

Analysis on the effectiveness of higher education quality based on educational service

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Abstract: The current quality and efficiency of higher education are unsatisfactory, largely because the leap-forward development of higher education has impacted and obscured people's understanding of quality issues, and focusing on meta-differences is a new point and breakthrough in the effectiveness of higher education quality. As education consumers, students' rights and interests are currently damaged when consuming higher education services. In order to ensure that the teaching quality is not affected by various factors, it is necessary to strengthen the management of teaching and control the teaching quality, so as to improve students' professional quality. From the perspective of for-profit educational institutions engaged in service marketing, this paper analyzes the quality composition, standards and judgments of educational service products, and lays a foundation for all kinds of educational service institutions to analyze their own resource advantages, design and improve educational projects and curriculum systems, and improve service quality. It is the lifeline of quality higher education. To strengthen the management of teaching quality, we must take the innovation of teaching quality concept as the forerunner, and set up a comprehensive quality view and multiple quality views.

1. Introduction

At the beginning of the new century, China's higher education has entered a period of continuous adjustment and sustainable development. Quality is to meet the requirements, and education quality is to meet the needs of education consumers and the educational purposes and objectives of education providers. The purpose of educational quality assurance is to ensure and continuously improve educational quality. The organizational system of educational quality assurance should be an organizational form conducive to achieving this purpose. It should not have an invariable model, but should vary from school to school [1]. In order to improve the teaching quality of school education, in the actual teaching of school education, an excellent team of teachers is needed. While using the existing strength to conduct professional training for teachers, excellent professional teachers are recruited to provide new guarantee for school teachers [2]. Let teachers actively communicate in their work and learn the teaching methods and advantages of excellent teachers, so as to promote the professional teaching level of other teachers [3]. It is an important link for the sustainable development of higher education to pay attention to the differences of students [4]. This is because on the one hand, the difference in student sources determines that the potential of students' development is not the same, and on the other hand, it also requires different education. Raising awareness of quality has become the consensus of higher education reform.

In order to improve the quality of education and teaching, it is necessary to strengthen the management of teaching quality. Teaching quality management is to continuously improve the internal and external factors that affect the teaching quality through the control of the teaching process, and to establish the usual information feedback network by scientifically evaluating and analyzing the teaching quality. [5]. And create and maintain a good education environment to achieve the best teaching effect. Paying attention to the quality of higher education should become the eternal theme and the lifeline of higher education. Teaching is the most important task and content of university management, and it is also the key factor to improve and improve the teaching quality [6]. At the same time, it can be said that the difference of student sources is not only an important factor related to the quality and effectiveness of higher education, but also a natural

barrier that restricts the quality of higher education from exerting its due benefits [7].

2. Brief introduction of current higher education quality problems

2.1 The leap-forward development of higher education impacts and blurs people's understanding of quality issues.

Higher education service refers to the sum total of higher education supply, demand and their mutual relations formed by higher education institutions between the supply and demand subjects of higher education services [8]. The quality of education has a strong process and integrity. The quality of education is formed in the process of educational service, which is the overall effect comprehensively reflected by the specific quality of each educational link in the whole educational process. A complete higher education quality assurance system includes two parts: one is the internal quality assurance system of colleges and universities, and the other is the external quality assurance system including the government, society and parents. Recruit excellent professional teachers, integrate new teaching resources, and provide new energy for the teaching team of colleges and universities. Through the recruitment of excellent professional teachers, gradually strengthen the construction of school teachers in Colleges and universities, and through the communication between newly recruited teachers and existing teachers, teachers communicate and learn when solving corresponding teaching problems, so as to gradually improve teachers' teaching ability [9]. Any market is composed of subject, object, content and other elements. Similarly, the constituent elements of higher education services include: supply and demand subjects, supply and demand objects, and supply and demand relationships. Although higher education has achieved leapfrog development, people's awareness of the quality of higher education has not kept pace with the times. To ensure the quality of education, it is necessary to ensure that the basic quality, knowledge structure and ability structure of the individual educational service personnel conform to the requirements of the education and training work they are engaged in. In other words, if we can encourage the enthusiasm of schools and fully respect diversity within the scope of the bottom line, then the requirements for ensuring the quality of higher education promoted by school evaluation and school level evaluation will also be avoided blindly or even dealt with. Opportunity cost, and become a way and means to consolidate the effectiveness of higher education quality. Looking at the quality-related evaluation index systems or texts issued by social evaluation organizations mainly include the following types as shown in Table 1.

Table 1 The evaluation index system most related to the quality of higher education issued by non-governmental organizations

Serial number	Issuing agency	Name
1	China Alumni Association	Weight distribution of evaluation index system of Chinese University Ranking
2	China netuniversity	Index system of Chinese University Ranking
3	Guangdong Academy of Management Sciences	University ranking evaluation index system
		University evaluation index system and final weight distribution
4	China harmony Evaluation Research Center, Wuhan University	Evaluation index system of graduate education in China
		Evaluation index and weight of comprehensive competitiveness of Chinese universities (general and key universities)
		Evaluation index weight of scientific and technological innovation competitiveness and Humanities and social sciences research competitiveness of Chinese Universities
5	Research Group on university evaluation of Zhejiang University	Reference system of comprehensive strength evaluation index of world-class universities
		Evaluation index system of comprehensive strength of key universities in China

2.2 Standards of educational service quality

Providers and buyers of educational services have different criteria for judging the quality of educational services [10]. There is a view in academia that the quality of education is the performance of the whole school, that is, the effectiveness of school goals. This view advocates to examine the quality of education and teaching from the perspective of school input and output, and to measure the quality of education according to the degree of performance significance. The main body of supply of higher education refers to various academic education and non-academic education institutions after primary education. Self-evaluation provides an objective basis for higher vocational colleges to run schools according to law, manage schools according to law, strengthen self-discipline and achieve self-improvement. In order to make students have a better development after graduation and to improve the teaching efficiency and quality in college education, it is necessary to strengthen the cultivation of students' moral character, improve students' moral quality through moral education and form a good humanistic concept. At the same time, firmly establish the concept that human resources are the first resources. As an important creator and disseminator of advanced productive forces and advanced culture, talents are the most active and important factor in the factors of production and the core factor of the development of social productive forces. Compared with other tangible goods and intangible products, higher education services have the characteristics of orientation, intangibility, inseparability, difference, systematicness and structure. Teachers should also organize students to conduct research courses on social phenomena and development, so that students can have a deeper understanding and mastery of relevant social behaviors, and establish good social values and ethics. The teaching process of higher education is also a relationship between supply and demand of educational services.

3. Strategies for ensuring the effectiveness of higher education quality

3.1 In the process of running a school, the school should adhere to the principle of running a school at different levels and cultivating students at different levels

"Because different schools have different levels of higher education, different school-running conditions, and different levels of freshmen when they enter the school. The educational service process should have specific and comprehensive educational service norms and procedures, and ensure that these norms and procedures can be strictly implemented. In order to ensure the quality continuity and consistency of each educational link in the educational process, the educational service will eventually achieve the expected overall effect. The evaluation system should not only work out evaluation standards from the aspects of specialty setting, teaching plan, teachers' teaching level and students' academic achievements, but also list the influence of social factors on education as an important part of evaluating the quality of education, and unify internal factors and external evaluation in the evaluation system. According to different problems in different periods, the quality standards of higher education are emphasized, and corresponding quality concepts are established. The concept of higher education quality is people's cognition of higher education, and it is a process of subjective perception and objective perception. In some abstract professional teaching, it will also easily make the classroom learning atmosphere boring and reduce students' learning enthusiasm. On the one hand, in the process of enrollment, schools should choose students, students and families should also choose schools; On the other hand, with the implementation of credit system and flexible school system, students have an increasing right to choose courses and teachers in the teaching process. At the same time, since the difference of students' source exists objectively and is highly related to the effect of education and teaching, we "should not only allow the difference, but also recognize the difference, pay attention to the difference and cultivate the difference."

3.2 The effectiveness of education and teaching is measured by the concept of regenerative higher education quality in pursuit of excellence

From the perspective of entrance of higher education, the quality of students determines the

quality of education to a great extent. "The quality of first-class higher education depends on the first-class students", which easily leads to the misunderstanding that "the quality of higher education with non-first-class students will do nothing". Teachers should always pay attention to follow the pace of education reform, get rid of traditional teaching forms, constantly update educational ideas, implement the "people-oriented" educational concept, put students in the main position of education, and stimulate students' professional self-learning. sex. Therefore, educational service providers focus on the ratio of the benefits obtained from providing educational services to the costs they pay, while educational service buyers focus on the degree to which their needs and expectations are met. Relatively speaking, local colleges and universities can only obtain the fund investment of local governments, and only a few colleges and universities can obtain the special fund support of the central government. The benefits will also be different according to the different school running costs. It is unfair to adopt a simple and uniform way to evaluate all colleges and universities. Take chart 2 as an example to see the difference of government expenditure cost between central and local universities.

Table 2 Comparison of education expenditure per student between central and local colleges and universities (unit: yuan)

University category	Expenditure on education				
	Comprehensive	Business expenditure			Capital construction expenditure
		Comprehensive	Personnel expenses	Public funds	
Central universities	26139	21881	9264	13587	4258
Local colleges and universities	13660	11112	4625	6487	2548

High-quality higher education services refer to providing individuals with ideal higher education places, which can meet the individual's personality development and the sustainable development of the society. We can't just look at what higher education has done, but how it has done it and to what extent. Education service buyers and educated people mainly judge the degree of realization of their purchase expectations to evaluate the quality of education services. We emphasize respecting the rights of the educated and actively advocate that the educated exercise their rights, aiming to promote the improvement of the quality of educational services through the pressure generated by safeguarding the rights and interests of the educated. It can be said that more attention has been paid to the process guarantee of input and output and the evaluation of outcome indicators such as students' academic performance and graduates' employment rate, but the difference of students' qualifications has been ignored to a certain extent. Exploring the differences of students' sources is helpful to understand students and develop their potential, so as to be more targeted in the teaching situation. It is a powerful measure to consolidate the quality of education and ensure the effectiveness of education and teaching.

4. Conclusions

All in all, it is not only necessary to strengthen professional guidance and employment guidance for students during the teaching period. The operation model of the teaching management system should be closed-loop, that is, the teaching work goes from the principal in charge of teaching to the teaching coordination and management department, then to each teaching grassroots unit, to teachers and students, and then from teachers and students back to teaching through certain links and channels. The management department and the principal in charge form a closed ring. Only by adhering to the system of students' evaluation of teaching, parents' evaluation of school and employers' evaluation of school, can the evaluation results play a more guiding and monitoring role, and the quality of higher vocational education be continuously improved. If we realize the freedom of students' enrollment and transfer, we will eliminate all kinds of barriers in the source market of

higher education students. A good education brand image will have a great impact on educational institutions, society and educatees, and bring long-term economic and social benefits. It can be said that cultivating, guiding and educating every higher education recipient to become the active creator of "harmony but difference", rather than the passive recipient of "harmony but disagreement", is the core consciousness fulcrum to improve the school-running efficiency and ensure the quality of personnel training, and it is also the fundamental embodiment of effective higher education quality based on the difference of student sources.

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