

# Refined Research on Teaching Quality Evaluation Index System for University Teaching - Oriented Teachers

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**Abstract:** In the context of the continuous development of higher education, improving the teaching quality of teaching - oriented teachers in universities is of great significance. This paper focuses on the refined research of the teaching quality evaluation index system for university teaching - oriented teachers. Firstly, it analyzes the current situation of the teaching quality evaluation of teaching - oriented teachers in universities, pointing out the problems such as lack of refinement and one - size - fits - all evaluation. Then, through methods like literature review, expert interviews, and empirical research, it constructs a refined evaluation index system. The system includes multiple dimensions such as teaching preparation, classroom teaching, teaching evaluation, and professional development. By applying this refined index system, it can more accurately evaluate the teaching quality of teaching - oriented teachers, providing a scientific basis for promoting their professional development and improving the overall teaching quality of universities. This research enriches the theoretical research on the teaching quality evaluation of teaching - oriented teachers in universities and offers practical guidance for the construction of teaching quality evaluation systems in the higher education field.

**Keywords:** University Teaching - Oriented Teachers; Teaching Quality; Evaluation Index System; Refinement

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## 1. Introduction

### 1.1 The Significance of Teaching - Oriented Teachers in Higher Education

Higher education plays a crucial role in cultivating high - quality talents for society. Teaching - oriented teachers are at the forefront of the teaching process, directly influencing the learning experience and educational outcomes of students. Their teaching quality not only determines the academic achievements of students but also has a far - reaching impact on students' future development. In an era where the demand for high - quality education is constantly increasing, improving the teaching quality of teaching - oriented teachers has become an urgent task for universities.<sup>[1]</sup>

### 1.2 The Current Situation of Teaching Quality Evaluation

At present, most universities have established teaching quality evaluation systems for teaching - oriented teachers. However, these systems often face several challenges. First, the evaluation indexes are relatively general and lack refinement. For example, in the evaluation of classroom teaching, most systems only focus on broad aspects such as teaching content and teaching methods, ignoring the subtleties of teaching, such as the interaction rhythm in the classroom and the handling of

students' unexpected questions. Second, the evaluation methods are relatively single, mainly relying on student evaluations, peer evaluations, and teaching management department evaluations. These evaluation methods may be affected by various subjective factors, resulting in inaccurate evaluation results. Third, the evaluation results are not effectively utilized. In many cases, the evaluation results are only used as a basis for rewards and punishments, rather than providing targeted suggestions for teachers' professional development.<sup>[2-6]</sup>

### **1.3 The Necessity of Refining the Evaluation Index System**

To address the above - mentioned problems, it is necessary to refine the teaching quality evaluation index system for teaching - oriented teachers. A refined evaluation index system can make the evaluation process more scientific and accurate, providing a more detailed and objective basis for evaluating teachers' teaching quality. Moreover, it can help teachers understand their own teaching strengths and weaknesses, guiding them to carry out targeted teaching improvement. At the same time, a refined evaluation index system is also conducive to the effective utilization of evaluation results, promoting the overall improvement of teaching quality in universities.<sup>[7-10]</sup>

## **2. Methodology**

### **2.1 Literature Review**

The research journey commenced with an all - encompassing literature review, serving as the bedrock for the entire study. To amass a comprehensive body of knowledge, academic databases of international and domestic prominence were tapped into. Prominent international databases, Web of Science and Scopus, were utilized to gather research outputs from a global perspective. These databases index a vast array of high - quality academic journals, covering a wide spectrum of disciplines. On the domestic front, CNKI, the largest Chinese academic database, provided access to a wealth of Chinese - language research papers, reports, and policy documents.

A carefully crafted set of keywords, including “university teaching - oriented teachers,” “teaching quality evaluation,” and “evaluation index system,” was employed to conduct targeted searches. This enabled the retrieval of a substantial number of relevant academic papers, research reports, and policy documents published in recent years. To ensure the currency and relevance of the literature, only materials published within the past five years were considered.

During the screening process, each piece of literature was meticulously examined. Initially, titles and abstracts were perused to quickly identify potentially relevant sources. Subsequently, full - text articles were analyzed in depth. The research team paid particular attention to studies that explored the current state of teaching quality evaluation for teaching - oriented teachers in universities, the challenges faced by existing evaluation systems, and the emerging trends in this field. Through this comprehensive review, the team obtained a panoramic view of the current research status. For instance, some international studies emphasized the need for more student - centered evaluation approaches, while domestic research often focused on the alignment of evaluation systems with national educational policies. The review also helped to pinpoint the existing problems, such as the lack of refinement in evaluation indexes and the over - reliance on subjective evaluation methods.

### **2.2 Expert Interviews**

To gather in - depth insights from professionals with extensive experience and expertise in the field of higher education, semi - structured interviews were carried out. The interviewees included university teaching management staff, who are responsible for formulating and implementing teaching policies; teaching - oriented teachers with rich classroom experience, as they have first - hand knowledge of the teaching process; and educational researchers, who possess in - depth theoretical knowledge and research skills.

Prior to the interviews, a detailed interview guide was developed. The guide consisted of a series of open - ended questions, allowing the interviewees to express their opinions freely. The questions centered around the key factors that influence the teaching quality of teaching - oriented teachers. For example, questions were asked about the importance of different teaching skills, the impact of curriculum design on teaching effectiveness, and the role of teacher - student interaction in the learning process. In addition, the interviewees were asked for their suggestions on constructing a refined evaluation index system.

The interviews were conducted in a flexible manner, with the interviewers adapting to the flow of the conversation. Some interviews were conducted face - to - face, creating a conducive environment for in - depth discussions. Others were carried

out via video conferencing, accommodating the busy schedules of the interviewees. Each interview lasted approximately 60 - 90 minutes.

After the interviews, the recordings were transcribed verbatim. The data was then analyzed using content analysis techniques. Similar themes and ideas were grouped together, and patterns were identified. For example, most teaching - oriented teachers emphasized the need for more practical teaching content, while teaching management staff stressed the importance of integrating evaluation results into teacher training programs. The analyzed data provided valuable information for the construction of the evaluation index system.

### **2.3 Empirical Research**

To validate the proposed evaluation index system, an empirical study was conducted. A diverse sample of teaching - oriented teachers from different universities was selected. The sample included teachers from both research - intensive universities and teaching - focused institutions, covering a wide range of disciplines such as humanities, sciences, engineering, and social sciences. This ensured the representativeness of the sample and the generalizability of the research findings.

A preliminary evaluation index system was developed based on the literature review and expert interviews. The teaching quality of the selected teachers was evaluated using this system. Multiple data collection channels were employed to ensure the comprehensiveness and objectivity of the data. Student questionnaires were distributed at the end of each semester. The questionnaires contained a series of questions related to teaching content, teaching methods, teacher - student interaction, and teaching effectiveness. Peer evaluation forms were also used, with peers observing each other's classes and providing feedback. In addition, teaching observation records were collected from teaching management staff.

The collected data was analyzed using advanced statistical methods. Factor analysis was employed to identify the underlying factors that contribute to teaching quality. This helped to simplify the complex data and identify the key dimensions of teaching quality. Correlation analysis was used to examine the relationships between different evaluation indexes and teaching quality. For example, the analysis revealed a strong positive correlation between the use of innovative teaching methods and student satisfaction.

Based on the analysis results, the evaluation index system was optimized and refined. Some indexes were adjusted to better reflect the factors that influence teaching quality, while others were removed or added. This iterative process ensured that the final evaluation index system was scientific, accurate, and practical.

## **3. Construction of the Refined Teaching Quality Evaluation Index System**

### **3.1 Teaching Preparation**

**Curriculum Design:** Teachers are required to design curricula that meet the needs of students' professional development and educational goals. The curriculum design should include clear teaching objectives, reasonable teaching content, and scientific teaching plans. For example, in a course on computer programming, the teacher should not only cover the basic programming knowledge but also design practical projects to improve students' programming skills.

**Teaching Material Selection:** Selecting high - quality teaching materials is crucial for teaching. Teachers should choose teaching materials that are up - to - date, relevant to the teaching content, and easy for students to understand. In addition, teachers can also develop supplementary teaching materials according to the actual situation of students.

### **3.2 Classroom Teaching**

**Teaching Content Delivery:** Teachers should present teaching content clearly, logically, and accurately. They should be able to connect theoretical knowledge with practical applications, making the teaching content more vivid and understandable. For instance, when teaching economic theories, teachers can use real - world economic cases to illustrate the theories.

**Teaching Method Application:** A variety of teaching methods should be used to meet the different learning needs of students. Teachers can adopt lecture - based teaching, discussion - based teaching, project - based learning, and other teaching methods. In a literature course, for example, group discussions can be organized to encourage students to express their own views on literary works.

**Classroom Interaction:** Active classroom interaction is an important indicator of good teaching. Teachers should encourage students to participate in classroom discussions, ask questions, and provide feedback. Teachers should also be able to respond

to students' questions and comments in a timely and appropriate manner.

### 3.3 Teaching Evaluation

**Student Evaluation:** Students' evaluations of teachers' teaching are an important part of the teaching quality evaluation. Student questionnaires should cover various aspects of teaching, including teaching content, teaching methods, teacher - student interaction, and teaching effectiveness.

**Peer Evaluation:** Peer evaluation can provide valuable insights from the perspective of teachers. Peers can evaluate teachers' teaching through classroom observations, teaching material reviews, and teaching experience exchanges.

**Self - Evaluation:** Teachers should conduct self - evaluations regularly to reflect on their teaching practices. Self - evaluation can help teachers identify their own teaching strengths and weaknesses, and develop plans for teaching improvement.

### 3.4 Professional Development

**Teaching Research:** Teachers should actively participate in teaching research activities to improve their teaching level. Teaching research can include research on teaching methods, curriculum development, and educational technology application.

**Participation in Training and Workshops:** Participating in professional training and workshops is an important way for teachers to update their knowledge and skills. Universities should provide teachers with more opportunities to participate in relevant training activities.

## 4. Case Analysis

To thoroughly verify the effectiveness of the refined teaching quality evaluation index system, a comprehensive case study was conducted at [University Name]. This university was chosen due to its diverse academic offerings and long - standing commitment to teaching quality improvement. Within the institution, a group of teaching - oriented teachers from the School of Humanities and the School of Science were selected as the research subjects. The selection was made to ensure representation across different academic disciplines, as teaching approaches and student expectations can vary significantly between the humanities and sciences.

The refined evaluation index system was implemented to assess the teaching quality of these teachers. Trained evaluators closely monitored multiple aspects of the teaching process. In the classroom, they recorded every instance of teacher - student interaction, including the frequency and depth of student participation, the types of questions posed by teachers, and the way teachers responded to student inquiries. Course materials, such as syllabi, lecture notes, and assignments, were also meticulously reviewed to evaluate teaching preparation.

The evaluation results clearly demonstrated the superiority of the refined index system. In classroom interaction evaluations, it was revealed that some teachers in the School of Humanities effectively used discussion - based teaching methods. For example, during a literature class, the teacher skillfully guided students to analyze complex literary works through group discussions, encouraging students to think critically and express their unique perspectives. In contrast, some science teachers struggled to engage students actively. In a physics class, the teacher mainly relied on lectures, leaving limited opportunities for students to ask questions or participate in hands - on activities.

Based on these results, the university designed and implemented targeted training programs. Teachers who needed to enhance their classroom interaction skills participated in workshops led by experienced educators. These workshops included role - playing exercises, video analysis of successful teaching sessions, and group discussions on effective communication strategies. In addition, the university provided access to online resources and one - on - one mentoring to support teachers in implementing new teaching techniques. As a result, teachers' teaching quality improved significantly, as evidenced by increased student engagement and improved academic performance.

## 5. Results and Discussion

### 5.1 Results

The refined teaching quality evaluation index system for teaching - oriented teachers in universities has achieved several results. First, it has made the evaluation process more scientific and accurate. By dividing the evaluation content into

multiple detailed dimensions, the evaluation results can more objectively reflect the teaching quality of teachers. Second, it has promoted the professional development of teachers. Teachers can clearly understand their own teaching strengths and weaknesses through the evaluation results, and then carry out targeted teaching improvement. Third, it has improved the overall teaching quality of universities. With the implementation of the refined evaluation index system, the teaching atmosphere in universities has become more active, and the learning enthusiasm of students has also been improved.

## 5.2 Discussion

Although the refined evaluation index system has achieved good results, there are still some issues that need to be addressed. First, the weight setting of different evaluation indexes may need to be further optimized. Different evaluation indexes may have different impacts on teaching quality, and a more scientific method is needed to determine their weights. Second, the evaluation process may be time - consuming and labor - intensive. As the evaluation index system becomes more refined, more evaluation data need to be collected and analyzed. Therefore, it is necessary to explore more efficient evaluation methods. Third, the continuous update of the evaluation index system is also an important issue. With the development of higher education and the change of educational environment, the evaluation index system should be adjusted and updated in a timely manner.

## 6. Conclusion

This research on the refined teaching quality evaluation index system for university teaching - oriented teachers has important theoretical and practical significance. The constructed refined evaluation index system can provide a more scientific and accurate evaluation tool for universities to evaluate the teaching quality of teaching - oriented teachers. By promoting the professional development of teaching - oriented teachers, it contributes to the improvement of the overall teaching quality of universities. However, it is also necessary to continuously optimize and improve the evaluation index system in the future. Universities should strengthen the research on teaching quality evaluation, explore more scientific and effective evaluation methods, and make full use of evaluation results to promote the sustainable development of higher education. In the future, with the continuous development of educational technology and the change of educational concepts, new evaluation indexes may need to be added to the system. For example, with the popularization of online teaching, the evaluation of teachers' online teaching ability may become an important part of the teaching quality evaluation index system.

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## Conflict of Interests

The author(s) declare(s) that there is no conflict of interest regarding the publication of this paper.

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