



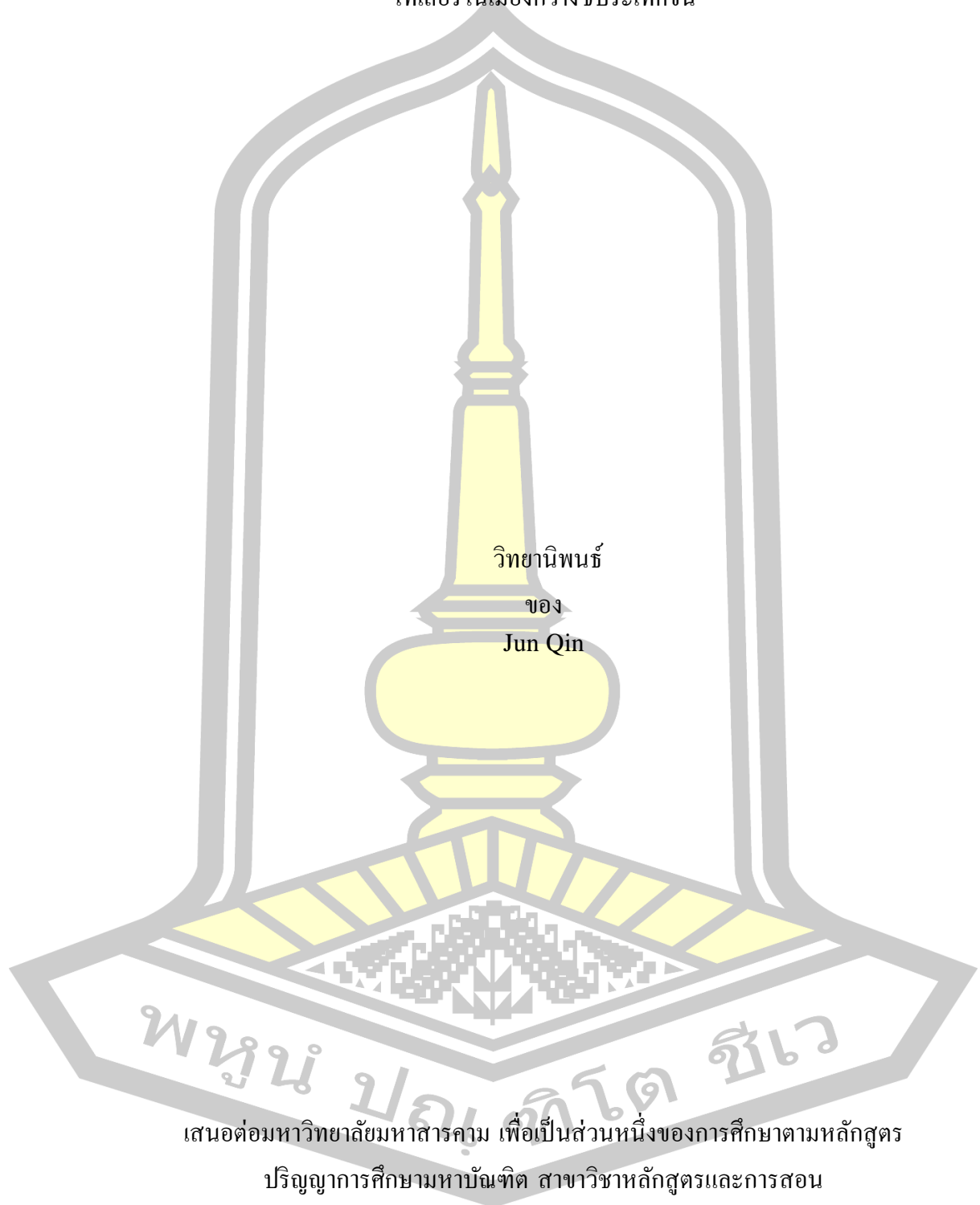
A Program Evaluation for Tourism management by using Tyler's Objective - Oriented Model in Guangxi, China

Jun Qin

A Thesis Submitted in Partial Fulfillment of Requirements for  
degree of Master of Education in Curriculum and Instruction  
February 2024

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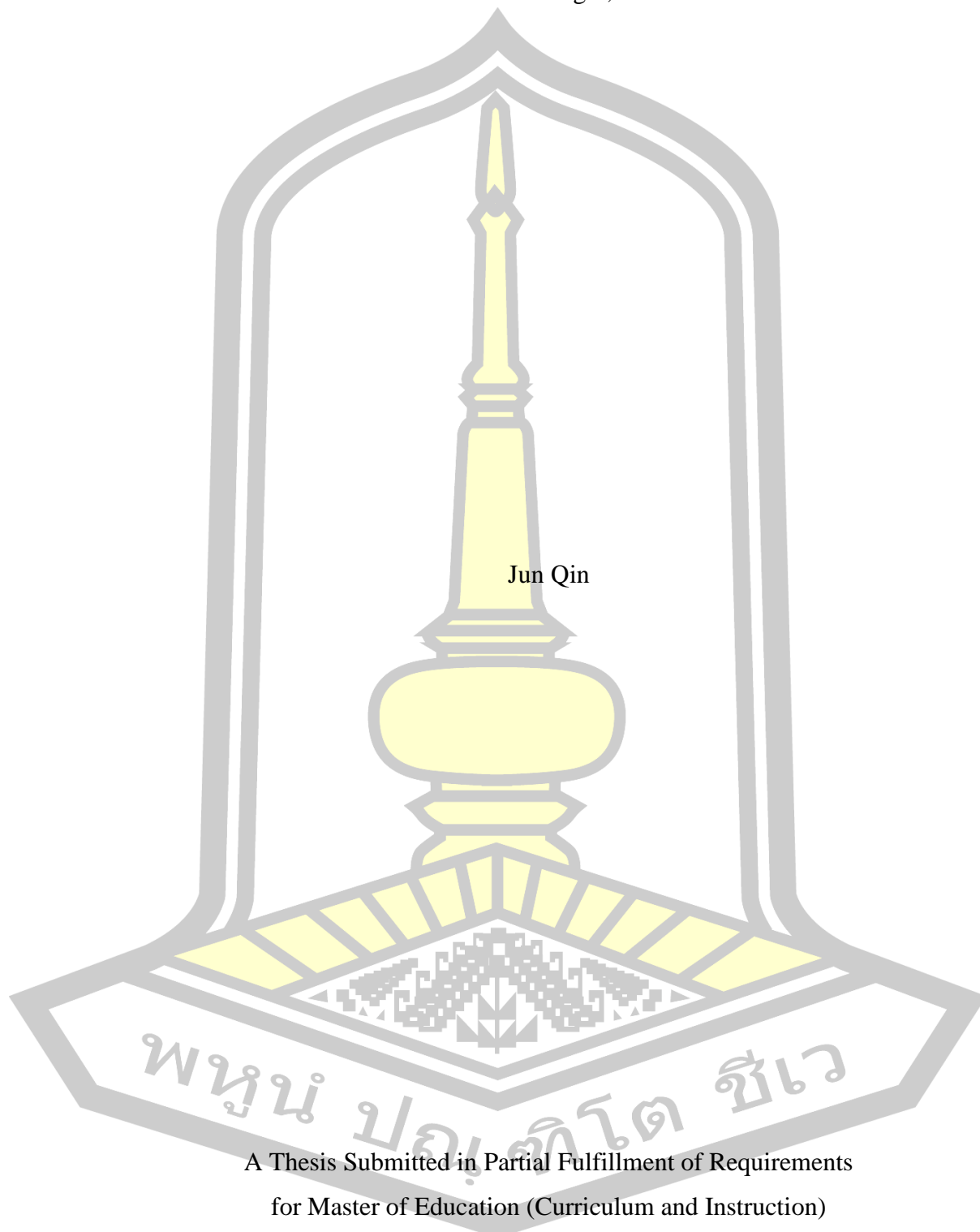
การประเมินโปรแกรมสำหรับการจัดการการท่องเที่ยวโดยใช้แบบจำลองที่มุ่งเน้นวัตถุประสงค์ของ  
ไทเลอร์ในเมืองกวางซีประเทศจีน



กุมภาพันธ์ 2567

ลิขสิทธิ์เป็นของมหาวิทยาลัยมหาสารคาม

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February 2024

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|                   |   |              |                            |
|-------------------|---|--------------|----------------------------|
| <b>TITLE</b>      | A Program Evaluation for Tourism management by using Tyler's Objective - Oriented Model in Guangxi, China |              |                            |
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| <b>UNIVERSITY</b> | Maharakham University   | <b>YEAR</b>  | 2024                       |

### ABSTRACT

This research has three purposes, which are divided into: 1) To obtain the current status of undergraduate teaching quality in the Tourism Management major at Guilin University of Technology and identify existing issues. 2) To explore the application of Tyler's educational theory in the teaching of Tourism Management. 3) To analyze how it can be combined with the specific characteristics and teaching requirements of the Tourism Management major, and propose targeted teaching strategies and methods. Participants of the questionnaire survey are 201 sophomore undergraduate students of Guilin University of Technology majoring in tourism management. The study was scheduled for December 1, 2022 to December 31, 2022. In this paper, the statistical analysis software SPSS 26.0 was utilized. With "overall satisfaction with teaching quality" serving as the dependent variable and teaching environment, course construction, teaching organization, implementation effectiveness, and teaching support serving as independent variables, a logistics regression model was established based on mean calculation and measurement analysis.

1) To obtain the current status of undergraduate teaching quality in the Tourism Management major at Guilin University of Technology and identify existing issues. The results of questionnaire show that the problems, that exist in all five dimensions of teaching environment, classroom construction, teaching organization, implementation effectiveness, and teaching support, have an impact on satisfaction with teaching quality. The mean values are in the range of 3.0-4.0. 2) To explore the application of Tyler's educational theory in the teaching of Tourism Management. Based on the results of the regression model summary, the adjusted R square (coefficient of determination) = 0.548. It indicated that 54.8% of the dependent variables selected for this study were subject to changes in the independent variables. Therefore there was a high research representativeness of the five independent variables which are based on Tyler's educational theory. 3) To analyze how it can be combined with the specific characteristics and teaching requirements of the Tourism Management major, and propose teaching strategies and methods: Firstly, making efficient use of teaching resources and improving teaching atmosphere and order; secondly, developing special teaching and promoting reform of teaching contents and

methods; finally, improving the quality of the teaching team and standardizing the management system.

This research can enrich the existing theories of teaching quality evaluation of tourism management specialty. On the other hand, it can improve the training plan of undergraduate talents of tourism management major in various colleges and universities, and promote the sustainable development of tourism industry.

Keyword : Teaching quality, Tourism management, Evaluation, Tyler's principle



## ACKNOWLEDGEMENTS

While pursuing my master's degree at Mahasarakhan University and crafting my thesis, I received invaluable assistance and encouragement from numerous individuals. I would like to take this opportunity to deeply appreciate their invaluable contributions.

Foremost, my heartfelt gratitude goes to my thesis advisor, Professor Apiradee Jansaeng. Her steadfast guidance and unwavering support were pivotal in the fruition of this thesis. I have immensely benefited from her profound expertise, meticulous approach, and patient mentorship. Moreover, I would like to express my deep appreciation to Professor Sampan Thinwiangthong, the respected Chair of the Thesis Defence Committee, as well as committee members Professor Jiraporn Chano and Prasong Saihong. Their invaluable insights and suggestions were instrumental in refining my thesis.

Additionally, I owe a debt of gratitude to all the faculty and staff of the School of Education for their diligent efforts and selfless dedication, which have enriched my knowledge and experience. I would also like to extend my special thanks to my friends Zhai Jie, Claude, Liu Juan, Jin Haiyan, Zhang Yagang, and others. They provided invaluable input on my thesis concepts and data analysis, and greatly enhancing the rigor and precision of my research. Simultaneously, I am grateful to the leaders of my work unit, fellow teachers, and students for their considerable assistance during the questionnaire collection phase of my thesis. Lastly, I would like to extend my deepest appreciation to my family. My husband, children, and mother were my pillars of strength throughout my studies, and providing unwavering care and support. Their encouragement and understanding were vital motivations for my academic success. In conclusion, I want to reiterate my heartfelt appreciation to everyone who has supported and assisted me. Your contributions have been instrumental in the completion of this paper. I shall forever cherish this transformative experience and strive for continuous progress. I want to reiterate my heartfelt appreciation to everyone who has supported and assisted me. Your contributions have been instrumental in the completion of this paper.

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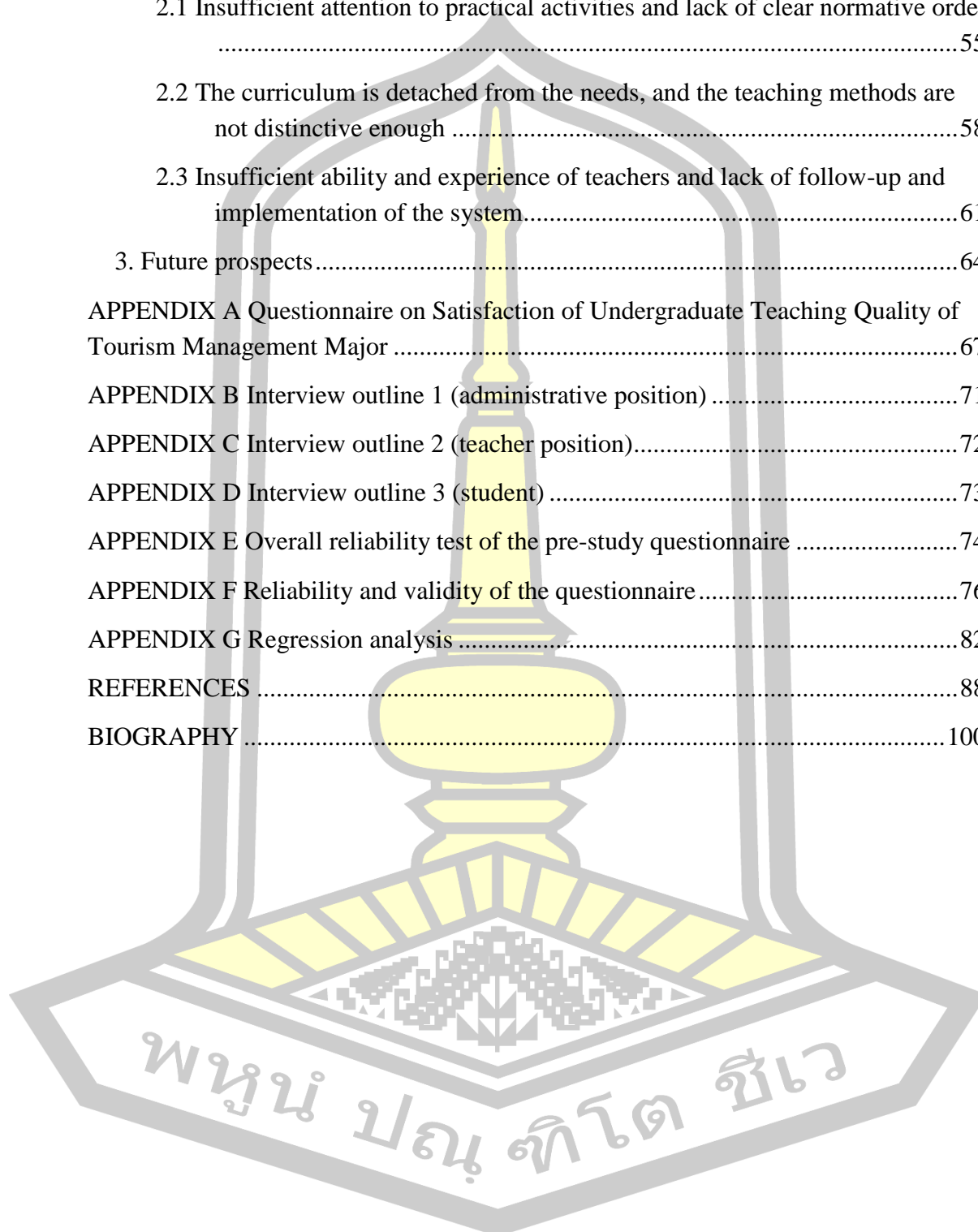
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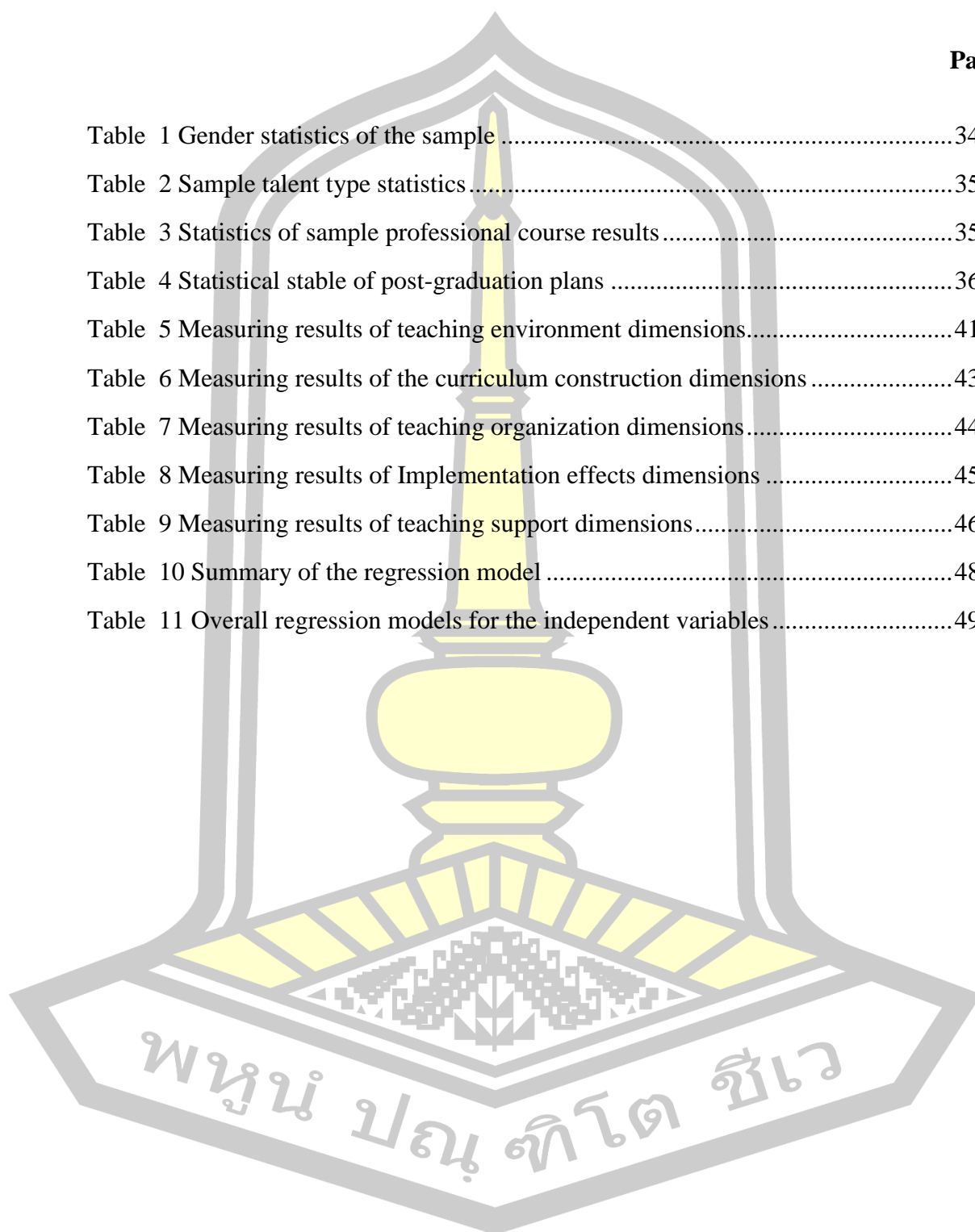
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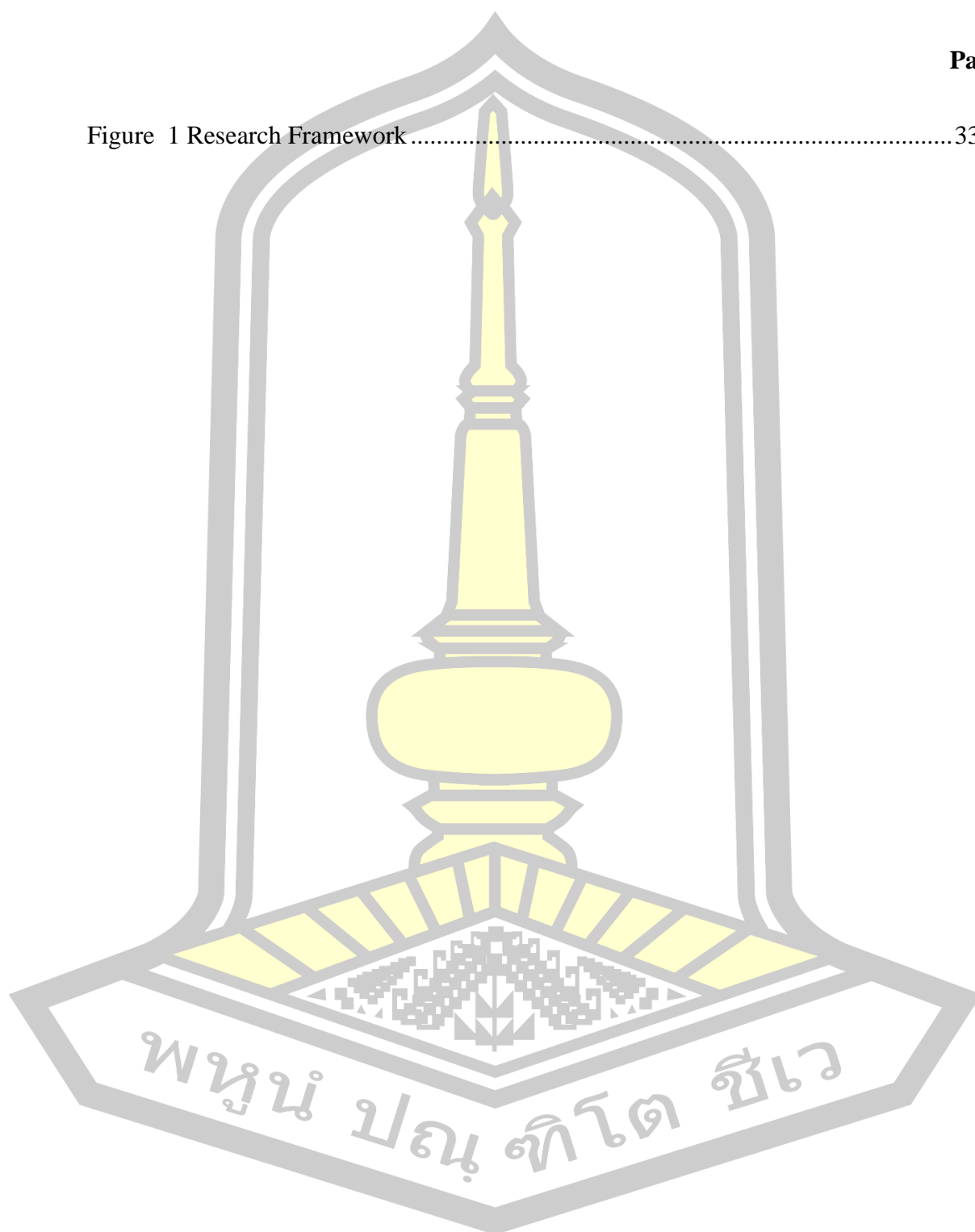
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# CHAPTER I

## INTRODUCTION

Tourism management is a conscious and purposeful social practice. In this paper, the educational concept, educational content, educational form and educational objectives in Tyler Theory are integrated with the quality of domestic undergraduate teaching in tourism management for the assessment of teaching quality.

In order to improve the undergraduate teaching quality of tourism management major in universities, since 2010, the state has provided institutional guarantee for improving the teaching quality of tourism management major through a number of policy documents. The 2010 outline of the National medium-and long-term Education Reform and Development Plan (2010-2020) affirmed the importance of improving the quality of teaching and required that the improvement of the quality of education should be carried out from the perspective of implicit development. In 2017, the Party Group of the Ministry of Education of the Communist Party of China put forward that through the improvement and quality improvement of curriculum construction in colleges and universities, the management and standardization of key links in the curriculum should be strengthened, and the teaching quality should be improved by improving the curriculum construction effect and perfecting the teaching system. The 14th five-year Plan of the National Economic and Social Development of the people's Republic of China and the outline of the long-term goal 2035 in 2021 promote the innovation of university teaching mode from the point of view of perfect top-level design of teaching quality.

The tourism management major in Guilin University of Technology was chosen as the study case of this paper. Guilin University of Technology is a typical university in south China, and locates in Guangxi Zhuang Autonomous Region, China. Most students in the university come from Guangxi. Considering that there are many universities majoring in tourism management in China, Guilin University of

Technology is finally selected in order to improve the representative of the research institutions, so as to obtain the information of the teaching quality evaluation of the institutions. Founded in 1956, Guilin University of Technology is located in Guilin City, Guangxi Province. It is the first undergraduate university in Guangxi province specializing in tourism management. Tourism management is the key and characteristic subject of this university. The training objectives of tourism management major of Guilin University of Technology are as follows: centering on the development direction of modern service industry, combining with the construction needs of "Beautiful China", continuously promoting the development of tourism higher education, and application-oriented tourism management talents with professional knowledge and innovation ability of tourism management is cultivated.

At present, the tourism management major of Guilin University of Technology is too single for the undergraduate teaching quality evaluation of tourism management, especially the organization form, subject, method and index of the teaching quality evaluation are single, and the teaching goal is different from students' perception. The main services provided by the school cannot meet the needs of students. Teaching objectives cannot be effectively implemented. Teaching quality management is not in place, students experience poor. Therefore, the tourism management major of Guilin University of Technology lacks comprehensive evaluation of curriculum objectives, assessment plans, teaching resources and students' abilities in the undergraduate teaching quality evaluation. In the establishment of specific evaluation indicators, mainly through independent evaluation and Likert scale evaluation, the subjectivity is strong, and the problems reflected are not objective enough. To sum up, it is necessary to establish an efficient and diversified teaching quality evaluation system according to the development of undergraduate teaching of tourism management major in colleges and universities, so as to realize the cross-border integration and complementarity of tourism industry development and tourism education.

## **1. Research questions**

- 1) What is the current status of the teaching quality of Tourism Management at Guilin University of Technology?
- 2) How can Tyler's educational theory be applied in Tourism Management teaching?
- 3) How can we propose targeted teaching strategies and methods based on Tyler's educational theory and the specific characteristics and teaching requirements of Tourism Management?

## **2. Research objectives**

- 1) To obtain the current status of undergraduate teaching quality in the Tourism Management major at Guilin University of Technology and identify existing issues.
- 2) To explore the application of Tyler's educational theory in the teaching of Tourism Management.
- 3) To analyze how it can be combined with the specific characteristics and teaching requirements of the Tourism Management major, and propose targeted teaching strategies and methods.

## **3. Importance of research**

The importance of this research lies in its potential to significantly impact the field of Tourism Management education. By exploring and evaluating the current teaching quality situation, this research can provide valuable insights and frameworks for improving the teaching and learning experience within the Tourism Management major.

Firstly, this research is important because it can contribute to the development of more effective teaching methods and strategies. By analyzing the application of Tyler's educational theory in Tourism Management, researchers can identify best



practices and innovative approaches that can be adopted in teaching to enhance student learning and satisfaction. This in turn can lead to better-trained and more competent graduates who are better equipped to handle the challenges and opportunities within the tourism industry.

Secondly, this research is crucial for ensuring the alignment of Tourism Management education with industry needs. By understanding the specific characteristics and teaching requirements of the Tourism Management major, researchers can identify areas where education and industry can work together to address common challenges and opportunities. This collaboration can lead to more effective curriculum development, meaningful internships, and better job placement opportunities for students, thereby enhancing their career prospects and satisfaction.

Finally, this research is important for promoting the sustainable development of the tourism industry. A well-trained workforce with up-to-date knowledge and skills is essential for the growth and competitiveness of the tourism sector. By investing in quality education and training, colleges and universities can help to build a more sustainable tourism industry that is responsive to changing market trends, consumer preferences, and environmental concerns. This in turn can contribute to the overall economic development and social well-being of a region or country.

#### **4. Scope of the study**

This study belongs to the field of higher education research. Its purpose is to evaluate the teaching quality of tourism management major in Guilin University of Technology, find problems, and propose solutions. The evaluation methods used in this study are mainly interviews and questionnaire surveys, and the questionnaire design is mainly based on Tyler's educational theory. The process used in this study is as follows:

- 1) Investigate relevant background information and basic teaching evaluation theory;

- 2) Design questionnaire surveys based on Tyler's teaching theory;
- 3) Collect and analyze data;
- 4) Propose possible solutions.

#### 4.1 Research and Development Approaches

The initial step is to pinpoint the research query and the challenges that must be overcome during the research procedure. The second step involves addressing the background that's integral to the research question. Finally, the utilization of suitable research and development techniques is essential to resolving and addressing the research query.

- 1) Defining Evaluation Objectives: Begin by specifying the objectives of the evaluation. Is it to enhance teaching quality, promote student development, or something else? This clarity will guide the evaluation process.
- 2) Developing a Scientific Evaluation System: Establish a set of evaluation indicators that are both rigorous and practical, considering various aspects like curriculum design, teaching methods, teacher qualifications, and practical training.
- 3) Adopting Multiple Evaluation Methods: Beyond traditional methods like exams and teacher evaluations, explore innovative techniques like student surveys, peer reviews, and industry feedback to gain comprehensive insights.
- 4) Timely Feedback and Continuous Improvement: Ensure that evaluation results are promptly shared and used for constructive feedback. This should lead to targeted improvements in teaching methods and practices.
- 5) Strengthening Practical Training: Since practical skills are crucial in tourism management, it's essential to invest in practical training facilities and linkages with industry to enhance the employability of students.

#### 4.2 Data collection methods

In the research on the evaluation of teaching quality for tourism management major in Guilin University of Technology, I employed a combined approach of interviews and questionnaires. This dual methodological approach aims to provide a comprehensive and rigorous evaluation of teaching quality, incorporating both qualitative and quantitative perspectives.

1) Interviews serve as a qualitative research tool, enabling in-depth exploration of teaching quality. Through interviews with teachers, students, and industry experts, insights into the various aspects of teaching are gained, including teaching methods, curriculum design, and practical training. Interviews provide valuable qualitative data that can help identify strengths, weaknesses, and areas for improvement in teaching practices.

2) Questionnaires are conducted as a quantitative research method. The questionnaires are designed to collect quantitative data on teaching quality through structured inquiries. The questionnaires aim to capture the perspectives of all stakeholders involved in tourism management education, including students, teachers, and industry partners. The collected data can be analyzed using statistical techniques to assess various indicators of teaching quality, such as student satisfaction, teaching effectiveness, and alignment with industry needs.

By combining interviews and questionnaires, this research approach enables a comprehensive evaluation of teaching quality. The qualitative data obtained through interviews provides deep insights into the underlying factors influencing teaching quality, while the quantitative data from questionnaires offers objective measures and broader perspectives. This integrated approach ensures a balanced evaluation that considers both the subjective and objective aspects of teaching quality, enabling meaningful conclusions and informed recommendations for improvement.

#### 4.3 Population and Sampling

##### 1) Population

- 21 members in Office of Academic Affairs in Guilin University of Technology
- 9 teachers in Tourism management
- 326 students in Tourism management

##### 2) Sampling

- 7 members in Office of Academic Affairs in Guilin University of Technology for interview
- 4 teachers in Tourism management for interview
- 4 students in Tourism management for interview
- 201 students in Tourism management for questionnaires

#### 4.4 Statistical analysis

Firstly, demographic statistical analysis was conducted on the data of the questionnaire. The population of the sample is known. Secondly, reliability and validity test and descriptive statistical analysis were carried out on the recovered questionnaire data. Finally, the regression analysis of dependent and independent variables was carried out.

#### 5. Outcomes

Based on the current research, the following outcomes on the undergraduate teaching evaluation of tourism management in Guilin University of Technology may be produced:

1) Understanding of Current Undergraduate Teaching Quality in Tourism Management:

Development of a detailed inventory of the current teaching practices, resources, and evaluation mechanisms in the Tourism Management major at Guilin University of Technology; Identification of strengths and weaknesses in current teaching methods, curricula, and student engagement.

## 2) Application and Integration of Tyler's Educational Theory in Tourism Management Teaching:

Analysis of Tyler's educational theory and its relevance to Tourism Management education; Examination of how Tyler's theory can be applied in Tourism Management teaching to enhance student learning and satisfaction.

## 3) Tailored Teaching Strategies and Methods for Tourism Management:

Identification of the specific characteristics and teaching requirements of Tourism Management; Integration of Tyler's theory with these characteristics to create targeted teaching strategies and methods.

## 6. Definition

### 6.1 Undergraduate teaching

The term "undergraduate" first appeared in the University order of 1912, and then the Chinese Dictionary of Education defined it as "a preparatory student." At present, undergraduate education is in the most basic position in the higher education system. The quality of undergraduate education can represent the basic quality of higher education and form a part of higher education (Rashri, 2022). The Law of the people's Republic of China on higher Education puts forward that undergraduate education should enable students to master the theory of obtaining basic professional knowledge, have basic professional practical ability, and have the ability of preliminary academic research (Yan, 2022). The education and talent training of "teaching" schools, including all kinds of study, scientific research, education, life and labor (Liu, Wang & Wen, 2022). Teaching is usually a planned activity, which has a

similar connotation and function to education, with the ultimate goal of realizing the transfer of knowledge and the educational activities carried out by the training of students' professional skills (Huang, Li & Wu, 2022). The development of school teaching activities should be based on certain moral standards and norms.

The undergraduate teaching studied in this paper refers to the theoretical education activities of the four-year undergraduate course. Students can graduate with a bachelor's degree, while the applied undergraduate course, which is mainly used in higher vocational colleges, does not belong to the research category of this paper. The undergraduate teaching activities of tourism management specialty involve two aspects, one is the imparting of basic knowledge, basic theory and basic skills of tourism management specialty, the other is the education of tourism management specialty, which aims at enabling students to master the ability to analyze and solve problems independently (Song, 2021).

## 6.2 Teaching quality

The definition of educational quality refers to the evaluation of the effect of educational level. The effect of educational quality is finally reflected in the object of participating in education, which is measured according to the goal of talent training and education in the school (Hao & Li, 2022). To improve the quality of education, we should meet the needs of society, parents and students. By investing all kinds of teaching resources, we should perfect the support of teaching quality, promote the realization of teaching objectives, and improve the satisfaction of students, parents and society with teaching (Fu, Wang & Zhu, 2022). For different teaching ideas, there will be different understandings of teaching quality, which is closely related to students' knowledge acquisition ability and values, and ultimately related to the overall teaching results (Wang, 2022). The definition of teaching quality involves process theory, effect theory and objective theory (Hong, 2022). The process theory refers to the improvement of teaching work by teachers in order to better meet the

needs of society, parents and students; the effect theory refers to the improvement of the value of education by improving the effect of teaching; the objective theory refers to the continuous improvement of students' quality and ability, the improvement of students' professional literacy in accordance with teaching objectives, the enrichment of the connotation of teaching quality and the improvement of talent training level (Li, 2021).

### 6.3 Tyler principle

#### 1) Tyler principle definition

Tyler principle, put forward by Ralph Tyler (Ralph Tyler), has become one of the basic theories of modern curriculum evaluation, and puts forward the most basic exposition of the development of modern curriculum theory, which promotes the development and progress of modern curriculum theory (William, 2017). Tyler's principle puts forward that curriculum development should be creative, strengthen students' subjective consciousness, and improve students' practical and innovative ability (Liu & Zhu, 2022). The analysis of Tyler's principle mainly includes four problems, namely, educational goal, educational experience, educational organization and educational practice (Hu, 2022).

First, set educational goals. The educational goal is the key factor that affects the teaching quality, should be based on the clear educational goal, unifies the student actual situation, the subject expert suggestion and the social development demand, unifies the existing education theory to determine the concrete educational content and the goal, clarifies the educational responsibility, thus achieves the curriculum teaching goal consciously (Liu, 2020).

Second, choose educational experience. Based on the clear educational objectives, summarize the existing experience, and choose appropriate teaching experience to promote the achievement of educational goals. However, the "learning experience" does not only refer to the content or activities of simple subjects, which



involves the role of students through cross-activities with the external environment. In order to achieve a specific goal, students should have practical behavior, and within the scope of students' ability to achieve the goal as much as possible, thus summing up the experience of learning. Tyler theory confirms the main position of educating middle school students, and suggests that teachers should improve students' ability to think and solve problems actively by means of inspiration and situational education, which is more conducive to the construction of knowledge and improve students' interest in learning.

Third, organize the experience of education. After the selection of educational experience, it is necessary to ensure the continuity, integration and order of the organization of educational work. Among them, continuity requires the completion of the statement of curriculum elements, integration requires the establishment of horizontal communication and exchange of experiences between students, and the order is that the acquisition of new experiences should be continuously deepened on the basis of the old experience (Xu & Wang, 2022).

Fourth, evaluate the education plan. Combined with the choice and organization of the previous educational experience, combined with the educational objectives, this paper tests the effectiveness of the learning experience, and can also provide a reference for teachers' teaching (Vanheeswijck, 2021). Teaching quality evaluation is based on the teaching purpose to carry out teaching evaluation, mainly in the early and late stage of teaching work, through which we can understand the overall effectiveness of teaching.

## 2) Analysis on the coincidence between Tyler's principle and undergraduate Teaching of Tourism Management Specialty

The research in this paper is the research on the evaluation of undergraduate teaching quality of tourism management specialty, and draws lessons from Tyler's



principle, which not only accords with the modern educational concept, but also meets the needs of tourism management teaching, including three aspects:

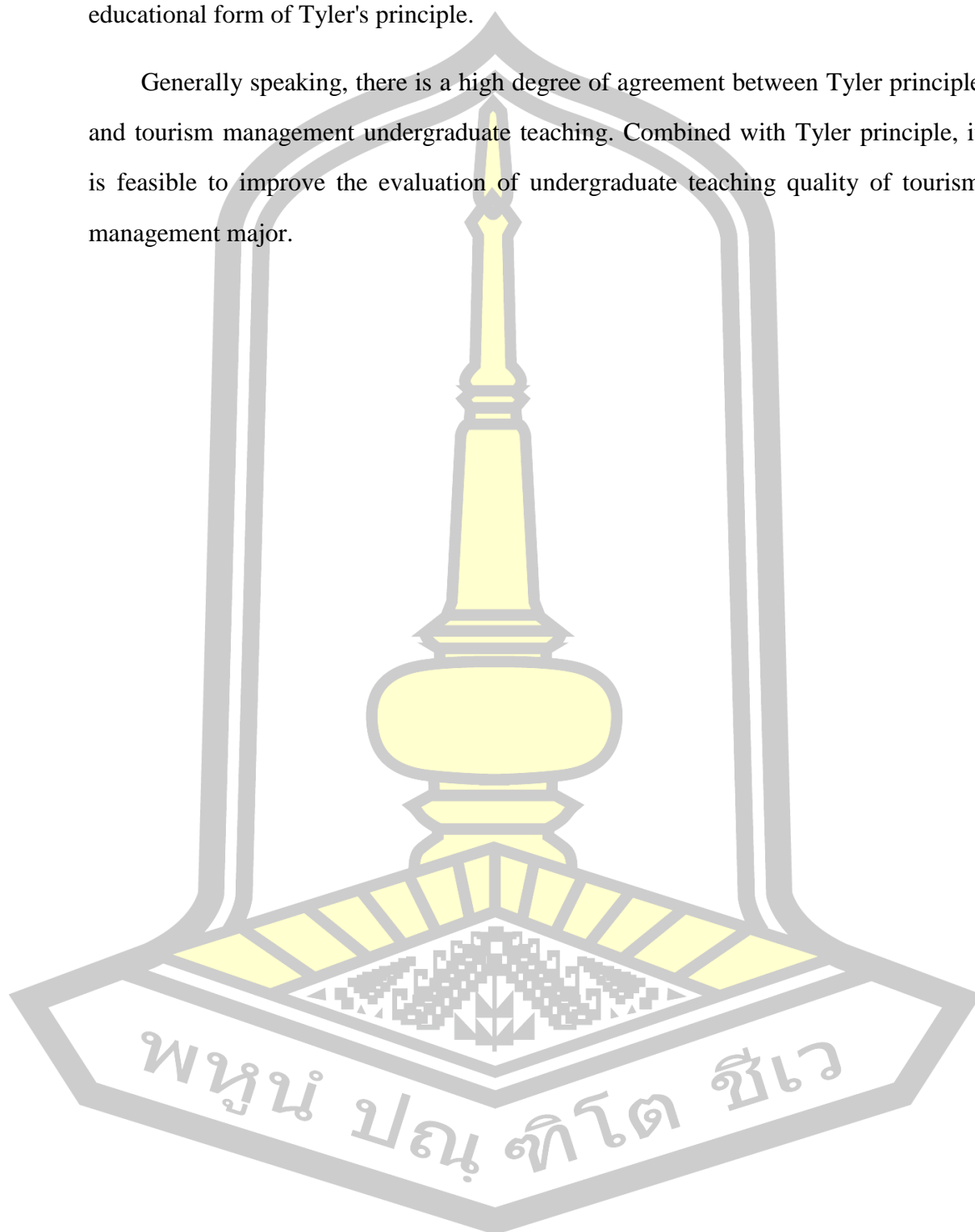
First, the educational concept fits in with each other. Tyler principle advocates to improve the quality of teaching from four angles: educational goal, educational experience, educational organization and educational practice, affirm the main position of teaching students, and encourage the improvement of students' professional and practical ability through the improvement of environment and the innovation of educational methods. However, there are obvious interdisciplinary characteristics in the undergraduate teaching of tourism management specialty, and the cultivation of tourism management undergraduate talents is more inclined to the cultivation of compound talents, and requires talents to have higher practical and innovative ability, which is consistent with the educational concept of Tyler's principle.

Second, the content of education coincides with each other. Tyler principle puts forward that we should pay attention to the accumulation of educational learning experience, encourage students to take an active part in practice, and promote the achievement of educational goals. The course content of undergraduate teaching of tourism management major involves pedagogy, tourism science, psychology, statistics and other disciplines. Tourism management also needs to improve its own ability through practice, which is consistent with the educational content of Tyler's principle.

Third, the form of education coincides with each other. Tyler principle advocates the combination of educational experience and educational organization to improve students' practical ability and promote the realization of educational goals. Tyler principle encourages teachers to carry out teaching through guidance. Tourism management major also attaches great importance to practical application, hoping to change the traditional simple theory of education methods, and improve students'

ability to think and solve problems independently, which is consistent with the educational form of Tyler's principle.

Generally speaking, there is a high degree of agreement between Tyler principle and tourism management undergraduate teaching. Combined with Tyler principle, it is feasible to improve the evaluation of undergraduate teaching quality of tourism management major.



## CHAPTER II

### LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter presents a comprehensive overview of the existing literature pertinent to the evaluation of teaching quality in Tourism Management. It delves into the background of teaching quality evaluation in this major, examining how it has evolved and gained significance in recent years. Furthermore, this chapter reviews related research studies conducted in the field, highlighting their key findings and contributions to the current understanding of teaching quality in Tourism Management. In addition, it explores various theories that underpin the evaluation of teaching quality, providing a conceptual framework for analyzing and interpreting the available data. Finally, this chapter introduces the basic conceptual framework of evaluation of teaching quality, which serves as a foundation for the subsequent chapters of this thesis. By synthesizing and analyzing the existing literature, this chapter aims to establish a clear understanding of the current state of knowledge in this area and identify gaps that this research seeks to address. The literature analysis will be carried out from 4 aspects as follows:

1. Background of Teaching Quality Evaluation in Tourism Management Major
2. Related Researches
3. Related theories
4. Basic conceptual framework of evaluation of teaching quality

#### **1. Background of Teaching Quality Evaluation in Tourism Management Major**

The development of social economy has promoted the progress of the tourism industry, at the same time, the demand for tourism professionals has also increased further, but the actual situation is that the university tourism management major is out of touch with the actual tourism industry talent demand. Therefore, it is necessary to seriously examine the teaching quality of undergraduate students majoring in tourism management, and focus on improving the teaching quality evaluation system. The university tourism management specialty officially came into being in 1978, and

there are four different stages of development: exploration, scale, standard and connotation. The good development trend of tourism industry promotes the continuous improvement of the quality of university tourism management specialty, especially in the direction of intelligence, internationalization and systematization. When the teaching quality evaluation is applied to the tourism management specialty, the teaching situation of the university tourism management specialty can be evaluated scientifically, the problems existing in the education quality can be clearly fed back, the teaching supervision can be improved, the direction of teaching quality improvement can be clarified, and the improvement of the undergraduate teaching quality of the university tourism management specialty can be strengthened according to the problems reflected in the evaluation.

Based on the daily routine inspection, combined with the random teaching order inspection "X", the "3+X" teaching quality evaluation system is constructed. Based on the teaching evaluation system of tourism management major courses, the teaching feedback mechanism is constructed according to the education satisfaction of students and the quality of graduates. At the same time, the university undergraduate student teaching management has been implemented. New teachers of tourism specialty and new students' teaching curriculum are paid attention to. Finally, the professional teaching quality evaluation report was formed, and the undergraduate teaching quality of tourism management major was continuously improved. This paper deeply investigates and analyzes the teaching quality evaluation of tourism management major in Guilin University of Technology. In order to improve the teaching quality evaluation of characteristic colleges and universities of tourism management, favorable practical experience is provided.

## 2. Related Researches

### 2.1 Domestic research

#### *2.1.1 Research on teaching quality Evaluation*

Zhao & Cui (2022), based on the undergraduate teaching work, constructs a "four-dimensional" evaluation system for teaching quality evaluation, which involves four aspects: the influence of the school on students' learning, the influence of teachers on students' learning, the input of students' learning and the effect of students' learning. Yu, Li & Ding (2021) put forward that the education departments co-organize the evaluation of the quality of university education, but the participation of social intermediaries, parents and students in higher education is not high. Relying only on the single evaluation of the government, it is impossible to comprehensively evaluate the quality of undergraduate teaching. Liu (2021) believes that the evaluation of teaching in the United States should be based on the activities of teachers and students and the interaction between the two sides, so as to excavate the value of teaching in China and improve the evaluation of diagnostic undergraduate teaching. Liu & Xia (2021) determined the main body, content, form and goal of teaching quality evaluation, and made it clear that the main body of teaching quality evaluation included educators themselves and educational objects, as well as other educational subjects affected. Liu, Wu & Jia, (2021) put forward that the evaluation of undergraduate teaching quality should be based on the idea of "people-oriented", combine the law of talent growth, improve the teaching quality and improve the talent training mechanism.

#### *2.1.2 Research status of teaching quality Evaluation methods*

Fu & Li (2021) made clear the specific methods of teaching quality evaluation for undergraduate ethnology major, including questionnaire survey method, interview method, observation method and so on. Through the application of many methods, we can understand students' true views on teaching work, complete the collection of data and improve the teaching quality. Zhou, Yu & Li (2021) drew lessons from the STEM teaching quality monitoring theory, improved the implementation goals and

indicators, including 3 large indicators, 11 small indicators, 21 observation indicators, which provided the basis for the establishment of undergraduate teaching quality evaluation and monitoring indicators. Wang & Li (2021) combined with UTOP evaluation tools and STEM teaching theory, based on the teaching structure, teaching environment, students' performance and teaching content, constructed four major indicators, and derived 22 small indicators. Qi, Guo & Huang (2021) using comparative research method, combined with the existing literature research results, combined with the excellent content of undergraduate teaching quality evaluation system in developed countries in Europe and the United States, as the basis for the improvement of undergraduate teaching quality evaluation specialty and the diversity of methods in China. Zheng (2021) combined with the teaching work of undergraduate computer major, carried out the questionnaire of teaching quality evaluation, used matrix judgment method, analytic hierarchy process (AHP) and so on, combined with the collected teaching quality evaluation data for analysis.

### *2.1.3 Research status of teaching quality Evaluation criteria system*

Liu, Huang & Feng (2021) put forward that the main factors affecting the quality of undergraduate teaching relate to the quality of students, the level of teachers, the situation of academic communication, the degree of subject construction and so on. These factors can be used as the first-level indicators for the evaluation of undergraduate teaching quality, and the indexes are calculated by AHP. Leng (2021) thinks that the evaluation of undergraduate teaching quality should continuously improve the quality of education, highlight the characteristics of running undergraduate colleges and universities, based on the concept of sustainable development, and continuously improve the teaching quality. Wang (2021) studied the influence of teachers, ideas, software and hardware facilities and quality monitoring degree on the quality of undergraduate teaching, and set it as the basis for the setting of teaching quality system.

#### *2.1.4 Research status of Tyler's Educational Theory Application*

Wena & Wang (2022) use Tyler's principle to carry out teaching discussion, and determine the objectives of teaching around students' learning experience, expert research results and social development. Wang (2005) used Tyler principle to determine the course teaching method and process of undergraduate teaching, and determined the content of curriculum experiment according to the specific situation of the school. Liu (2022) put forward that Tyler principle involves the design and development of curriculum, thus constructing the curriculum evaluation system. Hua (2019) believes that Tyler's theory has changed the traditional educational behavior model, improved people's educational ideas and attitudes, and can train more talents who meet the needs of modern development.

### *2.2 Foreign research*

#### *2.2.1 Research on teaching quality Evaluation*

Pearson, Blundell & Gordon (2022) put forward that the United States, from the perspective of college students in the 20th century, carried out performance evaluation for teachers, constructed a "student-oriented" teaching quality evaluation system, and gradually developed into the characteristics of undergraduate teaching management in the United States. Franklin, Faulkner & Ford-Baxter (2021) compares and analyzes the evaluation system of university teaching quality in the United States and the United Kingdom, and holds that there are some similarities between the two systems, but the evaluation of teaching quality in the United Kingdom is more based on the internal quality assurance and is the responsibility of the college. Mora, Beltán & Restrepo (2021) thought the core task of undergraduate education is teaching. Teachers should actively improve and improve the teaching quality and promote the sustainable development of undergraduate education.

#### *2.2.2 Research status of teaching quality Evaluation methods*

McGuire B (2021) affirmed the subjective position of the students in the teaching evaluation system, combined with the students' feedback on the network data



and the system, and analyzed it with the teaching method of Buddhist undergraduate and multiple regression analysis. Du, Duan & Zhang, (2021) make a fuzzy comprehensive evaluation of the teaching quality of XBL+M teaching model in clinical medicine undergraduate teaching, construct the evaluation system and model of teaching quality, and complete the effective prediction and evaluation of English teaching quality in a convenient way. Salava & Isoherranen (2021) analyzes the relationship between the data of teaching quality evaluation by introducing association algorithm, which can be used as the basis for the improvement of teaching quality evaluation and the guidance of teaching quality evaluation to teaching work. Ali & Sichel (2021) constructs a classified model of psychology undergraduate teaching quality by means of unstructured data acquisition and analytic hierarchy process (AHP), and realizes the fusion of teaching quality evaluation and big data analysis. Armstrong, O'Brien & Weir (2021) combined with big data's knowledge and the background of COVID- 19 epidemic situation, evaluated the growth and trend of learners at different granularity levels, so as to improve the efficiency of undergraduate teaching and the method of undergraduate teaching. Das, Verma & Sharma (2021) analyzes and innovates the evaluation of undergraduate teaching quality through cloud computing and big data's method. Taylor, Dyer & Al (2021) deeply analyzes the function and significance of undergraduate teaching quality evaluation, and probes into how to improve the monitoring and evaluation of teaching quality through the application of big data. Mazna, Maryam & Jigar (2021) is based on big data, a professional preparation for UAE college students, to study the evaluation and monitoring of teaching quality of UAE college students, and to explore big data's role in promoting the evaluation of teaching quality of UAE college students. Chang, Mahmudzade & Hussain (2021) combined with the development of British college students, using the weighted average method, combined with the "excellent teaching framework" to carry out practical teaching operation, and established three major dimensions and six small indicators, to determine the evaluation level of teaching quality in colleges and universities.



### *2.2.3 Research status of teaching quality Evaluation criteria system*

Sallehuddin, Tan & Blundell (2021) put forward the establishment of evaluation indexes for the teaching quality of medical undergraduate students in Malaysia, to increase the teaching status of teachers themselves, to put forward that teachers' ability to accept new things, the openness of teachers' ideas, the degree of teachers' personal charm and patience, and so on, all of which ultimately affect the overall quality of teaching. Sadeghian, Kim & Penn (2021) combined with the theme, goal, activity, curriculum and guidance evaluation of undergraduate teaching, determined the main standards and basis of undergraduate online course teaching evaluation. Based on the theory of constructivism, Chen (2022) puts forward that the evaluation of undergraduate teaching quality should be carried out in combination with relevant models and concepts, and the shortcomings should be revised and improved continuously.

### *2.2.4 Research status of Tyler's Educational Theory Application*

Combined with Tyler's theory and basic principle, Lyndsay (2016) probes into the teaching objectives of undergraduate colleges and universities, as well as the specific experience needed. It puts forward its own views on how to carry out teaching work, accumulate necessary teaching experience, and how to realize them, and summarizes them into four steps: goal determination, experience acquisition, experience selection and result evaluation, which becomes the framework and basis of curriculum development and construction. Fietz D (2021) carries on the study test based on Tyler principle, and unifies the result of the student test, improves the teaching plan and the curriculum arrangement. Victor & Judith (2011) combines the teaching situation of philosophy major and psychology major in undergraduate colleges and universities, and puts forward that through the utilization of Tyler's principle, the feasible teaching goal can be determined and a reasonable time stage plan should be set.

### 2.3 Summary of literature

Combined with the literature research status of teaching quality evaluation and Tyler's educational theory application, the existing research results mainly focus on the main body of teaching quality evaluation, evaluation methods, index system and the application of Tyler theory, and there are the following characteristics in the perspective, method, content and focus of the research:

**Research perspective:** The research perspective of teaching quality assessment includes schools, students, society, teachers and parents, and also involves educational psychology, management, statistics and other angles, but there is no analysis combined with students' expectations and perception, and there is a lack of clarity on the subject status of students in teaching work.

**Research methods:** Scholars have realized the combination of qualitative analysis and quantitative analysis for the research methods of teaching quality evaluation, and actively explored the application of new research methods, but this has also led to the development of teaching quality assessment, neglecting the attention to the original factors, and cannot be combined with the characteristics of tourism management major.

**Research content:** The research content of teaching quality evaluation is more focused on the improvement and improvement of teaching quality itself, the targeted research content of tourism management specialty teaching quality is less, and in the index selection, it cannot have a better innovation to the traditional index weight.

**Focus of the study:** Scholars outside China mainly carry out analysis through quantitative research, while Chinese scholars tend to combine theoretical and quantitative analysis. Although they all involve the construction and analysis of the scale, many researchers do not know the original intention of the scale.

Generally speaking, the existing researches mainly focus on perspective, method and content. However, the analysis based on "student-centered" is lacking. In addition,

the construction of teaching evaluation system is insufficient; the quality of teaching cannot be improved. At present, the research on the teaching quality assessment of undergraduate tourism management cannot combine the perception and expectation of students. In teaching, the interaction between teachers and students is insufficient. For teachers, due to the lack of understanding of curriculum evaluation, they cannot give effective guidance to curriculum evaluation, which is not conducive to the improvement of teaching quality. Based on this, in order to improve the teaching quality of undergraduate tourism management and improve the teaching evaluation, the purpose and dimension of the evaluation need to be clarified. The model is built, and existing problems are identified and improved. In this paper, combining with Tyler's theory, the countermeasures for the improvement of tourism management undergraduate teaching quality evaluation are put forward. In the original theory, the teaching evaluation is improved, the curriculum system is innovated, and therefore, the development of teaching modernization is promoted.

### **3. Relevant theories**

#### **3.1 Tyler's principle**

Tyler Theory, proposed by Ralph Tyler, has now become one of the basic theories of modern curriculum evaluation and presents the most basic elaboration of the development of modern curriculum theory. Ralph Tyler is a famous American educationalist, curriculum theory expert, and evaluation theory expert. He is an important founder of modern curriculum theory and a master of scientific curriculum development theory. Tyler is known as "the father of contemporary educational evaluation" and "the father of modern curriculum theory" because of his outstanding contribution to educational evaluation theory and curriculum theory. The Basic Principles of Curriculum and Teaching, published by him in 1949, is known as "the Bible of modern curriculum theory". The "Tyler Theory" put forward by him is recognized as the most perfect, concise and clear exposition of curriculum development principle, reaching a new historical stage in the development of scientific curriculum development theory.

This paper mainly studies the undergraduate teaching quality assessment of tourism management, based on Tyler principle. This principle is not only in line with the modern educational concept, but also in line with the needs of tourism management teaching, including three aspects:

First, the education concept is compatible. Tyler's principle holds that the quality of teaching should be improved from four perspectives: educational objective, educational experience, educational organization and educational practice. Students are the main body in teaching, and the improvement of the environment and the innovation of educational methods are encouraged. Students' professional ability and practical ability are improved. However, the undergraduate teaching of tourism management major has obvious interdisciplinary characteristics. The cultivation of undergraduate talents of tourism management is more inclined to compound talents. Students should have high ability of practice and innovation, which is consistent with the educational concept of Tyler's principle.

Second, the education content fits. Tyler's principle proposes that we should pay attention to the accumulation of educational learning experience, encourage students to actively participate in practice, and promote the attainment of educational goals. The undergraduate course content of tourism management major involves pedagogy, tourism, psychology, statistics and other disciplines. The syllabus of tourism management major includes main courses and main intensive practical teaching links. The main courses include: professional basic courses and professional core courses. Basic courses include: Principles of Management, Principles of economics, Principles of Accounting, Introduction to Tourism, Tourism Hospitality, Tourism Consumer behavior, tourism destination Management, Introduction to Smart Tourism, Tourism and Hotel Marketing (bilingual), etc. Professional core courses include: Tourism Economics, Tourism laws and regulations, tourism planning and development, tourism research methods, Introduction to hotel management, Scenic area Management, Travel agency management, ethnic tourism theory and practice, cultural

industry management, cultural creativity and tourism planning practice, ethnic tourism development and management, data mining and tourism big data analysis, tourism project investment and management, tourism e-commerce, etc. The main intensive practice teaching links include: professional cognition practice, tourism management comprehensive practice, production practice, graduation thesis (design), graduation practice. A curriculum outline of 2,800 class hours was set up. Compulsory course duration: 1792 class hours. Elective course duration: 448 class hours. Practical course hours: 880 class hours.

Third, the forms of education fit. Tyler principle advocates the combination of educational experience and educational organization to improve students' practical ability and promote the realization of educational goals. The Tyler principle encourages teachers to teach by means of guidance. Diversified teaching work has been carried out and the rationalization of teaching process has been improved. The major of tourism management also attaches great importance to practical application, hoping to change the traditional education method of pure theory, and diversified teaching methods have been increased.

Fourth, educational goals fit together. Tyler's educational goals are combined with key elements in teaching. Such as social development need, the actual situation of students and so on. Teaching objectives are formulated. The undergraduate courses of tourism management major are also determined according to the needs of social development of the industry. And integrate with multiple disciplines. Thus better society needs better tourism management professionals are cultivated. This is consistent with the educational goal of Tyler's principle.

In general, there is a high degree of fit between Tyler Principle and undergraduate teaching of tourism management. Based on Tyler principle, the evaluation of undergraduate teaching quality of tourism management has been improved and is feasible.

### 3.2 Relevant theories about independent variable

#### 3.2.1 *Teaching Environment: constructivism Theory*

Constructivism belongs to a branch of cognitive psychology, a method of individual thinking and cognition of the world, and is influenced by assimilation, balance and obedience (Kesler, Shamir & Blau, 2022). Among them, assimilation refers to the individual after being stimulated by the outside world, filter the input and integrate it with himself; balance refers to the equilibrium state of individual cognitive development through self-regulation; Shunhua refers to the individual to realize the reconstruction of the situational process through the adjustment of his own interior, so as to better adapt to the external environment. The core content of constructivism theory is to take students as the center and encourage students to take the initiative to discover and explore new knowledge (Bowser, Joseph & Crothers, 2022). While the development of contemporary information technology is maturing, the learning environment of students also continues to improve, which promotes the reform of teaching guiding ideology.

Constructivism refers to the students to achieve the purpose of learning through the cooperation and communication with others, the use of information and the specific learning situation (Silva, 2022). The construction of the main learning environment is composed of four contents: situation, communication, cooperation and meaning. Among them, situation refers to the construction of teaching design conducive to learning; communication refers to the realization of cooperative learning and exchange, information sharing and promotion of learning progress by discussing the goals of school group members; cooperation refers to the effective writing between teachers and students, the improvement of data collection and analysis, the improvement of hypothesis verification, and the improvement of teaching effect (Aylward & Cronjé, 2022). Meaning refers to the discussion of the internal laws and relations between students and things based on the nature of things and the law of development.



Constructivism puts forward that students' learning is influenced by "situation". Students need to combine their existing knowledge structure, actively learn new knowledge, and reorganize and transform their knowledge to realize the connection of new knowledge (Li, 2022). Through communication with teachers, students can deepen their understanding of knowledge, establish effective communication and activities between teachers and students, and strengthen the level of knowledge sharing among groups (Umida, Shoxrux & Mahzuna, 2021). In undergraduate colleges and universities, students can choose suitable materials and tools, such as multimedia, audio-visual, books and so on, to achieve the goal of learning, but also to obtain the help of teachers, students can also carry out mutual support and cooperation (Dan, Yao & Xichen, 2022). Therefore, the learning environment of undergraduate colleges and universities is very effective for the study of college students. At the same time, it can strengthen the acquisition and utilization of information resources. As the main body of cognition, students realize the ultimate goal of learning, perfect the teaching design and strengthen the construction of situation.

### *3.2.2 Curriculum Construction: Objective Theory*

There is often a problem of unsynchronized and uncoordinated between teachers' teaching goals and students' learning goals. The objective theory was first put forward by Herbert Spencer (Spencer) in 1860 to form the objective theory of educational planning (Gao, 2022). After that, Tyler deepened the teaching idea and curriculum design combined with the teaching goal, and required to clarify the teaching goal, the learning experience to achieve the teaching goal, the organization design to achieve the teaching goal and the evaluation of the teaching process, etc (Daniels, Chazan & Pelletier, 2022). On this basis, John Archibald Wheeler (Wheeler) further constructs the goal model of curriculum education on the basis of Tyler's theory (Wang, 2021). On the basis of defining the orientation of educational and teaching achievements, the theory of educational objectives is perfect and classified, and the educational

objectives oriented by results are established (Shyamalapasanna, Velnath & Pousia, 2021).

### *3.2.3 Teaching Organization: the Theory of proficient Learning*

The theory of proficient learning was put forward by Benjamin Bloom (Blum) and John B. Carroll (Carol). It includes two aspects: remedial teaching strategy and the relationship between learning time and achievement. Through teaching fragmentation, students can achieve their learning goals (Kendra & Sarah, 2021). It is determined that each student can learn at his or her own pace Based on the theory of sophisticated learning, we can promote the realization of teaching purpose, so first of all, we should make clear the teaching objectives, and carry out circular teaching and remedial teaching in the teaching work, so that all students can achieve the goal of learning (Bradley, Lindquist & Jones, 2021).

### *3.2.4 Implementation effect: the Theory of Literacy based Education*

In 1960, the American school of education developed the theory of literacy-based education. People began to think that school education should make clear the orientation of students, and continuously improve the ability of school teaching based on the improvement of educational model (Zhang, 2021a). On the basis of perfecting the goal and achievement, the theory of literacy-based education should continuously improve the evaluation means of teaching quality and integrate educational resources (Du, 2022). To promote the realization of the goal of education belongs to a kind of result-oriented education (Zhang, 2019).

### *3.2.5 Teaching support: the Theory of Total quality Management*

Total quality management (TQM) is an effective quality management method, which was first put forward by Hugh Hart in 1920, and then gradually popularized and developed, and formed a sound TQM theory in 1960. The theory of total quality management has been first applied in the field of business administration, and has been gradually extended to other service industries. It has become one of the main theories of enterprise quality management (Zhang, 2021b). The theory of total quality



management involves quality system, quality control, quality policy, quality assurance, quality evaluation and so on. On the basis of market research, it perfects product development and manufacturing business, improves after-sales service level, and realizes the quality management of the whole series and staff (Zuo, 2021).

The theory of total quality management is to realize the whole process quality management of the whole staff on the basis of combining the needs of customers and focusing on the quality as the core. Improve the model of total quality management through the use of limited resources (Li, 2020). The application of total quality management theory to the field of higher education was about 1980, which played a good role in the improvement of the quality of higher education (Hu & Fang, 2021). The development of total quality management in higher education can improve the quality of teaching, improve the teaching system and change the concept of teaching. The theory of total quality management strengthens the guarantee of teaching quality and continuously improves the mechanism of teaching management (Sun & Ma, 2021). The theory of total quality management constructs a perfect quality assurance system for higher education, which involves the command system of teaching quality, the information collection system, the evaluation and diagnosis system, the information feedback system and the guarantee support system (Wang, 2021).

At present, for most undergraduate colleges and universities, there is convergence in the establishment of teaching objectives and student training objectives. As undergraduate colleges and universities, in order to improve teaching quality, it is necessary to change the traditional teaching concept, formulate reasonable quality development goals, improve the diversified characteristics of education, and improve the talent training mechanism (Sun, 2021).

#### **4. Basic conceptual framework of evaluation of teaching quality**

##### **4.1 Dependent variables: overall satisfaction with teaching quality**

Teaching quality is the analysis of teaching effect, the degree to which students acquire professional knowledge and ability in a specific environment and the

realization of educational goals (Hu & Yuan, 2022). The Dictionary of Education points out that the teaching quality is based on the realization of the teaching goal and realizes the satisfaction of the teaching results, so it is necessary to improve the matching degree between the talent ability and the needs of the industry support (Tang, Liang & Xie, 2022).

The concept of teaching quality evaluation came into being in 1925 in the United States, which was first aimed at teachers, and then the evaluation mechanism of students was introduced. Under the development of modern teaching, the teaching quality has been continuously improved, and there are also complex teaching quality factors in the evaluation subject (He, Xiong & Li, 2022). Teaching quality evaluation refers to the value judgment method with teaching attribute, which usually exists in the specific teaching situation, and continuously perfects and improves the teaching activities in combination with the specific evaluation standards, and makes a scientific judgment on its value (Liu & He 2022). The final foothold of teaching quality evaluation lies in the level of vocational ability, the mastery of professional knowledge and the degree of physical and mental health of students. According to the fixed standards and judgments, the quantitative characteristics of teaching evaluation results are improved, and the scientific value judgment is carried out (Zhu, Li & Chen, 2022).

The process of teaching quality evaluation itself is quite complex. In the process of evaluation, we should ensure the comprehensiveness of the evaluation content, and constantly improve the professionalism of the teaching content, and carry out continuous and multiple teaching quality evaluation (Li, Liu & Zheng, 2022). To implement the people- oriented concept and improve the physical and mental health development of teachers and students. At the same time, we should be aware of the openness of teaching quality evaluation itself, enrich teaching activities and improve the flexibility of teaching activities (Wu & Chen, 2022).

## 4.2 Independent variable

### 4.2.1 *Teaching environment*

Teaching is the core work of the school, there are many influencing factors, in which the teaching environment refers to the carrier of various teaching activities, and affects the material and spiritual conditions of the learning of teachers and students (Donlon, Conroy & Doyle, 2022). The optimization of teaching environment and the improvement of teaching atmosphere can improve the efficiency of teaching, provide a better space environment for students to learn, and ultimately affect the quality of teaching (Tan, 2022). Therefore, the school needs to combine its own teaching resources and subject characteristics, reasonable arrangement of teaching work, improve the teaching space. In the process of interacting with students, teachers should reasonably guide students to carry out teaching guidance and establish a good learning atmosphere and emotional environment (Yang & Du, 2021). It is necessary to improve the initiative of students to participate in teaching activities and to ensure the ease, justice and harmony of teaching activities (Wang, Huang & Li, 2021).

### 4.2.2 *Curriculum construction*

Curriculum construction refers to in order to ensure the smooth development of teaching activities, teachers and students should actively innovate teaching activities, improve the basis of curriculum development, strengthen personnel training and construction, and ultimately improve the quality of teaching (Guo & Nie, 2022). For curriculum construction, we should pay attention to the determination of curriculum objectives, clarify the content and trend of curriculum design, determine the curriculum objectives of tourism management specialty, improve students' practical ability, and strengthen interdisciplinary integration and innovation ability (Li, 2022). Based on the implementation and continuous standardization of curriculum objectives, the basic courses and general courses should be set up in a reasonable proportion while the professional courses are improved, so as to appropriately increase the opportunities for students to participate in practice (Wang, Bei & Tang, 2022). Curriculum design usually has clear regional advantages and strict standards, so the

curriculum of tourism management specialty should be closely related to the development of the times (Yu, 2022).

#### *4.2.3 Teaching organization*

Teaching organization activities involve all kinds of work in the process of teaching activities, including organization, program, goal setting and so on. In order to determine the teaching objectives of undergraduate teaching of tourism management specialty, it is necessary to formulate reasonably around the development of tourism industry in combination with the subject framework (Huang, 2022). Combined with the teaching objectives and the specific situation of the students, the organization that can improve the students' willingness to learn actively is formulated. In the process of teaching, teachers should be aware of the interdisciplinary attributes of tourism management specialty itself, strengthen the cross-interaction with other disciplines and professional knowledge, so that students can better master professional knowledge and skills, and improve their ability to analyze and solve problems (Qian, 2022a). Teachers should formulate flexible teaching methods, balance the proportion of theoretical teaching and practical teaching through reasonable teaching strategies, perfect cooperative teaching methods, and improve students' initiative to participate in teaching activities (Jiang, 2022).

#### *4.2.4 Implementation effect*

After the end of teaching work, students' knowledge reserve, moral literacy and practical ability will be improved to a certain extent. Therefore, the evaluation and measurement of teaching implementation effect should be carried out in combination with students' training plan and objectives, combined with the specific situation of students to formulate teaching plans and objectives, and improve the assessment plan (Qian, 2022b). And make clear the results of the assessment. The country attaches great importance to the improvement of the skills and professional knowledge of undergraduate students majoring in tourism management, and hopes to train more interdisciplinary compound talents (Qi & Du, 2022). In addition, the employment rate,

transition rate, industry development, scientific research level, retention rate and so on, can be used as the basis for the evaluation of teaching quality.

#### *4.2.5 Teaching support*

Teaching support is to provide relevant guarantees according to teaching activities (Zhao, 2022). Teaching support is based on teaching activities, standardizing software and hardware teaching resources and improving the quality of teaching activities (Wang, 2022). Complete teaching resources can meet the needs of diversified teaching scenarios, improve the application of undergraduate teaching in tourism management, and provide more practical opportunities for undergraduate students majoring in tourism management (Li, Wen & Gao, 2022). Undergraduate colleges and universities should not only provide students with normal teaching activities, but also provide students with more social practice and internship opportunities, such as lectures, knowledge and skills competitions and so on (Collie, 2022). Colleges and universities should also improve the teaching staff, improve teachers' teaching skills, improve teaching methods, and improve the overall ability and innovation of teachers' team (Yang & Wu, 2022). With the rapid development of tourism industry and the rapid change of tourism situation in the post-epidemic era, the overall level of teachers majoring in tourism management needs to be continuously improved, so as to train more excellent compound talents (Karen, Danielle & Santiago, 2022).

#### *4.3 Relationship between variables*

The evaluation of teaching quality should be carried out on the basis of specific quality. With the rapid development of the social industry, the theory of educational evaluation also continues to develop and deepen, and also continues to update the teaching quality Ping Aji index and system. The evaluation system of teaching quality has the characteristics of objectivity, practicability, times and science. Combined with the needs of teaching quality evaluation, it needs to be carried out from five angles: teaching environment, curriculum construction, teaching organization,

implementation effect and teaching support, and there are also different theoretical. Specifically, the teaching environment is constructivism theory, the curriculum construction is the objective theory, the teaching organization is the proficient learning theory, the implantation effect is the literacy-based education theory, and the teaching support is the total quality management theory. Based on the support of various theories, the measurement and analysis of different indicators are realized, and the overall evaluation results of teaching quality are finally obtained.

The development of teaching quality evaluation should be supported by the specific teaching internal and external environment. The external environment needs to provide a superior teaching environment, improve the curriculum construction, accumulate teaching experience, constantly improve the teaching organization work, implement various rules and regulations, determine the effect of implementation, the development of teaching activities should also be supported and guaranteed by all aspects, in order to ensure the smooth development of teaching work. The framework is shown in Figure 1, which includes the related theories, process and outcomes in this research.

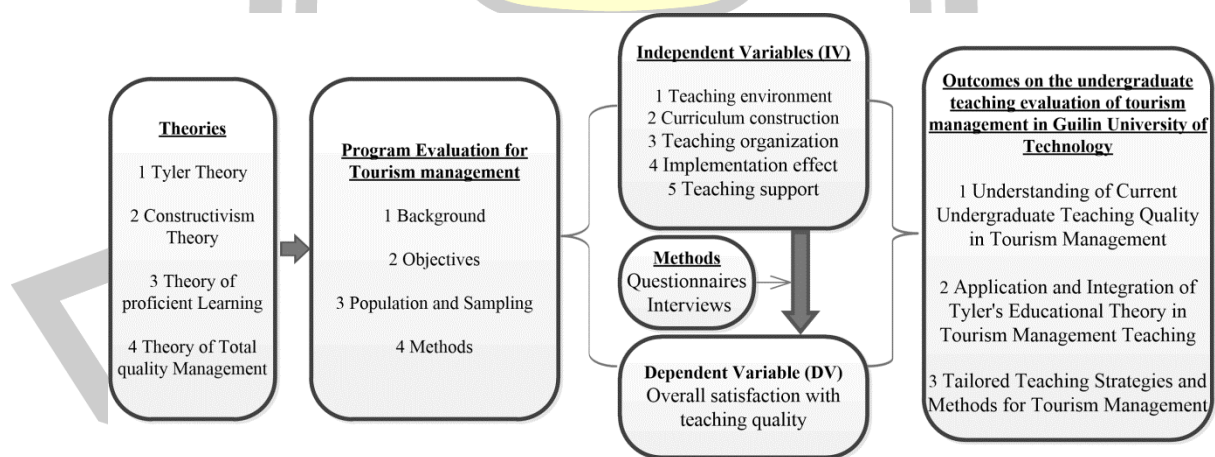


Figure 1 Research Framework



## CHAPTER III

### RESEARCH METHODS

Utilizing Tyler's education theory as a foundation, a combined approach incorporating qualitative methods (through interviews) and quantitative techniques (via questionnaires) was employed to assess the caliber of teaching in the tourism management major at Guilin University of Technology. The purpose is to identify existing issues and propose targeted teaching strategies and methods. This operation of the study is as follows:

- 1 Population and sample
- 2 Research Instruments
- 3 Data Collection
- 4 Data analysis

#### 1. Population and sample

The questionnaire survey was conducted through the platform of Wenjuanxing, with the help of QR code scanning and link to complete the reading and filling. A total of 206 questionnaires were distributed, 202 questionnaires were collected, and the questionnaires with missing items and low authenticity were eliminated, resulting in 201 valid questionnaires, with an effective rate of 97.57%.

The demographic sampling statistics were conducted for the basic information of the samples from the 201 questionnaires returned, including gender, talent type, major course grades, and post-graduation plans. The resulting demographic sampling statistics are shown in Tables 1, 2, 3, and 4.

Table 1 Gender statistics of the sample

| Item   | Category | Frequency | Percentage (%) |
|--------|----------|-----------|----------------|
| Gender | Male     | 110       | 54.7           |
|        | Female   | 91        | 45.3           |



Combined with the gender statistics of the sample in Table 1, the number of male participants in the questionnaire was 110, accounting for 54.7%, and the number of female participants in the questionnaire was 91, accounting for 45.3%, with a relatively balanced number of male and female samples.

Table 2 Sample talent type statistics

| Item        | Category                   | Frequency | Percentage (%) |
|-------------|----------------------------|-----------|----------------|
| talent type | Inter-disciplinary talents | 75        | 37.3           |
|             | Applied talents            | 47        | 23.4           |
|             | Research-oriented talents  | 48        | 23.9           |
|             | Skilled talents            | 31        | 15.4           |

Combined with the statistics of sample talent types in Table 2, the number of composite talents is the largest, 75 people, accounting for 37.3%, followed by application talents and research talents, with 47 and 48 people respectively, accounting for 23.4% and 23.9% respectively. The number of skilled talents is 31, accounting for 15.4%. Students prefer to be inter-disciplinary talents with the largest number of students, and there are also demands for applied talents, research-oriented talents and skilled talents.

Table 3 Statistics of sample professional course results

| Item                                | Category  | Frequency | Percentage (%) |
|-------------------------------------|-----------|-----------|----------------|
| Performance of professional courses | Very poor | 21        | 10.4           |
|                                     | Poor      | 48        | 23.9           |
|                                     | Fair      | 66        | 32.8           |
|                                     | Good      | 48        | 23.9           |
|                                     | Very good | 18        | 9.0            |

Combined with the statistics of the sample professional course results in Table 3, there was the largest number of people with average results in the specialized courses, 66 people, accounting for 32.8%. The number of people with better and worse results in the specialized courses was the same, both 48 people, accounting for 23.9%. The number of students who were very good and very poor in their professional courses were 18 and 21, accounting for

9.0% and 10.4%, respectively, and the performance of the participating samples in their professional courses was relatively balanced.

Table 4 Statistical stable of post-graduation plans

| Item                  | Category                        | Frequency | Percentage (%) |
|-----------------------|---------------------------------|-----------|----------------|
| post-graduation plans | Work                            | 108       | 53.7           |
|                       | Go to graduate school           | 29        | 14.4           |
|                       | Go abroad for further study     | 7         | 3.5            |
|                       | Take part in civil servant exam | 29        | 14.4           |
|                       | Start own business              | 28        | 13.9           |
|                       |                                 |           |                |

Combined with the sample post-graduation plan statistics in Table 4, the number of students who planned to work was 108, accounting for 53.7%, the numbers of students who planned to study in graduate schools and take part in civil servant exams were the same, both 29, accounting for 14.4%, and the number of students who planned to start their own business was 28, accounting for 13.9%. The number of students who planned to go abroad for further study was 7, accounting for the lowest percentage of 3.5%. Working was the plan of most students after graduation, while some students planned to study in graduate school, take part in civil servant exams, start their own business and go abroad for further study after graduation.

## 2. Research Instruments

### 2.1 Questionnaire

#### 2.1.1 Questionnaire design

In tourism management teaching quality evaluation, Guilin University of Technology has introduced the most advanced teaching management concept, based on the perspective of full participation and comprehensive assessment, to ensure the systematic and institutionalized development of teaching quality evaluation and the formation of a long-term mechanism, and focus on improving the key links in teaching quality evaluation and clarifying the responsible subjects. Therefore, it is important to strengthen talent cultivation, improve teaching construction and evaluation, and build a “four-in-one” teaching quality

evaluation system, which includes four links: decision making, operation, monitoring and improvement, realizing multi-linkage and improving quality assurance.

In the research and analysis of educational administration, the questionnaire method is an efficient and fast research method that allows for rapid integration and analysis of data. The design of the questionnaire in this paper draws on the five-point Likert scale method and the questionnaire of Song Mingxuan of Liaoning Normal University's Research on the Evaluation of Undergraduate Teaching Quality in Tourism Management -- Based on STEAM Theory, drawing on its evaluation indexes and evaluation methods, and based on which the Questionnaire on Satisfaction with Undergraduate Teaching Quality in Tourism Management was designed. The survey was conducted among the sophomore students of a western university majoring in tourism management, and the survey was about the satisfaction of the quality of undergraduate teaching in tourism management.

Based on Tyler's goal-oriented model, the two are further fit together by combining the specific contents of the five independent variables of teaching environment, curriculum construction, teaching organization, implementation effect and teaching support.

### *2.1.2 Questionnaire distribution channels*

The questionnaire distribution of this paper was mainly made and distributed through the website of Wenjuanxing, and the distribution was completed through WeChat links and QR code scanning of posters, etc. The sophomore undergraduate students of tourism management of Guilin University of Technology collected the questionnaires. The questionnaire distribution was centralized between December 1 and December 31, 2022, when sophomore tourism management majors had basically completed the previous semester's courses and had a one-semester learning experience in their major courses and could give more meaningful opinions.

### *2.1.3 Implementation of questionnaire*

The content of the questionnaire contains two parts. The first part was to investigate the background of sophomore tourism management students and to measure the overall satisfaction with teaching. The second part is the main part of the questionnaire, i.e. the study of satisfaction with the quality of undergraduate teaching

in tourism management. Likert scale is applied to the options, where 1 represents very dissatisfied, 2 represents not very satisfied, 3 represents generally satisfied, 4 represents relatively satisfied and 5 represents very satisfied.

Participants of the questionnaire survey are sophomore undergraduate students of Guilin University of Technology majoring in tourism management. In order to improve the validity of the questionnaire sample as much as possible, the number of male and female as balanced as possible. According to the intention to graduate, students with different intentions to work, to enter graduate school, to take part in the civil servant examinations, to go abroad, etc., and students with different grades in professional courses were selected to improve the validity of the participant sample.

### **3. Data Collection**

#### **3.1 Questionnaire**

The questionnaire survey is conducted by sampling, the survey object is the sophomore undergraduate students of Guilin University of Technology majoring in tourism management, there are 326 sophomore students of Guilin University of Technology majoring in tourism management, and the object of the questionnaire is selected randomly from the sophomore students by using the purposive sampling method. Finally, 206 students were selected as the main target of the questionnaire research, and they were asked to fill in the questionnaire while describing and evaluating their former practical experiences to obtain a general understanding of the quality of tourism management teaching of Guilin University of Technology in their sophomore year.

#### **3.2 Interview**

7 members in Office of Academic Affairs in Guilin University of Technology for interview, 4 teachers in Tourism management for interview and 4 students in Tourism management for interview were interviewed. The corresponding outlines are listed in APPENDIX B, C and D, respectively.

## 4. Data analysis

### 4.1 Questionnaire analysis method

SPSS statistical analysis software is often used in the study of undergraduate teaching quality assessment in tourism management. The accuracy and rationality of data analysis are improved. The SPSS software has perfect mathematical and statistical capabilities. Through data input, SPSS can perform statistical analysis, regression analysis, and factor analysis, etc. The statistical analysis of the questionnaire data was carried out by using SPSS26.0 statistical analysis tool to organize and analyze the data, and the quantitative data analysis was carried out on the premise of ensuring the high validity and reliability of the recovered questionnaire data, and the results of the data analysis were obtained to provide data support and basis for the study of this paper.

### 4.2 Testing

In order to ensure the reliability of the quality analysis of the undergraduate teaching assessment of tourism management, the author conducted a pre-study of the questionnaire between October 1 and October 15, 2022. The reasonableness of the indicators in the questionnaire is verified to determine whether there are unreasonable factors in the current questionnaire indicators, and the questionnaire questions are improved with the results of the test to ensure that the questions tested are in line with the actual situation of the survey. A total of 150 questionnaires were distributed in the pre-survey stage, and 146 valid questionnaires were collected, with an effective rate of 97.3%. With the help of SPSS26.0 statistical analysis software, the data of the pre-survey was tested for reliability and validity, and the overall Cronbach value of the questionnaire was obtained as 0.897, which is close to 0.9. The reliability of the questionnaire data is high, and there is no significant change in the value of Cronbach if a question item is deleted from the questionnaire, which indicates that there is no need to remove the question from the questionnaire. The corrected item-total correlations are all higher than 0.4, as shown in APPENDIX E, indicating that there is

a good relationship between the individual items as well as a high level of reliability. Therefore, the questionnaire can be applied in the actual assessment.

#### 4.3 Validity and reliability of the questionnaire

##### *4.3.1 Reliability analysis*

Reliability analysis is mainly used to measure the reliability of the questionnaire data and to achieve the measurement of its stability and internal consistency, which is reflected by the Cronbach index. The coefficients of all five dimensions are higher than 0.8, indicating that each dimension has a high reliability and can be further analyzed. More detail data is listed in APPENDIX F.

##### *4.3.2 Validity analysis*

Validity analysis is a reflection of the accuracy of the result data of the questionnaire survey. In this paper, the validity of the data was determined by the KMO and Bartlett's sphericity test to clarify whether it is suitable for factor analysis. The KMO value in the questionnaire was 0.897, which was higher than 0.8, and the significance value was 0.000, which was lower than 0.05, indicating that the validity of the questionnaire was good and suitable for conducting factor analysis. For the 29 indicators of the questionnaire using the maximum variance method of rotation, the cumulative contribution rate of the questionnaire was 74.76%, which was higher than 60%, and five common factors were extracted with variance contribution rates of 15.68%, 15.52%, 15.44%, 15.37% and 12.75%. The variance contribution rates of the five common factors were evenly distributed, indicating that the results of factor analysis were reasonable. More detail data is listed in APPENDIX F.



## CHAPTER IV

### RESULTS

Guangxi tourism management program was evaluated. The system of undergraduate teaching quality evaluation has been improved, and the relevant theories of teaching quality evaluation have been enriched. The results of the study are as follows:

#### 1. Obtain the current status of undergraduate teaching quality

To evaluate the views of the paper by using Tyler's objective oriented model focusing on evaluation objective, “overall satisfaction with teaching quality” serves as the dependent variable. Teaching environment, curriculum construction, teaching organization, implementation effect and teaching support serve as independent variables, and a logistics regression model was established based on mean calculation and measurement analysis.

Mean value analysis allows the results of questionnaire data measurement to be analyzed, and the comparison of means allows the disparity between variables within the same latitude to be understood. To understand the perceived quality of teaching and learning among sophomore undergraduate students in tourism management, this paper uses descriptive statistical analysis to measure the means of specific dimensions in five variables: teaching environment, curriculum development, teaching organization, implementation effect, and teaching support.

##### 1.1 Measurement of the teaching environment dimensions

Table 5 Measuring results of teaching environment dimensions

|   | N   | Min | Max | Mean | Standard deviation |
|---|-----|-----|-----|------|--------------------|
| Classrooms are well equipped with teaching aids and a clean environment | 201 | 1   | 5   | 3.33 | 1.074              |
| Teaching space has reasonable density and organization form             | 201 | 1   | 5   | 3.37 | 1.206              |



|   |            |   |   |      |       |
|---|------------|---|---|------|-------|
| <b>The teaching atmosphere is relaxed and conducive to the emergence of new ideas</b> | <b>201</b> | 1 | 5 | 3.31 | 1.227 |
| <b>Practical teaching is close to a real working atmosphere</b>                       | <b>201</b> | 1 | 5 | 3.30 | 1.159 |
| <b>Teachers have clear teaching instructions and the classroom is in good order</b>   | <b>201</b> | 1 | 5 | 3.22 | 1.188 |
| <b>Number of effective cases (in columns)</b>   | <b>201</b> |   |   |      |       |

Combined with the measuring results of the five question items in the teaching and learning environment dimension in Table 5, the mean values were in the range of 3.22-3.37, which was moderately low. Among them,

The highest mean value of 3.37 was for a reasonably dense and organized teaching space, followed by a classroom with complete teaching aids as well as a clean environment and a relaxed teaching atmosphere that facilitates the emergence of new ideas, with mean values of 3.33 and 3.31, respectively. The lowest values were for practical teaching close to real working atmosphere and teachers with clear teaching instructions and good order in the classroom, with mean values of 3.30 and 3.22, respectively.

It showed that the sophomore students of tourism management undergraduate program thought that the university provided the space density and organization that met the students' needs in terms of teaching space and organization, but they were not satisfied with the teaching atmosphere and teaching order. Students of tourism management majors considering the need to work after graduation will be more inclined to participate in practical class teaching activities. Therefore, the quality of practical teaching activities also affected the final teaching quality of management majors and students' satisfaction with the quality of teaching. However, the practical teaching activities currently carried out by the school are based on professional theoretical implementation of subsidiary teaching. Moreover, the teaching process is not closely integrated with the actual tourism, and theoretical teaching is still more important than practical teaching. Also, there is a lack of rendering of the learning

atmosphere, which ultimately affects the teaching quality of the teaching environment dimension.

### 1.2 Measurement of the curriculum construction dimensions

Table 6 Measuring results of the curriculum construction dimensions

|  | N   | Min | Max | Mean | Standard deviation |
|--|-----|-----|-----|------|--------------------|
| The course is comprehensive and specialized, allowing for the study of multiple disciplines                              | 201 | 1   | 5   | 3.37 | 1.079              |
| Strong interdisciplinary and innovative character of the course learning   | 201 | 1   | 5   | 3.32 | 1.240              |
| The curriculum is well planned and the special courses are well developed  | 201 | 1   | 5   | 3.28 | 1.205              |
| There is good interaction between students and teachers in the classroom and a constant drive to innovate the curriculum | 201 | 1   | 5   | 3.36 | 1.175              |
| Teachers pay attention to students' feedback on classroom learning and improve teaching methods in a timely manner       | 201 | 1   | 5   | 3.23 | 1.199              |
| Number of effective cases (in columns)   | 201 |     |     |      |                    |

Combined with the measuring results of the five question items in the curriculum construction dimension of Table 6, the mean values were in the range of 3.23-3.37, which were moderately low. Among them, the highest mean values of 3.37 and 3.36 were for the comprehensive and professional course learning, the ability to learn multiple subjects and the good interaction between teachers and students in the classroom, and the continuous promotion of course innovation. The second highest value was for the strong interdisciplinary and innovative characteristics of course learning, with a mean value of 3.32. The lowest values were for well-planned courses, well cultivated special courses and teachers' attention to students' feedback on classroom learning and timely improvement of teaching methods, with mean values of 3.28 and 3.23, respectively.

It showed that students highly recognized the comprehensiveness of the learning content, the breadth of subject knowledge, and the interaction between teachers and students, but were not as satisfied with the rational planning of the curriculum, the education of course features, and the improvement of teaching methods. The undergraduate teaching of tourism management is highly specialized and involved for other disciplines. So the curriculum construction should take tourism management expertise as the core and introduce multidisciplinary knowledge to complete the design of the curriculum to meet the professional needs of students' future work. But the school is not professional enough in the actual aspect of tourism management professional curriculum, and the curriculum construction is not prominent enough. Therefore, how to establish and improve the knowledge system of tourism management profession and improve the teaching quality of tourism management profession is the key of this research paper.

### 1.3 Measurement of teaching organization dimensions

Table 7 Measuring results of teaching organization dimensions

|   | N   | Min | Max | Mean | Standard deviation |
|---|-----|-----|-----|------|--------------------|
| Teaching objectives are set more closely with the subject of tourism management           | 201 | 1   | 5   | 3.19 | 1.165              |
| The teaching content integrates with other disciplines and tourism management disciplines | 201 | 1   | 5   | 3.24 | 1.251              |
| Collaborative and project-based learning styles of teaching                               | 201 | 1   | 5   | 3.27 | 1.257              |
| Flexible and versatile teaching improves students' motivation to learn                    | 201 | 1   | 5   | 3.18 | 1.209              |
| Teachers teach in accordance with students' aptitude and personality                      | 201 | 1   | 5   | 3.24 | 1.189              |
| Number of effective cases (in columns)  | 201 |     |     |      |                    |

Combined with the measuring results of the five question items in the teaching organization dimension in Table 7, the mean values were in the range of 3.18-3.27, which was moderately low. Among them, the highest mean value of 3.27 was for the collaborative and project-based learning styles in teaching. The second highest was for the integration of other disciplines with the subject of tourism management and the teachers' teaching according to the students' aptitude and personality, both with a mean value of 3.24. The lowest was for the flexible and varied teaching, which improved the students' motivation to learn, with a mean value of 3.18.

#### 1.4 Measurement of implementation effect dimensions

Table 8 Measuring results of Implementation effects dimensions

|  | N   | Min | Max | Mean | Standard deviation |
|--|-----|-----|-----|------|--------------------|
| Teaching activities are carried out in strict accordance with the teaching objectives, and the cultivation mechanism of versatile tourism talents is innovated | 201 | 1   | 5   | 3.31 | 1.022              |
| Flexible application of professional knowledge and knowledge from other disciplines improves interdisciplinary capabilities                                    | 201 | 1   | 5   | 3.29 | 1.190              |
| Graduates have strong research and practical skills  | 201 | 1   | 5   | 3.27 | 1.303              |
| Students are well employed and have good industry evaluations  | 201 | 1   | 5   | 3.31 | 1.185              |
| Multi-level assessment plans and programs for student development  | 201 | 1   | 5   | 3.25 | 1.182              |
| Number of effective cases (in columns)   | 201 |     |     |      |                    |

Combined with the measuring results of the five question items in the Implementation effects dimension in Table 8, the mean values were in the range of 3.25-3.31, which were moderately low. Among them, teaching activities are carried out in strict accordance with the teaching objectives, the training mechanism of

innovative versatile talents in tourism and good employment of students, with the highest mean value of good industry evaluation, both at 3.31. The second highest value was for the flexible application of professional knowledge and other disciplines to improve interdisciplinary competence, with a mean value of 3.29. The lowest values were for the flexible application of professional knowledge and other disciplines to improve interdisciplinary competence and for the development of multi-level assessment plans and programs for student development, with mean values of 3.27 and 3.25, respectively.

It showed that students recognized the implementation effect in teaching, the activities carried out in conjunction with the teaching objectives and the current talent training mechanism, which has a high evaluation value in the industry. But the satisfaction in the flexibility of subject knowledge, the development of interdisciplinary skills and the development of performance assessment programs is not high. In teaching, teachers focus on the teaching of basic theoretical knowledge and lack of joint teaching of other related disciplines, which is not conducive to the cultivation of complex talents and not conducive to the realization of teaching objectives.

### 1.5 Measurement of teaching support dimensions

Table 9 Measuring results of teaching support dimensions

|  | N   | Min | Max | Mean | Standard deviation |
|--|-----|-----|-----|------|--------------------|
| Well-established teaching resources and conditions   | 201 | 1   | 5   | 3.28 | 1.101              |
| Teachers have professional teaching background and industry development experience, as well as strong research capabilities                            | 201 | 1   | 5   | 3.27 | 1.229              |
| The school regularly holds skills competitions and seminars, and cooperates with off-campus companies to provide students with practical opportunities | 201 | 1   | 5   | 3.28 | 1.188              |
| School management system is standardized and humane, and students have feedback  | 201 | 1   | 5   | 3.33 | 1.171              |

| channels                               |     |
|--|-----|
| Number of effective cases (in columns) | 201 |

Combined with the measuring results of the four question items in the teaching support dimension in Table 9, the mean values were in the range of 3.27-3.33, which were moderately low. Among them, the highest value of 3.33 was for a standardized and humane school management system with feedback channels for students, followed by 3.28 for having good teaching resources and conditions and for the school to hold regular skills competitions and special lectures and to cooperate with off-campus enterprises to provide students with practical opportunities. The lowest value was for teachers to have professional teaching background and industry development experience, as well as high research capacity, with a mean value of 3.27.

It showed that students recognized the regularity of the current management system and feedback mechanism in teaching support, but were not satisfied with the professional background, research ability and industry development experience of the teachers. The support of teaching resources in schools is an important aspect for students, but the current support for teaching in schools is obviously insufficient for teaching capacity, except for infrastructure construction.

## **2. Explore the application of Tyler's educational theory in the teaching of Tourism Management.**

Regression analysis is one of the common analysis methods for social science problems using statistical methods. In this paper, a binary choice model was selected and discrete binary regression variables were constructed to analyze the satisfaction of undergraduate teaching quality in tourism management. In terms of variable assignment, satisfaction=1 and dissatisfaction=0, which correspond to the values in the regression analysis, respectively. Based on that, a logistic regression analysis model was established to realize the research on the satisfaction of teaching quality in five dimensions of independent variables: teaching environment, curriculum construction, teaching organization, implementation effect and teaching support.

Logistic regression analysis was based on the sample data. Based on the values of each parameter calculated with the help of mathematical derivation, the calculation of the probabilities of different dimensional variables was completed to clarify the specific probabilities of each dimension, and the expression of the logistic regression model was as follows.

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \cdots + \beta_i X_i + \varepsilon_i$$

Where Y represented the overall satisfaction,  $\alpha$  was a constant term. Assuming the independent variable is 0, there will be two possible numerical outcomes for Y: 1 and 0. X was the five independent variables obtained by factor analysis, which were teaching environment, curriculum construction, teaching organization, implementation effect, and teaching support.  $\varepsilon$  was the random error, and  $\beta$  was the regression coefficient.

Based on that, a summary of the logistic regression analysis model was obtained and shown in Table 10.

Table 10 Summary of the regression model

| Table 10: Summary of the Regression Model   |          |                   |                              |                       |                |                    |     |                             |               |
|---|----------|-------------------|------------------------------|-----------------------|----------------|--------------------|-----|-----------------------------|---------------|
| R   | R square | Adjusted R square | Error in standard estimation | Change statistics     |                |                    |     |                             | Durbin-Watson |
|   |          |                   |                              | Variation in R square | Variation in F | Degrees of freedom |     | Significance variation in F |               |
|   |          |                   |                              |                       |                | 1                  | 2   |                             |               |
| .776 <sup>a</sup>   | .602     | .548              | .610                         | .602                  | 11.091         | 24                 | 176 | .000                        | 1.942         |
| a. Predictor variables: (constant), teaching environment, curriculum development, teaching organization, implementation effect, and teaching support. |          |                   |                              |                       |                |                    |     |                             |               |
| b. Dependent variable: overall satisfaction with teaching quality   |          |                   |                              |                       |                |                    |     |                             |               |

Based on the results of the regression model summary, the regression coefficient  $R = 0.776$ , R square (coefficient of determination) = 0.602, and adjusted R square (coefficient of determination) = 0.548. It indicated that 54.8% of the dependent variables selected for this study were subject to changes in the independent variables, and therefore there was a high research representativeness of the five independent variables.

Sig.=0.000, the correlation between the independent and dependent variables was high and the constructed regression model was statistically significant.



D-W = 1.942, close to 2, indicating that the equation had a good fit and the autocorrelation between the residuals was lacking.

Based on that, further regression models specific to the five independent variables were calculated and shown in Table 11.

Table 11 Overall regression models for the independent variables

| Model                   | Unstandardized coefficient |                | Standardized coefficient | t      | Significance |
|-------------------------|----------------------------|----------------|--------------------------|--------|--------------|
|                         | B                          | Standard error | Beta                     |        |              |
| (Constant)              | 3.413                      | .044           |                          | 78.219 | .000         |
| Teaching environment    | .285                       | .044           | .314                     | 6.512  | .000         |
| Curriculum construction | .321                       | .044           | .353                     | 7.333  | .000         |
| Teaching organization   | .339                       | .044           | .373                     | 7.749  | .000         |
| Implementation effect   | .254                       | .044           | .280                     | 5.807  | .000         |
| Teaching support        | .295                       | .044           | .325                     | 6.746  | .000         |

a. Dependent variable: overall satisfaction with teaching quality

The regression results of the five independent variables in Table 11 showed that the Sig.=0.000 for the five independent variables of teaching environment, curriculum development, teaching organization, implementation effect and teaching support were all lower than 0.05, indicating that there was a high correlation between the five independent variables and the dependent variable “overall satisfaction”. It also indicated that there are directions for further improvement in the five independent variables of teaching environment, curriculum construction, teaching organization, implementation effect, and teaching support. Based on that, further regression analysis was conducted on specific topics of the five independent variables. The related regression analysis is listed in APPENDIX G

Combining the results of the empirical analysis, it can be found that there are problems affecting the satisfaction of teaching quality in five dimensions: teaching

environment, curriculum construction, teaching organization, implementation effect and teaching support. Based on that, the manifestations of the problems and the deep-seated causes of the problems can be further explored, and reasonable countermeasures for improvement can be proposed.

### **3. Propose targeted teaching strategies and methods**

In terms of educational philosophy, it is important to create a teaching atmosphere suitable for learning, increase resources and opportunities for practice, improve the standardization of teaching order, promote the renewal of teaching philosophy from multiple perspectives, and facilitate the improvement of teaching practice activities. In terms of teaching content, it is important to focus on teaching according to students' aptitude, implement special curriculum, carry out reform of teaching content, and improve the existing unreasonable teaching content and teaching methods through the development of special teaching. In the form of education, the emphasis should be on the improvement of the teachers' research ability and professionalism, the improvement of the teachers' team's industrial experience, the further standardization of the school management system, the improvement of the tightness between the teachers' professional ability and the industrial development situation, and the strengthening of teaching support with the help of the management system.

3.1. Make efficient use of teaching resources and improve teaching atmosphere and order

- (1) Creating a pleasant teaching atmosphere for learning
- (2) Increasing the resources and opportunities for practice
- (3) Improving the standardization of teaching order

3.2 Develop special teaching and promote reform of teaching contents and methods

- (1) Focusing on teaching according to students' aptitude
- (2) Realization of distinctive curriculum
- (3) Carrying out reform of teaching content

### 3.3 Improve the quality of the teaching team and standardize the management system

- (1) Improving teachers' scientific research ability
- (2) Improving the professional experience of the teaching team
- (3) Further standardizing the school management system



## CHAPTER V

### CONCLUSION AND DISCUSSION

The main content of this paper is the quality of undergraduate teaching in the sophomore year of tourism management, and the research object is the sophomore year of tourism management students of Guilin University of Technology. The empirical analysis is combined with the data from the questionnaire survey and the Tyler principle to evaluate the quality of undergraduate teaching in tourism management.

The results of the topic, dimensional measures, and data analysis of the five independent variables of teaching environment, curriculum development, teaching support, implementation effect, and teaching organization were combined to achieve a fit with Tyler principle

There is a high degree of fit between Tyler principle and undergraduate teaching in tourism management, and the quality work of undergraduate teaching in tourism management is evaluated and improved in combination with Tyler principle. From the perspective of educational concept, the assessment and improvement of teaching quality should be carried out in the context of teaching environment and teaching organization. From the perspective of teaching content, the assessment and improvement of teaching quality should be carried out in the context of curriculum construction. From the perspective of educational form, the assessment and improvement of teaching quality should be carried out in the context of implementation effect and teaching support.

#### **1. Conclusion**

This paper introduces the background of the teaching situation of tourism management in Guilin University of Technology, clarifies the purpose of writing this paper, and determines the hypothesis of the study. On that basis, the relevant literature on teaching quality evaluation and Tyler's education theory is collected and summarized to provide research theories and ideas for the study of this paper. The five dimensions of the independent variables were verified by means of questionnaires, and the countermeasures to optimize the quality of undergraduate

teaching in tourism management of Guilin University of Technology were proposed in the light of the actual situation of teaching. The following conclusions were drawn from the study.

Firstly, this paper compiles the definitions of Tyler's education theory and teaching quality evaluation, and discusses in depth the quality of undergraduate teaching in tourism management at Guilin University of Technology by combining the content and methods of teaching quality evaluation and Tyler's education theory. This paper proposes that teaching quality evaluation is a comprehensive assessment of the teaching environment, curriculum construction, teaching organization, implementation effect and teaching support in a specific teaching context, combined with reasonable criteria and bases to carry out relevant teaching activities and to judge the value of them. At the same time, this paper proposes that Tyler's education theory should be based on the three aspects of educational philosophy, educational content and educational form, and establishes a link with the evaluation of teaching quality to achieve a good fit between the two.

Secondly, based on an in-depth understanding of the teaching situation of tourism management majors at Guilin University of Technology, and combined with the content of teaching quality evaluation, this paper constructs the dimensions of teaching quality evaluation of tourism management majors at Guilin University of Technology under Tyler's education theory. The dimensions include five dimensions of teaching environment, curriculum construction, teaching organization, implementation effect and teaching support as well as 24 specific indicators. The five dimensions and the research hypotheses were further validated through factor analysis.

Thirdly, this paper found that the five dimensions of teaching environment, curriculum construction, teaching organization, implementation effect, and teaching support were subject to problems through the mean measures and data analysis of the five dimensions. And there are about 3 problems shown in each dimension, which are relatively balanced, reflecting the relatively balanced development of teaching and learning in tourism management at Guilin University of Technology at present.

Fourthly, the regression analysis of the five dimensions reveals that, with “overall satisfaction with teaching quality” as the dependent variable, the five dimensions of teaching environment, curriculum construction, teaching organization, implementation effect and teaching support are all significant. It indicates that there is a high correlation between the five dimensions of teaching environment, curriculum construction, teaching organization, implementation effect and teaching support and the dependent variable “overall satisfaction”. All five dimensions have directions that need further improvement. Based on that, combined with Tyler’s education theory, it can be determined that the major of tourism management of Guilin University of Technology has the problem of low satisfaction in the teaching concept, teaching content and teaching form. Among them, the issue of teaching philosophy fits with teaching environment and teaching organization, the issue of educational content fits with curriculum construction, and the issue of educational form fits with implementation effect and teaching support.

Fifthly, based on the existing problems, it is necessary to propose strategies for teaching quality improvement in three aspects: education concept, education content and education form, in combination with the teaching situation of the sophomore undergraduate tourism management major of Guilin University of Technology, the evaluation of teaching quality and the content of Tyler’s education theory. In this study, it is proposed that it is important to create a teaching atmosphere suitable for learning, increase the resources and opportunities for practice, improve the standardization of teaching order, promote the renewal of teaching philosophy from multiple perspectives, and promote the improvement of teaching practice activities in terms of the educational philosophy. In terms of teaching content, emphasis should be placed on teaching according to the aptitude of students, the implementation of special curriculum, the reform of teaching content, and the improvement of existing unreasonable teaching content and teaching methods through the development of special teaching. In terms of educational forms, emphasis should be placed on the improvement of teachers’ research capabilities and professionalism, the improvement of the teachers’ industrial experience, the further standardization of the school management system, the improvement of the tightness between teachers’ professional

capabilities and the industrial development situation, and the strengthening of teaching support with the help of the management system.

## 2. Discussion

In recent years, the Ministry of Education has continuously issued relevant opinions and policies to improve the quality of teaching in undergraduate institutions. However, at the same time, there are still various problems in educational philosophy, educational content and educational forms, which need to be further improved and strengthened. Based on the information from the literature survey, the interviews and the results of the questionnaire analysis, the author analyzed the problems of the quality of the sophomore undergraduate teaching in tourism management at Guilin University of Technology in conjunction with Tyler's education theory. In terms of educational philosophy, educational content and educational forms, they are respectively reflected in the lack of emphasis on practical activities, the lack of a clear normative order, the detachment of the curriculum from the needs, the lack of specialization of teaching methods as well as the lack of teachers' ability and experience and the lack of follow-up and implementation of the system. It provides the basis for solving the problems and improving the quality level of teaching.

### 2.1 Insufficient attention to practical activities and lack of clear normative order

#### (1) Lack of real working atmosphere in practical teaching

In the process of carrying out the practical teaching of tourism management, the cooperation between the university and external units and experts is relatively poor, the participation of external units and experts is insufficient, and the units and participants are few.

Through an interview with Mr. Wang of the Teaching Practice Center, it was learned that the school has now carried out a special department for teaching practice, and also equipped with supervisory experts, and that there are five supervisory experts in five disciplines, including the school supervisory experts in tourism management, as well as professional teachers, school leaders, students, etc., and a regular rating of the form as well as the quality of professional practice. Through an interview with Mr. Yang of the Academic Affairs Office, it was learned that the



school has established an on-campus practice base and occasionally invites experts from outside the school to work with students to complete practice activities, in which few employers are involved.

From this point of view, the practical activities provided by the university for sophomore students of tourism management majors are mainly on-campus activities, with less participation from experts and employers outside the university. As a result, the on-campus practical activities are easily disconnected from the actual work of the unit, and students cannot feel the real working atmosphere.

## (2) Lack of clear teaching instructions

Undergraduate institutions have always emphasized students' independent learning and growth. However, the cultivation of talents for tourism management professionals involves the interests of multiple stakeholders such as schools, employers and industries. Therefore, as the undergraduate institutions that control the quality of talents, they need to give clear instructions to teachers and students of tourism management to ensure the quality of teaching. However, Guilin University of Technology is only concerned about the learning outcomes of tourism management students. In teaching activities, teachers are still in a dominant position. Although the university requires students to participate in off-campus practice and get the evaluation of employers, the evaluation of students by employers is relatively vague. And in many cases, there is a suspicion of "formality", which does not play a substantial role in improving the quality of undergraduate teaching.

Through an interview with Mr. Zhang of the Teaching Practice Center, it was learned that the teaching evaluation of tourism management students in the school tends to be based on the results of teachers' evaluation, which will be combined with the practical evaluation of employers. However, it does not have much reference significance, and is usually a summary of a few sentences, which mainly also praises students in a uniform way.

In recent years, talent cultivation in colleges and universities has become a key factor for all stakeholders. However, schools do not give clear instructions on practice, and the evaluation of teaching quality is based on the verified results of teachers.

They do not pay enough attention to the practical activities of off-campus employers, and there are not many opportunities and resources for practice, which leads to students' learning achievements not being truly reflected.

### (3) Irregular teaching order

Practical activities can improve the creative thinking ability and the ability to solve practical problems of tourism management students, realize the integration of theoretical knowledge and practical activities, and can promote the cultivation of applied and inter-disciplinary talents. Guilin University of Technology currently pays more attention to the setting of specific professional courses and curriculum teaching in tourism management. But it does not pay attention to the practical training activities, and the evaluation of the effectiveness of the practical activities is not perfect. Therefore, the school does not pay enough attention to the practical activities of sophomore undergraduate students in tourism management, and lacks specific assessment methods and regulation in the teaching order.

Through an interview with Li, a sophomore in tourism management, it was learned that the school and teachers pay more attention to the performance of the professional courses and assign assignments related to theory after class, whereas the courses and activities related to practice are more arbitrary without clear norms and systems. Also, the practice is more flexible and the teacher can't give detailed attention to all of us in practice. Students just need to get the evaluation form and stamp from the employer. Through the interview with tourism management sophomore Yin, it was learned that the school will arrange the internship every summer, but there are not too many requirements. Students usually have to get a stamp from a unit, and then find a similar internship report from the Internet and submit it, which is a formality, without too many questioning from teachers.

From this point of view, the current school does not have a clear specification and order for the practical activities of the sophomore students of tourism management, but only remain in a formalized stage. There is also a lack of detailed and comprehensive monitoring of the whole practical process, and the teachers are

unable to follow up, which is not conducive to the improvement of the teaching quality of tourism management.

Similar results have been reported. Victor & Judith (2011) integrate the teaching scenarios of philosophy and psychology majors in undergraduate institutions, proposing that the application of Tyler's principle can facilitate the determination of achievable teaching objectives and the establishment of a rational timeframe. Liu (2021) emphasizes that classroom teaching evaluation in the United States should center on the interactions and activities between teachers and students, aiming to unlock the value of classroom instruction in China and enhance the diagnostic assessment of undergraduate teaching. Fu & Li (2021) clarify the specific methodologies for evaluating the teaching quality of undergraduate ethnology majors, encompassing techniques such as questionnaires, interviews, observations, and more. Drawing from existing literature research findings, it appears that the tourism management major at Guilin University of Technology lacks sufficient attention and emphasis on practical activities. The absence results in a failure to establish a genuine teaching atmosphere, a lack of clear teaching instructions, and inadequate standardization of the teaching order. It ultimately diminishes the overall quality of instruction.

2.2 The curriculum is detached from the needs, and the teaching methods are not distinctive enough

(1) Lack of integration of curriculum with students' needs

Undergraduate teaching in tourism management is based on a reasonable curriculum, mainly involving the interests of the main stakeholders, without realizing the concept and problems of "student-centeredness". However, students are the main body of undergraduate teaching and learning, and it is necessary to develop the curriculum with the needs and characteristics of students and to continue to deepen their participation.

Through the interview of student Fang, a sophomore in tourism management, it was learned that the school does not consult us in the professional curriculum, and students have not participated in the content of the curriculum, which is part of the

school's talent training program. Fang thought it was normal not to discuss with them, and they just need to study according to the school's arrangements. Through an interview with Liu, a sophomore in tourism management, it was revealed that they have not been involved in the school's plans for the establishment of professional courses, nor have they been involved in the relevant rules and regulations. Liu said that if they had the opportunity, they would give their own opinions.

From that point of view, the current tourism management students of Guilin University of Technology do not participate in the planning of professional courses and the development of rules and regulations, and the teaching activities do not reflect the main position of students. It is unfavorable to the formation of a diversified pattern of undergraduate education, which eventually leads to a disconnection between the curriculum and the actual needs of students.

## (2) Lack of cultivation of special courses

In the Notice on the Audit and Evaluation of Undergraduate Teaching Work of General Higher Education Institutions issued by the Ministry of Education in 2013, the assessment of teaching quality of colleges and universities is given discretionary power. It allows "measuring oneself with one's own ruler" and encourages colleges and universities to realize autonomy and specialization and improve the quality of teaching in colleges and universities. However, in fact, the setting of teaching quality standards in colleges and universities can be imitated by each other, and the curriculum of professional courses is similar. As a result, the professional characteristics of colleges and universities are missing, and it is impossible to "tailor" the professional courses with the resources of institutions and students' personalities, which lowers the teaching quality of undergraduate institutions.

Through the interview with Mr. Yang of the Academic Affairs Office, it was learned that the curriculum of the school's tourism management program is defined in accordance with national standards and the curriculum of tourism management programs in other institutions, which is in line with the school's orientation, the level of faculty, and the ability of students, but it is not prominent enough in terms of

intersectionality and does not reflect the distinctiveness of the tourism management program.

From this point of view, the curriculum of tourism management of Guilin University of Technology does not achieve the effect of “measuring oneself with one’s own ruler”, and there is a serious homogenization characteristic in the curriculum of tourism management, without the development of special courses.

### (3) Lack of personalized teaching methods

The teaching philosophy of tourism management of Guilin University of Technology is result-oriented, focusing on the fully embodiment of student learning outcomes in the teaching. Over the years, teachers of tourism management have focused on the imparting of knowledge in their teaching work, while students are passive recipients of knowledge. And the core of teaching lies in the “teacher” rather than the “student”, which has also reduced enthusiasm and initiative of students in learning. In recent years, many educational philosophies and values have advocated “student-centeredness”. However, in reality, there is still a lack of attention to students’ needs and a lack of summaries of students’ individual characteristics, focusing only on quantitative indicators such as students’ test scores, graduation rates, postgraduate-entrance examination rates, civil service examination rates, and employment rates.

Through an interview with Mr. Bai of the Academic Affairs Office, it was learned that the school has set its own criteria for measuring the quality of teaching for tourism management students, which includes the situation of credits taken by students, the passing rate of exams, and the acquisition of professional certificates, etc. These indicators are used as the basis for the assessment of teaching achievements of students by the school.

From this point of view, the existing teaching quality evaluation index has obvious quantitative characteristics. But for students, each student has his or her own individual differences, and many individual characteristics cannot be quantified, which are not reflected in the teaching assessment criteria.

Comparable or analogous results have been reported in previous studies. Taylor, Dyer, and Al (2021) conduct a thorough analysis of the role and importance of undergraduate teaching quality evaluation. They delve into enhancing teaching quality monitoring and assessment through the application of big data. Conversely, Leng (2021) emphasizes that undergraduate teaching quality evaluation should continually strive for educational quality improvement, highlighting the distinctiveness of undergraduate institutions. This approach aligns with the sustainable development concept, aiming for consistent enhancement of teaching quality. Meanwhile, Wang (2005) employed Tyler's principle to establish the undergraduate teaching methodology and process, tailoring the curriculum experiment content to the unique circumstances of the school. Based on existing literature research findings, the Tourism Management major curriculum at Guilin University of Technology lacks sufficient distinctiveness and fails to align with the actual needs of students. Additionally, the program exhibits inadequate curricular distinctiveness, employs a limited range of teaching methods, and lacks sufficient individualization and differentiation, ultimately undermining the quality of professional instruction.

### 2.3 Insufficient ability and experience of teachers and lack of follow-up and implementation of the system

#### (1) Teachers' research ability needs to be improved

At present, the tourism management profession of Guilin University of Technology is not comprehensive enough for teaching quality monitoring, and the strength is not enough, which decelerates the whole process of teaching. Moreover, quality control, inspection and evaluation are not included in the scope of quality evaluation, and there is a lack of sufficient consideration for the disciplinary characteristics of tourism management majors to continuously improve the teaching ability and level of tourism management teachers.

Through the interview with Mr. Yao, the teacher of tourism management, it was learned that the school's evaluation of the quality of undergraduate teaching in tourism management is based on the analysis and comprehensive assessment of the leaders' feelings of listening to the classes, students' evaluation scores, teachers'



mutual ratings, and supervisors' audit of classes, etc. At the same time, the teachers' bearing, the level of Mandarin, the interaction between teachers and students, and the proficient use of multimedia are also factors in the evaluation of teaching quality. According to the interview with Mr. Lin, a teacher of tourism management, Lin thought that the evaluation of the quality of undergraduate teaching in tourism management is rather subjective. Especially, there is a link of mutual grading between teachers. As we are all colleagues, we will only say some insignificant opinions, such as the use of punctuation, and students' motivation, etc., which is insufficient to substantially improve our teaching ability.

From this point of view, teaching support and implementation directly affect the quality of teaching and learning. The professional competence of teachers should be reasonably adjusted and improved in the light of external developments to ensure that teaching and learning in tourism management can be carried out successfully and continuously improved. Some teachers in the school are not good enough in teaching ability and scientific research ability, and they only have the basic ability to teach. The existing teaching quality evaluation system cannot substantially improve the teaching ability and scientific research ability of teachers. In particular, some young teachers, due to the limitation of their own ability, will be at a loss when sudden and unexpected situations occur in the teaching process.

#### (2) Insufficient professional experience of teachers

The evaluation of the quality of undergraduate teaching in tourism management not only involves the teaching process, but also includes the teaching results. And the professional experience and ability of teachers directly affect the teaching process as well as the final teaching results. For schools, the complete teaching process should be fulfilled under the guidance of experienced teachers. However, at present, due to the lack of professional experience of some young teachers, the development of teaching programs, teaching plans, classroom and after-class assignments are not very good. Even if some teachers do a good job in these aspects, they also have neglected students' literacy and ability development.



In the interview with Mr. Yang, the teacher of tourism management, Yang said that he will set the teaching plan with the teaching objectives, make specific arrangements for each course, and explain the important and difficult points. But there is no clear standard for the quality of teaching. Generally speaking, it is just a matter of teaching the knowledge that needs to be taught, and it is impossible to measure whether the standard is met. In the interview with Mr. Li, the teacher of tourism management, it was learned that the school arranged not less than 3 assignments for students in a semester, but students do not always complete them seriously. Because the school does not follow up on the quality of the assignments, and students just do what they are told. For teachers, as long as the performance of students is not too bad, we will allow them to pass the exam.

Thus, in the current undergraduate teaching of tourism management, the experience of teachers, assignment management and student management are limited by teachers' professional ability and professional experience in the industry. There is a strong arbitrariness in them as well as the invisibility of teaching, which will affect the final quality of teaching.

### (3) The school management system is not standardized enough

The goal of the evaluation of undergraduate teaching quality is to improve the quality of teaching. However, combined with the current situation of undergraduate teaching in tourism management at Guilin University of Technology, the rectification of the system is insufficient, and the implementation also suffers from a lack of tracking, without establishing a long-term mechanism for continuous improvement of the management system.

Through an interview with Mr. Wang of the Academic Affairs Office, it was learned that whether the existing management system will be improved by incorporating the reasonable parts of the feedback received in the teaching process depends on the school's concern about the problem. If the school leaders do not pay enough attention, the management system will not be improved. Through an interview with Ms. Lu from the Office of Academic Affairs, it was learned that the school management system is complicated and is systematic work. Although some

opinions on rectification are usually collected, they do not work immediately to improve the management system, and implementation is difficult to follow up.

Mora, Beltán, and Restrepo (2021) posited that the fundamental responsibility of undergraduate education centers on teaching. They emphasized that educators should consistently strive to enhance teaching quality and foster the sustainable advancement of undergraduate education. Meanwhile, Liu, Wu, and Jia (2021) proposed that undergraduate teaching quality assessment ought to be grounded in a "people-oriented" approach, aligning with the principles of talent development, aiming to elevate both teaching standards and refine talent cultivation mechanisms. Wang (2021), on the other hand, examined how factors such as teachers, educational philosophies, software and hardware resources, and the degree of quality monitoring impact undergraduate teaching quality. This comprehensive analysis served as a foundation for establishing an effective teaching quality framework. Drawing from existing literature research findings, it is evident that tourism management educators at Guilin University of Technology must enhance their professional and scientific research capabilities. Deficiencies in industry experience, coupled with a lack of standardization in the current teaching management system, ultimately undermine the quality of professional instruction.

As a result, the current tourism management program of Guilin University of Technology does not focus on the improvement of the management system in teaching and tracking implementation, without a long-term improvement mechanism. Many problems do not attract sufficient attention and there is a lack of substantive solutions, resulting in the improvement of the management system of teaching quality ending up in a formality.

### **3. Future prospects**

The research in this paper is an analysis of the evaluation of the quality of undergraduate teaching in tourism management, which has certain reference value for improving the quality of undergraduate teaching in tourism management. However, due to the limitations of the research scope and the one-sidedness of the answers of the participants in the interviews, the research in this paper has certain shortcomings.

The first is the sample determination. This paper conducts a study on the quality of sophomore undergraduate teaching in tourism management at Guilin University of Technology, which has certain representativeness in terms of discipline development. But since the object of the study is a specific major in a specific school, there may be bias in the sample selection that affects the final measurement results.

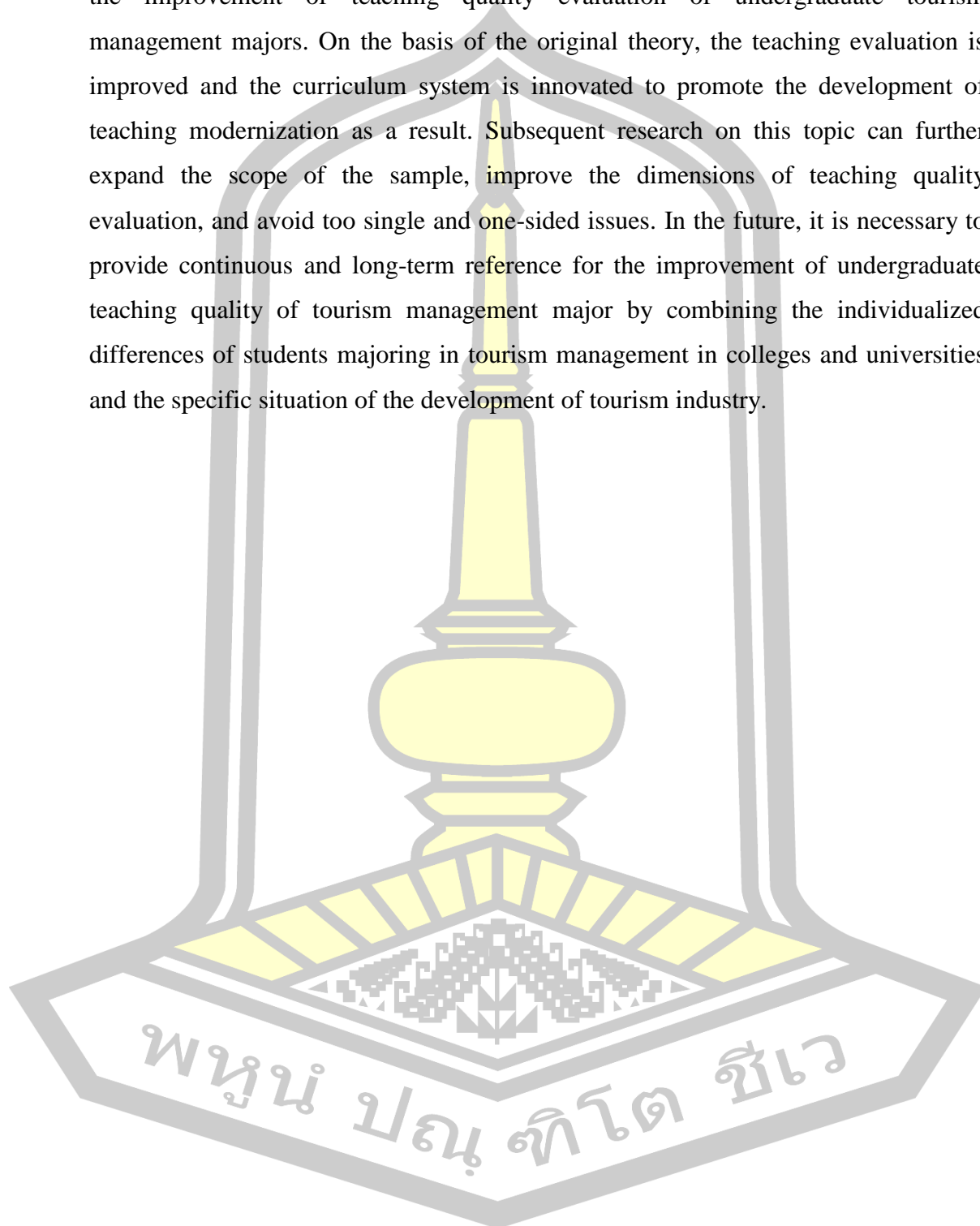
The second is the dimensional selection. Based on the existing literature research, this paper draws on the relevant literature for the dimensions of teaching quality evaluation, which are teaching environment, curriculum construction, teaching organization, implementation effect and teaching support, respectively. Due to the existence of borrowing in the selection of dimensions, there may be limitations in the scope of application.

The third is the introduction of problems. The problem proposed in this paper is based on the results of measurement and data analysis and the results of regression analysis. Combined with Tyler's education theory, the problems are proposed from three perspectives of teaching philosophy, teaching content and teaching format, and the problems proposed are to be further verified as to whether they are reasonable.

And the fourth is the discussion of countermeasures. The countermeasures for teaching quality improvement are targeted for improvement based on the proposed problems. But the limitations of the authors' understanding of teaching quality evaluation and the limitations of teaching practice are open for discussion as to whether the proposed countermeasures are applicable to practical work.

The existing research mainly focuses on the perspective, method and content of teaching quality evaluation. However, the analysis based on "student-orientation" is lacking. In addition, the construction of teaching evaluation system is insufficient, and the teaching quality cannot be improved. Currently, the research on quality assessment of undergraduate teaching in tourism management fails to incorporate students' perceptions and expectations. In teaching, and there is insufficient interaction between teachers and students. For teachers, due to the lack of understanding of course assessment, they are unable to make effective guidance on course assessment, which is not conducive to the improvement of teaching quality.

Based on this, this paper combines Tyler's theory, and proposes countermeasures for the improvement of teaching quality evaluation of undergraduate tourism management majors. On the basis of the original theory, the teaching evaluation is improved and the curriculum system is innovated to promote the development of teaching modernization as a result. Subsequent research on this topic can further expand the scope of the sample, improve the dimensions of teaching quality evaluation, and avoid too single and one-sided issues. In the future, it is necessary to provide continuous and long-term reference for the improvement of undergraduate teaching quality of tourism management major by combining the individualized differences of students majoring in tourism management in colleges and universities and the specific situation of the development of tourism industry.



## **APPENDIX A Questionnaire on Satisfaction of Undergraduate Teaching Quality of Tourism Management Major**

Questionnaire on Satisfaction of Undergraduate Teaching Quality of Tourism Management Major

Dear classmate,

Thank you for taking part in this questionnaire. This survey aims to know the satisfaction of the teaching quality of the sophomore undergraduate majoring in tourism management in our university, so as to complete the research of graduation thesis. The questionnaire is conducted anonymously, and the collected data is only used for research. Please feel free to fill it out.

Part I: Background investigation.

1. Your gender.

- A. Male
- B. Female

2. What kind of talent do you want to be?

- A. Compound talent
- B. Applied talent
- C. Research-oriented talent
- D. Skilled talent

3. Your professional course results

- A. Very poor
- B. Poor
- C. General
- D. Better
- E. Very good

4. What do your plan after graduation?

- A. Participate in work
- B. Further graduate studying
- C. Going abroad for further study
- D. Examination of civil servants
- E. Self-employment
- F. Others

5. Your overall satisfaction with the current teaching quality

- A. Satisfied
- B. Dissatisfied

The second part: main part

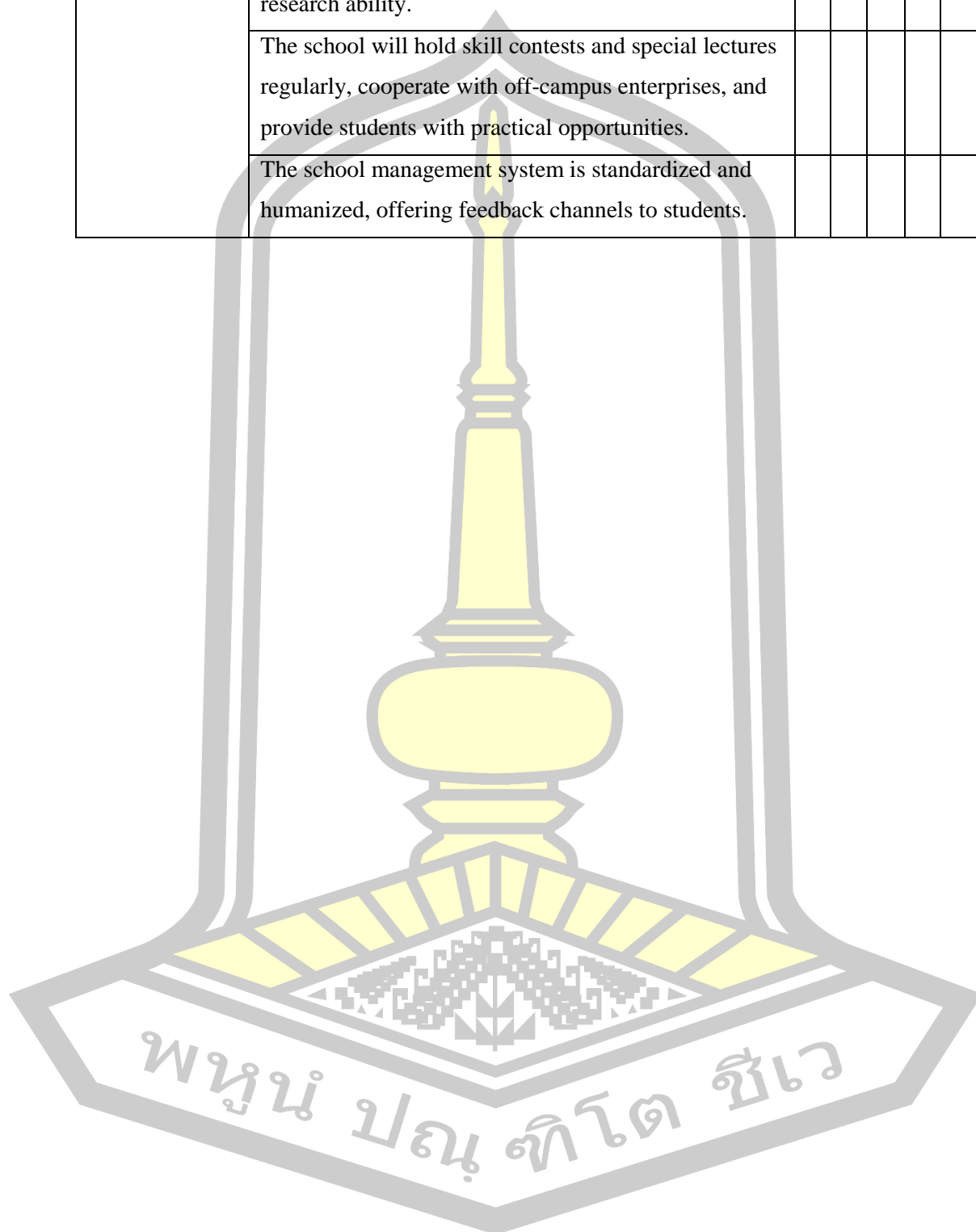
1= very dissatisfied; 2= Not satisfied; 3= generally satisfied; 4= Satisfied; 5= Very satisfied.

| Dimension               | Subject   | 1 | 2 | 3 | 4 | 5 |
|-------------------------|---|---|---|---|---|---|
| Teaching environment    | The classroom has complete teaching aids and a clean environment.   |   |   |   |   |   |
|                         | Teaching space has reasonable density and organizational form.  |   |   |   |   |   |
|                         | The relaxed teaching atmosphere is conducive to the emergence of new ideas.                               |   |   |   |   |   |
|                         | Practice teaching is close to the real working atmosphere.  |   |   |   |   |   |
|                         | Teachers have clear teaching instructions and the classroom teaching order is good.                       |   |   |   |   |   |
| Curriculum construction | The course content is comprehensive and professional, helpful to learn the knowledge of many disciplines. |   |   |   |   |   |

|                       |  |  |  |  |  |  |
|-----------------------|--|--|--|--|--|--|
|                       | The course is featured on interdisciplinary and innovation.  |  |  |  |  |  |
|                       | Reasonable course planning, and characteristic courses are well cultivated.  |  |  |  |  |  |
|                       | Harmonious interaction between teachers and students in the classroom, and the curriculum innovation is constantly promoted.               |  |  |  |  |  |
|                       | Teachers care for students' feedback on classroom learning and notice to improve teaching methods in time.                                 |  |  |  |  |  |
| Teaching organization | Teaching goal setting is closely related to the discipline of tourism management.  |  |  |  |  |  |
|                       | The teaching content involves the integration of other disciplines with tourism management disciplines.                                    |  |  |  |  |  |
|                       | There are cooperative and project-based learning methods in teaching.  |  |  |  |  |  |
|                       | Flexible teaching improves students' learning enthusiasm.  |  |  |  |  |  |
|                       | Individualized teaching, fully considering students' abilities and personalities.  |  |  |  |  |  |
| Implementation effect | Carry out teaching activities in accordance with the teaching objectives, and innovate the training mechanism of compound tourism talents. |  |  |  |  |  |
|                       | Flexible application of professional knowledge and knowledge of other disciplines improves interdisciplinary ability.                      |  |  |  |  |  |
|                       | Graduates have high scientific research ability and practical ability.   |  |  |  |  |  |
|                       | Students have prospective employment opportunities, well-received by the industry.   |  |  |  |  |  |
|                       | Formulate multi-level assessment plan and scheme for students' development.  |  |  |  |  |  |
|                       |  |  |  |  |  |  |
| Teaching support      | Have perfect teaching resources and conditions.  |  |  |  |  |  |
|                       | Teachers have professional teaching background,  |  |  |  |  |  |



|  |   |  |  |  |  |  |
|--|---|--|--|--|--|--|
|  | industry development experience and high scientific research ability.   |  |  |  |  |  |
|  | The school will hold skill contests and special lectures regularly, cooperate with off-campus enterprises, and provide students with practical opportunities. |  |  |  |  |  |
|  | The school management system is standardized and humanized, offering feedback channels to students.   |  |  |  |  |  |



## **APPENDIX B Interview outline 1 (administrative position)**

Dear teachers:

Hello! We would like to invite you to participate in this interview , aiming to have a further study on the undergraduate teaching quality of tourism management major in Guilin University of Technology, and explore the relevant problems existed in it. The interview questions are open-ended, and you can answer them according to the actual situation. The interview results will only be used as research papers, and your personal information will be kept confidential. Please feel free to answer them.

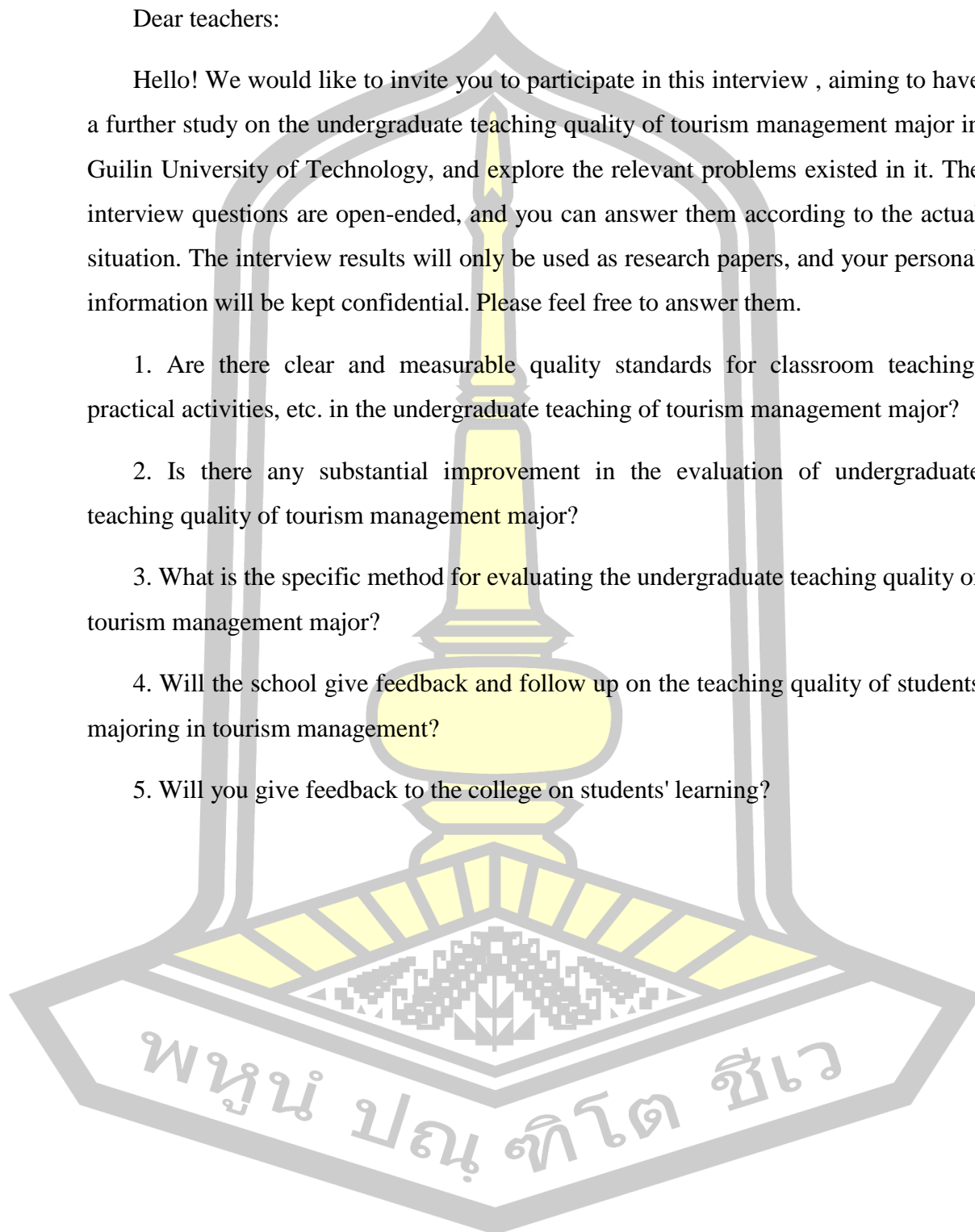
1. Is there a consensus standard for the evaluation of undergraduate teaching quality of tourism management major with stakeholders?
2. Does the undergraduate teaching of tourism management major build a practice base on campus?
3. Is there a perfect supervision and evaluation mechanism for undergraduate teaching practice activities of tourism management major?
4. How do you see the current evaluation of undergraduate teaching quality of tourism management major? Do you agree with it?
5. How does the school evaluate and monitor the teaching quality of undergraduate students majoring in tourism management? Are there specific evaluation indicators and contents?
6. Will the undergraduate teaching quality of tourism management major be fed back to teachers and students?
7. Will it continue to track and improve the teaching quality of tourism management majors?
8. Are there any deficiencies in the teaching quality management system of tourism management major?

## APPENDIX C Interview outline 2 (teacher position)

Dear teachers:

Hello! We would like to invite you to participate in this interview , aiming to have a further study on the undergraduate teaching quality of tourism management major in Guilin University of Technology, and explore the relevant problems existed in it. The interview questions are open-ended, and you can answer them according to the actual situation. The interview results will only be used as research papers, and your personal information will be kept confidential. Please feel free to answer them.

1. Are there clear and measurable quality standards for classroom teaching, practical activities, etc. in the undergraduate teaching of tourism management major?
2. Is there any substantial improvement in the evaluation of undergraduate teaching quality of tourism management major?
3. What is the specific method for evaluating the undergraduate teaching quality of tourism management major?
4. Will the school give feedback and follow up on the teaching quality of students majoring in tourism management?
5. Will you give feedback to the college on students' learning?

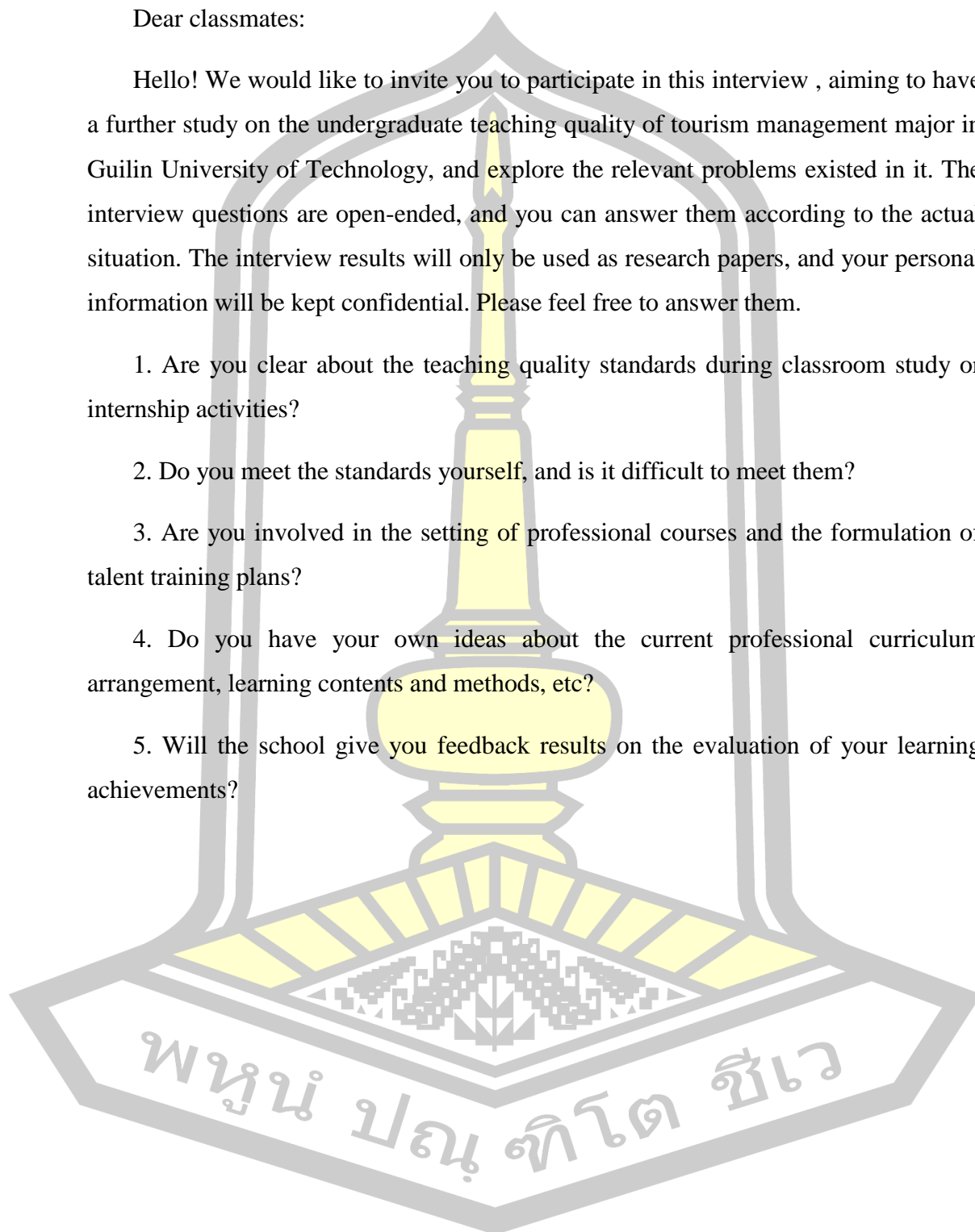


### APPENDIX D Interview outline 3 (student)

Dear classmates:

Hello! We would like to invite you to participate in this interview , aiming to have a further study on the undergraduate teaching quality of tourism management major in Guilin University of Technology, and explore the relevant problems existed in it. The interview questions are open-ended, and you can answer them according to the actual situation. The interview results will only be used as research papers, and your personal information will be kept confidential. Please feel free to answer them.

1. Are you clear about the teaching quality standards during classroom study or internship activities?
2. Do you meet the standards yourself, and is it difficult to meet them?
3. Are you involved in the setting of professional courses and the formulation of talent training plans?
4. Do you have your own ideas about the current professional curriculum arrangement, learning contents and methods, etc?
5. Will the school give you feedback results on the evaluation of your learning achievements?

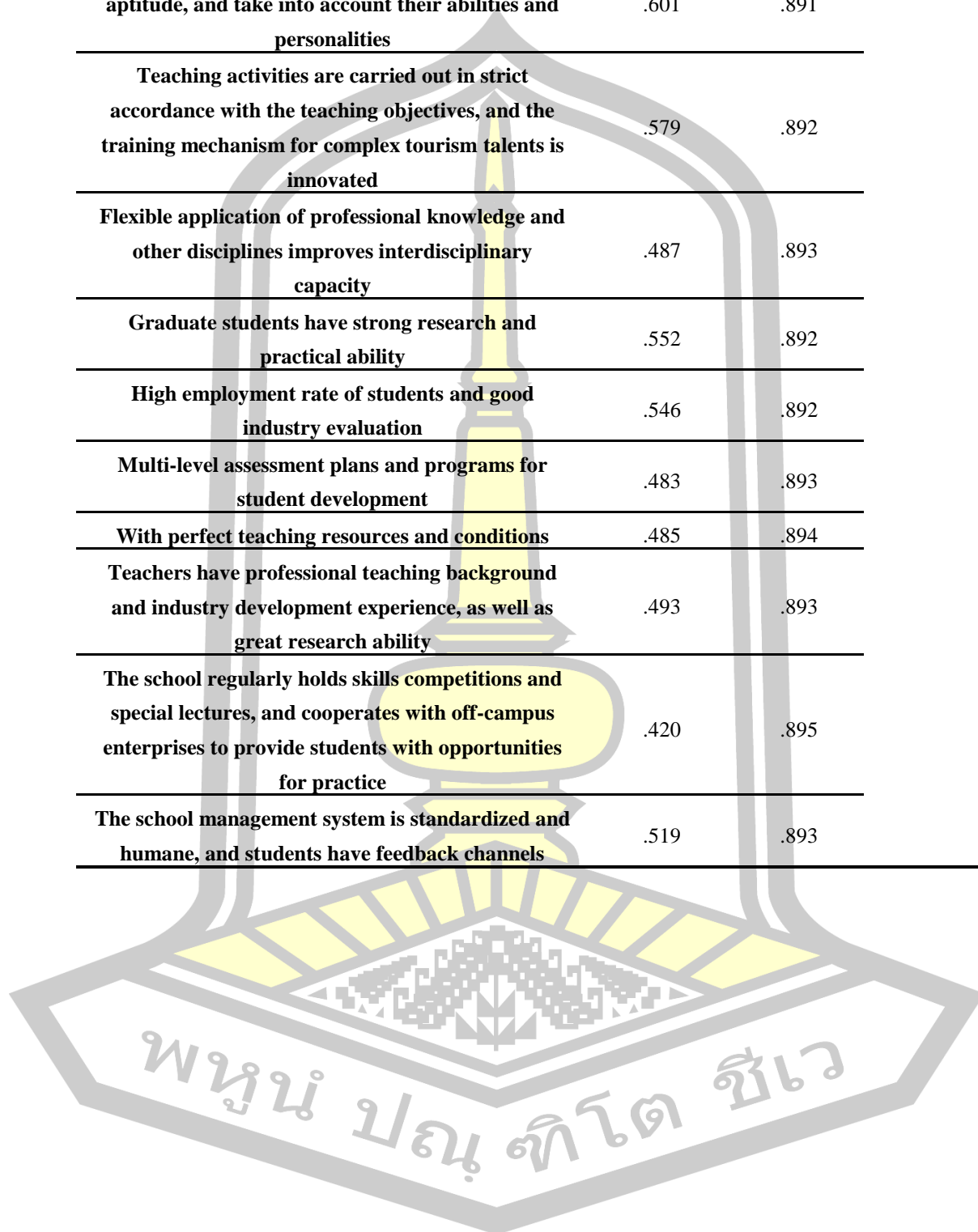


## APPENDIX E Overall reliability test of the pre-study questionnaire

Overall reliability test of the pre-study questionnaire

|  | Correlation<br>between<br>corrected<br>items and<br>totals | Alpha<br>Clone Bach<br>Alpha after<br>deletion of<br>items | Overall<br>teaching<br>quality<br>evaluation |
|--|--|--|--|
| <b>Overall satisfaction with the quality of teaching</b>   | .739   | .890   |  |
| <b>There is a complete set of teaching aids and a clean environment in the classroom</b>   | .606   | .891   |  |
| <b>The teaching space is reasonably dense and organized</b>  | .603   | .891   |  |
| <b>The teaching atmosphere is relaxed and conducive to the emergence of new ideas and thoughts</b>                                   | .550   | .892   |  |
| <b>The practical teaching is close to the real working atmosphere</b>  | .534   | .892   |  |
| <b>Teachers have clear teaching instructions and the classroom is in good order</b>  | .601   | .891   |  |
| <b>The course is comprehensive and specialized, allowing for the study of multiple disciplines</b>                                   | .558   | .892   |  |
| <b>Strong interdisciplinary and innovative character of the course study</b>   | .471   | .894   |  |
| <b>The curriculum is well planned and the special courses are well cultivated</b>  | .511   | .893   | <b>0.897</b>                                 |
| <b>There is good interaction between teachers and students in the classroom, and the curriculum is constantly innovated</b>          | .477   | .894   |  |
| <b>Teachers pay attention to students' feedback on their learning in class and improve their teaching methods in a timely manner</b> | .515   | .893   |  |
| <b>Teaching objectives are set more closely with the subject of tourism management</b>   | .671   | .890   |  |
| <b>The teaching content involves the integration of other disciplines with the tourism management discipline</b>                     | .508   | .893   |  |
| <b>Cooperative and project-based learning styles are available in the teaching</b>   | .590   | .891   |  |
| <b>Flexible and varied teaching increases students' motivation to learn</b>  | .444   | .894   |  |

|   |      |      |
|---|------|------|
| Teachers teach students according to their aptitude, and take into account their abilities and personalities  | .601 | .891 |
| Teaching activities are carried out in strict accordance with the teaching objectives, and the training mechanism for complex tourism talents is innovated          | .579 | .892 |
| Flexible application of professional knowledge and other disciplines improves interdisciplinary capacity  | .487 | .893 |
| Graduate students have strong research and practical ability  | .552 | .892 |
| High employment rate of students and good industry evaluation   | .546 | .892 |
| Multi-level assessment plans and programs for student development   | .483 | .893 |
| With perfect teaching resources and conditions  | .485 | .894 |
| Teachers have professional teaching background and industry development experience, as well as great research ability   | .493 | .893 |
| The school regularly holds skills competitions and special lectures, and cooperates with off-campus enterprises to provide students with opportunities for practice | .420 | .895 |
| The school management system is standardized and humane, and students have feedback channels  | .519 | .893 |



## APPENDIX F Reliability and validity of the questionnaire

### Reliability analysis

The larger the value, the higher the internal stability of each questionnaire item, sees Table F1.

Table F1 Overall reliability results of the questionnaire

| Cronbach Alpha | Number of Items |
|----------------|-----------------|
| 0.906          | 29              |

Combined with Table 6, the Cronbach index of the overall reliability of the questionnaire is 0.906, which is greater than 0.8, indicating that the questionnaire has good reliability, and also indicating that the questionnaire questions can be further analyzed. On that basis, the Cronbach values of the five scales of teaching environment, curriculum construction, teaching organization, implementation effect and teaching support were calculated separately, which are shown in Table F2

Table F2 Dimension-specific reliability results

| Dimension               | Cronbach coefficient | Number of questions |
|-------------------------|----------------------|---------------------|
| Teaching environment    | 0.911                | 5                   |
| Curriculum construction | 0.909                | 5                   |
| Teaching content        | 0.913                | 5                   |
| Implementation effect   | 0.902                | 5                   |
| Teaching support        | 0.890                | 4                   |

Combined with the Cronbach coefficients in Tables F2, it can be seen that the coefficients of all five dimensions are higher than 0.8, indicating that each dimension has a high reliability and can be further analyzed.

### Validity analysis

Validity analysis is a reflection of the accuracy of the result data of the questionnaire survey. In this paper, the validity of the data was determined by the



KMO and Bartlett's sphericity test to clarify whether it is suitable for factor analysis, and the results of the validity analysis are shown in Table F3.

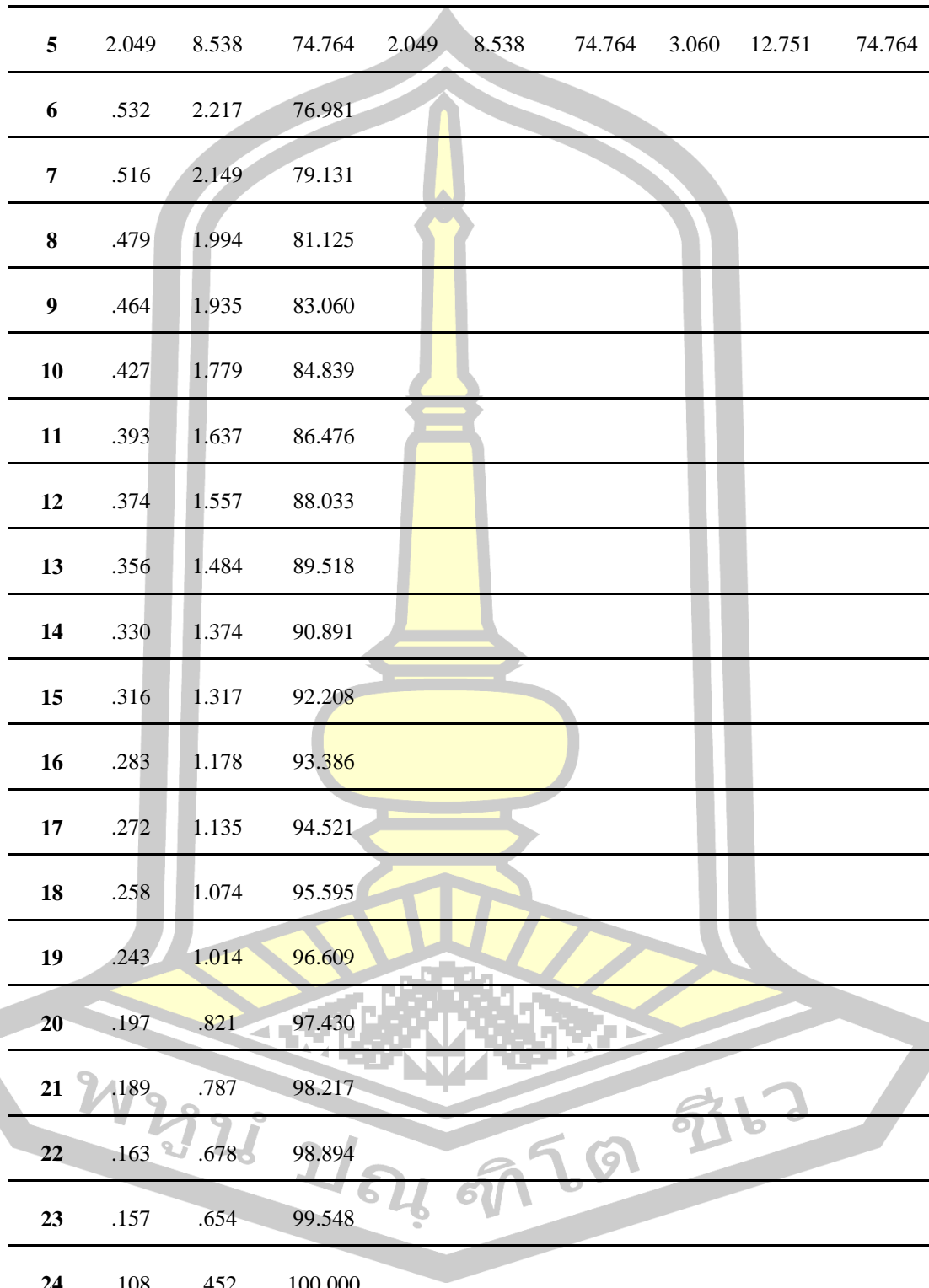
Table F3 KMO and Bartlett's sphericity test

|   |                        |             |
|---|------------------------|-------------|
| <b>KMO measure of sampling adequacy</b> |                        | <b>.897</b> |
| <b>Bartlett's sphericity test</b>       | Approximate chi-square | 3420.972    |
|   | Degree of freedom      | 276         |
|   | Significance           | .000        |

Combined with Tables F3, the KMO value in the questionnaire was 0.897, which was higher than 0.8, and the significance value was 0.000, which was lower than 0.05, indicating that the validity of the questionnaire was good and suitable for conducting factor analysis. For the 29 indicators of the questionnaire using the maximum variance method of rotation, the cumulative contribution rate of the questionnaire was 74.76%, which was higher than 60%, and five common factors were extracted with variance contribution rates of 15.68%, 15.52%, 15.44%, 15.37% and 12.75%, which are shown in Table F4. And the variance contribution rates of the five common factors were evenly distributed, indicating that the results of factor analysis were reasonable.

Table F4 Interpretation of total variance

| Component | Initial eigenvalues |                        |                       | Extract the sum of squares of loads |                        |                       | Rotate load sum of squares |                        |                       |
|-----------|---------------------|------------------------|-----------------------|-------------------------------------|------------------------|-----------------------|----------------------------|------------------------|-----------------------|
|           | Total               | Percentage of variance | Cumulative percentage | Total                               | Percentage of variance | Cumulative percentage | Total                      | Percentage of variance | Cumulative percentage |
| 1         | 8.756               | 36.481                 | 36.481                | 8.756                               | 36.481                 | 36.481                | 3.762                      | 15.675                 | 15.675                |
| 2         | 2.614               | 10.891                 | 47.372                | 2.614                               | 10.891                 | 47.372                | 3.726                      | 15.524                 | 31.199                |
| 3         | 2.370               | 9.876                  | 57.248                | 2.370                               | 9.876                  | 57.248                | 3.706                      | 15.442                 | 46.641                |



|    |       |       |         |       |       |        |       |        |        |
|----|-------|-------|---------|-------|-------|--------|-------|--------|--------|
| 4  | 2.155 | 8.978 | 66.226  | 2.155 | 8.978 | 66.226 | 3.689 | 15.372 | 62.013 |
| 5  | 2.049 | 8.538 | 74.764  | 2.049 | 8.538 | 74.764 | 3.060 | 12.751 | 74.764 |
| 6  | .532  | 2.217 | 76.981  |       |       |        |       |        |        |
| 7  | .516  | 2.149 | 79.131  |       |       |        |       |        |        |
| 8  | .479  | 1.994 | 81.125  |       |       |        |       |        |        |
| 9  | .464  | 1.935 | 83.060  |       |       |        |       |        |        |
| 10 | .427  | 1.779 | 84.839  |       |       |        |       |        |        |
| 11 | .393  | 1.637 | 86.476  |       |       |        |       |        |        |
| 12 | .374  | 1.557 | 88.033  |       |       |        |       |        |        |
| 13 | .356  | 1.484 | 89.518  |       |       |        |       |        |        |
| 14 | .330  | 1.374 | 90.891  |       |       |        |       |        |        |
| 15 | .316  | 1.317 | 92.208  |       |       |        |       |        |        |
| 16 | .283  | 1.178 | 93.386  |       |       |        |       |        |        |
| 17 | .272  | 1.135 | 94.521  |       |       |        |       |        |        |
| 18 | .258  | 1.074 | 95.595  |       |       |        |       |        |        |
| 19 | .243  | 1.014 | 96.609  |       |       |        |       |        |        |
| 20 | .197  | .821  | 97.430  |       |       |        |       |        |        |
| 21 | .189  | .787  | 98.217  |       |       |        |       |        |        |
| 22 | .163  | .678  | 98.894  |       |       |        |       |        |        |
| 23 | .157  | .654  | 99.548  |       |       |        |       |        |        |
| 24 | .108  | .452  | 100.000 |       |       |        |       |        |        |

Extraction method: principal component analysis method.

Combined with the results of the interpretation of total variance in Table F4, the five dimensions obtained after rotation by the principal component analysis method are consistent with the scale design, and the rotated component matrix is further obtained, as shown in Table F5.

Table F5 Rotated component matrix

|  | Components |      |   |   |   |
|--|------------|------|---|---|---|
|  | 1          | 2    | 3 | 4 | 5 |
| Teaching objectives are set more closely with the subject of tourism management  | .864       |      |   |   |   |
| The teaching content integrates with other disciplines and tourism management disciplines                                | .834       |      |   |   |   |
| Flexible and versatile teaching improves students' motivation to learn   | .823       |      |   |   |   |
| Collaborative and project-based learning styles of teaching  | .791       |      |   |   |   |
| Teachers teach in accordance with students' aptitude and personality   | .781       |      |   |   |   |
| The course is comprehensive and specialized, allowing for the study of multiple disciplines                              |            | .891 |   |   |   |
| Strong interdisciplinary and innovative character of the course learning   |            | .811 |   |   |   |
| There is good interaction between students and teachers in the classroom and a constant drive to innovate the curriculum |            | .810 |   |   |   |
| Teachers pay attention to students' feedback on classroom learning and improve teaching methods in a timely              |            | .792 |   |   |   |

|   |      |
|---|------|
| <b>manner</b>   |      |
| <b>The curriculum is well planned and the special courses are well developed</b>  | .790 |
| <b>Classrooms are well equipped with teaching aids and clean environment</b>  | .874 |
| <b>The teaching atmosphere is relaxed and conducive to the emergence of new ideas</b>   | .802 |
| <b>Teachers have clear teaching instructions and the classroom is in good order</b>   | .798 |
| <b>Practical teaching is close to a real working atmosphere</b>   | .795 |
| <b>Teaching space has reasonable density and organization form</b>  | .774 |
| <b>Teaching activities are carried out in strict accordance with the teaching objectives, and the cultivation mechanism of versatile tourism talents is innovated</b> | .892 |
| <b>Graduates have strong research and practical skills</b>  | .814 |
| <b>Flexible application of professional knowledge and knowledge from other disciplines improves interdisciplinary capabilities</b>                                    | .810 |
| <b>Multi-level assessment plans and programs for student development</b>  | .791 |
| <b>Students are well employed and have good industry evaluations</b>  | .764 |
| <b>Well-established teaching resources and conditions</b>   | .890 |
| <b>The school regularly holds skills</b>  | .819 |

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competitions and seminars, and  
cooperates with off-campus companies to  
provide students with practical  
opportunities

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Teachers have professional teaching  
background and industry development  
experience, as well as strong research  
capabilities .800

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School management system is  
standardized and humane, and students  
have feedback channels .792

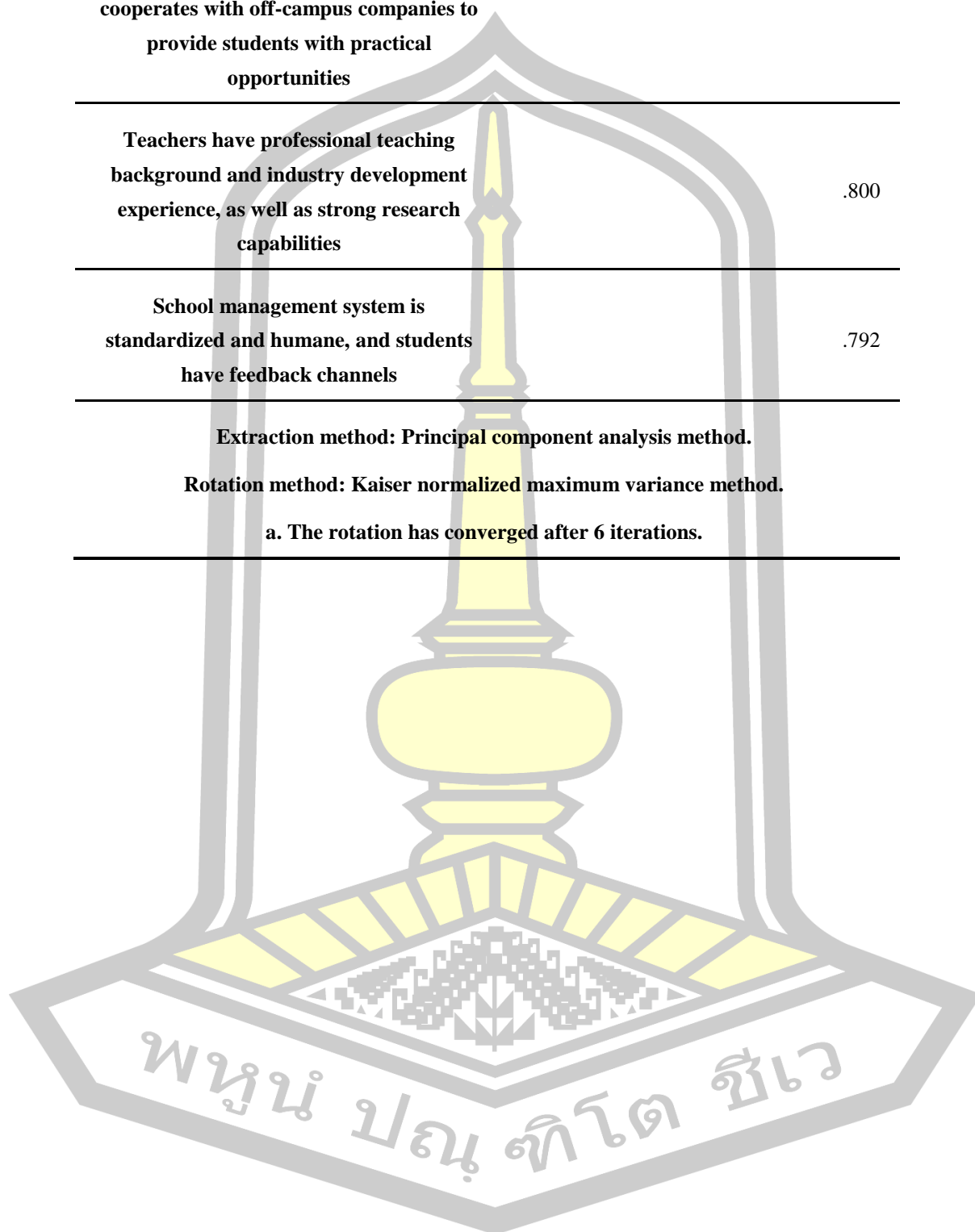
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Extraction method: Principal component analysis method.

Rotation method: Kaiser normalized maximum variance method.

a. The rotation has converged after 6 iterations.

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## APPENDIX G Regression analysis

### Regression analysis of teaching environment

The results of the regression analysis were obtained by taking “overall satisfaction with teaching quality” as the dependent variable and five topics of teaching environment as the independent variables, as shown in Table G1.

Table G1 Regression analysis of teaching environment

| Model  | Unstandardized coefficient |                | Standardized coefficient | t     | Significance |
|--|----------------------------|----------------|--------------------------|-------|--------------|
|  | B                          | Standard error | Beta                     |       |              |
| (Constant)   | 1.719                      | .184           |                          | 9.340 | .000         |
| Classrooms are well equipped with teaching aids and clean environment          | .230                       | .103           | .272                     | 2.241 | .026         |
| The curriculum is well planned and the special courses are well developed      | .071                       | .070           | .094                     | 1.012 | .313         |
| The teaching atmosphere is relaxed and conducive to the emergence of new ideas | .045                       | .066           | .061                     | .681  | .497         |
| Practical teaching is close to a real working atmosphere                       | .052                       | .069           | .066                     | .754  | .452         |
| Teachers have clear teaching instructions and the classroom is in good order   | .114                       | .072           | .149                     | 1.572 | .118         |

a. Dependent variable: overall satisfaction with teaching quality

Combining the results of the analysis in Table G1, the significance value of 0.026 for classrooms with complete teaching aids and a clean environment was lower than 0.05, indicating that there is room for improvement in terms of classrooms with

complete teaching aids and a clean environment. The significance values for the other questions teaching space with reasonable density and organization, relaxed teaching atmosphere that encourages the emergence of new ideas and new thoughts, practical teaching close to the real working atmosphere and teachers with clear teaching instructions and good order in the classroom were higher than 0.05, indicating that the other questions did not demonstrate any room for improvement.

### Regression analysis of curriculum construction

Taking the “overall satisfaction with teaching quality” as the dependent variable and five topics of curriculum construction as the independent variables, we got the regression analysis results, which were shown in Table G2.

Table G2 Regression analysis of curriculum construction

| Model  | Unstandardized coefficient |                | Standardized coefficient | t      | Significance |
|--|----------------------------|----------------|--------------------------|--------|--------------|
|  | B                          | Standard error | Beta                     |        |              |
| (Constant)   | 1.861                      | .185           |                          | 10.054 | .000         |
| The course is comprehensive and specialized, allowing for the study of multiple disciplines                              | -.067                      | .103           | -.079                    | -.649  | .517         |
| Strong interdisciplinary and innovative character of the course learning   | .045                       | .066           | .062                     | .683   | .496         |
| The curriculum is well planned and the special courses are well developed  | .238                       | .068           | .316                     | 3.492  | .001         |
| There is good interaction between students and teachers in the classroom and a constant drive to innovate the curriculum | .044                       | .073           | .057                     | .604   | .546         |
| Teachers pay attention to students' feedback on classroom learning and improve teaching methods in a                     | .216                       | .071           | .286                     | 3.055  | .003         |



timely manner

a. Dependent variable: overall satisfaction with teaching quality

Combined with the analysis results in Table G2, the significance values of reasonable course planning, good cultivation of featured courses and teachers' focus on students' feedback on classroom learning and timely improvement of teaching methods are 0.001 and 0.003, respectively, which are lower than 0.05. It indicated that there are still problems in curriculum construction in terms of reasonable course planning, degree of course featured, students' feedback and improvement of teaching methods. The significance values for the other question items of comprehensive and professional course learning, ability to learn from multiple disciplines, strong interdisciplinary and innovative features of course learning and the good interaction between teachers and students in the classroom and the continuous promotion of course innovation were all higher than 0.05, indicating that the other options did not demonstrate any room for improvement.

### Regression analysis of teaching organization

The results of the regression analysis were obtained by taking "overall satisfaction with teaching quality" as the dependent variable and the five topics of teaching organization as the independent variables, which were shown in Table G3.

Table G3 Regression analysis of teaching organization

| Model   | Unstandardized coefficient |                | Standardized coefficient | t      | Significance |
|---|----------------------------|----------------|--------------------------|--------|--------------|
|   | B                          | Standard error | Beta                     |        |              |
| (Constant)  | 2.019                      | .180           |                          | 11.200 | .000         |
| Teaching objectives are set more closely with the subject of tourism management           | .123                       | .095           | .158                     | 1.295  | .197         |
| The teaching content integrates with other disciplines and tourism management disciplines | .174                       | .071           | .240                     | 2.442  | .015         |
| Collaborative and project-based   | .043                       | .070           | .059                     | .614   | .540         |

| learning styles of teaching                                       |       |      |       |       |      |
|---|-------|------|-------|-------|------|
| Flexible and versatile teaching                                   |       |      |       |       |      |
| improves students' motivation to                                  | -.065 | .068 | -.086 | -.945 | .346 |
| learn   |       |      |       |       |      |
| Teachers teach in accordance with                                 |       |      |       |       |      |
| students' aptitude and personality                                | .155  | .074 | .203  | 2.093 | .038 |
| a. Dependent variable: overall satisfaction with teaching quality |       |      |       |       |      |

Combined with the analysis results in Table G3, the significance values of the teaching contents involving the integration of other disciplines with the tourism management professional disciplines and the teachers' teaching according to the students' aptitudes and personalities were 0.015 and 0.038 respectively, which were lower than 0.05. It indicated that there were still problems in the multidisciplinary integration of teaching contents, teaching according to the students' abilities and personalized teaching. The collaborative and project-based learning styles and flexible and varied instruction in the other question items enhanced students' motivation to learn. Significance values are higher than 0.05, indicating that the other options do not demonstrate any room for improvement.

### Regression analysis of implementation effect

Taking "overall satisfaction with teaching quality" as the dependent variable and the five topics of implementation effect as the independent variables, the results of regression analysis were obtained, as shown in Table G4.

Table G4 Regression analysis of implementation effect

| Model  | Unstandardized<br>coefficient | Standardized<br>coefficient | t      | Significance |
|--|-------------------------------|-----------------------------|--------|--------------|
|  | B                             | Beta                        |        |              |
| (Constant)   | 2.026                         | .202                        | 10.025 | .000         |
| Teaching activities are carried out in<br>strict accordance with the teaching<br>objectives, and the cultivation<br>mechanism of versatile tourism<br>talents is innovated | -.013                         | .106                        | -.015  | -.124        |
|  |                               |                             |        | .901         |

|   |      |      |      |       |      |
|---|------|------|------|-------|------|
| Flexible application of professional knowledge and knowledge from other disciplines improves interdisciplinary capabilities | .124 | .073 | .162 | 1.695 | .092 |
| Graduates have strong research and practical skills   | .043 | .070 | .062 | .625  | .533 |
| Students are well employed and have good industry evaluations   | .175 | .071 | .229 | 2.464 | .015 |
| Multi-level assessment plans and programs for student development   | .093 | .071 | .121 | 1.309 | .192 |
| a. Dependent variable: overall satisfaction with teaching quality   |      |      |      |       |      |

Combined with the results of the analysis in Table G4, the significance value of good student employment and good industry evaluation was 0.015, which was lower than 0.05, indicating that there are still problems in student employment situation and industry evaluation. The significance values for the other options of carrying out teaching activities in strict accordance with the teaching objectives, innovative mechanisms for the cultivation of complex tourism talents, flexible application of professional knowledge and knowledge from other disciplines, improved interdisciplinary skills, strong research and practical skills of graduating students and multi-level assessment plans and programs for student development were higher than 0.05, indicating that the other options did not demonstrate any room for improvement.

### Regression analysis of teaching support

Taking “overall satisfaction with teaching quality” as the dependent variable and the four topics of teaching support as the independent variables, the regression analysis results were obtained and are shown in Table G5.

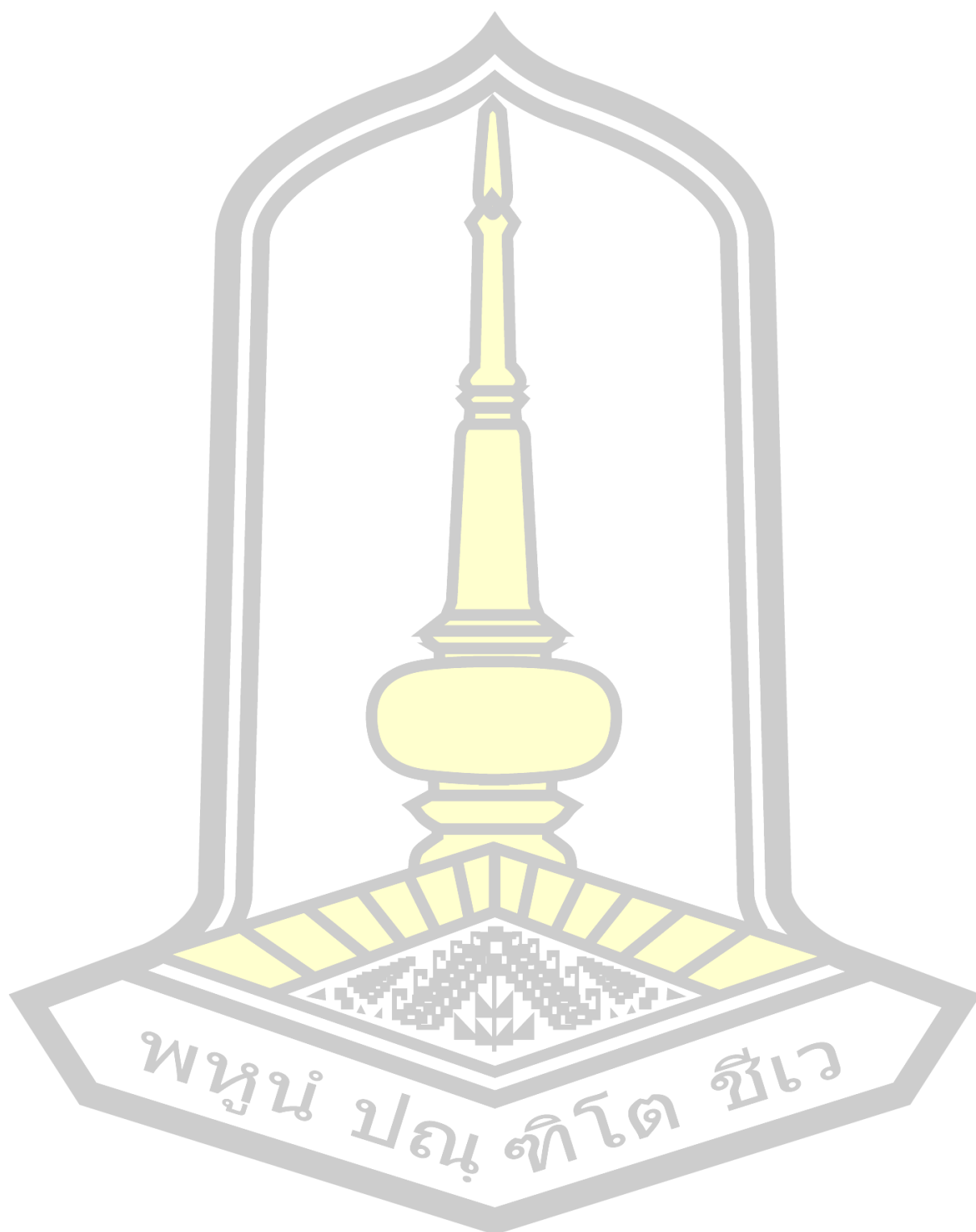
Table G5 Regression analysis of teaching support

| Model                     | Unstandardized coefficient |                | Standardized coefficient | t      | Significance |
|---------------------------|----------------------------|----------------|--------------------------|--------|--------------|
|                           | B                          | Standard error | Beta                     |        |              |
| (Constant)                | 1.911                      | .189           |                          | 10.136 | .000         |
| Well-established teaching | .151                       | .103           | .183                     | 1.474  | .142         |

|  |      |      |      |       |      |
|--|------|------|------|-------|------|
| resources and conditions   |      |      |      |       |      |
| Teachers have professional teaching background and industry development experience, as well as strong research capabilities                            | .046 | .069 | .062 | .668  | .505 |
| The school regularly holds skills competitions and seminars, and cooperates with off-campus companies to provide students with practical opportunities | .090 | .072 | .118 | 1.260 | .209 |
| School management system is standardized and humane, and students have feedback channels   | .168 | .073 | .217 | 2.301 | .022 |
| a. Dependent variable: overall satisfaction with teaching quality  |      |      |      |       |      |

Combined with the results of the analysis in Table G5, the significance value of a standardized school management system with a degree of humanization and a feedback channel for students was 0.022, which was lower than 0.05. It indicated that the current school management system is not humane and the feedback channel for students is not open enough. The significance values for the other question items of having well-developed teaching resources and conditions, teachers with professional teaching background and experience in industry development, as well as high research capacity, the school regularly organizes skills competitions and special lectures, and cooperates with off-campus enterprises to provide students with practical opportunities are higher than 0.05, indicating that the other options do not demonstrate any room for improvement.

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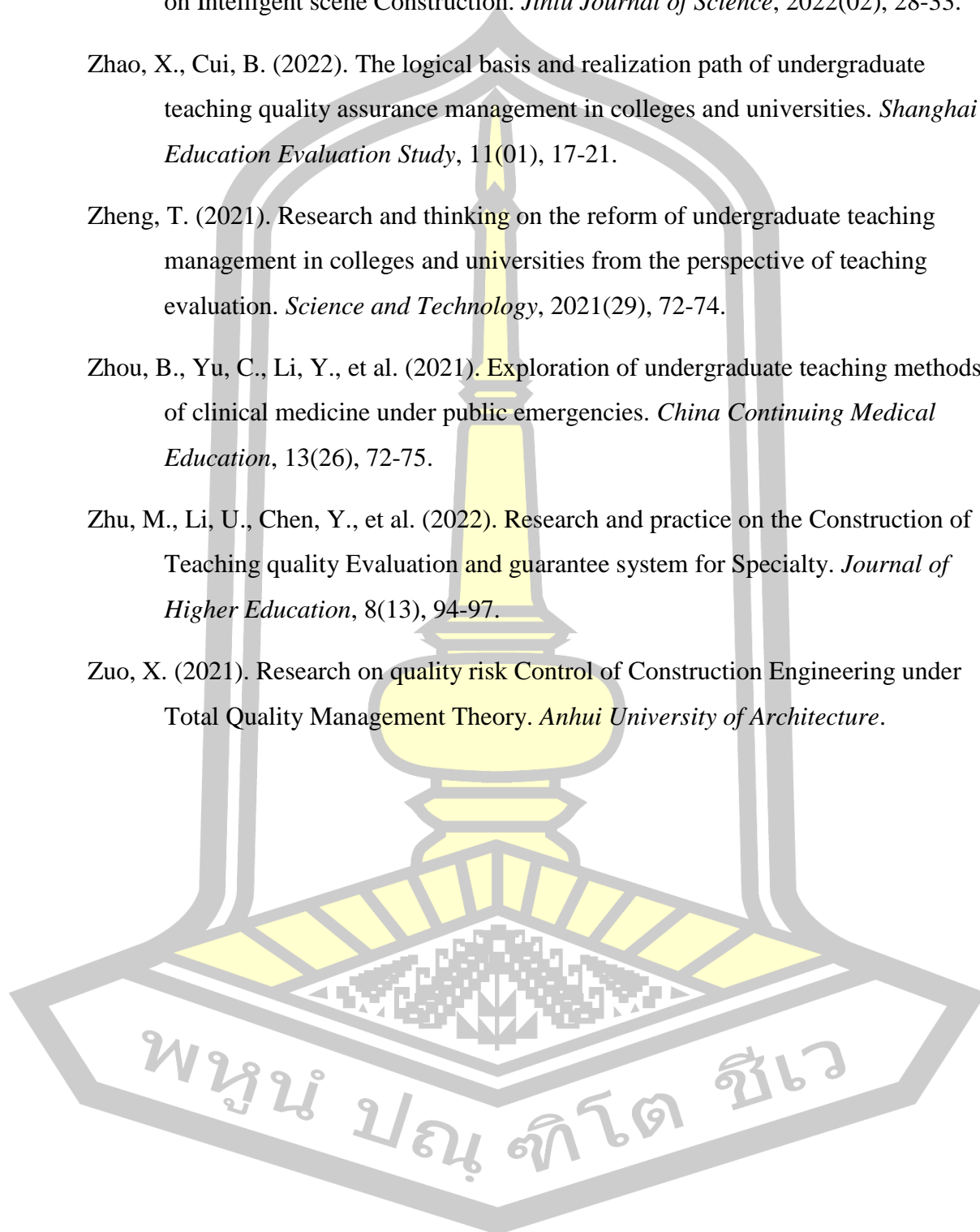


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