

Problems in the Evaluation System of Teaching Quality of Teachers in Colleges and Universities



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Abstracts: With the intensification of competition in education and the diversification of teaching needs, the optimization of the evaluation system of the teaching quality of college teachers is particularly important. This paper discusses in detail the problems in the existing evaluation system, including the singularity of evaluation indexes, unreasonable weight distribution, insufficient evaluation of students' "learning", low participation of students, and insufficient application of evaluation results, etc., and proposes a series of optimization strategies. These strategies cover the improvement of evaluation indicators, rational allocation of weights, enhancement of students' motivation to participate in evaluation, and effective utilization of evaluation results. Through these improvements, we aim to establish a more comprehensive, fair, and effective evaluation system, to improve teaching quality and promote the overall development of students.

Keywords: college teachers; teaching quality; evaluation system; student participation; teaching improvement

Introduction

In the era of the knowledge economy in the 21st century, the quality of higher education directly affects the innovation ability and competitiveness of the country. The importance of a teaching quality evaluation system for college teachers as a key mechanism to improve the quality of education and teaching level is self-evident. This evaluation system not only affects teachers' teaching behavior and career development but also profoundly influences students' learning effect and lifelong development. However, the current teaching quality evaluation system still has many limitations, such as the singularity of evaluation indexes, low student participation, and undervaluation of evaluation results, which have seriously constrained the sustained improvement of teaching quality and the implementation of educational innovation. Therefore, exploring and optimizing the evaluation system of teaching quality of college teachers is not only a need for education management and policy reform, but also an important way to improve the fairness and

effectiveness of education.

1. Connotation and Role of Teaching Quality Evaluation System for College Teachers

Teaching Quality Evaluation System for college teachers is a set of standardized procedures and standards aimed at assessing and improving the teaching effectiveness of teachers, which involves a variety of evaluation indicators and participating subjects to ensure the quality and efficiency of teaching activities. This system aims to motivate teachers to continuously improve their teaching level, optimize their teaching methods, and ultimately improve the overall quality of education and teaching.

The implementation of the teaching quality evaluation system for teachers in colleges and universities has far-reaching theoretical and practical significance, which not only enriches the educational concept of research-based teaching but also directly relates to the enhancement of educational quality and the effect of talent cultivation. The establishment and improvement of the system help to theoretically

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deepen the understanding of the nature of educational and teaching activities and promote the innovation of teaching methods, especially in the research-based teaching environment that advocates inter-subjective interaction and dialogue, which emphasizes the interaction between teachers and students and the cultivation of students' critical and innovative thinking. In terms of practical operation, an effective teaching quality evaluation system can encourage teachers to adjust their teaching strategies according to feedback, optimize the teaching content, and improve the scientificity and effectiveness of teaching methods. At the same time, this system also emphasizes the developmental nature of evaluation. Through comprehensive evaluation of the teaching process and results, teachers and students are motivated to participate in teaching activities together and form positive teaching interactions, to improve the overall quality of teaching and students' learning experience. The systematic evaluation of teaching quality also helps the school education management to grasp the teaching quality more accurately, improve the education policy and system, ensure the realization of education goals, and cultivate high-quality talents who can adapt to the needs of social development.

2. Problems of Teaching Quality Evaluation System for College Teachers

2.1 Single evaluation index, emphasizing the quality of classroom teaching and neglecting other teaching activities

The current evaluation system tends to focus on the teaching methods in the classroom, the efficiency of content delivery, and the immediate response of students but seldom covers the efforts and effectiveness of teachers in extracurricular guidance, academic research guidance, and the cultivation of students' innovation ability. This bias has led teachers to focus too much on classroom performance and neglect the importance of the development of students' all-round abilities, such as critical thinking, problem-solving skills, and the ability to learn independently. In addition, teachers' innovations and efforts in curriculum design, updating of teaching content, and application of educational technology have not been sufficiently

recognized and motivated. The limitations of such evaluation indicators not only affect the comprehensiveness of teachers' teaching behaviors but may also constrain the balanced development of student's abilities and the overall improvement of higher education quality. Therefore, to assess and improve teaching quality more comprehensively, it is necessary to deeply reflect on and make necessary adjustments to the existing teaching quality evaluation system.

2.2 Irrational and incomplete evaluation standards and weight distribution

The teaching quality evaluation system for teachers in colleges and universities tends to adopt traditional evaluation criteria, such as test scores, attendance, and classroom performance, which often fail to comprehensively reflect the multidimensional quality of teachers' teaching. For example, the emphasis on test scores may lead teachers to overemphasize memorization and repetitive training, neglecting the cultivation of students' critical thinking and innovation skills. The allocation of weights in the evaluation system often lacks scientificity and foresight and fails to fully consider the actual impact of different teaching activities on students' development, such as placing a large amount of weight on theoretical lectures and insufficiently evaluating the contribution of practical guidance and course design innovation (Wang & Kan, 2022). This biased weight allocation not only weakens teachers' motivation to innovate and experiment in the teaching process but also may lead to the deviation of teaching evaluation results from the actual situation of teaching quality. Therefore, to improve the scientificity and effectiveness of teaching evaluation, there is an urgent need to re-examine and adjust the existing evaluation standards and weight allocation, to make them more reasonable and comprehensively reflect the teaching quality.

2.3 Evaluation system index content "Assessment of teaching" more "Assessment of learning" less

The current evaluation system mainly focuses on teachers' teaching skills, knowledge transfer efficiency classroom management, etc., and evaluates less on students' learning process, learning effectiveness, and personal development. This bias

may lead teachers to focus on the external performance to meet the evaluation criteria in the teaching and learning process, rather than the actual learning needs and learning outcomes of students. The lack of in-depth evaluation of students' learning status and effectiveness makes it difficult for teachers to accurately adjust their teaching strategies to adapt to the diversity and changes of students, which may lead to a disconnect between teaching activities and students' actual learning needs, affecting the overall improvement of teaching quality. The current situation in the evaluation system, in which there is more "Assessment of teaching" and less "Assessment of learning", also ignores the fact that the fundamental purpose of teaching is to maximize the overall development of students and the effectiveness of learning. If the evaluation system pays more attention to students' learning progress, thinking development, and the cultivation of creative ability, it will help reflect the actual effects of teaching activities more comprehensively, thus better-guiding teachers in teaching design and implementation and ensuring the efficiency and effectiveness of educational activities.

2.4 Lack of student participation, insufficient awareness, and ability of student evaluation

As the direct beneficiaries of teaching activities, students' feedback is crucial to assessing teachers' teaching effectiveness. However, the current evaluation system often fails to adequately motivate students to participate in evaluation, partly due to students' insufficient awareness of the purpose and importance of teaching evaluation and its potential impact. At the same time, students lack the necessary guidance and training on how to effectively evaluate teachers' teaching, which prevents them from providing constructive and specific feedback. Evaluation systems that lack student participation may result in evaluation results that are biased in favor of teachers' self-reports or peer reviews, thereby ignoring the true representation of the actual impact of teaching activities on students. Although student feedback can often point directly to specific problems with teaching methods and content, the passivity of students in the evaluation process reduces the number of specific points of improvement that teachers can derive from the

evaluation (Wu & Jiang, 2024). Therefore, to improve the validity and relevance of the evaluation system, it is necessary to make the evaluation results reflect the quality of teaching more comprehensively and accurately by enhancing students' awareness and ability to evaluate, as well as creating more opportunities for students to participate in teaching evaluation.

2.5 Insufficient application of evaluation results

Although colleges and universities have established relatively perfect teaching quality evaluation mechanisms, the evaluation results often fail to be effectively transformed into concrete measures to improve teaching practice and enhance teaching quality. First, evaluation results are rarely used to systematically guide teachers' professional development or adjust teaching strategies. Second, evaluation feedback is usually not timely or specific enough, making it difficult for teachers to make effective teaching adjustments based on such feedback. Third, evaluation results are often not combined with teachers' career advancement, training needs and incentives, etc., and lack sufficient incentives, making teachers less motivated to improve teaching quality. This insufficient application of evaluation results may lead to an evaluation system that is a mere formality and fails to truly perform its proper function, i.e., to promote the continuous improvement and optimization of education quality. Therefore, colleges and universities need to pay more attention to the subsequent application of evaluation results to ensure that the evaluation activity is not just a task to be accomplished, but a continuous process to promote the improvement of teaching quality (Zhang & Guan, 2024). This requires colleges and universities to establish a more perfect feedback mechanism, closely linking the evaluation results with teachers' development plans, teaching resource allocation curriculum design, etc., to achieve substantial improvement in teaching quality.

3. Strategies for Optimizing the Evaluation System of Teaching Quality of Teachers in Colleges and Universities

3.1 Improve the evaluation system indicators, avoid singularity

To improve the evaluation system indicators, to begin with, to avoid the singularity and limitations of the existing indicators, colleges, and universities should expand the scope and depth of the evaluation indicators to ensure that these indicators can comprehensively reflect the effectiveness of teachers' teaching and the diversity of teaching behavior. First of all, the evaluation indicators should include, but not be limited to, the traditional quality of classroom teaching, but should also cover the innovativeness of course design, the diversity of teaching methods, the effectiveness of student interactions, and the teacher's contribution to the academic growth of students (Wang, 2024). For example, the evaluation of teachers in promoting the development of students' critical thinking, problem-solving ability, and innovation ability can be introduced. Second, the evaluation system should focus on the combination of process and outcome evaluations, evaluating not only the teachers' teaching results but also the interaction and feedback mechanisms in the teaching process. This can be realized through regular classroom observation, student feedback, peer review, and teacher self-assessment, and other diversified ways. On this basis, consideration should also be given to incorporating teachers' professional development activities, such as participation in educational research, teaching reform programs, academic conferences, and seminars, into the evaluation system. Finally, to enhance the fairness and transparency of the evaluation system, a review committee composed of teachers, students, administrators, and external experts can be set up to oversee the process of formulating and implementing the evaluation indicators. Such a mechanism can help to maintain the contemporary relevance of the evaluation criteria and the consistency of the educational goals, and it can also promote the recognition and participation of teachers and students in the evaluation system. Through these measures, colleges and universities can build a more comprehensive, fair, and effective evaluation system of teachers' teaching quality.

3.2 The content of the evaluation system actively focuses on students and emphasizes the evaluation of students' "learning".

Focusing on the evaluation of students' learning means that the evaluation system should not only assess teachers' teaching behaviors but also pay more attention to how these teaching behaviors affect students' learning processes and learning outcomes. The evaluation system should include the development of students' motivation, engagement, critical thinking skills, problem-solving skills, and creativity. This requires a shift from purely evaluating teacher performance to a comprehensive assessment of student learning outcomes (Deng, 2024). First, students' comprehensive and practical application abilities should be measured by implementing diverse evaluations of student learning outcomes, such as project work, teamwork, and research reports. This type of evaluation can reflect students' learning outcomes more comprehensively and also encourage teachers to adopt more diversified teaching methods. Second, colleges and universities should regularly collect students' feedback, including students' satisfaction with the teaching content, teaching methods, teaching environment, and teachers' performance, which should become an important reference for evaluating teachers' teaching quality. Once again, colleges and universities should also cultivate students' self-evaluation ability, so that students can actively participate in teaching evaluation, thus improving students' knowledge and control of their learning process. Through students' self-evaluation, teachers can obtain first-hand data to adjust their teaching strategies to better meet students' learning needs. In short, taking students' learning effectiveness as the core of teachers' teaching quality evaluation not only promotes the innovation and improvement of teachers' teaching methods, but also motivates students to participate in learning more actively, and jointly promotes the improvement of education quality.

3.3 Reasonable allocation of index weights

In optimizing the teaching quality evaluation system for teachers in colleges and universities, improper weight distribution may lead to the neglect of certain key teaching behaviors, or over-emphasis on certain aspects and neglect of the overall effect of teaching. Therefore, colleges and universities need to establish a scientific weight allocation mechanism to

ensure that each evaluation index can truly and fairly reflect the quality of teachers' teaching and its impact on students' learning. The setting of weights should be based on teaching objectives and educational philosophy to ensure that all aspects of teaching—such as course content, teaching methods, student interactions, course innovations, and student evaluations—are appropriately considered and assessed (Yan & Liu, 2023). For example, if HEIs emphasize the development of critical thinking and innovation skills, then the weighting of relevant teaching methods and student feedback should be increased accordingly. HEIs should regularly review and adjust the weight allocation of evaluation indicators to accommodate changes in the educational environment and adjustments in educational objectives. This process should include input from a wide range of educational stakeholders, such as teachers, students, educational administrators, and external experts, to ensure wide acceptance of the evaluation system and the effectiveness of its practical application. Colleges and universities should analyze the correlation between each evaluation indicator and student learning outcomes through empirical research and regular reviews, and use this as a basis for adjusting the weights to ensure that the evaluation results truly reflect the quality and effectiveness of teachers' teaching. Through these measures, colleges and universities can establish a fairer, more reasonable, and more effective evaluation system of teachers' teaching quality, thus promoting the overall improvement of teaching quality.

3.4 Clarify the scope and responsibilities of the evaluation subject, and improve the enthusiasm of students to participate in the evaluation.

In optimizing the evaluation system of teachers' teaching quality in colleges and universities, the evaluation subjects should not only include teachers themselves, peer experts, and management, but it is also necessary to introduce students as the core participants in the evaluation process. Colleges and universities need to clearly define the responsibilities and roles of each evaluation subject. Teachers' self-assessment can promote self-reflection and professional growth; peer review can provide professional teaching improvement suggestions;

management's evaluation focuses on the implementation effect of teaching policies; and students' evaluation directly reflects the actual impact of teaching activities on learners (Lu & Xu, 2023). Feedback from each party is an important basis for teaching improvement, so it is crucial to ensure that this feedback is authentic and constructive. To increase students' motivation to participate in evaluation, universities should enhance students' awareness of the importance of teaching evaluation through education and training, and teach them how to conduct effective evaluation. Feedback provided by students should be taken seriously and reflected in teaching improvement, which can enhance students' sense of responsibility and engagement. Finally, students' trust in the evaluation system should be built through a transparent evaluation process and publicizing the results. Colleges and universities can set up public boards for evaluation results and regular feedback sessions so that students can see how their evaluations affect teaching improvement and faculty development. Through these measures, colleges and universities can effectively incentivize students to actively participate in teaching evaluation, thus enhancing the overall effectiveness and credibility of the evaluation system.

3.5 Rational utilization of evaluation results to promote constructive experiences such as continuous improvement of teaching quality

Reasonable utilization of the evaluation results of the teaching quality of college teachers is a key strategy to promote the continuous improvement of teaching quality. To achieve this goal, HEIs first need to ensure the transparency and accessibility of evaluation results so that all educational stakeholders, especially teachers themselves, can easily access this information. Teachers should be encouraged to use evaluation results for self-reflection and to identify strengths and areas for improvement in their teaching. Universities should establish a systematic follow-up mechanism to provide teachers with customized professional development programs based on the evaluation results. This may include workshops on teaching methods, peer support groups, or technology training aimed at providing support and resources specific to teachers' needs (Tang et al., 2023). HEIs should also combine evaluation results with

incentives, such as recognizing excellent teaching practices or providing the necessary support and time for areas in need of improvement, to motivate teachers to improve their teaching. Through these comprehensive measures, HEIs can ensure that the evaluation of teaching quality is not just an assessment process, but a dynamic system that promotes innovation and excellence in teaching and learning, thus continuously improving the quality of education and teaching.

Conclusion

With the rapid changes in the educational environment, a comprehensive, fair, and efficient evaluation system is essential for improving the quality of education, and the necessity and urgency of optimizing the evaluation system of teaching quality for college teachers should not be overlooked. Improving the existing evaluation system can ensure that the teaching activities are more in line with the educational objectives and students' needs, and at the same time, motivate the teachers to pursue the innovation and excellence of the teaching methods. The optimized evaluation system will have a profound impact on the quality of higher education. Proper use of evaluation results can guide teachers' professional development and also promote the optimization of the entire education system through continuous teaching improvement. Such an evaluation system will become a key tool for improving the quality of teaching, promoting the overall development of students, and maintaining the competitiveness of higher education.

Conflict of Interest

The authors declare that they have no conflicts of interest to this work.

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