

Supervision and Management of Teaching Quality of College Teachers in H University

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Abstract. Amid the dynamic landscape of higher education, this study investigates the supervision and management of teaching quality at H University through qualitative interviews and thematic analysis. The research identifies four best practices: well-designed classroom content, student leadership in learning activities, guidance for students' quality education, and cultivation of teachers. These resonate with existing literature, highlighting comprehensive approaches to enhancing teaching quality. Concurrently, the study uncovers three significant challenges: resistance to change, inadequate teaching quality evaluation systems, and insufficient incentives for teachers. These challenges align with prior research, underlining critical areas that hinder effective teaching quality management. To address these issues, the study offers tailored recommendations for H University, including the implementation of targeted professional development, robust evaluation mechanisms, meaningful incentives, student-centered strategies, mentorship programs, technology integration, and adept change management. By acting upon these suggestions, the institution can foster a culture of teaching excellence, enriching the educational experiences of both educators and students.

Keywords: Supervision and management; teaching quality; college teachers; best practices.

1. Introduction

In the realm of higher education, the quality of teaching delivered by college educators holds immense significance [1]. Beyond the transfer of knowledge, teaching quality encompasses a spectrum of pedagogical techniques, communication skills, and assessment methods that collectively shape students' learning experiences [2]. This study centers on the vital interplay between teaching quality and its supervision and management within the context of H University.

Teaching quality transcends conventional instruction, aiming to cultivate critical thinking, creativity, and a lifelong love for learning among students [3]. The commitment to teaching excellence aligns with H University's mission to foster academic brilliance and produce well-rounded graduates. As education evolves, so do the expectations of educators [4]. The significance of enhancing teaching quality has never been more pronounced, demanding innovative approaches to teaching methodologies and continual professional development.

For H University, like other universities, the quality of teachers is the cornerstone of success. The rationale for this study lies in the need to ensure that educators in higher education receive the necessary support to continuously improve the quality of their teaching [5-7]. By identifying best practices and challenges, this study addresses the urgent need to strengthen the teaching and learning ecosystem within universities.

This research holds the potential to make significant contributions on multiple fronts. By uncovering best practices, it will provide actionable insights for refining the supervision and management of teaching quality. Equally important is its focus on challenges; this aspect offers a realistic perspective on the barriers that impede effective teaching quality management. By confronting these challenges head-on, the study fosters an environment where innovation in teaching thrives.

The core objectives of this research are two-fold. Firstly, it seeks to distill the best practices currently employed in the supervision and management of teaching quality at H University. The exploration of successful strategies aims to serve as a reservoir of practical recommendations for educators and administrators. Secondly, the study strives to comprehend and articulate the challenges

faced in maintaining high teaching quality standards. By identifying these hurdles, the research contributes to the formulation of targeted interventions that can make changes on teaching quality management within H University.

2. Literature Review

The landscape of higher education has witnessed a surge of interest in enhancing the supervision and management of teaching quality, as evidenced by various scholarly works. A study by Nurabadi et al. (2019) [8] introduces the "Managing by Walking About" model, an informal supervision approach, emphasizing the improvement of learning quality. This approach aligns with the broader perspective of enhancing teaching quality through active engagement and support.

Zhang and Zhao (2022) [9] delve into the application of an "Internet+" perspective in constructing a teaching supervision system for applied undergraduate colleges and universities. This highlights the influence of technological advancements on teaching quality management, emphasizing adaptability to modern pedagogical trends.

Chen and Tang (2012) [10] contribute to the discourse with their exploration of teaching supervision in local higher vocational colleges. Their work underscores the importance of tailored strategies that cater to the unique characteristics of vocational education, shedding light on the need for contextualized approaches to teaching quality enhancement.

Ubogu (2020) [11] advocates for instructional supervision as a potent strategy to bolster teacher quality in secondary school education. This perspective aligns with the notion that effective supervision plays a pivotal role in not only refining pedagogical skills but also fostering a culture of continuous improvement among educators.

Chen (2018) [12] discusses the role of instructional supervision in facilitating teachers' professional development. Principals' involvement in supervisory processes coupled with teachers' engagement in knowledge-management behaviors are explored as drivers for enhancing teaching quality.

The nexus between teacher quality, mobility, and teaching quality is explored by Feng and Sass (2017) [13]. Their work underscores the interconnectedness of these factors, suggesting that strategic supervision and management approaches can potentially mitigate the challenges associated with teacher mobility.

Goos and Salomons (2017) [14] delve into the measurement of teaching quality in higher education. Their research acknowledges the challenges of potential selection bias in course evaluations, emphasizing the importance of employing comprehensive evaluation methods that capture a holistic view of teaching quality.

The realm of teaching supervision in local universities is scrutinized by Zhang (2016) [15]. This work uncovers the intricate dynamics of teaching supervision in the context of local higher education institutions, contributing to the ongoing dialogue about the diverse dimensions of teaching quality enhancement.

The role of teaching supervision in promoting the professional development of college teachers is examined by Kou (2021) [16]. This research sheds light on the mechanisms through which supervision can catalyze growth and expertise among educators.

In summary, these studies collectively underscore the multidimensional nature of teaching quality enhancement, suggesting that tailored approaches, technological integration, and comprehensive evaluation methods can collectively drive a culture of teaching excellence in higher education.

3. Method

In exploring the multifaceted landscape of supervising and managing teaching quality at H University, this research employs a qualitative methodology centered on conducting interviews and utilizing thematic analysis. The qualitative approach is selected to facilitate a profound understanding

of the perceptions, experiences, and insights of key stakeholders including educators, administrators, and relevant staff members.

Interviews are the primary avenue for data collection, allowing key informants to share their diverse perspectives on teaching quality supervision and management. The purposive sampling technique is employed to ensure representation from various departments, experience levels, and roles, thus providing a comprehensive view of the topic. Through open-ended questions, key informants are encouraged to candidly express their viewpoints, challenges, and recommendations related to teaching quality enhancement.

4. Result and Discussion

The following presents the result and discussion of the findings. The findings of this study revealed four prominent themes that encapsulate the best practices in the supervision and management of teaching quality at H University. These themes shed light on crucial aspects that contribute to fostering a culture of teaching excellence within the institution.

Table 1. Best practices of in the supervision and management of teaching quality at H University.

Themes
Well-designed classroom content
Student leadership in teaching and learning activities
Guidance for the development of students' quality education
Cultivation and construction of teachers

4.1. Well-designed classroom content

Educators emphasized the importance of structuring course materials that are engaging, relevant, and aligned with learning objectives. This practice resonates with the findings of Zhang and Zhao (2022) [9], who advocate for the construction of teaching content that integrates the "Internet+" perspective. The integration of technology and contemporary teaching methods supports the creation of captivating content that resonates with modern learners. Furthermore, the emphasis on well-designed content aligns with Ubogu's (2020) [11] assertion that instructional supervision can strengthen teacher quality, as it empowers educators to develop and deliver effective lessons.

4.2. Student leadership in teaching and learning activities

The theme of student leadership in teaching and learning activities underscores the significance of student engagement in the learning process. Participants highlighted the value of encouraging active participation, group discussions, and student-led projects. This approach resonates with Nurabadi et al. (2019) [8], who introduce the "Managing by Walking About" model as an informal supervision method. This model emphasizes interactions between educators and students, fostering an environment where students take an active role in their education. The current findings support the notion that when students are empowered to lead, they develop critical thinking skills and a deeper sense of ownership over their learning journey.

4.3. Guidance for the development of students' quality education

Guidance for the development of students' quality education centers on the role of educators as mentors and guides. Key informants emphasized the importance of providing individualized support, career guidance, and personal development opportunities. This aligns with Chen and Tang's (2012) [10] discussion on the role of teaching supervision in vocational colleges. Such guidance enhances teaching quality by recognizing the diverse needs of students and tailoring educational experiences to foster holistic growth. The current findings affirm that when educators provide comprehensive guidance, students thrive academically and personally.

4.4. Cultivation and construction of teachers

Cultivating and constructing teachers accentuates the importance of professional development and mentorship for educators. Key informants emphasized the need for continuous learning, peer collaboration, and mentorship programs. This resonates with Chen's (2018) [12] exploration of how instructional supervision facilitates teachers' professional development. The findings also echo the sentiments of Feng and Sass (2017) [13], who emphasize that teacher quality and mobility are interconnected. Effective supervision and mentorship are essential in retaining experienced educators, nurturing a dynamic teaching force.

In summary, these identified themes collectively signify the best practices that contribute to effective supervision and management of teaching quality at H University. The alignment between these themes and the existing literature underscores the universality of these practices across diverse educational contexts.

The following discussion is about the problems encountered in the supervision and management of teaching quality of teachers.

Table 2. Problems Encountered in the Supervision and Management of Teaching Quality of Teachers.

Themes
Resistance to change
Inadequate teaching quality evaluation system
Inadequate incentives for teachers

4.5. Resistance to change

The theme of resistance to change points to an issue that arises when educators are reluctant to adopt new teaching methods and technologies. This issue hampers the integration of innovative pedagogical approaches and inhibits the implementation of effective teaching quality management practices. This challenge resonates with the "Managing by Walking About" model introduced by Nurabadi et al. (2019) [8], which emphasizes the need for educators to be receptive to change. The findings underscore the significance of addressing resistance, as it obstructs the realization of best practices.

4.6. Inadequate teaching quality evaluation system

The theme of an inadequate teaching quality evaluation system highlights the absence of robust methods to assess teaching quality and provide constructive feedback. This challenge impedes the accurate measurement of teaching effectiveness, hindering the institution's ability to identify areas for improvement. This aligns with the recommendations of Chen and Tang (2012) [10] and Goos and Salomons (2017) [14], who emphasize the necessity of effective teaching quality evaluation for enhancing pedagogical practices. The theme underscores the need for a comprehensive evaluation framework that enables meaningful feedback for educators.

4.7. Inadequate incentives for teachers

The theme of inadequate incentives for teachers points to the issue of educators not receiving sufficient rewards for their exemplary teaching practices and professional development efforts. This challenge directly impacts their motivation to excel in teaching and invest in their own growth. The importance of incentives is echoed in the works of Ubogu (2020) [11] and Kou (2021) [16], who highlight the role of recognition and rewards in strengthening teacher quality. The theme emphasizes the link between incentives, motivation, and the overall enhancement of teaching quality.

In short, the identified problems elucidate the obstacles that hinder effective teaching quality management at H University. These problems are not only pertinent to the institution but also resonate with existing literature, highlighting their universality in educational contexts. Addressing these challenges is paramount for creating an environment conducive to the implementation of best practices and the continuous improvement of teaching quality.

5. Conclusion and Recommendations

In conclusion, this study's qualitative exploration and thematic analysis of the supervision and management of teaching quality at H University has unveiled valuable insights. The identified best practices, encompassing well-designed content, student leadership, guidance, and teacher development, mirror established literature and offer a comprehensive approach to fostering teaching excellence. Conversely, the recognized problems of resistance to change, inadequate evaluation systems, and insufficient incentives align with prior research, highlighting areas that require targeted intervention. By leveraging these findings, H University can cultivate a culture of teaching excellence through tailored professional development, robust evaluation mechanisms, meaningful incentives, and student-centered strategies, ultimately enhancing the quality of education it offers.

Based on the findings and conclusions, it is recommended that H University implement a comprehensive approach to enhance teaching quality. This can be achieved by designing and offering professional development programs that address resistance to change and promote innovative teaching methods. Establishing a robust evaluation system that provides constructive feedback, introducing meaningful incentives to recognize and reward exemplary teaching practices, fostering student leadership and engagement, strengthening mentorship programs, integrating technology, and employing effective change management strategies will collectively contribute to creating a vibrant teaching ecosystem that elevates teaching quality and enriches the learning experiences of both educators and students.

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