

The Performance Factors Effective to Teacher in Guizhou Vocational College of Industry and Commerce, Guizhou, China

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Abstract

This study aims to investigate the current state of teaching quality within the Accounting Department of Guizhou Vocational College of Industry and Commerce, identify the key factors influencing teaching performance, and propose practical approaches to enhance teaching effectiveness. Grounded in educational evaluation theory and performance management theory, the research adopts a quantitative methodology, utilizing structured questionnaires to gather data from a sample of 315 respondents, including both faculty members and students from the School of Digital Science and Economics. The research instruments were verified for reliability and validity prior to the main data collection. The Cronbach's Alpha coefficient was measured at 0.968, indicating excellent internal consistency. The Kaiser-Meyer-Olkin (KMO) value was 0.872, and Bartlett's Test of Sphericity yielded a significance level of $p < 0.001$, confirming the adequacy of the data for factor analysis.

The findings revealed that 52.07% of participants perceived the current teaching content as highly suitable for their personal and professional development, whereas 47.93% felt improvements were necessary highlighting a clear need for further enhancement in teaching strategies. Statistical analysis involving mean, mode, and median values was employed to identify the most significant influencing factors. Based on the results, it is recommended that the college strengthen interactive platforms to facilitate teacher-student communication and invest in professional development programs to elevate faculty competencies. This research provides a data-driven foundation for formulating actionable strategies to improve teaching performance in vocational education settings, particularly in the context of Guizhou Province.

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Introduction

In an era where education serves as a key instrument for driving social and economic development, the evaluation of university faculty performance has become a crucial mechanism that significantly influences the quality of teaching and sustainable academic advancement. However, the evaluation models adopted by most higher education institutions remain largely focused on summative assessment, emphasizing teaching outcomes and research performance through score-based metrics. This traditional method tends to prioritize post-hoc measurement rather than promoting long-term capacity development among educators (Cook, S., Watson, D., & Webb, R., 2024). While this model offers the advantage of clear and tangible results, it lacks the ability to reflect the visionary goals of educators. It also fails to support the strategic self-development of faculty members. As a result, many instructors experience uncertainty regarding their professional roles and objectives, often leading to a sense of occupational instability and decreased motivation over time (Doghonadze, N., 2016). Moreover, the nature of academic labor is such that results typically manifest over an extended period and often exhibit a lag effect that is not immediately visible at the conclusion of a course or project.

This study selects Guizhou Industrial and Commercial Vocational College as the focal point for investigating the effectiveness of current evaluation practices. According to the college's official website (June 2024), the institution hosts over 1,000 full-time and part-time faculty members and serves more than 15,000 students. The study specifically explores the performance factors of accounting instructors at the college. The objective is to examine how these teachers perceive and respond to evaluation methods, and how such methods impact their teaching quality and student outcomes. (Zhou, D., Chen, S., & Yan, Y., 2022). In particular, attention is drawn to the School of Digital Economics, where issues related to teaching quality and intra-faculty communication are reportedly prevalent. Teachers must recognize the urgency of improving instructional standards to ensure students gain meaningful educational experiences. Enhanced teaching quality can directly affect students' learning satisfaction, increase their employment competitiveness,

and contribute to the college's academic reputation in the long term. Therefore, the present research emphasizes not only the need for better performance evaluation systems but also the importance of fostering an environment where communication among faculty members supports pedagogical innovation and professional development.

By investigating these issues, the study aims to propose more comprehensive and forward-looking evaluation frameworks that not only measure past achievements but also support educators in setting clearer career goals and striving toward continuous improvement. Such frameworks must balance measurable outcomes with qualitative aspects of teaching performance, thereby contributing to the holistic development of both faculty and students within vocational education systems.

Research objectives

1. Explore the problems existing in the teaching quality of Guizhou Industry and Commerce Vocational College.
2. Identify the most important factors that affect teaching performance.
3. Improve the teaching quality.

Research Methodology

This study employed a quantitative research method with the aim of exploring issues related to the quality of teaching among faculty members at vocational colleges in Guizhou Province. The research also sought to analyze the relationship between influencing factors and teacher performance, in order to propose an effective and sustainable performance appraisal mechanism.

1. Population and Sample

The population of this study comprised faculty members and students from the School of Digital Economics, Guizhou Vocational College of Industry and Commerce. The research sample consisted of 315 participants, selected using systematic sampling to ensure representative and reliable data. The participants included instructors with teaching experience and students who had participated in relevant academic courses.

2. Research Instrument

The primary research instrument was a structured questionnaire based on a five-point Likert scale, which measured the level of satisfaction regarding various aspects of teaching quality and performance. The scale included the following levels:

- 5 = Strongly satisfied
- 4 = Satisfied
- 3 = Neutral
- 2 = Dissatisfied
- 1 = Strongly dissatisfied

The questionnaire was designed to cover key dimensions such as clarity of content delivery, communication effectiveness, instructional methods, student engagement, evaluation fairness, and overall perception of teaching quality. The questionnaire was validated by academic experts to ensure content validity and reliability before distribution.

3. Data Collection

The data were collected through self-administered questionnaires distributed to the sample group. The respondents were given clear instructions and sufficient time to complete the questionnaire to ensure the accuracy and completeness of responses. The survey was conducted between June and July 2024, both in physical and online formats to accommodate various accessibility needs.

4. Data Analysis

The data obtained from the completed questionnaires were coded and analyzed using descriptive and inferential statistical methods. Descriptive statistics such as means, standard deviations, and frequency distributions were used to summarize the general trends in teaching quality and satisfaction levels. Inferential statistics, including correlation analysis and regression analysis, were applied to examine the relationships between key performance factors and to identify significant predictors of teacher performance. This methodological approach provided both a comprehensive overview and in-depth insights into the factors influencing teaching quality in vocational education institutions in Guizhou, thereby supporting the formulation of practical strategies for faculty performance improvement.

Research Findings

The researchers first validated the reliability analysis of the data collection, and the results are presented in Table 1

Cronbach's Alpha	N of Items
.968	40

Table 1 Reliability Statistics

This result provided strong reliability support for the subsequent formal investigations, ensuring the reliability of the data collection.

Secondly, the validity analysis of the data collection was verified, and the results are shown in Table 2

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.872
Bartlett's Test of Sphericity	Approx. Chi-Square	3156.885
	df	780
	Sig.	.000

Table 2 KMO and Bartlett's Test

In conclusion, the results of the reliability and validity analysis of the pre-survey showed that the questionnaire was of high quality and science in design and measurement, which laid a solid foundation for subsequent studies.

No.	Average	Sd	Level
1. Do you think the current teaching content is very suitable for your own development?	3.302	1.433	neutral
2. Do you think the teacher's teaching process is very consistent with his own teaching materials (follow the curriculum)?	3.581	1.35	agree
3. Do you think it is very important for teachers to prepare lessons carefully?	3.302	1.086	neutral
4. Do you think strict teacher requirements must affect the quality of teachers?	3.26	1.086	neutral
5. Do you think the teacher's course introduction method is very novel?	3.314	1.056	neutral

No.	Average	Sd	Level
6. Do you think the difficulty of teachers' online and offline examinations is very moderate?	3.229	1.091	neutral
7. Do you think it is important for teachers to effectively awaken students' interest (Answer the questions positively in class, Be careful in class) in class affect the quality of teachers?	3.289	1.104	neutral
8. Do you think it is important for teachers to dress neatly in class to the quality of teachers?	3.244	1.103	neutral
9. Do you think teachers should competition with another for teaching quality?	3.289	1.098	neutral
10. Do you think it is important for schools to effectively cultivate students' values (on time for class,finish homework on time,study hard) in teaching and influence the quality of teachers?	3.235	1.051	neutral
11. Do you think the course objectives(effective, be easy to understand) is very effective in teaching?	3.232	1.126	neutral
12. Do you think the teaching resources (such as textbooks, reference books, online resources) provided by the school are strong enough to support your teaching work?	3.257	1.112	neutral
13. Do you think the teaching feedback mechanism provided by the school is very helpful to your teaching improvement?	3.257	1.103	neutral
14. Do you think that the teaching evaluation method is very fair and can truly reflect the teaching effect?	3.276	1.087	neutral
15. Do you think the results of the teaching evaluation have had a very positive impact on your teaching practice?	3.175	1.099	neutral
16. Do you think the work pressure has a great impact on the quality of teaching?	3.273	1.101	neutral
17. Do you think it is very important for teachers to improve their education?	3.502	1.332	agree
18. Do you think scientific teaching (The teaching material is reasonable, standard) have a great impact on teaching quality?	3.229	1.114	neutral
19. Do you think setting up the teaching reward can make the course more exciting?	3.27	1.068	neutral

No.	Average	Sd	Level
20. Do you think the more papers published by teachers have a great impact on the quality of teachers?	3.241	1.108	neutral
21. Do you think the attendance rate of teachers will seriously affect the quality of teaching?	3.241	1.046	neutral
22. Does your good employment of students have a great impact on teachers' teaching?	3.251	1.061	neutral
23. Do you think is the longer your teaching year, the higher your teaching quality?	3.235	1.095	neutral
24. Do you think the combination of teachers' skills and practice is important to teaching quality?	3.21	1.123	neutral
25. Do you think mobilizing the enthusiasm of the classroom has a great impact on improving the teaching quality?	3.203	1.057	neutral
26. Do you think that improving the quality of teaching can help you to make better progress, find a satisfactory job, and improve the teaching quality?	3.235	1.121	neutral
27. Do you think communicating and sharing teaching experience with other teachers has a great impact on the teaching quality?	3.263	1.116	neutral
28. Do you think improving the quality of teaching will enhance students' interest in learning and give students better academic performance?	3.238	1.063	neutral

Table 3 Descriptive statistics

For state of the vocational college accounting teaching quality survey, each dimension score average between 3.079-3.302, standard deviation in 1.110-1.433, the overall average of 3.133, standard deviation 1.174, each dimension and the overall level is " neutral ", which means that the students of the department teaching quality evaluation did not present obvious bias, attitude is relatively balanced.

Investigation on the factors affecting the teaching quality of accounting Department of Guizhou Industrial and Commercial Vocational College. The average score of each item is between 3.175 and 3.581, the standard deviation is in the range of 1.051-1.350, the overall average is 3.281, and the standard deviation is 1.110. Except for the level of consistency of teacher teaching process and teaching material is agreed, the other items and the overall level are neutral. This shows that

students hold a relatively balanced attitude towards most of the factors affecting teaching quality, do not show obvious positive or negative tendencies, and only agree with the consistency of teachers' teaching process and teaching materials.

This part focuses on the relevant survey on the improvement of teaching quality in the Accounting Department of Guizhou Industrial and Commercial Vocational College, covering 14 aspects, including the importance of teachers' improving their academic qualifications, the impact of full preparation before class on teaching quality, the role of science teaching, and the impact of the establishment of teaching rewards on the course, etc. The mean value of each item is distributed between 3.175 and 3.502, the standard deviation is in the range of 1.046-1.332, and the overall average is 3.248 and the standard deviation is 1.111. Among them, only the level of the importance of teachers' education promotion is consent, while the other items and the overall level are "neutral". This means that for most of the ways to improve teaching quality, students' attitude is relatively balanced, with no obvious bias, and only recognizes the importance of teachers' educational improvement to the improvement of teaching quality

Discussion

The findings of this study provide a comprehensive analysis of the performance factors affecting the quality of teaching in the Accounting Department at Guizhou Vocational College of Industry and Commerce, Guizhou, China. The reliability and validity analyses conducted in this study were robust, ensuring that the data collection methods were scientifically sound. The Cronbach's Alpha of .968 indicated high internal consistency, while the Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy (.872) and Bartlett's Test of Sphericity ($p < .000$) further validated the appropriateness of the data for factor analysis. These results laid a solid foundation for the subsequent analysis and strengthened the credibility of the conclusions drawn.

The study assessed various factors influencing teaching quality, including preparation, consistency in teaching processes, academic qualifications of teachers, and teaching rewards. The majority of items in the questionnaire received average scores between 3.175 and 3.581, with a standard deviation ranging from 1.051 to 1.433. Interestingly, while most aspects were perceived neutrally, the item concerning

the consistency of teacher teaching process and teaching material" received a score above the neutral threshold, suggesting that students recognize the importance of teachers adhering to the curriculum in maintaining teaching quality. In contrast, other factors such as teacher preparation, teaching rewards, and the scientific quality of teaching materials were viewed with a more balanced, neutral attitude. The average score of the overall teaching quality survey was 3.133, indicating a relatively even split between positive and negative perceptions, which may reflect a general satisfaction without a strong bias either way.

The relatively neutral responses across most items could indicate that while students acknowledge the importance of various factors influencing teaching quality, they may not feel strongly about any single one. This neutrality could also suggest that improvements in these areas have not yet yielded significant changes in the students' perceptions of teaching quality, or that these factors are taken for granted as part of the normal educational experience.

The Importance of Teacher Education and Preparation, Among the surveyed aspects, the importance of teachers improving their academic qualifications was the only item that received a consistently positive response. With a mean score of 3.502, this result aligns with the findings of Angrist and Creemers, B., Kyriakides, L., & Antoniou, P. (2012), who noted that teachers with higher qualifications are better equipped to improve student learning outcomes. This suggests that students recognize the significant role that continued professional development and academic advancement play in enhancing the quality of teaching. Furthermore, teacher preparation specifically the importance of thorough lesson preparation was another aspect where students held a neutral stance, with a mean score of 3.302. This is consistent with Dack, H., & Ann Tomlinson, C. (2025), who emphasized that effective lesson planning and preparation are crucial to successful teaching, though students in this study may not have felt its impact as markedly as other factors.

Implications for Teaching Practices and Institutional Support, The neutral responses to most of the items also point to the need for continuous reflection and refinement of teaching practices. While students acknowledge the importance of various factors, their neutral stance suggests there is room for improvement in how these factors are implemented or perceived. Farrow, J., Kavanagh, S. S., Samudra, P., & Dean, C. P. (2024). posits that effective teaching is not just about individual teacher effort but also about creating an environment that supports teacher development

and offers consistent feedback mechanisms. This could mean that Guizhou Vocational College may benefit from reinforcing mechanisms for teaching improvement, such as more frequent professional development opportunities or a more structured feedback system.

Interestingly, while students agreed on the importance of teacher consistency with teaching materials, the responses to other items like the impact of teaching rewards and the role of scientific teaching were neutral. This suggests that while students may see these elements as important, they may not yet perceive them as impactful in their immediate educational experiences. Future studies could investigate the underlying reasons for the neutral perceptions towards many of these factors. A qualitative approach, such as focus group discussions or in-depth interviews with students and teachers, could provide further insight into the subtleties of their attitudes toward teaching quality. Additionally, examining how different teaching methods (e.g., traditional vs. technology-enhanced teaching) impact students' perceptions could offer valuable perspectives for educators looking to innovate. Moreover, further research could explore the relationship between teaching rewards and motivation. Shansan, W. (2024) suggest that intrinsic motivation, which can be fostered through a supportive teaching environment, may lead to better teaching outcomes. Investigating how external rewards, such as performance incentives, align with intrinsic motivation could provide a more nuanced understanding of their impact on teaching quality.

In conclusion, the study's findings highlight the complexities of teaching quality in vocational education settings. While certain factors, such as teacher consistency with materials and academic qualifications, were more positively recognized, the overall neutral perceptions suggest that improvements in various areas of teaching are perceived but not yet fully impactful. This research contributes valuable insights for educational institutions looking to enhance teaching quality, especially in vocational settings, and provides a foundation for future studies that could delve deeper into the specific factors that influence teaching effectiveness.

New Knowledge Contribution

Teaching quality is not only applied to private schools, but also has a considerable influence in public schools. Teacher performance is not a personal

problem for teachers, but also related to the development of the education industry and the talent training mechanism. It is necessary to make full use of schools, teachers and students to participate in the improvement of teaching quality.



Figure 1 Knowledge Derived from the Research

Conclusion and Recommendations

This study tested the reliability and validity of the data. The results showed that the survey instrument had high reliability (Cronbach's Alpha = 0.968) and the data was appropriate for further analysis (KMO = 0.872, Bartlett's Test $p < 0.001$), providing a solid foundation for the study. The survey of students' perceptions of the teaching quality in the Accounting Department revealed that the average scores ranged from 3.079 to 3.302 (neutral level), with no clear bias in any direction. The factor with the highest agreement was the consistency between teaching and instructional materials (average score = 3.581). Regarding the improvement of teaching quality, students indicated that enhancing the academic qualifications of teachers and thorough lesson preparation were the most important factors. Overall, students held a neutral attitude toward various factors affecting teaching quality, acknowledging the significance of improving teaching standards to enhance the educational experience. The researchers have the following suggestions based on the findings of this study.

1. Recommendation for Further Study

This study only analyzes the School of Digital Economy Management of Guizhou Vocational College of Industry and Commerce. It should to extent in all higher vocational colleges. Also, it should emphasize on another professional fields to improve teaching quality in university. Moreover, for future research should strengthen the discussion of the long-term effects and sustainability of the

implementation of teaching management strategies, and analyze the continuous impact of these strategies on teaching quality in different cycles, as well as the possible challenges and space for improvement.

Finally, it should followed-up and evaluated to clarify the result of the improvement suggestion base on this research.

2. Suggestions for the organization

It is suggested that research organizations can strengthen the interactive platform between teachers, hold regular teaching seminars, exchange meetings or online forums, and encourage teachers to share their teaching experiences, teaching methods and classroom management skills. Finally, the professional development training for teachers can be strengthened, regular teaching level evaluation can be carried out, and targeted support and training can be provided according to the evaluation results. Through the incentive mechanism, mobilize the enthusiasm of teachers, so as to improve the overall teaching quality.

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