, Wei & Liu, 2020).

Secondly, building a school-enterprise integrated teacher training model to promote the professional development of teachers. Higher vocational colleges have established a "double-post mutual employment, two-way certification" system, formed a "fixed post + mobile post" teacher system, and hired enterprise technical backbone and skilled craftsmen to participate in professional courses teaching. It should strengthen teachers' pre-service training, induction training, and on-the-job research and training, guide teachers to follow the laws of economic and social development and students' physical and mental growth, master the theories and methods of pedagogy and psychology, and improve their professional qualities and educational and teaching abilities. Regularly organized new orientation training for young teachers, enterprise teaching practice, class evaluation, teaching ability competition, and instructor professional ability competition are also organized; It mainly arranges teaching and scientific research projects for young teachers, part-time administrative jobs and 5-year rotation training for all teachers.

4.3 Improve the teaching quality evaluation system

First, giving full play to the multi-subject role and teaching diagnosis and improvement in an all-around way. The college should provide a full freedom to the central part of enterprise evaluation and establish an internal quality assurance system and teaching, diagnosis, and reform working mechanism. It is necessary to establish and perfect the design and agent for the individualized development and diversification of technical and technical talents, formulate the implementation plan for the diagnosis and improvement of the internal quality assurance system and the implementation method for teaching quality management and monitoring, and comprehensively carry out the diagnosis and improvement of teaching work. The evaluation system of “horizontal linkage and vertical penetration” will be implemented to form a developmental evaluation of students guided by innovation, entrepreneurship, and employability(Xi, 2020). It should increase the proportion of professional literacy assessment, process assessment, practical skills assessment, and industry skills certificate in the total course score. Schools, industries, enterprises, students, and other parties should also participate in teaching reform and evaluation, forming a nodal process, and diversified education and teaching evaluation system of “knowledge + ability + quality” (Li & Su, 2020) .

Secondly, establishing a three-dimensional teaching quality evaluation feedback mechanism. A three-dimensional teaching quality evaluation mechanism is an important guarantee to ensure the effectiveness of teaching evaluation. First of all, we should improve the feedback on teaching quality in higher vocational colleges. According to the student’s learning status, psychological needs, personality characteristics, ideal pursuit, and so on, make a talent training plan, and determine the targeted teaching content and teaching mode. And carry out real-time monitoring and teaching effect evaluation and feedback (Xiao, 2020) . Secondly, we should attach great importance to the opinions and suggestions put forward by higher vocational teachers in teaching. As the implementer of the education plans and the organizer of teaching reform, teachers have the best understanding of students' learning state, psychological needs, and ideal pursuits in the teaching front line. Their feedback to students is the most authentic and authoritative. According to the teacher's feedback, effective measures can achieve the best teaching effect. Finally, it is necessary to build a multi-level and multi-directional information feedback platform and establish an information exchange and feedback platform that connects schools, families, enterprises, industries, and society. On the one hand, according to students' learning feedback and social post needs, targeted teaching methods are adopted to improve students' vocational adaptability and give full play to the two-way communication and feedback function of the information platform(Xiao, 2020) .

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