

Analysis on Some Problems of Quality Management System in Colleges and Universities

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Abstract: Colleges and universities are the main position of talent training, and the teaching quality directly affects the teaching level and becomes the content that colleges and universities pay more attention to, and doing a good job in the construction of quality management system is the key to improve the teaching quality. This paper will analyze the problems existing in the construction of quality management system in colleges and universities, and put forward some corresponding countermeasures in order to better promote the construction of quality management system in colleges and universities and improve the level of education and teaching.

1. Introduction

With the deepening of educational reform in China, the quality of education and teaching has been significantly improved. One of the important contents of teaching evaluation in colleges and universities is teaching quality, and teaching quality is also the intuitive embodiment of talent training quality. The construction of teaching quality management system in colleges and universities is the basic premise to ensure the quality of talent training in colleges and universities, and it is also the key driving force to promote the sustainable development of education in colleges and universities.

2. Problems Existing in the Quality Management System of Colleges and Universities

2.1 Management Ideas Lag Behind

Although the development and construction of colleges and universities in our country is very fast, there are still some shortcomings in the management of teaching quality, especially the outstanding problem is the management method, and the thought cannot be updated in time, which brings obstacles to the improvement of teaching quality. Still implement more traditional, backward management methods and methods, still follow the traditional more conservative quality management system, and long-term under the indoctrination teaching methods, teachers in colleges and universities teaching methods of innovation has had a negative impact, but also hit the enthusiasm of students to learn. Under the lag teaching quality management idea and method, the management personnel's management consciousness is ignored. It is difficult to obtain more obvious teaching quality management effect, which affects the construction of teaching quality management system.

2.2 Single Means of Teaching Quality Management

The credit is the main method to evaluate the academic achievement of the college students, and many of the time credits also become an evaluation index of the teaching quality of the teachers, and the credit becomes the key evaluation standard, so that the teaching quality management means of the colleges and universities lack the diversity, It is very easy to ignore the progress and development of the other aspects of the students, and under the control and the restriction of the credit, it will be very bad for students to develop more diverse interests and interests. In addition, the teaching quality management hardware facilities cannot keep up, which also affects the smooth

development of the teaching work, and is influenced by the traditional teaching mode, the management mechanism lacks the flexibility, it is difficult to follow up the pace of the development of the university education in time, and to the teaching mechanism for the development of university management has brought obstacles.

2.3 Do Not Attach Importance to the Management of Teaching Quality

Many colleges and universities do not attach importance to the management of teaching quality, mechanically complete the learning tasks assigned by teachers, teachers are also mechanized to follow up the progress of teaching tasks, according to the schedule of classes, teaching, examination schedule, input examination tasks and so on, a lot of work is to implement the provisions of the school management department. However, under the expansion of enrollment in colleges and universities, more and more management organizations begin to appear, but it is difficult to follow up on teaching quality management, and there are shortcomings in the development of many management work. And there are some colleges and universities teaching quality management system is in the exploration, the preliminary implementation stage, and the further development needs of university teaching does not meet the needs of [1]. In addition, the increasing workload of college teaching, the formulation of system and the division of institutional functions are not clear enough, and the implementation of the system is relatively weak, and the managers lack scientific plans and arrangements for their own management work. In addition, the increasing workload of college teaching, the formulation of system and the division of institutional functions are not clear enough, and the implementation of the system is relatively weak, and the managers lack scientific plans and arrangements for their own management work.

2.4 Imperfect Teaching Quality Management Mechanism

Because of the lack of effective teaching operation management mechanism, the division of rights and responsibilities of teaching managers is not clear, it is difficult to carry out all kinds of teaching management work in an orderly manner, and because of the lack of standardized and systematic teaching management, it is difficult to form a good teaching atmosphere and learning atmosphere in colleges and universities, which adds a lot of challenges to teaching management. In addition, it is necessary to further establish and perfect the teaching operation management mechanism and construct a more complete teaching system in order to better promote the progress and development of teaching quality management in colleges and universities. However, the current operation mechanism of teaching quality in colleges and universities is still lack of effective management means, which is not conducive to optimizing the development of teaching. It is not conducive to optimize the construction of teaching quality management system.

3. Construction Strategy of Quality Management System in Colleges and Universities

3.1 Transformation of Quality Management Ideas and Concepts

Teachers and leaders of colleges and universities should be aware of the important value of quality management and pay enough attention to this work. Only with the joint efforts of the relevant leaders and teaching staff in colleges and universities can we form more advanced teaching quality management ideas and have a more comprehensive understanding of teaching quality management. It is necessary for the management departments at all levels to actively change the existing teaching quality management ideas and update the management ideas according to the actual situation in colleges and universities so that they can better guide the implementation of management measures and improve the management level. In the important teaching management issues, including the formulation of talent training program, curriculum and teaching quality evaluation, we should actively carry out the exploration and attempt to find out the most suitable and scientific management method. Strictly implement the guiding ideology of the superior, strengthen the consciousness of quality management to ensure the construction of the teaching quality management system is more smooth and effective.

Education can deeply embody the concept of “people-oriented” [2]. No matter how education develops and changes, the highest subject of educational life practice is students and teachers. Colleges and universities need to closely connect their own destiny with teachers and students, and take promoting the quality development of teachers and students as the goal, which not only meets the fundamental requirements of the quality development of higher education, but also is an important basic principle for improving the quality of higher education. Therefore, the quality management of colleges and universities should establish the “teacher-student-oriented” management concept, put the management goal on promoting the development of teachers and students, pay attention to give full play to the common strength of teachers and students in the management process, and really become a reference. In order to ensure the sustainability of quality management in colleges and universities, and the main body of management, not the subject of management, we can create favorable ideological conditions for the construction of a more sound and scientific quality management system.

3.2 Construction of a Sound Education and Teaching Management System

We should construct a more perfect education and teaching management system, and try to use more diversified management means to further improve the level of teaching quality management in colleges and universities. This paper constructs a more perfect quality management system of education and teaching, and takes it as an effective guide for the construction of teaching quality management system in colleges and universities, and lays a solid foundation for the construction of quality management system. It is necessary for teaching quality managers to establish a sense of teaching quality. In the process of carrying out teaching activities, they have a deep understanding of the fundamental purpose of management. It is clear that the construction of teaching quality system is a means of serving teaching, not a task, and makes full use of the resources of colleges and universities to make full use of the system. So as to lay a solid and good foundation for the construction and backwardness of the system.

In order to improve the level of teaching quality management to a certain extent, it is also necessary to actively improve the methods and means of teaching quality management. On the one hand, it is necessary to train and educate the relevant managers, develop better management consciousness and habits, and constantly optimize the knowledge structure and improve the teaching quality management ability by improving the professional literacy and management literacy. On the other hand, we can organize and carry out activities related to teaching management, such as lectures, speech competitions, etc., and improve the level of teaching quality management through the development of various activities.

3.3 Construction of Quality Management Organization and Quality System Platform in Line with the Development of Colleges and Universities

At present, the construction of quality management system in colleges and universities has become a key point of university management, but it is also a weakness. According to the results of undergraduate teaching examination and evaluation of the Ministry of Education and the opinions of experts at all levels, colleges and universities can carry out relevant rectification and reform work, set up quality monitoring and evaluation centers, and directly manage the staff at all levels in the quality management system, so as to make it more convenient for the mobilization and use of resources and management within colleges and universities. The quality personnel are appointed by the president and are responsible for handling some trivial matters in the daily quality management work, so that the work of each link is closely linked and truly implemented in place. Integrate the quality management of different parts of the work, the responsibilities of the quality management department are divided, and the rationality of the establishment of the mechanism and the smooth operation of the system are guaranteed.

At present, the construction of the quality management system of the university is not perfect, and has a negative effect on the construction and implementation of the quality management system. To this end, it is very important to optimize the quality management system platform. On the one hand, to optimize the construction of the internal audit team, the audit work will require the staff to

have a stronger sense of responsibility in order to master the more familiar business, and to have a certain authority. The audit and inspection work shall be carried out with the active participation of the head of the school and the leader of the functional department, and the responsibilities of the observer can be played out, so as to reduce the audit omission, and ensure the orderly and efficient audit work. Secondly, the operation of the quality system and the school The central work has a certain association, to this end, the audit work should be carried out firmly in combination with the work of the school center, and the need to reflect the work of the key center of the school as the top priority of the audit work. In addition, the internal staff, in order to form good habits in the work, maintain good attitude, clear their own responsibilities, and match the objectives of the corresponding work tasks, taking into account the continuity of internal audit work. In the end, internal audit work is to be managed as a regular work of the school. To enhance the work weight of internal audit work, it can be linked with post assessment and promotion. The system specifications related to the internal audit and performance appraisal shall be formulated and the relevant rules shall be implemented. Ensure that under the scientific development of this work, the overall energy efficiency of the quality management system will be enhanced.

3.4 Construction of a Perfect Evaluation Mechanism for Teaching Quality Management

Teaching managers, teachers and students are the objects that need to be managed in the evaluation system, which needs to be more perfect, the standard teaching quality management evaluation mechanism should be established and perfected, at the same time, it is necessary to ensure that the quality management evaluation system has certain objectivity and fairness, and is not subject to the subjective influence of any person or department, and carries on the systematic evaluation to each link of the teaching. On the one hand, the evaluation of teachers should change the evaluation means dominated by scores in the past, but should be evaluated from many aspects, such as teaching methods, teaching attitude, teaching research results and so on; students' evaluation should not only value credits, but also combine learning attitude and participate in the evaluation. Comprehensive evaluation of enthusiasm, professional knowledge structure, academic research results, curriculum knowledge mastery and so on. According to the differences of admission scores, abilities and subjects of different students, the evaluation criteria should also reflect individual differences. Thus, the individual differences of students can be respected, and the teaching can be taught according to their aptitude, which can further improve the enthusiasm of students in all aspects and ensure that the management of teaching quality is scientific.

4. Conclusion

The construction of quality management system in colleges and universities can make all kinds of teaching activities more standardized and standard, and can further improve the quality of teaching management. Therefore, it is necessary to further update the management ideas and ideas and improve the management methods and strategies according to the actual situation of colleges and universities, so as to give full play to the deeper value of the quality management system.

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