



**THE EVALUATION OF EDUCATIONAL QUALITY IN ETHNIC MINORITY  
SCHOOLS -A CASE STUDY OF YUNNAN MINZU UNIVERSITY**

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This Independent Study has been approved as a Partial Fulfillment of the  
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## ABSTRACT

As a part of China's higher education system, institutions of higher learning in minority areas are facing unprecedented challenges and opportunities. As one of the important representatives of minority education, Yunnan Minzu University has always attracted much attention for its teaching quality. The objectives of the study were: 1) To explore the current teaching quality at Yunnan Minzu University. 2) To verify that the Outcome-Based Education (OBE) Theory can improve the quality of education at Yunnan Minzu University.

Based on the Outcome-Based Education (OBE) Theory and through the quantitative analysis method, questionnaire survey data were obtained to analyze the current teaching quality of Yunnan University. This study collected 389 questionnaires, and the final questionnaire validity rate was 97.25%. The findings: 1) highlights that clearly defined educational outcomes significantly enhance educational quality; 2) emphasizes that diverse evaluation methods substantially impact educational quality; 3) underscores the importance of systematic feedback and continuous improvement. The research found that enhancing educational quality at Yunnan Minzu University can be achieved by refining outcome definitions, broadening evaluation methods, and strengthening feedback processes. Recommendations: include 1) improving teachers' teaching performance and 2) strengthening teaching management and the content of

teaching materials..

**Keywords:** teaching quality, teaching management system, performance evaluation system; Outcome-Based Education (OBE) theory

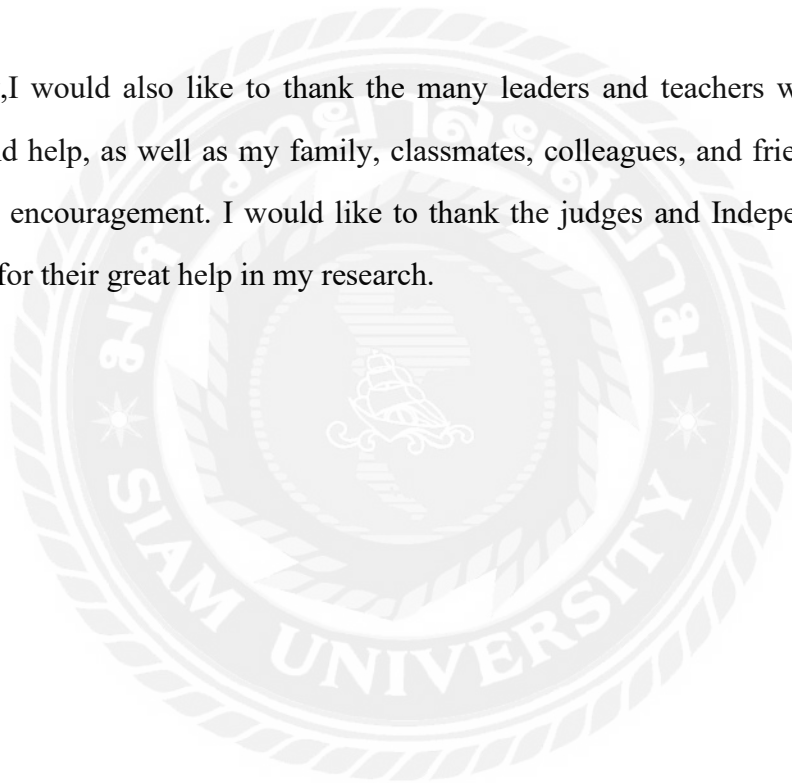


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For me, this Independent Study combines my personal interest and focuses on the theoretical research direction I care about, which is worthy of in-depth research.

Secondly, I am very grateful to my supervisor, who gave me careful guidance and suggestions for revising the Independent Study. I have mastered a lot of professional knowledge and practical methods in the field of business administration and benefited a lot.

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## DECLARATION

*I, Li Xing Xuan, hereby certify that the work embodied in this independent study entitled “The Evaluation of Educational Quality in Ethnic Minority Schools - A Case Study of Yunnan Minzu University” is a result of original research and has not been submitted for a higher degree to any other university or institution.*



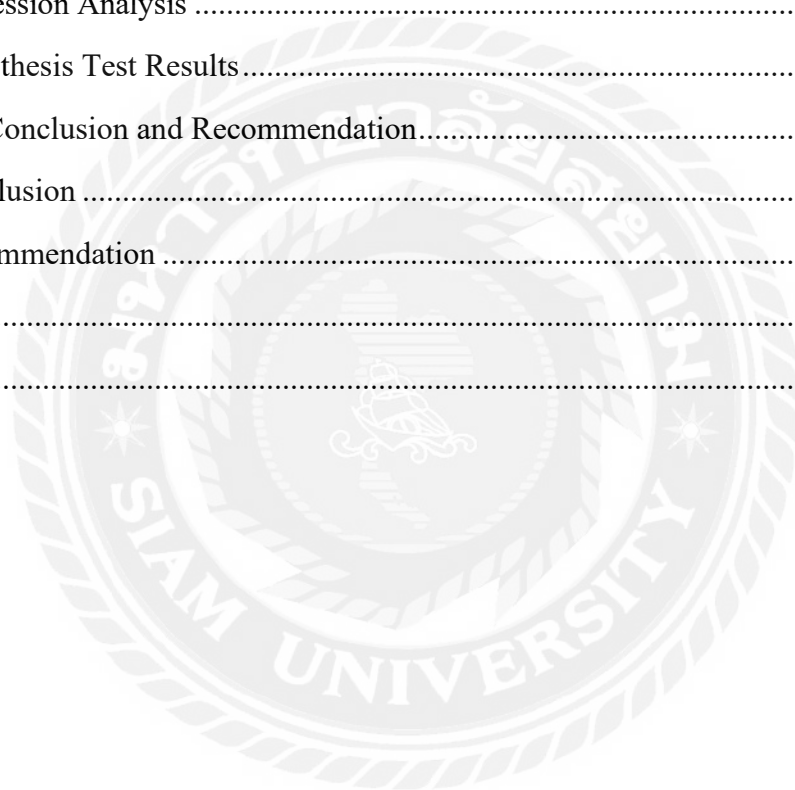
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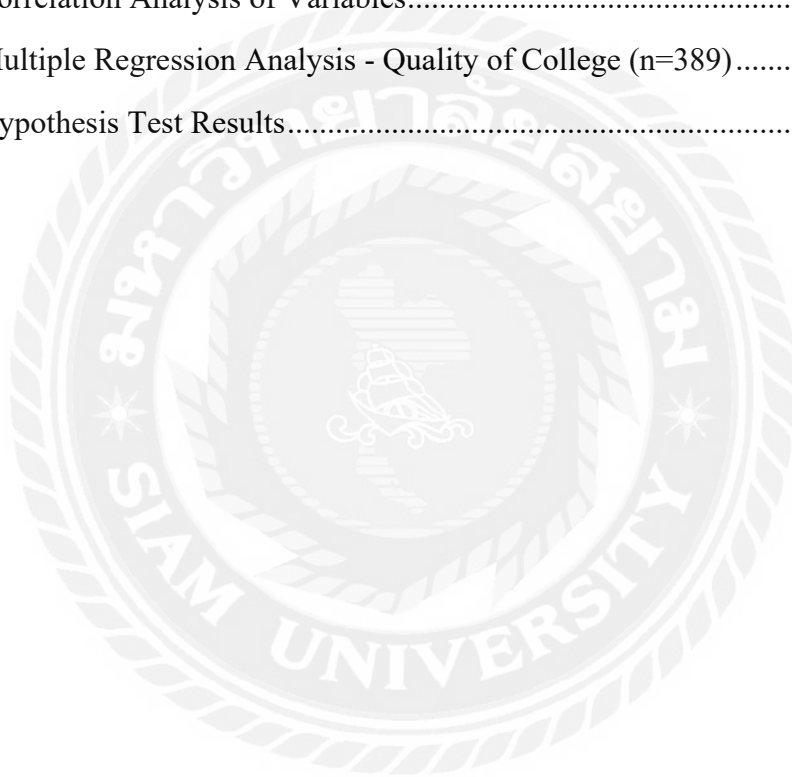
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# Chapter 1 Introduction

This study takes taking Yunnan Minzu University as the research subject, and through the Outcome-Based Education (OBE) theory, the influencing factors of the education quality of universities with ethnic characteristics are analyzed. Based on the empirical results, some practical suggestions and marketing strategies are proposed.

## 1.1 Background of the Study

As a part of China's teaching quality, institutions of higher learning in minority areas are facing unprecedented challenges and opportunities (Stoyanets et al., 2020; Verma, 2020). Colleges and universities in ethnic minority areas are not only part of China's higher education, but also undertake the important task of national ethnic education. The overall level of education in ethnic minority areas is relatively backward, and the scarcity of scientific resources is the biggest problem restricting the development of education and social development in ethnic minority areas (Jiang & Ke, 2021). To speed up economic development, improve cultural progress, and achieve sustainable development in ethnic minority areas, high-level talents in various specialties are needed. Colleges and universities in ethnic minority areas are aimed at serving the local economic and social development. Accelerating the development of colleges and universities in ethnic minority areas is of great strategic significance to the stability and development of the country and society (Lv et al., 2022). Under the new normal of social development, the country is developing "Internet + education", big data and artificial intelligence development by deepening the reform of the education and teaching system, innovation-driven, strengthening foreign cooperation, and providing major development opportunities for the rapid development of colleges and universities in ethnic minority areas.

At the National Education Conference held in September 2018, General Secretary Xi Jinping pointed out that education is an important cornerstone of national rejuvenation and social progress (Li et al., 2020). It is of decisive significance to develop and enhance the innovative and creative vitality of the Chinese nation and realize the great rejuvenation of the Chinese nation. The quality of education in China has always been one of the important indicators of national development, and is one of the country's soft power and core competitiveness. As an important basis for education reform and development, the research on education quality plays an important role in improving the level of education, cultivating high-quality talents and promoting the sustainable and healthy development of social economy. Since the reform and opening up, China's education cause has made remarkable achievements, but it also faces many problems and challenges. With the rapid development of social economy and the change of population structure, the quality of education has been paid more and more attention. It can be said that the improvement of education quality has become one of the important tasks of China's education reform and development. As the largest

developing country in the world, education is of great significance to the modernization of the country and the sustainable economic and social development. For example, increasing the investment of educational resources and optimizing the allocation of educational resources are the basis for improving the quality of education (Lv et al., 2022). We should increase investment in educational resources in rural areas and western regions, narrow the gap in educational quality between urban and rural areas and between regions, and establish a more equitable and balanced distribution system for educational resources.

According to the actual situation, it can be made clear that teachers are the core of education and teaching, and improving teachers' educational level and professional quality is the key to improve the quality of education. Strengthen teacher training, improve the comprehensive quality and professional level of teachers, and promote the improvement of education and teaching quality (Lv et al., 2022). At the same time, the establishment of a scientific and standardized education evaluation system, improving the standards and methods of education evaluation, and the scientific and objective evaluation of education quality, is conducive to promoting educational reform and improving the quality of education. The need to promote the deepening and transformation of education reform in recent years is the key to improve the quality of education, to promote equitable, balanced, and modernized education in a coordinated way, make education reform more scientific and sustainable, and promote education development to a higher level (Lv et al., 2022). It is necessary to explain the reality of the priority development of education and how to judge whether education has been given priority. And this kind of performance also laid down the specific path of education priority development and showed the country what needs to be done in the development of education (Wei, 2023). Therefore, the form of giving priority to the development of education is not only a summary of the actual performance and path selection of the development of education, but also the basis and basis for the selection of operational evaluation indicators (Li et al., 2020).

Ethnic minority schools play an important role in China's education system, and their teaching quality is directly related to the learning effects and development prospects of minority students. As one of the important representatives of minority education, Yunnan Minzu University has always attracted much attention for its teaching quality. Among these forms of priority education development, education funding is of significant importance (Heilmann & Melton, 2013). First of all, the emphasis of development planning, laws, and regulations on the development of education needs to be reflected in the input of funds, and the requirements for the development of education need to be based on and guaranteed by funds (Lai, 2002). Secondly, education funds need to support both the construction of teaching staff and the input of public resources. Finally, in the above forms, the investment in education funds is the clearest and objective easiest to carry out statistical calculations. The current situation of education priority development is reflected in many indicators of the input amount and growth of education funds. However, how to support education priority development plays a role in China's economy and society, and its benefits also need to be measured by the data of education funds input (Li et al., 2020).

As a local university in ethnic minority areas, Yunnan Minzu University is facing new challenges and opportunities in the new era with the basic principles of "adjusting structure, optimizing layout, highlighting characteristics, strengthening application, opening up cooperation, and serving the local area". Therefore, aiming at it as the research object, by studying the influencing factors of the education quality of universities with ethnic characteristics, analyzing the challenges and opportunities they face, and formulating a development path with their own characteristics. It is precisely because of the attention that the Chinese government has introduced and implemented a series of education policies in recent years, aiming at improving the quality of education, optimizing the structure of education, and promoting the fairness and development of education. This paper will start from the background of Chinese education quality research, introduce the current situation and problems of education quality in China, and discuss the ways and measures to improve the quality of education in the future.

## 1.2 Questions of the Study

Since the reform of the fragmented management system of higher education, colleges and universities with industry characteristics have experienced the transformation of school-running ideas from comprehensive disciplines to first-class disciplines. Development is a common dilemma faced by universities with industry characteristics (Lu et al, 2020). Compared with the practical difficulties, the domestic limited discussions on industry-specific universities focus on the statements of university leaders on school-running ideas, school-running difficulties and feasible practices. There are not many empirical studies based on data analysis, especially based on relevant theories, that systematically explain the development theory and influencing factors of industry-specific universities (Douglas, 2003). The mechanism of the core influencing factors of education quality of colleges and universities on education quality is still unclear.

Therefore, research on the connotation and influencing factors of the education quality of industry-specific universities can enrich the theoretical research on higher education in the new era, thereby guiding the transformation and development of industry-specific universities. Based on the background of the new era, systematically expounding the connotation and influencing factors of the education quality of industry-specific universities has become the latest research hotspot (Verma, 2020). However, the research on the influencing factors of the education quality of universities with ethnic characteristics is still relatively weak, and there is still a lot of room for it. The research question for this study concerned factors affecting to use OBE theory as the theoretical basis to design questionnaires to demonstrate and analyze the current teaching quality of factors affecting the education quality of ethnic characteristic universities, hoping to provide benefits for the development of ethnic education management. Therefore, two research questions are listed as follows:

- 1: What is the current teaching quality of ethnic minority schools of Yunnan

Minzu University?

2: How can the Outcome-Based Education (OBE) Theory improve the quality of education at Yunnan Minzu University?

### **1.3 Objectives of the Study**

Zhao et al (2014) summarized habits, subjective norms, and conversion costs as contributing factors when studying the influencing factors of users' willingness to continue using rebate websites. This study draws on this classification basis.

Specifically, the study objectives is:

- 1) To explore the current teaching quality at Yunnan Minzu University.
- 2) To verify that the Outcome-Based Education (OBE) Theory can improve the quality of education at Yunnan Minzu University.

### **1.4 Significance of the Study**

Based on the above background, this paper combined with the academic research results, to draw a practical conclusion. In the field of higher education research, there are also many scholars who study the development strategy of universities. Compared with enterprises, colleges and universities are a relatively special industry. They need to follow various national education and teaching policies, and at the same time bear great social responsibilities (Burrell, 2020). Under the complex and severe economic situation at home and abroad, combined with the development of the higher education industry, it is of great significance for the long-term development of colleges and universities in minority areas to formulate tailor-made development strategies. Therefore, this paper will elaborate on the research significance of this paper from both theoretical and practical aspects.

#### **1.4.1 Theoretical significance**

From a theoretical point of view, in the context of the transformation of China's economic development mode and the deepening of education and teaching reform, the development opportunities and challenges of Yunnan Minzu University coexist. It is an important topic to study how to make Yunnan Minzu University continue to maintain its development vitality and stand out among the financial and economic colleges in ethnic minority areas. This study aims to analyze the education quality of universities with national characteristics through the analysis of the internal and external environment of Yunnan Minzu University, and formulate a development strategy with regional and national characteristics of development. The risk factors in the process can consolidate the dominant position of Yunnan Minzu University. It has certain theoretical reference significance in discipline construction and personnel training formulation.

### **1.4.2 Practical significance**

China's higher education has basically completed the three historic tasks of scale expansion, discipline layout and campus construction, and has entered a new normal of current teaching quality status centered on quality improvement (Lu et al, 2020). Studying the education quality of Yunnan Minzu University and improving the quality of education management has important practical significance for grasping the historical position of school development, updating managers' educational ideas, deepening teaching reform, promoting current teaching quality status, and building the school into a high-level university with distinctive regional and ethnic characteristics. .

### **1.5 Limitations of the Study**

Analysis dimensions and indicators are too single. The development strategy of colleges and universities is complex and extensive, and the internal and external environment faced by the school is changing all the time. Coupled with factors such as time constraints, limited resources, and the researcher's limited ability level, this study has certain limitations and deficiencies. The development strategy research of Yunnan Minzu University still needs a lot of work to be refined in terms of the development quality strategy formulation and implementation, and the current teaching quality status and innovation of the strategy in the implementation process needs to be further deepened and improved.

# Chapter 2 Literature Review

## 2.1 Introduction

Chapter 2 provides a comprehensive literature review on key themes relevant to university teaching and management. It begins with an introduction to the significance of teaching quality, followed by a discussion on various teaching management systems and performance evaluation frameworks. The chapter delves into the Outcome-Based Education (OBE) theory, exploring its theoretical foundations and relevance. Additionally, it addresses the research context, outlines the theoretical framework guiding the study, and defines key terms used throughout. This review aims to establish a solid theoretical basis for understanding and improving educational practices.

## 2.2 University Teaching Quality

University teaching quality involves analyzing the internal and external environment, identifying opportunities and threats, and developing strategies to position the institution for success in a competitive landscape (Yan, et al., 2022). This literature review will explore key concepts and best practices in university teaching quality, including the role of leadership, change management, and innovation. A literature review on university teaching quality would typically encompass a comprehensive examination of scholarly articles, research papers, and academic publications that focus on various aspects of teaching quality within the context of higher education institutions (Stoyanets et al., 2020). It is an important task China is currently facing to comprehensively improve the quality of higher education and vigorously enhance the ability to cultivate talents by improving training capabilities, innovating talent training models, optimizing discipline structure and professional structure, and actively carrying out system reforms.

Wei (2023) believed that "strategy is a form or plan that integrates the main goals, policies and action sequences of an enterprise into a cohesive whole. It is important for universities to have a teaching quality plan in place to guide decision-making and ensure long-term sustainability and growth. Internal analysis involves assessing the university's strengths and weaknesses, such as its academic programs, faculty expertise, financial resources, and infrastructure. This analysis helps the university identify areas where it has a competitive advantage and areas where it may need to improve. External analysis involves evaluating the opportunities and threats present in the external environment, such as changes in government funding, technological advancements, demographic shifts, and competition from other universities. This analysis helps the university understand the challenges and opportunities it faces and develop strategies to navigate them.

Based on the internal and external analysis, universities can develop teaching



quality and goals to guide their actions. Reform is the fundamental driving force for future university strategic education development (Yan, et al., 2022). These may include expanding academic programs, improving student retention and graduation rates, increasing research funding, or enhancing the university's reputation and brand. Implementation of the strategic plan involves allocating resources, monitoring progress, and adjusting strategies as needed (Zhang et al., 2020). Regular evaluation and feedback are essential to ensure the plan remains relevant and effective in achieving the university's goals, teaching quality is a critical process for universities to navigate the complexities of the higher education landscape, adapt to changing trends and demands, and position themselves for success in the future. teaching quality is a critical aspect of university leadership, as it involves setting clear goals, making important decisions, and guiding the direction of the institution to achieve its objectives. teaching quality in universities plays a crucial role in ensuring their long-term sustainability and success (Zhu et al, 2020). In this literature review, we will explore the current research on university teaching quality, focusing on key themes such as strategic planning, leadership, governance, and stakeholder engagement.

One of the central themes in the literature on university teaching quality is the importance of strategic planning. According to a study by Jiang & Ke (2021), strategic planning is essential for universities to adapt to changing environments, respond to competition, and meet the needs of stakeholders. The authors argue that universities that engage in strategic planning are more likely to be successful in achieving their objectives. Effective leadership is essential for guiding the strategic direction of the university, aligning activities with the strategic plan, and building a culture of accountability and performance (Jabbar, et al., 2019). They argue that strong leadership is crucial for driving strategic change and achieving long-term success.

Governance is another key theme in the literature on university teaching quality. Effective governance structures and processes are essential for ensuring accountability, transparency, and stakeholder engagement. In a study by Chen et al (2021), the authors discussed the role of governance in aligning the interests of various stakeholders, including faculty, staff, students, and external partners. They argue that effective governance mechanisms can help universities navigate complex challenges and achieve their strategic objectives. Effective leadership is a key component of successful university teaching quality. They must also be able to inspire and motivate staff, faculty, and students to work towards common goals. In the context of teaching quality, leaders must be able to make tough decisions, allocate resources effectively, and adapt to changing circumstances. Engaging with stakeholders, such as government agencies, funding bodies, industry partners, and the local community, is essential for driving innovation, collaboration, and impact (Zhu et al, 2020). They argue that universities that actively engage with stakeholders are more likely to succeed in achieving their missions and objectives.

In conclusion, the literature on university teaching quality highlights the importance of strategic planning, leadership, governance, and stakeholder engagement in driving long-term success and sustainability. By focusing on these key themes and implementing best practices in teaching quality, universities can position themselves

for growth, innovation, and impact in an increasingly competitive and challenging environment (Cheng et al., 2016). University teaching quality is a complex and challenging process that requires effective leadership, change management, and innovation. Leaders must be able to set a clear vision for the institution, communicate effectively with stakeholders, and make tough decisions in a rapidly changing environment. Change management practices can help universities adapt to new trends and technologies, while fostering a culture of innovation can help universities remain competitive and relevant. By implementing best practices in university teaching quality, institutions can position themselves for success in a dynamic and competitive higher education landscape. A well-judged strategy can help schedule and allocate enterprise resources, so that the enterprise can be based on its internal relative capabilities and weaknesses, anticipated changes in the environment, and unexpected actions by clever competitors, adopt a unique and viable posture." Subhani (2022) defined teaching quality is a method for enterprises to set up implementation methods and guarantee measures to ensure the realization of enterprise vision and goals through analysis of external environment and internal environment, and to manage dynamically during the operation of the enterprise.

### **2.3 Teaching Management System**

A review of literature on teaching management systems by Saleh & Atan (2021) explored the various benefits and challenges associated with the implementation of such systems in educational settings. The authors highlight the potential for improved communication, organization, and efficiency in course delivery, but also raise concerns about potential barriers such as resistance to change and technical issues. The review provides insights into best practices for successful implementation and offers recommendations for future research in this area. In their literature review on teaching management systems, Douglas et al. (2015) discussed how these systems can enhance course delivery through features such as online assessments, grading tools, and communication platforms. They also address concerns about student engagement and the need for proper training and support for instructors. Overall, the review highlights the potential benefits of teaching management systems while also emphasizing the importance of careful implementation and evaluation. Zhang et al (2020) conducted a comprehensive literature review on teaching management systems in higher education institutions. The authors discuss the importance of integrating technology into teaching practices and how teaching management systems can support this goal (Nicholas et al., 2017). They review studies that have examined the impact of these systems on student learning outcomes, teacher satisfaction, and administrative efficiency. The review emphasizes the need for ongoing training and support for instructors to effectively utilize these systems and maximize their potential benefits.

According to Gunawan & Wahyuni (2018), a management regime is an intangible activity that represents the needs of customers. The process of providing a teaching management system is a behavior that is beneficial and meets the expectations of

colleges and universities. Measuring student satisfaction is critical to an institution's performance and the management system it provides for continuous improvement. It can be concluded that student satisfaction largely depends on the management system provided by the school and the perception of students. It accounts for the differences in each student's cultural background, which largely affects their satisfaction expectations (Gong & Yi, 2018). Furthermore, it states that satisfaction is the understanding of a situation prior to the experience. Therefore, this study focuses on how to evaluate and reform the school's undergraduate education management system from an academic perspective, and how to improve students' satisfaction with the school's management system (Firdaus, 2019). Education managers can guide teachers to design targeted teaching plans by formulating curriculum standards and learning objectives. Through the evaluation of students' learning outcomes, teaching strategies are adjusted in a timely manner to ensure teaching quality. This helps to establish a continuously improving education system and cultivate students with critical thinking and autonomous learning abilities. One way to assess student satisfaction is through student surveys that incorporate their educational experiences into overall satisfaction scores (Gargoum, 2019). Educational administrators need to pay attention to students' learning process and results, provide personalized support and guidance, and enable each student to realize their potential. Overall, these literature reviews provide valuable insights into the benefits, challenges, and best practices associated with teaching management systems (Wang et al., 2021). They highlight the importance of careful implementation, ongoing support, and evaluation to ensure the successful integration of these systems in educational settings.

## **2.4 Performance Evaluation System**

In a literature review by Soria-García & Martínez-Lorente (2020), the authors explored the use of the performance evaluation system in teaching quality research. The review highlights the importance of using such matrices to assess external factors that can impact a company's performance. IFE and EFE are part of the input stage of strategic formulation. They involve making small decisions on the relative importance of external and internal factors in the input matrix, allowing strategic planners to more effectively generate and evaluate alternative strategies (Saleh & Atan, 2021). According to Lv et al. (2022), a performance evaluation system plays a crucial role in enhancing education quality by providing a structured framework to assess and improve various aspects of educational processes and outcomes. Here's an overview of how such a system positively impacts education quality:

### **1. Accountability and Transparency**

A well-designed performance evaluation system promotes accountability among educators and administrators. It establishes clear expectations and standards, which help stakeholders understand their roles and responsibilities. Transparent evaluation criteria and processes ensure fairness in assessing performance, fostering trust within the educational community.

## 2. Continuous Improvement

Evaluation systems facilitate continuous improvement in teaching methods, curriculum design, and overall educational practices. Feedback from evaluations identifies strengths and weaknesses, allowing educators to adjust their strategies and interventions to better meet student needs. This iterative process promotes innovation and adaptability in response to changing educational landscapes.

## 3. Professional Development

Effective evaluation systems support professional development by providing educators with constructive feedback and opportunities for growth. Through evaluations, educators can identify areas for improvement and receive targeted support and training. This not only enhances individual performance but also strengthens the overall teaching quality within institutions.

## 4. Student Outcomes

The ultimate goal of any education system is to improve student outcomes. A robust performance evaluation system correlates educator effectiveness with student achievement. By measuring the impact of teaching practices on learning outcomes, schools can implement evidence-based strategies that maximize student success and academic attainment.

## 5. Data-Informed Decision Making

Evaluation systems generate valuable data that inform decision-making at various levels of the education system. School administrators can use performance metrics to allocate resources effectively, identify areas needing intervention, and benchmark progress over time. This data-driven approach ensures that educational policies and initiatives are grounded in empirical evidence, leading to informed improvements in education quality.

## 6. Cultural and Organizational Impact

Beyond individual performance, evaluation systems shape the organizational culture of educational institutions. They promote a culture of excellence, collaboration, and continuous learning among staff. By aligning performance expectations with institutional goals, these systems foster a supportive environment where educators are motivated to strive for high standards of teaching and student engagement.

In summary, a well-implemented performance evaluation system is instrumental in enhancing education quality by promoting accountability, fostering continuous improvement, supporting professional development, improving student outcomes, enabling data-driven decision-making, and shaping a positive organizational culture. By systematically assessing and refining educational practices, these systems contribute to creating conducive learning environments that meet the diverse needs of students and prepare them for future success. Overall, the literature reviews discussed

above suggest that the performance evaluation system is a valuable tool for assessing external factors that can impact an organization's performance. The matrix can help companies identify key opportunities and threats in their external environment, and develop strategic responses to these factors to enhance their competitive advantage.

## **2.5 Outcome-Based Education (OBE) Theory**

The Outcome-Based Education (OBE) Theory refers to an educational concept based on results (Nojavan et al., 2021). It is an educational management model. Its core idea is to set clear goals and results, and through evaluation and feedback, continuously adjust teaching activities to ensure that students achieve the expected learning outcomes. The OBE theory is important and of research significance in educational management. This review discussed it from three aspects: theoretical basis, practical application and research significance. This OBE was first proposed in the 80s of the last century. At the conceptual level, OBE teaching always puts students at the core and teaches based on their needs, while at the practical level, the main focus is on what abilities students can have after learning. In the OBE education system, a study conducted by Zhang et al (2020) found that the influencing factors of teachers should have a vision of the abilities that students will have after learning, and then find the most appropriate way to achieve this goal. Obviously, this is very different from the early education model of blindly pursuing content performance and focusing on overall investment, and OBE represents a comprehensive innovation in education. Based on the OBE philosophy, industry-specific universities are a unique group of universities in China (Mulvey & Wright, 2022). Compared with other types of universities, the connotation and development concept of education quality of industry-specific universities are unique (Zhu et al, 2020). The OBE theory emphasizes setting clear learning goals and results. By refining goals, abstract educational goals are concretized, making teaching more targeted and effective. This helps educational administrators and teachers understand course goals and student needs more clearly, which is conducive to the design and evaluation of teaching activities.

According to Mohammed et al. (2022), based on online platforms require attention to service quality, if online sales fail, this is due to the poor quality of services provided to consumers, online customers expect fast, friendly, and high-quality services. For online consumers, a high level of service quality needs to be valued during the use of the Internet because it is a means to leverage the potential benefits of the Internet (Mashenene, 2019). The transformation of development concepts includes the transformation from scale expansion to connotative improvement, from quantitative evaluation to peer evaluation, from domestic school-running to open school-running, and from single-discipline development to discipline grouping, etc (Luo & Photchanachan, 2022). The improvement of efficiency is reflected in the innovation of personnel training mechanism, innovation of scientific research management system, innovation of financial source quality, innovation of production-education integration mechanism, and improvement of internationalization level (Subhani, 2022).

The OBE theory focuses on students' individual needs and development, which helps to promote educational equity (Burrell, 2020). Education managers can pay attention to students' differentiated needs, provide personalized support and resources, and ensure that every student can get high-quality education in a fair environment, and can learn from the practical experience of the OBE theory, provide theoretical support and practical guidance for the reform of the education system, and promote the modernization and improvement of education (Kuo, 2011).

In summary, the OBE theory is important and of research significance in education management. It provides education managers with a new teaching concept and management model, which helps to improve teaching quality and effect, promote educational equity and promote educational reform. Education managers should recognize the importance of the OBE theory, actively apply it in practice, and continuously improve the level of education and teaching quality.

## 2.6 Research Relevant

In reviewing the literature on teaching quality, performance evaluation frameworks, and Outcome-Based Education (OBE) theory, this study identifies gaps and opportunities for enhancing educational practices. Understanding these elements helps in developing effective teaching management systems and performance evaluation methods tailored to improving academic performance. Culturing high-quality ethnic development education in Yunnan colleges and universities has not changed much in recent years. The cultivation of students is mainly carried out following the high school model. Only some changes have been made in the curriculum and student activities, and there needs to be improvement in the education of education quality. The overall positioning and the positioning of training objectives could be more precise, and the scope of training objectives could be narrower; the talent training plan lacks educational and national characteristics and generally shows universality and overall irrationality. Thought refers to what is composed of beliefs and opinions and is composed of studies. It is the object of thought activities and the object of thought activities (Wei, 2023). It is a reflection of self-awareness, objectiveness, self-awareness, and self-awareness; it is a superordinate concept that can be used to combine concepts such as educational thinking, and it includes explicitly educational thoughts, educational ideas, educational propositions, educational views, educational goals, educational principles, etc., which have a guiding role in educational practice.

The concept of education quality can guide educational practice. It is higher than concepts such as training objectives and models and can be reflected in the design of education quality training programs (Saleh & Atan, 2021). On September 10, 2018, Xi, in a major speech at a national education conference, pointed out that the priority on the development of education undertakings is vital to promote the development of the party and the state of various business solutions, continuously make education to fit companions and national business development requirements, with the masses of the people are looking forward to corresponds to the match, with China's comprehensive national strength and international current teaching quality status. Xi's statement on

prioritizing the development of educational undertakings answers “what kind of educational undertakings should be given priority to,” which describes the ideal academic form and its achievements. Education development itself is a vast field of issues (Saleh & Atan, 2021). Still, the above words are closely followed by the keywords of education priority development, which can reflect some key educational expectations in the general secretary’s education priority development thought (Gruber et al., 2010). The general secretary’s discourse elaborates from both individual and social perspectives. From the standpoint of individuals, education should allow every child to get the opportunity to receive instruction in school and get the chance to develop. Supporting entrepreneurship and innovation in education can help to drive new ideas, models, and technologies that can improve the quality and accessibility of education (Ismanova, 2019). Governments should provide funding and support for start-ups and initiatives that are transforming the education sector. The education system should be focused not only on tasks from the state, but also on the ever-increasing public educational demand, on the specific interests of families, local communities, and enterprises (Hanaysha et al., 2012). It is the orientation to the real needs of specific consumers of educational services that should create the basis for attracting additional financial and logistical resources.

At the same time, the licensing and accreditation procedure since 2001 has been directly related to the economic sustainability of universities (Saleh & Atan, 2021). Thus, with the tightening of licensing and accreditation procedures, indicators of economic sustainability of all educational institutions during licensing and accreditation have been introduced. According to the Letter of the Ministry of Education of Russia dated "On the introduction of an indicator of the economic sustainability of an educational institution during its licensing and accreditation"<sup>4</sup>, in order to ensure high quality of training, its compliance with the needs of the individual, society and the state, a methodology is used for calculating the cost of implementing a professional educational program of a higher educational institution and a branch (or an indicator of the economic sustainability of an educational institution), which will be used for licensing new educational programs (specialties) and for state accreditation of higher education institutions (Saleh & Atan, 2021). Linking funding for education to performance indicators such as graduation rates, student outcomes, and job placement can incentivize institutions to improve their quality and efficiency. This can be achieved through regular audits, reporting mechanisms, and independent oversight bodies.

The lower limits of the cost of training are the minimum allowable for the implementation of a professional educational program (Ganić et al., 2018). At the same time, the costs of the university for preparing for the organization of the educational process for new educational programs (specialties) in the newly opened educational institution will exceed the same costs of the cost of training in an already functioning educational institution. Proceeding from the above, universities should submit an extract from the decision of the Academic Council of the university with the approval of the business plan for the development of the newly opened educational program developed for five years when submitting applications for licensing for each subsequent academic year of new educational programs of higher professional

education (including in existing branches of the university). So, a business plan is being drawn up, which specifies the sources of funding and specific amounts of money that will be used to finance the organization and implementation of a new educational program (Burrell, 2020). Regular monitoring and evaluation of funding mechanisms and their impact on education outcomes is crucial for identifying areas for improvement and ensuring accountability. Governments should establish mechanisms for tracking progress, collecting data, and conducting evaluations to inform future decision-making. This amount will be considered as a guarantee that the educational institution is ready from an economic point of view to open a new specialty.

The results of the implementation of the business plan for the implementation of the professional educational program (specialty) at the university (branch) will be reviewed and analyzed in stages (by years of study) while monitoring the implementation of licensing standards, during a comprehensive assessment of the activities of the educational institution and the accreditation of the university.

This information will allow us to establish how comprehensively, qualitatively and economically justified the university has approached the issue of opening in a new direction (specialty), and later — will allow us to more accurately determine the size of the costs of universities for the opening of new specialties, depending on their profile and duration of existence. Thus, the business plan is one of the main points of teaching quality of the university for a specific professional educational program.

The tasks set determine the effectiveness of the decisions taken, as well as the strengthening of responsibility for their implementation. That is why the main thing for all structural levels of education is the right choice of management strategy and tactics. Ideally, each university should implement a certain type of management that, under optimal conditions, will contribute to the introduction of innovative technologies in accordance with the socio-cultural environment of the university, as well as the use of existing and potential opportunities, based on market relations, where the cost of education will enable the strategic advantages of the university in the educational market. In the most common case, the strategic direction is determined as the result of a joint discussion of the problem by the center and departments, and the role of the arbiter of decisions remains with the center."

In general, we can talk about efficiency or inefficiency, about the optimality or non-optimality of management, or rather, the management process at the university and the management decision-making process (Ilias et al., 2008). Consequently, the management that combines methodological certainty and compliance with the management system and mechanism will be successful. The rationality of the management process is promoted by the principles of the target instruction of interactions, timeliness of management decisions, and time saving (Burrell, 2020). The principles of continuity, adaptability and rhythm are also connected with these principles. It should be noted that the management analysis at the university is an element of the system analysis of the evaluation of the effectiveness and success of its activities. In fact, management at the university is a purposeful, everyday process.

Considering the theoretical concept discussed above, it is possible to distinguish the external and internal environment of the university (Zhang et al., 2020). Studying



the activities of the university, we must proceed from the fact that the university is a complex, open, fairly stable system that is in constant interaction with the external environment. In addition, the university has its own internal environment and organizational culture. Having a certain entrance and exit, the university is constantly in an exchange with the external environment (Todd et al., 2005). In real conditions, any university is considered by other universities as a competitor in the market of educational services and potential consumers of these services (applicant — student). The university, when forming teaching quality, defining its policy by discussing it in a team, thereby transmits it to its divisions and accordingly correlates it with the views of its participants (Saleh & Atan, 2021). It is believed that in this case, the process of collective awareness of common university (organizational) interests gives a legitimate character to the changes. Therefore, teaching quality at the university is of a normative nature.

It is known that the management at the university and the management of the university are greatly influenced by environmental factors: economic, political, socio-cultural, legal, etc. But no less does the functioning of the university depend on the internal environment and directly on its environment (Burrell, 2020). The latter includes: the segment of the population that makes up potential students; firms, organizations wishing to receive university specialists; competitors; the labor market, etc. At the same time, the internal environment of the university includes: faculty and student staff; management organization; educational process; financial support; marketing (regardless of the type of university); organizational culture. It is also important that Western researchers in the field of higher education, addressing the problem of the organizational culture of universities (primarily universities) and its impact on the activities of universities, considered organizational culture in the context of effective university management.

In this regard, A. Smolentseva's analysis of the scientific literature on this issue gives her the opportunity to identify four types of cultures identified by W. Bergvist, inherent in American universities and corresponding to the stages of development of the American education system (Saleh & Atan, 2021). Thus, teaching quality is a very significant factor in the effectiveness of the university, which ensures its survival and development. The main starting point of teaching quality is the analysis of the external and internal environment of the university (San & Dastane, 2021). Organizational and legal support of educational activities is carried out on the basis of orders and orders of the governing bodies of the higher professional education system of the Russian Federation on issues related to their competence (Burrell, 2020). As practice shows, the management of the university's activities is carried out on the basis of its own, intra-university regulatory framework (Nayak, 2010), which regulates the organization and functioning, provides control over all the activities of the university, including the educational process.

Under this model, the university operates with clear lines of authority and responsibility, ensuring that decisions are made efficiently and effectively. At the same time, it embraces a collegial approach where important matters are discussed and decided upon collectively by relevant bodies within the institution (Wu, 2021).

Meanwhile, the collegiality principle promotes inclusivity and consensus-building among university stakeholders, fostering a collaborative environment conducive to innovation and continuous improvement.

## 2.7 Research Framework

The OBE approach is a continuous process of education wherein the curriculum, teaching and learning strategies, and assessment tools are improved continuously. This study is based on the OBE theory, and the research framework is shown in Figure 2.1:

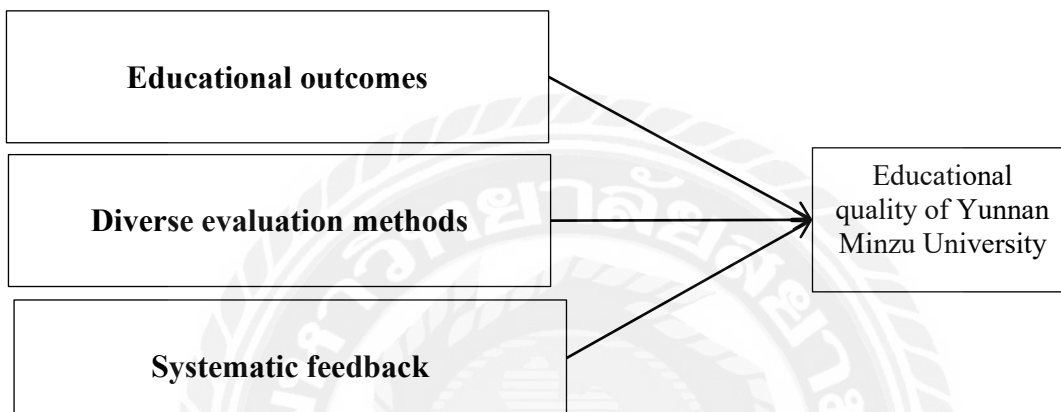


Figure 2.1 Research Framework

## 2.8 Terms and Definition Used in This Study

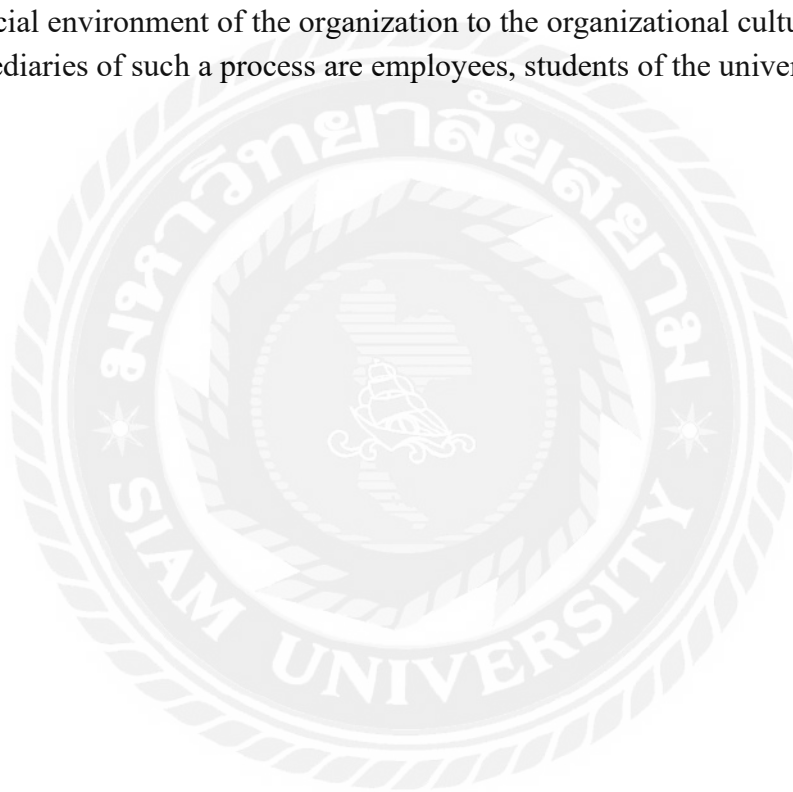
**Educational Outcomes:** The measurable results of educational processes, including student learning achievements, skill acquisition, and overall academic performance. These outcomes are used to evaluate the effectiveness of teaching strategies and curriculum(Wei, 2023).

**Diverse Evaluation Methods:** A variety of assessment techniques employed to gauge student learning and educational quality(Stoyanets et al., 2020). This includes formative assessments (such as quizzes and feedback), summative assessments (such as final exams and projects), and alternative methods (such as peer reviews and self-assessments).

**Educational Quality:** The overall effectiveness of educational processes and systems in meeting learning objectives and standards (Ismanova, 2019). This encompasses aspects such as curriculum design, teaching methods, student engagement, and the attainment of learning outcomes.

Systematic Feedback: A structured approach to collecting, analyzing, and utilizing feedback from stakeholders (students, faculty, and administrators) to inform and improve educational practices and outcomes (Mashenene, 2019). This feedback is essential for ongoing assessment and enhancement of teaching and learning processes.

Teaching quality: teaching quality at the university is important not only for determining its policy, but also for determining the mission and purpose of the university. The latter in teaching quality depends most on the socio-cultural environment of the university. It is formed by the direct interaction of socio-cultural factors of the external environment and the organizational culture of the university (Burrell, 2020). Such interaction manifests itself in the formation of a so-called "corridor", which allows the circulation and migration of various aspects of culture from the social environment of the organization to the organizational culture and back. The intermediaries of such a process are employees, students of the university.



## Chapter 3 Research Methodology

### 3.1 Research Design

This study adopted the quantitative research method, using a questionnaire survey, this research design aimed to provide a comprehensive analysis of educational outcomes, diverse evaluation methods, and systematic feedback can collectively enhance the educational quality at Yunnan Minzu University. This study focuses on three key areas: Optimizing educational outcomes, implementing diverse evaluation methods, and establishing systematic feedback and improvement mechanisms. The Outcome-Based Education (OBE) Theory provides a structured approach to enhance educational quality by setting clear learning outcomes, employing varied assessment methods, and continuously refining educational practices based on feedback. This research aims to explore these aspects in the context of Yunnan Minzu University, with the objective of assessing how each factor contributes to the overall quality of education. By addressing these areas, the research seeks to identify actionable insights for improving undergraduate education management at Yunnan Minzu University and integrating effective practices into the broader educational framework.

### 3.2 Research Instrument

A questionnaire was designed to assess three key variables related to educational quality: 1) Educational Outcomes, focusing on alignment with course content (Q1-Q4); 2) Implementing Diverse Evaluation Methods, focusing on the variety and effectiveness of assessments (Q5-Q8); 3) Establishing Systematic Feedback and Improvement, examining feedback collection and its use for improvements (Q9-Q12), and 4) Educational Quality factors on various aspects, analyzing how well the curriculum supports career goals, the extent of student engagement, overall satisfaction, and the effectiveness of feedback (Q13-Q16). Responses were measured using a 5-point Likert scale to analyze perceptions and satisfaction.

**Table 3.1 Questionnaire Items**

Describe	Category	Items	No.
Independent variables	Optimizing educational outcomes	To what extent do you believe the educational outcomes for your courses at Yunnan Minzu University are clearly defined?	Q1
		How well do the defined educational outcomes align with the content and activities of your courses?	Q2
		Do you think the clarity of educational outcomes affects your understanding of course objectives?	Q3
		How frequently do you refer to the educational	Q4

		outcomes when planning your course activities?	
	Implementing diverse evaluation methods	How diverse are the assessment methods used in your courses at Yunnan Minzu University?	Q5
		To what extent do you feel that the variety of assessment methods used effectively measures different aspects of student learning?	Q6
		How satisfied are you with the current evaluation methods used to assess your performance in your courses?	Q7
		Do you think using multiple types of assessments (e.g., exams, projects, presentations) provides a more comprehensive view of student learning?	Q8
	Establishing systematic feedback	How often is feedback collected from students about their learning experiences at Yunnan Minzu University?	Q9
		To what extent do you believe the feedback collected from students is used to make improvements in course design and teaching methods?	Q10
		How satisfied are you with the responsiveness of the university to feedback provided by students and faculty?	Q11
		Do you think a systematic approach to feedback and continuous improvement contributes to better educational quality?	Q12
Dependent variable	Educational quality	How well does the curriculum designed meet your educational and career goals?	Q13
		To what extent do you feel engaged and motivated during classes?	Q14
		How satisfied are you with the educational quality at Yunnan Minzu University?	Q15
		How clear and useful is the feedback you receive on your assignments and exams?	Q16

This survey aims to evaluate various aspects of educational quality at Yunnan Minzu University. The questions are categorized into three independent variables: Optimizing educational outcomes, implementing diverse evaluation methods, and establishing systematic feedback and improvement. Each category includes specific items designed to gather relevant data.

The independent variables:

#### 1. Optimizing Educational Outcomes

Description: This category assesses the clarity and effectiveness of educational outcomes and their impact on teaching and learning.

Q1: To what extent do you believe the educational outcomes for courses at Yunnan Minzu University are clearly defined?

Purpose: Measures how clearly educational outcomes are articulated for the courses.

Q2: How well do the defined educational outcomes align with the content and activities of courses?

Purpose: Evaluates the alignment between the defined outcomes and the course content and activities.

Q3: Do you think the clarity of educational outcomes affects your understanding of course objectives?

Purpose: Assesses whether clear outcomes help in understanding course objectives.

Q4: How frequently do you refer to the educational outcomes when planning your course activities?

Purpose: Gauges the frequency with which educational outcomes are considered in course planning.

## 2. Implementing Diverse Evaluation Methods

Description: This category focuses on the variety and effectiveness of assessment methods used to evaluate student learning.

Q5: How diverse are the assessment methods used in your courses at Yunnan Minzu University?

Purpose: Measures the variety of assessment methods used.

Q6: To what extent do you feel that the variety of assessment methods used effectively measures different aspects of student learning?

Purpose: Evaluates whether diverse assessment methods effectively capture various dimensions of student learning.

Q7: How satisfied are you with the current evaluation methods used to assess your performance in your courses?

Purpose: Assesses satisfaction with the existing evaluation methods.

Q8: Do you think using multiple types of assessments (e.g., exams, projects, presentations) provides a more comprehensive view of student learning?

Purpose: Determines if multiple assessment types offer a better overall view of student learning.

## 3. Establishing Systematic Feedback

Description: This category examines the processes for collecting feedback and

making improvements based on that feedback.

Q9: How often is feedback collected from students about their learning experiences at Yunnan Minzu University?

Purpose: Measures the frequency of feedback collection from students.

Q10: To what extent do you believe the feedback collected from students is used to make improvements in course design and teaching methods?

Purpose: Evaluates how effectively feedback is utilized to enhance course design and teaching methods.

Q11: How satisfied are you with the responsiveness of the university to feedback provided by students and faculty?

Purpose: Assesses satisfaction with how the university responds to feedback from students and faculty.

Q12: Do you think a systematic approach to feedback and continuous improvement contributes to better educational quality?

Purpose: Determines if a structured feedback and improvement process enhances educational quality.

These questions are structured to provide insights into how well educational outcomes are defined, the diversity and effectiveness of evaluation methods, and the processes for feedback and improvement. The responses will help in assessing the factors that influence educational quality at Yunnan Minzu University.

Dependent Variable: Educational Quality

The survey includes several questions aimed at assessing different aspects of educational quality at Yunnan Minzu University. These questions are designed to capture students' perceptions and experiences related to their education. The specific items are:

Curriculum Design (Q13): How well is the curriculum designed to meet your educational and career goals?

Purpose: Evaluates how effectively the curriculum aligns with and supports students' personal and professional aspirations.

Student Engagement (Q14): To what extent do you feel engaged and motivated during classes?

Purpose: Assesses the level of student engagement and motivation during classes, which are critical for effective learning and educational outcomes.

Overall Satisfaction (Q15): How satisfied are you with the educational quality at

Yunnan Minzu University?

Purpose: Measures students' overall satisfaction with the educational quality provided by the university.

Feedback Clarity and Usefulness (Q16): How clear and useful is the feedback you receive on your assignments and exams?

Purpose: Examines the clarity and usefulness of the feedback provided to students, which is essential for improving learning and performance.

After forming the initial questionnaire, the researcher tugged the item setting and questionnaire structure of the questionnaire, and referred to previous people's opinions on modification, and deleted unnecessary items in the questionnaire, and at the same time some of the items of professional terminology were corrected into easy-to-understand expressions to ensure the reliability of the survey results (Burrell, 2020).

### **3.3 Population and Sampling**

Number of samples in this study  $n=35000000/[1+35000000 (0.05)^2]=399.999543$ . Stratified and simple random sampling ensured a representative sample across academic years, with quantitative analysis applied to identify correlations and patterns.

The target of this survey is the students of Yunnan Minzu University from the first to the third year of college, and the age of the students is generally between 19 and 28 years old. The sample size of this study was 389 questionnaire.

### **3.4 Hypothesis**

Hypothesis 1: Educational outcomes affects the educational quality of Yunnan Minzu University.

Hypothesis 2: Implementing diverse evaluation method affects the educational quality of Yunnan Minzu University.

Hypothesis 3: Systematic feedback affects the educational quality of Yunnan Minzu University.

### **3.5 Data Collection**

The questionnaire survey was conducted both online and offline, with online questionnaires conducted by the college counselors in the student groups, and offline questionnaires distributed in the school cafeteria, sports venues, classrooms, and other major venues.

In order to obtain corresponding data collection, questionnaires were distributed to survey respondents based on pre-designed sample proportions and distribution at



Yunnan Minzu University. The study targeted undergraduate students from the first to the third year at Yunnan Minzu University, distributing 400 questionnaires and receiving 389 valid responses, yielding a 97.25% response rate. Data were collected both online, through college counselors, and offline, in high-traffic areas of the campus.

At the same time, the researcher ensured that the filling process of the questionnaire remained anonymous and independent to ensure the accuracy and authenticity of the data.

### **3.6 Data Analysis**

#### **1. Demographic Characteristics**

After cleaning and preprocessing the data, the researcher analyzed the demographic characteristics of the sample, including teachers and students of Yunnan University. The analysis focused on five basic aspects: gender, age, major, experience, and position.

**Gender Distribution:** The gender distribution among the participants was examined to understand the representation of different genders. The proportion of male and female participants was calculated, and any notable imbalances were highlighted.

**Age Distribution:** The age of the students ranges generally from 19 to 28 years. We computed descriptive statistics such as mean, median, mode, and standard deviation to illustrate the age distribution. Histograms and frequency tables were used to visualize age groups and identify trends or outliers.

#### **2. Reliability and Validity Analysis**

To ensure the reliability and validity of the survey data, the following analyses were conducted:

**Reliability Analysis:** The researcher used Cronbach's Alpha to assess the internal consistency of the survey instruments. A Cronbach's Alpha value of 0.70 or higher indicates acceptable reliability. The reliability analysis was performed on the constructs and scales used in the survey to ensure consistency and accuracy.

**Validity Analysis:** The researcher evaluated the validity of the survey by checking content validity and construct validity. Content validity was assessed through expert reviews, while construct validity was analyzed using factor analysis to confirm that the survey measures the intended constructs.

#### **3. Correlation Analysis**

Correlation analysis was performed to explore relationships between different demographic variables and survey responses. Pearson's correlation coefficient was used to measure the strength and direction of linear relationships. Key correlations were analyzed to identify significant associations and patterns within the data.

**Significant Correlations:** The analysis revealed significant correlations between certain demographic variables and key survey outcomes. These relationships were discussed to understand how demographic factors might influence survey responses.

#### **4. Regression Analysis**

Regression analysis was conducted to investigate the impact of various demographic factors and independent variables on the dependent variables. The

analysis was done on age, gender, academic standing, educational outcomes, diverse evaluation methods, systematic feedback, and overall educational quality.

#### 5. Software Utilized

All analyses were conducted using SPSS 22.0 software. This software provided the necessary tools for performing descriptive statistics, reliability and validity tests, correlation analysis, and regression modeling.

This structure ensures a comprehensive overview of the data analysis process and highlights key findings from each analysis conducted.



## Chapter 4 Findings

### 4.1 Introduction

This chapter presents a detailed analysis of the demographic characteristics and survey data from the respondents from Yunnan Minzu University. By cleaning and preprocessing the data, we ensured its accuracy before examining these characteristics. This study utilized SPSS 22.0 software to conduct a comprehensive range of analyses including demographic breakdowns, reliability and validity checks, correlation studies, and regression modeling. This approach provides insights into the distribution and relationships of various demographic factors, and ensures the robustness of the findings through rigorous statistical testing.

### 4.2 Description of Demographics

After data cleaning and preprocessing, the demographic characteristics of respondent are shown in Table 4.1.

**Table 4.1 Demographic Analysis**

Items	Categories	N	Percent(%)
Gender	Male	202	51.93%
	Female	187	48.07%
Age	Below 19	29	7.46%
	19-25	217	55.78%
	Above 25	143	36.76%
Academic standing	Freshman	24	6.17%
	Sophomore	166	42.67%
	Junior	126	32.39%
	Senior student	73	18.77%
Total		389	100.00

Table 4.1 provides a demographic breakdown of the survey participants, detailing their gender, age, and academic standing. This analysis offers insights into the composition of the respondent group, contributing to a better understanding of the data in relation to different demographic characteristics.

Gender Distribution Male: 202 respondents, representing 51.93% of the total.

Female: 187 respondents, representing 48.07% of the total. The gender distribution is relatively balanced, with a slight majority of male respondents compared to female respondents.

Age Distribution: Below 19 years old: 29 respondents, representing 7.46% of the total. 19-25 years old: 217 respondents, representing 55.78% of the total. Above 25 years old: 143 respondents, representing 36.76% of the total. The majority of respondents fall within the 19-25 age range, indicating that a significant portion of the

survey participants is likely to be undergraduate students. A smaller proportion is either below 19 or above 25 years old, which might represent younger students or non-traditional students respectively. The majority of respondents are sophomores (42.67%), followed by juniors (32.39%), seniors (18.77%), and freshmen (6.17%). This distribution reflects a larger number of participants from the middle years of their academic programs. The demographic data illustrates a diverse respondent pool in terms of gender, age, and academic standing, providing a comprehensive perspective for analyzing survey results and making informed conclusions based on the demographic diversity of the participants.

### 4.3 Reliability and Validity Analysis of the Questionnaire

Reliability and validity are criteria by which researchers assess measurement quality. Measuring a person or item involves assigning scores to represent an attribute. This process creates the data that we analyze. However, to provide meaningful research results, that data must be good. Inadequate data collection procedures and low-quality or defective tools can produce unreliable data. In this paper, the relevant data of the tabular survey are analyzed by factor analysis and the analysis in SPSS 22.0 software is tested. The analysis results show that the KMO value is 0.895, which is close to 1, indicating that there is a good correlation between the relevant indicators of the table and it is suitable for factor analysis. The Bartlett test value of the table is 0.000, indicating that there is a significant correlation between the indicators in this study.

**Table 4.2 KMO and Bartlett's Test**

Kaiser -Meyer -Olkin Sampling Adequacy Measures		0.895
Bartlett's test of sphericity	Approx. CARTES	3668.711
	df	63
	organizations	0.000

**Table 4.3 Validation Factor Analysis (CFA)**

Total Variance Explained									
Unit	Initial eigenvalue		The extraction of square loads			Rotation of the square load			
	Variance %	Accrue %	Total	Percentage of variance	Accrue %	Total	Percentage of variance	Accrue %	
		21.619	21.626	4.656	21.542	21.542	3.732	15.341	16.379
		12.021	32.638	3.104	12.017	34.640	2.721	12.274	28.626

Additionally, some characteristics are more challenging to measure reliably. At the same time, the test results also show a good convergence effect. Table 4.4 presents

the results of the reliability test conducted for various variables related to educational quality. The Cronbach's Alpha coefficients indicate the internal consistency of the measurement scales used in the survey.

**Table 4.4 Reliability Test**

Variable	Cronbach $\alpha$
Educational outcomes	0.859
Diverse evaluation methods	0.850
Systematic feedback	0.847
Educational quality	0.868

The results are as follows: Educational Outcomes: Cronbach's Alpha = 0.859. This high value suggests strong internal consistency in measuring students' perceptions of educational outcomes, indicating that the items in this scale reliably reflect the construct. Diverse Evaluation Methods: Cronbach's Alpha = 0.850. This coefficient demonstrates good internal consistency for assessing the variety of evaluation methods used in the educational process, ensuring the reliability of the evaluation measures. Systematic Feedback: Cronbach's Alpha = 0.847. The reliability score for systematic feedback indicates that the items assessing the clarity and usefulness of feedback are consistently measuring this aspect of educational quality. Educational Quality: Cronbach's Alpha = 0.868. With the highest alpha value among the variables, this indicates excellent internal consistency in evaluating the overall educational quality, showing that the items reliably measure the perceived quality of education.

These high Cronbach's Alpha values collectively suggest that the survey instruments used to measure these constructs are reliable and consistent, ensuring robust data for analysis. These results show that the questionnaire is reliable in evaluating teaching quality and discipline structure, and can provide effective data support for the research.

#### **4.4 Correlation Analysis**

Correlation analysis is an analysis method to analyze the relationship between two variables (Hanaysha et al., 2012). Pearson correlation coefficient was used to indicate the strength of the correlation. The Correlation analysis result was shown in Table 4.5, which showed that the correlation coefficient values between variables were greater than 0.5, and showed significance at the 0.01 level, indicating that there were significant positive correlations between variables. Because the correlation analysis indicated that the independent variables passed the first criterion, all these variables were included in the following analyses (Wang et al., 2021).

**Table 4.5 Correlation Analysis of Variables**

	Mean	SD	Educational Outcomes	Diverse evaluation methods	Systematic feedback	Educational quality
Educational outcomes	3.987	1.851	1			
Diverse evaluation methods	4.869	1.762	0.718**	1		
Systematic feedback	3.964	1.802	0.700**	0.669**	1	
Educational quality	3.982	1.862	0.699**	0.687**	0.6723**	1

Note. \*  $p < 0.05$  \*\*  $p < 0.01$

## 4.5 Regression Analysis

The regression results are shown in Table 4.6.

**Table 4.6 Multiple Regression Analysis - Quality of College (n=389)**

	B	SD	Beta	t	p	VIF	R2	$\Delta R^2$	F
Constant	1.346	0.701	-	1.930	0.057	-	0.746	0.693	
Age	-0.001	0.082	-0.000	-0.008	0.995	1.096			
Gender	0.047	0.155	0.014	0.300	0.767	1.082			
Academic standing	0.094	0.074	-0.054	-1.005	0.319	1.090			F=38.68
Educational outcomes	0.008	0.100	0.010	0.081	0.941	1.427			4,p=0.000
Diverse evaluation methods	0.304	0.052	0.337	9.808	0.000**	1.996			
Systematic feedback	0.221	0.102	0.323	7.183	0.007**	1.776			
Educational quality	0.286	0.047	0.312	9.797	0.000**	1.992			

Note. \* $p < 0.05$ \*\* $p < 0.01$

Table 4.6 displays the results of a multiple regression analysis examining factors affecting the quality of college education. The analysis age, gender, academic standing, educational outcomes, diverse evaluation methods, systematic feedback, and overall educational quality.

Constant:  $B = 1.346$ ,  $p = 0.057$ ; not statistically significant.

Age:  $B = -0.001$ ,  $p = 0.995$ ; not significant.

Gender:  $B = 0.047$ ,  $p = 0.767$ ; not significant.

Academic standing:  $B = 0.094$ ,  $p = 0.319$ ; not significant.

Educational Outcomes:  $B = 0.008$ ,  $p = 0.941$ ; not significant.

Diverse Evaluation Methods:  $B = 0.304$ ,  $p = 0.000$ \*\*; significant predictor with a positive effect on quality.

Systematic Feedback:  $B = 0.221$ ,  $p = 0.007$ \*\*; significant predictor with a positive effect on quality.

Educational Quality:  $B = 0.286$ ,  $p = 0.000$ \*\*; significant predictor with a positive effect on quality.

The model shows a high  $R^2$  value of 0.746, indicating that approximately 74.6% of the variability in the quality of college education is explained by the predictors. The F-value of 38.684 with a p-value of 0.000 indicates that the model is statistically significant. Variance Inflation Factors (VIF) are within acceptable ranges, suggesting

no severe multicollinearity issues.

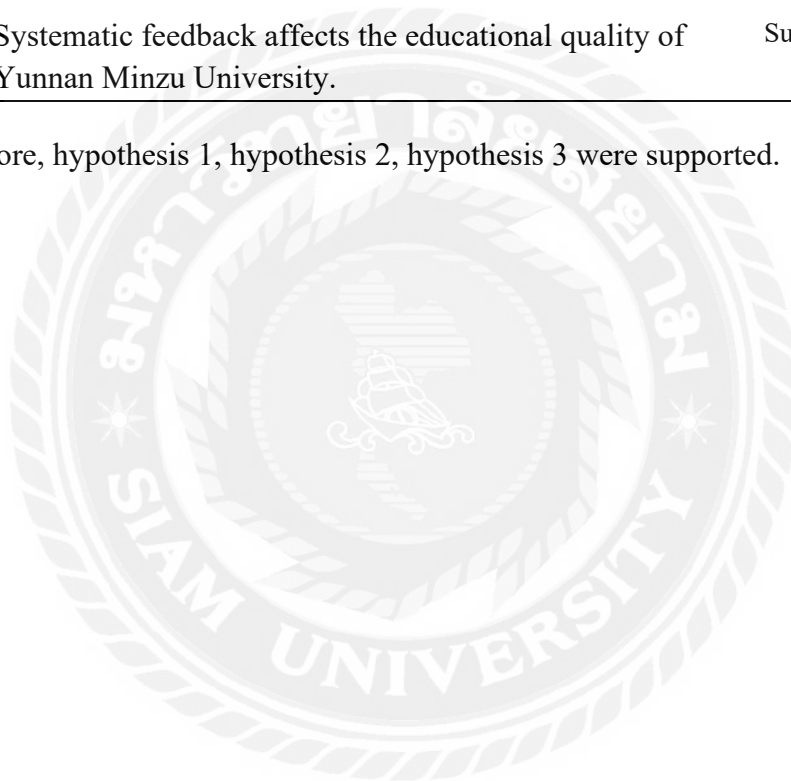
## 4.6 Hypothesis Test Results

All hypothesis test results are listed in Table 4.7.

**Table 4.7 Hypothesis Test Results**

Number	Hypothesis	Test results
H1:	Educational outcomes affects the educational quality of Yunnan Minzu University.	Supported
H2:	Implementing diverse evaluation methods affects the educational quality of Yunnan Minzu University.	Supported
H3	Systematic feedback affects the educational quality of Yunnan Minzu University.	Supported

Therefore, hypothesis 1, hypothesis 2, hypothesis 3 were supported.



## **Chapter 5 Conclusion and Recommendation**

### **5.1 Conclusion**

The research reveals that improving educational quality at Yunnan Minzu University can be effectively achieved by: 1) optimizing educational outcomes, which notably enhances overall quality; 2) employing a variety of evaluation methods, which greatly influences educational standards; and 3) focusing on systematic feedback and ongoing improvements. This study conducted a questionnaire survey on the education quality of ethnic development education in universities in Yunnan Province, and summarized the practical problems existing in the high quality ethnic development education in universities in Yunnan Province. The development strategy of the university is complex and extensive, and the internal and external environment faced by the university are changing all the time, coupled with the short time, limited resources. The hypothesis test results indicate that optimizing educational outcomes, implementing diverse evaluation methods, and establishing systematic feedback all significantly enhance the educational quality at Yunnan Minzu University. In the face of the difficulties existing in promoting the development and reform of ethnic education in Yunnan, we should not flinch, we must carry forward the spirit of hard work, create conditions to solve the difficulties, and promote the development of Yunnan ethnic education step by step.

### **5.2 Recommendation**

(1) Improving teachers' teaching performance.

The education quality of classrooms and equipment in Yunnan's colleges and universities has dramatically improved. While colleges and universities pay attention to school hardware facilities, they must also pay attention to one aspect closely related to students' daily lives. Perfect series of facilities. Students must obtain daily necessities through shopping and improve their abilities through training institutions. All these require colleges and universities to establish surrounding supporting facilities as soon as possible. Attract merchants by expanding channels for investment promotion and formulating preferential policies for investment promotion to provide convenience for students' study and life. To run high-quality national development education in colleges and universities, we should build a relatively stable and robust team of high-quality teachers (Lai, 2002). However, teachers who have been engaged in education quality education for a long time will inevitably be restricted in academic research and professional improvement, affecting the promotion of professional titles. In the development of teaching, the team of teachers for high-quality national development education in colleges and universities in our province is not strong enough. To strengthen the construction of the teaching staff, on the one hand, it is necessary to give



preference to education quality teachers in colleges and universities from a policy perspective and encourage education quality teachers to devote themselves to teaching work. When teacher resources are insufficient, multiple teachers with the same teaching content are invited to teach, to divert students as much as possible and reduce the number of extensive courses. At the same time, the number of school teachers should be appropriately increased. The lack of teacher resources is mainly due to the shortage of teacher resources for undergraduate courses, and to a certain extent, it cannot take care of the education quality of systems. Only by solving the problem of the shortage of undergraduate teachers can we alleviate the pressure on seconded teachers in education quality colleges. When time permits, more training should be provided to teachers to improve their teaching level, establish a team of teachers with professional solid quality, and enhance the education level of the education quality college.

(2) Strengthening teaching management and the content of teaching materials.

To further improve educational quality at Yunnan Minzu University, it is recommended to establish more precise and clearly defined educational outcomes for all courses. In terms of teaching the range of teaching materials, it is not possible to teach entirely according to the teaching materials used, but also to selectively explain the existing knowledge level of students with high-quality national development in colleges and universities, flexibly adjust the teaching content, consolidate the basic knowledge of students, and increase appropriately (Burrell, 2020). Ensure that each course has well-defined, measurable learning outcomes that are directly aligned with course content and activities. Make these outcomes visible and accessible to students through syllabi, course materials, and orientation sessions. Periodically review and update educational outcomes to ensure they remain relevant and aligned with evolving academic and industry standards (Burrell, 2020). Relevant knowledge about the excellent culture and traditions of ethnic minorities can enhance the sense of ethnic identity of education quality students. Taking advanced mathematics as an example, the content in the book overlaps with what is learned in undergraduate and junior colleges. Some knowledge points are more complicated, and it is difficult for students with education quality at the current stage to fully grasp them. To better assess student learning and improve educational quality, it is advised to implement a wider range of evaluation methods. Incorporate a mix of assessment methods, such as exams, projects, presentations, and practical assignments, to capture different facets of student learning. Ensure that the variety of assessments used effectively measures the specific learning outcomes defined for each course. Collect and analyze feedback from students regarding the assessment methods to continuously refine and enhance the evaluation process. For some learning content that does not require long class hours but is still necessary, education and teaching can be flexibly adopted through knowledge lectures, quality expansion, etc.

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# Appendix

## Questionnaire

Dear Sir/Madam,

Thank you very much for taking the time out of your busy schedule to participate in this questionnaire survey. This questionnaire is anonymously filled out based on your actual situation. This research is only for academic analysis and will not be used for other purposes. Thank you very much for your participation.

### Part I: Basic information

1. Gender:  
A. male  
B. female

2. Age:  
A. Below 19  
B. 19-25  
C. Above 25

3. Academic standing:  
A. Freshman  
B. Sophomore  
C. Junior  
D. Senior student

### Part two: determine the variables table

Describe	Category	Items	1	2	3	4	5
Independent variables	Optimizing educational outcomes	To what extent do you believe the educational outcomes for your courses at Yunnan Minzu University are clearly defined?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		How well do the defined educational outcomes align with the content and activities of your courses?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		Do you think the clarity of educational outcomes affects your understanding of course objectives?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		How frequently do you refer to the educational outcomes when planning your course activities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Implementing diverse evaluation methods	How diverse are the assessment methods used in your courses at Yunnan Minzu University?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		To what extent do you feel that the variety of assessment methods used effectively measures different aspects of student learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		How satisfied are you with the current evaluation methods used to assess your performance in your courses?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		Do you think using multiple types of assessments (e.g., exams, projects, presentations) provides a more comprehensive view of student learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Establishing systematic feedback	How often is feedback collected from students about their learning experiences at Yunnan Minzu University?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		To what extent do you believe the feedback collected from students is used to make improvements in course design and teaching methods?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		How satisfied are you with the responsiveness of the university to feedback provided by students and faculty?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		Do you think a systematic approach to feedback and continuous improvement contributes to better educational quality?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dependent variable	Educational quality	How well is the curriculum designed to meet your educational and career goals?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		To what extent do you feel engaged and motivated during classes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		How satisfied are you with the educational quality at Yunnan Minzu University?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		How clear and useful is the feedback you receive on your assignments and exams?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thanks!