



# The Model for Development of Educational Quality of Private Universities in Guangxi

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**ABSTRACT:** The objectives of this research were: 1) To study the current situation of the education quality of private universities in Guangxi 2) To develop the model for development of educational quality of private universities in Guangxi and 3) To assess the adaptability and feasibility of the model for development of educational quality of private universities in Guangxi. The sample group were universities in Guangxi. Research instruments were questionnaire, structured interview form and evaluation form. The statistic to analyze the data were percentages, averages, standard deviations and content analysis.

The research results showed that the current situation of educational quality of private universities in Guangxi is at a medium level. The model for development of educational quality included four aspects teacher strength, student quality, education intermediary system and internal environment of the school. The adaptability and feasibility of the model are relatively high.

**KEYWORDS:** education quality development

## 1. INTRODUCTION

Private education has promoted the development of higher education modernization. Since its inception in the 1980s, China's private higher education institutions have undergone a 40-year development process. According to the 2021 list of national institutions of higher learning released by the Ministry of Education of China, as of September 30, 2021, there were 3012 institutions of higher learning nationwide, including 2756 ordinary institutions of higher learning (1270 undergraduate institutions, 1486 junior colleges) and 256 adult institutions of higher learning. There are 762 private colleges and universities, accounting for 27.65% of the total number of colleges and universities nationwide. Since the promulgation of the "Law of the People's Republic of China on the Promotion of Civilian-run Education" on December 28,

2002, China's private education has achieved rapid development, and private education has become an important component of China's socialist education.

In recent years, private education in Guangxi has achieved remarkable results, with the deepening of school system reform, the continuous expansion of school scale, the continuous innovation of talent cultivation models, and the continuous improvement of school quality and efficiency, making positive contributions to meeting the diverse and personalized educational needs of the people. However, due to the late start and poor foundation of private education in Guangxi, the overall development lags behind that of higher education in other provinces in China. Especially in the current new situation of popularization of higher education, private universities in Guangxi have encountered educational quality issues such as lagging

legislation on private education, insufficient funding for running schools, unclear characteristics of running schools, imperfect internal management systems, and high mobility of teaching staff. These problems directly restrict the competitiveness of Guangxi private universities among their peers at home and abroad. With the continuous expansion of school scale, has the quality of education decreased? How to break through traditional educational concepts, strengthen the education quality management of private colleges and effectively promote the improvement of education quality level? What is the current situation of educational quality in private universities? What are the factors that affect the quality of education in private universities? Can we develop the educational quality development model of private universities in Guangxi? This study is an important topic for improving the competitiveness, popularity, and education quality of Guangxi private universities through research and analysis of the educational problems and influencing factors of private universities.

## **2. RESEARCH QUESTIONS**

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

2.What is the model for development of educational quality of private universities in Guangxi?

3.Is the model for development of educational quality of private universities in Guangxi adaptability and feasibility?

## **3. LITERATURE REVIEW**

### **3.1Concept of educational administration**

Zhou Hongmei and Li Kaiwen's "Research on Higher Education Quality Management Based on the Model of" Quality Assessment+Evaluation System"(2019,p.38-43) proposed a higher education quality management model that combines quality assessment and evaluation system in the research of higher education quality management, believing that this model can promote the development of higher education and improve education quality.

Ding Yajun (2018, p.39-42) explored the concept and practice of quality assessment in universities from an "international perspective" and believed that emphasis should be placed on internationalism, professionalism, diversity, and effectiveness in the assessment process.

Tang Yuyan and Yuan Fengxia (2019, p.69-72) proposed a personal quality evaluation index system for primary and secondary school teachers, believing that the system can improve the quality of teachers and teaching, and promote the development of education.

Wang Ying and Yu Qian (2018, p.77-79) studied college students' mental health intervention strategies from a diverse perspective in their research, believing that students should be given multiple attention and support, and comprehensive intervention measures should be taken.

Zhang Yanna and Yang Bobai (2019, p.44-47), "Research on Innovation in Higher Education Services," discussed innovation in higher education services and believed that service concepts should be applied throughout the entire education process, providing diverse service methods, strengthening communication and cooperation, and promoting innovation in education services.

### 3.2 Concept of educational quality

Gu Mingyuan (1998, p.798) explained in the "Dictionary of Education" that "education quality is the degree to which the level and effectiveness of education are judged.", "Ultimately, it is reflected in the quality of the trainees. The criteria for measurement are the educational objectives and the training objectives of various schools at all levels.

Pan Maoyuan (2000, p.29) believes that education quality refers to the quality and level of education effectiveness, which is essentially reflected in the quality of the educated. It is measured by the student development goals and educational goals of various schools.

### 3.3 Concept of private universities

Xi Yunxia (2007, p.12) believes that a private university is a private educational institution engaged in higher education for academic qualifications established by social organizations and individual citizens other than government agencies and state-owned enterprises and institutions using non-state funds in accordance with the regulations governing the establishment of institutions of higher learning. Private universities are the basic units engaged in private higher education.

Shi Banghong and Dai Xia (2008, p.41) believe that private universities are public welfare institutions that use non-governmental capital and market mechanisms to cultivate high-level talents, and their educational quality is reflected in the service of private higher education and the degree to which graduates of private universities meet the requirements.

Huang Wanzhi (2012, p.13) mentioned that private universities refer to colleges and universities independently

funded by social organizations, social groups, and individuals, including higher vocational schools, adult colleges, and other institutions of higher education, other than national institutions.

### 3.4 Related research

He Maoxun (2003,p.139-142) introduced the basic connotation of total quality management (TQM) and its application in higher education, and proposed the first tasks that should be paid attention to when implementing TQM in higher education, including clarifying the requirements of teaching quality management, the basic work of TQM in schools, and the basic principles of TQM in schools.

Jiang Lei (2007, p.63-64) believes that total quality management aims to achieve the effective utilization of human and material resources through TQM's goal management. By combining the characteristics of higher education, this article analyzes and explores its implementation principles in the field of higher education.

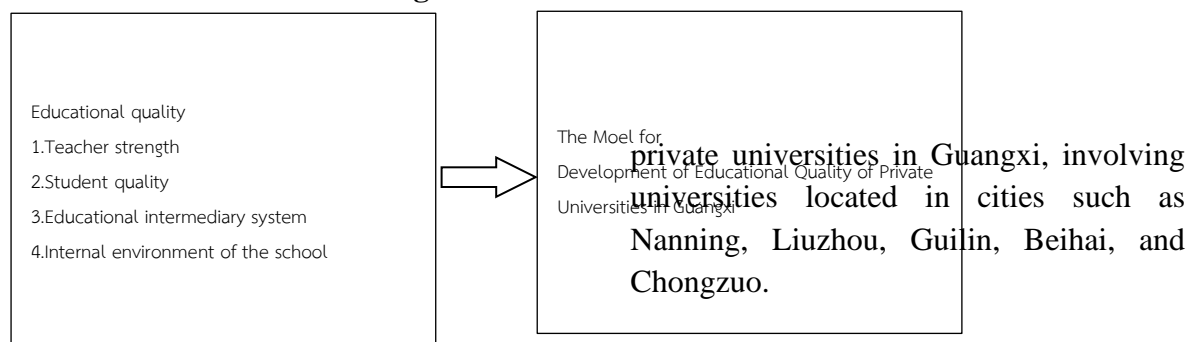
Wang Hui, Yi Zili, and Li Menghui (2008, p.37-39) take Hunan Agricultural University as an example, introducing the concept of total quality management into teaching management, and implementing quality management with all staff, processes, and elements is the basic prerequisite for improving the quality of talent cultivation in universities. They construct a system consisting of concept systems, organizational systems, method systems, institutional systems, information systems, and evaluation systems the teaching total quality management system composed of guarantee system is an important guarantee for improving the quality of talent cultivation in universities.

Liu Ping (2009) introduced modern quality concepts into college teaching management by drawing on the ideas and methods of total quality management theory in the corporate world, and constructed an operational system of education quality management using the concept of all staff, all process, and all

aspects, thereby achieving the goal of promoting the continuous improvement of college education quality and achieving total quality management of college teaching.

#### 4. RESEARCH CONCEPTUAL FRAMEWORK

Figure 1 Research Framework



#### 5. OBJECTIVES OF THE RESEARCH

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

2.To develop the model for development of educational quality of private universities in Guangxi.

3.To assess the adaptability and feasibility of the model for development of educational quality of private universities in Guangxi.

#### 6. RESEARCH METHODOLOGY

##### 6.1 Population and Sample

##### 6.1.1 Population

The population of this research is 9000 administrators and teachers from 11

Table 1 Sampling distribution table

No.	University	City	population	Sample Group
1	Nanning University	Nanning	750	73
2	Nanning College of Technology	Guilin	1050	30
3	Liuzhou Institute of	Liuzhou	800	30

##### 6.1.2 Sample

According to Krejcie and Morgan's sampling table, the sample size of 368 was obtained from 9000 populations. Using a random sampling method, 368 people were selected from 11 private universities in Guangxi at corresponding proportions.

	Technology			
4	Guilin University	Guilin	610	30
5	Guilin Institute of Information Technology	Guilin	580	30
6	Guangxi University of Foreign Languages	Nanning	850	30
7	Xiangsihu College of Guangxi University for Nationalities	Nanning	680	30
8	Faculty of Chinese Medicine Science Guangxi University of Chinese Medicine	Nanning	280	30
9	Shiyuan College of Nanning Normal University	Nanning	750	30
10	Guangxi City Vocational University	Chongzuo	1800	35
11	Beihai University of Art Design	Beihai	850	20
<b>Total</b>			<b>9000</b>	<b>368</b>

## 7. RESEARCH RESULTS

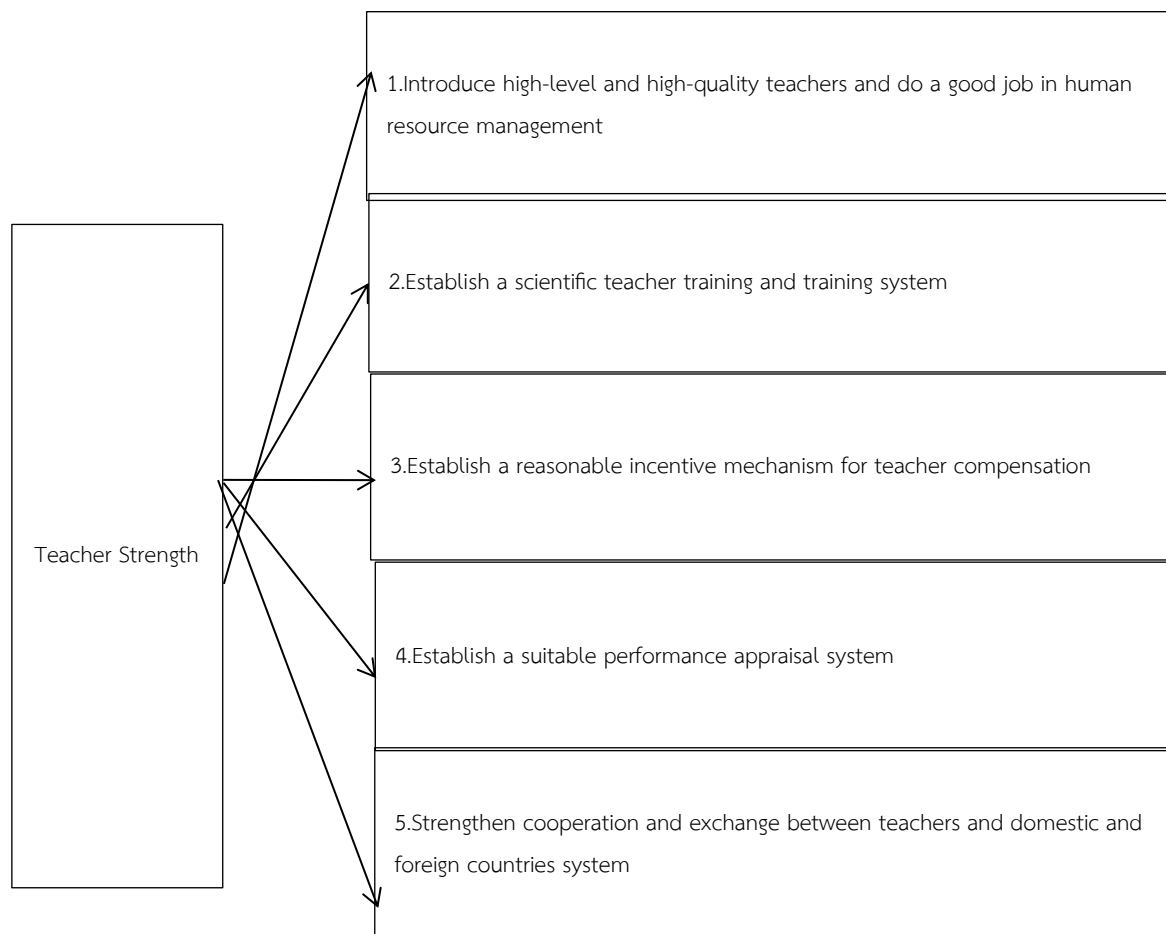
**Table 2** Factor analysis of the education quality development model of Guangxi private universities (n=368)

<b>Educational quality</b>	$\bar{X}$	<b>SD</b>	<b>Level</b>	<b>Order</b>
1. Teacher strength	3.31	0.51	medium	1
2. Student quality	3.23	0.61	medium	4
3. Education intermediary system	3.28	0.53	medium	3
4. Internal environment of the school	3.30	0.62	medium	2
<b>Total</b>	<b>3.28</b>	<b>0.57</b>	<b>medium</b>	

According to Table 4.2, it can be found that the average scores of respondents on the factors of educational quality development model of private universities in Guangxi are between 2.51-3.50 points. According to the theoretical median, scores higher than 2.51 and lower than 3.50 belong to the medium level, and scores higher than 3.50 belong to the high level. Therefore, the four factors of the educational quality development model of Guangxi private universities are all at a medium level, indicating that the development of

educational quality of Guangxi private universities still needs to be improved. According to the ranking of the analysis results, the average score of the faculty is the highest ( $\bar{X}=3.31$ ), followed by the internal environment of the school ( $\bar{X}=3.30$ ), the educational intermediary system ( $\bar{X}=3.28$ ), and the student quality score is the lowest ( $\bar{X}=3.23$ ).

The Model for Development of Educational Quality of Private Universities in Guangxi shown below figure:



**Figure 2** Model of Teacher Strength

## 8. CONCLUSION AND DISCUSSION

### 8.1 Conclusion

The purpose of this study is to explore and develop the educational quality development model of private universities in Guangxi. Through research and analysis of four factors, including teacher strength, student quality, educational intermediary system, and the internal environment of the school, the following conclusions can be drawn:

(1) According to the first research objective, the influencing factors of the

educational quality development model of Guangxi private universities mainly consist of four variables: teacher strength, student quality, educational intermediary system, and the internal environment of the school. Based on the descriptive statistical analysis of the questionnaire data, it is found that the average values of Guangxi private universities in terms of teacher strength, student quality, educational intermediary system, and the internal environment of the school are all at a medium level, and there is still room for improvement and improvement;

(2) According to the second research purpose, the researchers designed an interview outline to understand, and through summarizing and analyzing the interview results, established a model for the development of educational quality in Guangxi private universities. The details are as follows:

Teacher strength model includes: (1) introducing high-level and high-quality teachers and doing a good job in human resource management; (2) Establishing a scientific teacher training and training system; (3) Establishing a reasonable incentive mechanism for teacher compensation; (4) Establish a suitable performance appraisal system; (5) Strengthen cooperation and exchange between teachers and domestic and foreign countries.

Student quality model includes: (1) formulating and implementing educational growth plans to comprehensively improve students' overall quality; (2) Adopt diversified educational methods to meet the different needs and interests of students; (3) Provide diverse extracurricular activities; (4) Developing quality education courses to cultivate students' all-round development qualities; (5) Carry out a series of scientific and technological innovation activities; (6) Establish a sound student management and service system.

Education intermediary system model includes: (1) setting up disciplines and majors oriented by market demand; (2) Setting up reasonable professional courses and practical courses; (3) Optimizing talent cultivation mode; (4) Developing basic skills training for teachers to improve their basic teaching skills; (5) Make good use of multimedia teaching resources and take various measures to stimulate students' interest and enthusiasm in learning.

Internal environment of the school model includes: (1) establishing a scientific and reasonable internal management system; (2) Establish and improve the educational and teaching management system; (3) Strengthen the management of educational funds and ensure the improvement of educational and teaching resources; (4) Improve the governance structure of running the school according to law, and scientifically standardize management; (5) Develop talent training programs that meet social needs and highlight the characteristics of talent training; (6) Establish a management system for education quality supervision and evaluation; (7) Strengthen the construction of campus culture and optimize the educational environment.

(3) According to the third research purpose, the researchers invited experts to evaluate the adaptability and feasibility of the implementation of the education quality development model for Guangxi private universities. The data analysis results show that the model has high implementation adaptability and feasibility, and theoretically has a positive role in promoting the development of education quality in Guangxi private universities.

## 8.2 Discussion

Based on a survey of the four variables of educational quality in Guangxi private universities: teacher strength, student quality, education intermediary system, and internal environment of the school, the average and standard values of the four variables were analyzed. The study found that the total average value of the four variables: teacher strength, student quality, education intermediary system, and internal environment of the school  $\bar{X}=3.28$ , which

are all at the medium level and need further improvement.

#### (1) Discussion on teacher strength

The factors of teacher strength include unreasonable structure of teachers, low level of professional skills and abilities, and low teaching quality. This is consistent with Pan Maoyuan's view (2007, p.69). He believes that the unreasonable structure of teachers in private universities has affected the construction of teacher teams, with a disproportionate proportion in terms of age, professional titles, academic qualifications, and quantity, and a large mobility of teachers, which is not conducive to improving teaching quality. This is also in line with Xi Yunxia's view (2007, p.18) that the structure of the teaching staff in private universities is unreasonable and the teaching staff is unstable. In order to solve these problems, researchers have established five measures for a teacher strength model based on total quality management theory. The measures for the teacher force model are consistent with Lu Xiayan's conclusion (2015, p.29), which holds that private universities should standardize the construction of teacher talent training systems, improve the management mechanism of the teacher team, and guide teachers to strengthen self-management.

#### (2) Student Quality Discussion

Students' quality factors include poor academic foundation, low intelligence level, low participation in academic reports, and low interest in research. This is consistent with Li Wenping's (2008, p.24) view that there is a problem with the quality of student resources in the education quality of private universities. It also conforms to the view of Jie Wei (2017, p.93) that students from private universities not only

have a poor cultural foundation and low autonomous learning ability, but also generally lack the necessary learning interest and motivation. In order to solve these problems, researchers have established six measures for student quality models. These measures are in line with the "Opinions on Deepening the Reform of Undergraduate Education and Teaching and Comprehensively Improving the Quality of Talent Cultivation" proposed by the Ministry of Education in October 2019, which encourages and guides students to work hard, combines strict management with careful care, and increases the proportion of time students independently control their learning through scientifically and reasonably setting the total number of credits and courses, Explore the establishment of student management models such as the academy system, and guide and stimulate students' learning potential and interest in specific measures consistent with.

#### (3) Discussion on Educational Intermediary System

Educational intermediary system factors have problems such as unreasonable subject construction and teaching curriculum settings, talent cultivation models that do not meet market demand, and inappropriate teaching methods for teachers. This is consistent with Liu Danqing (2011, p.33)'s view that the talent cultivation model of private universities lacks reform and innovation, and there are problems in teaching management and teaching methods. In order to solve these problems, researchers have established five measures for the education intermediary system model. These measures are in line with the "Opinions on Deepening the Reform of Undergraduate Education and



Teaching and Improving the Quality of Talent Cultivation in an All-round Way" issued by the Ministry of Education in October 2019, which proposes to strengthen the overall design of the curriculum system based on the needs of economic and social development and talent cultivation goals, improve the planning and systematization of curriculum construction, and strive to create a large number of high-level Innovative and challenging "golden courses" of offline, online, online and offline mixing, virtual simulation, and social practice promote classroom teaching revolution, strictly manage classroom teaching, and ensure that opinions on the quality of curriculum teaching are consistent.

(4) Discussion on the internal environment of the school

The internal environmental factors in schools include insufficient investment in facilities and teaching funds, unreasonable school management systems, low levels of legal governance and running of schools by educational administrators, and a poor cultural environment on campus. This issue is consistent with the issue raised by Xu Chi (2021, p.61) that private universities have internal management mechanisms such as management systems, internal governance structures, governance models, and operational mechanisms. To address these issues, researchers have established seven measures to model the internal environment of schools. These measures are consistent with the conclusion put forward by Gao Huige (2014,p.79) to improve the leadership system, build an efficient operational institutional structure, broaden funding channels, establish a modern financial management system, strengthen the construction of the teacher system,

establish and improve supervision institutions, and strengthen the construction of the campus cultural environment. It is consistent with the strategic task of promoting the modernization of the education governance system and governance capabilities proposed by the Central Committee of the Communist Party of China and the State Council in "China's Education Modernization 2035" in February 2019.

## 9. RECOMMENDATIONS

### (1) Teacher strength

Based on the analysis of the average and standard deviation of the data from the survey on the current situation of the teaching staff, it is found that the average score of "the structure of the teaching staff in the school is reasonable" is the lowest, indicating that the structural allocation of the teaching staff in Guangxi private universities is at a relatively low level.

Teachers are the main body of university education and teaching activities, and the strength of teachers is a key factor affecting the quality of university education. Therefore, Guangxi private universities should strengthen the structure of their teaching staff in several aspects: first, to formulate reasonable talent introduction policies to attract teachers with high academic qualifications, high professional titles, and high level to enter the university; The second is to strengthen talent recruitment work, and recruit teachers with high academic qualifications, high professional titles, and high-level through multiple channels and a wide range; The third is to formulate plans, programs, and policies for the cultivation and training of school owned teachers, select and send their own teachers to

participate in continuing education training and learning, and cultivate highly educated teachers.

#### (2) Student quality

By analyzing the average and standard deviation of the data from the survey on the current situation of student quality, it is found that the average score of "students with good academic foundation in schools" is the lowest, indicating that the academic foundation of students in Guangxi private universities is at a relatively low level.

In China, when choosing a university, students generally give priority to public universities, and only those who fail to enter a public university should consider choosing a private university. This has led to the overall poor quality of students in private universities, and the students' academic foundation is one of the internal factors that affect the quality of university education. Therefore, Guangxi private universities can improve their students' quality in several ways: first, optimize the enrollment plan, Reasonably adjust the enrollment plan based on the university's professional characteristics and market demand to ensure a balance between the quality and quantity of enrollment; The second is to strengthen the discipline construction, enhance the discipline competitiveness of universities, and attract students with good academic foundation to apply for private universities; The third is to strengthen the cultivation of students' comprehensive qualities during their university years. Through strict education and teaching management, we will strengthen the cultivation and education of students and improve their comprehensive qualities and abilities.

#### (3) Education intermediary system

By analyzing the average value and standard deviation of the data from the survey of the current situation of the educational intermediary system, it is found that the average score of "the school's experimental, internship, and practical teaching courses are reasonable" is the lowest, indicating that the practical teaching courses in Guangxi private universities are at a relatively low level. Therefore, Guangxi private universities should adjust their curriculum content to meet the practical needs of different majors, increase the proportion of practical courses, and incorporate them into the main curriculum system to strengthen practicality and enhance students' practical and application abilities. At the same time, it is necessary to make reasonable use of resources, establish practice bases and platforms, introduce professional and technical personnel from the industry to teach and guide practice, and improve students' professional literacy and practical operating skills.

#### (4) Internal environment of the school

By analyzing the average and standard deviation of the data from the survey on the current situation of the educational intermediary system, it is found that the average score of "sufficient investment in teaching funds in schools" is the lowest, indicating that the funds invested in teaching work by Guangxi private universities are at a relatively low level.

Private universities have a single source of funding, with the main source of funding relying on students' tuition fees, and there is no other funding channel for funding. With the implementation of the enrollment policy of expanding the scale of

private universities, the number of students enrolled is gradually increasing, and the funds that need to be invested in teaching work will account for the majority of the university's funds. Therefore, to alleviate the problem of insufficient investment in teaching funds, Guangxi private universities should not only expand funding channels, actively seek donations and sponsorship from all sectors of society, enterprises and institutions, alumni, etc., increase funding sources, but also strengthen the use and management of funds, Formulate management measures for the use of university teaching funds in accordance with relevant national policies and laws and regulations to ensure the rational use of education and teaching funds. At the same time, it is necessary to formulate a scientific and reasonable plan for the use of funds, strengthen the supervision and evaluation of the use of education funds, avoid waste and abuse, and improve the efficiency of the use of funds.

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