

## Outcome Based Education System in Guizhou Vocational College of Industry and Commerce, Guizhou, China

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### Abstract

This study aims to explore the current situation of teaching management in the Marketing Department of Guizhou Vocational College of Industry and Commerce, analyze the causes of existing problems, and explore how the OBE (Outcome-Based Education) teaching concept can improve the teaching management level of the department. The research type is an empirical study, mainly based on the traditional education model theory, system theory and OBE education theory, and adopts quantitative research methods. By distributing questionnaires to students majoring in marketing (with a sample size of 200), data on the current situation of teaching management were collected and analyzed using SPSS software. The study found that 60% of the respondents believed that the teaching quality needs to be improved. The main problems include indoctrination education, reliance on stimulus-response learning model, insufficient practice opportunities and lack of learning by doing.

The OBE teaching concept is believed to be able to effectively improve the quality of teaching management. Its positive impacts include improving students' employability (60.5%), better connecting with industry needs (59.5%), flexibly responding to teaching needs (57.5%) and improving self-evaluation ability (54%). The research concludes that the teaching quality challenges faced by the Marketing Department are mainly due to the limitations of the traditional teaching model, and the OBE concept provides an effective way to solve these problems. Based on the findings of this study, we have proposed suggestions including teaching strategy improvement, teacher development, resource environment optimization, evaluation

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system reform and policy support, in order to improve teaching quality and cultivate more high-quality marketing professionals.

**Keywords:** Outcome Based Education System; Guizhou Vocational College of Industry and Commerce; Education System

## Introduction

Under the background of rapid development of higher vocational education, the teaching management of marketing major is facing new challenges and opportunities. The traditional teaching mode is too focused on theoretical knowledge and neglects practical operation, resulting in students' professional ability unable to meet market demand. At the same time, enterprises are urgently seeking marketing talents with rich practical experience and strong innovation ability, but the traditional education model is difficult to meet this demand. The marketing major of the School of Economics and Management of Guizhou Vocational College of Industry and Commerce is particularly prominent in this regard. In order to meet these challenges and improve the quality of teaching, this study introduces the concept of Outcome-Based Education (OBE). OBE is guided by clear learning outcomes and constructs a matching teaching and evaluation system to ensure a high degree of unity in teaching concepts, implementation and evaluation.

This study selected 367 students majoring in marketing as the research subjects, who were from freshman to junior year and were widely representative. Through an in-depth analysis of the current status of this major, this study aims to explore the specific application strategies of the OBE concept in teaching management and its profound impact on students' learning outcomes. This study is not only of theoretical value, but also of practical significance, which is helpful to cultivate high-quality marketing talents that meet market needs and promote the further development of higher vocational education.

The importance of this study lies in its ability to address the pressing issue of mismatch between educational output and industry needs in higher vocational education. By introducing the OBE concept, we aim to provide a comprehensive framework to comprehensively improve teaching quality and student capabilities. The relevance of this study lies in its focus on the key issues facing higher vocational

education, and its clear research motivation, supported by relevant theories and references, to address this issue in a combination of theory and practice.

### **Research objectives**

1. To analyse the current status of teaching management in Guizhou Institute of Commerce and Industry.
2. To find out the factors for the teaching management problems in Guizhou Vocational College of Commerce and Industry.
3. To study the OBE teaching concept how to improve the teaching management of Guizhou Vocational College of Business.

### **Research Methodology**

This study is committed to using rigorous quantitative research methods, applying the traditional model theory, system theory and Outcome Based Education theory of teaching management, to deeply explore the attitudes and views of students majoring in marketing at the School of Economics and Management of Guizhou Vocational College of Industry and Commerce on current teaching management. To ensure the accuracy and representativeness of the study, based on the sample size calculation formula of Taro Yamane, the sample size of 200 was scientifically determined under the conditions of setting the reliability level at 95% and the error limit at 5%, focusing specifically on the student group of this major.

In order to effectively collect data, a Likert 5-level scale questionnaire was designed, which covers multiple dimensions and questions related to teaching management, aiming to fully reflect the real thoughts and feelings of students. Data collection adopts a combination of online and offline methods to ensure that students can participate conveniently, while strictly following the principles of anonymity and voluntary participation.

In terms of data analysis, SPSS statistical software was used to conduct in-depth analysis of the collected data, calculate key statistics such as mean and median, and conduct variance analysis and correlation analysis to quantify students' attitudes and views on various aspects of teaching management and reveal the relationship and trend between different variables. This study aims to provide a scientific basis for the continuous optimization and improvement of teaching

management, and at the same time provide a useful reference for other higher vocational education institutions.

## Results

The researcher conducted a study on the Outcome-Based Education (OBE) system at Guizhou Vocational College of Industry and Commerce, Guizhou, China. The findings of the study can be summarized according to the research objectives as follows:

Cronbach's Alpha Questionnaire	<i>Cronbach Alpha</i>	KMO value	Item count
1. Traditional model of teaching management	0.728	0.738	11
2. System Theory	0.815	0.738	9
3. Outcome Based Education	0.866	0.615	17

Table 1 Cronbach's Alpha Questionnaire

As can be seen from Table 1, the reliability and validity tests were conducted on the teaching management related items, and the specific results are as follows: In the age distribution of the respondents, 32.5% were aged 18-19 and 47.5% were aged 20-21, which is consistent with the actual situation that the majority of college students majoring in marketing at the School of Economics and Management of Guizhou Vocational College of Industry and Commerce are sophomores and juniors.

Second, the researchers performed a descriptive statistical analysis of the data, which are shown in Table 2.

	dependent variable.		
	Mean	Median	Mode
<b>Traditional model of teaching management</b>			
1. Do you think that the current teaching content is lagging behind the actual needs of society?	3.6	4	4
2. Do you think the teaching at school helped you find a suitable job after graduation?	2.86	3	4

	dependent variable.		
	Mean	Median	Mode
<b>Traditional model of teaching management</b>			
3. Do you understand and agree with the method of designing teaching content based on results?	. 3.40	4	4
<b>System Theory</b>			
1. Do you think the current teaching model is still based on indoctrination education?	3.38	4	4
2. Do you think the curriculum relies more on stimulus-response learning methods?	3.14	3	4
3. Do you feel that there are enough opportunities for practical learning?	3.25	3	4
4. Do you think traditional teaching lacks the practical element of “learning by doing”?	3.05	3	4
<b>Outcome Based Education</b>			
1. Do you think that the OBE educational philosophy can enable teaching content to be continuously updated as society and technology change?	3.43	4	4
2. Do you think that the OBE educational philosophy can enable teachers’ verbal behavior to have a positive impact on your learning?	3.41	4	4
3. Do you think the OBE education philosophy can enable teaching management to flexibly respond to different teaching needs and changes?	3.56	4	4
4. Do you think the OBE education philosophy can effectively develop your self-management ability?	3.30	3.5	4
5. Do you think the OBE education philosophy can make teaching management more humane?	3.35	4	4

	dependent variable.		
	Mean	Median	Mode
<b>Traditional model of teaching management</b>			
6. Do you think the OBE teaching philosophy has helped you understand the learning outcomes and objectives of the course more clearly?	3.43	4	4
7. Do you feel that the assessment method under OBE more effectively reflects your actual abilities and knowledge?	3.45	4	4
8. Do you think the OBE teaching philosophy makes course design more flexible and adaptable to individual learning progress?	3.52	4	4
9. Do you feel more fulfilled when completing learning goals and tasks under the OBE concept?	3.51	4	4
10. Do you think the OBE teaching philosophy has helped you improve your ability to self-evaluate and improve yourself?	3.35	4	4
11. Do you think the OBE teaching philosophy effectively connects industry needs with practical work skills to help you prepare for your future career?	3.26	4	4
12. Do you think the OBE teaching philosophy has effectively improved your employ-ability?	3.42	4	4
(Constant)	1.338	9.179	.000

Table 2 Descriptive statistics

According to the data in Table 2, there are obvious deficiencies in the teaching management of the Marketing Department of Guizhou Vocational College of Industry and Commerce. In terms of teaching quality, the average score of the respondents was 3.47, of which 60% of the respondents hoped to further improve. Although the result-oriented teaching has a high degree of recognition, the current situation is not ideal, with an average score of 3.4, and 53.5% of the respondents believe that it needs to be improved. In addition, the teaching content is considered to lag behind actual needs, with an average score of 3.6, which was recognized by 51% of the respondents.

In-depth analysis shows that the root causes of the teaching management problems of the Marketing Department of Guizhou Vocational College of Industry and Commerce are mainly the existence of indoctrination education, reliance on stimulus-response learning model, lack of practical opportunities and lack of learning by doing education concept. These factors were recognized by 51%, 40%, 31% and 37% of the respondents, with average scores of 3.38, 3.14, 3.25 and 3.05 respectively.

The OBE teaching concept has shown a significant positive effect in improving the teaching management of the department. It helps to enhance students' employability, with an average score of 3.42, which was recognized by 60.5% of the respondents. At the same time, the OBE teaching concept can better connect with industry needs and make teaching content closer to reality, with an average score of 3.26, and 59.5% of the respondents agreed. In addition, it can make teaching management more flexible and improve the satisfaction and adaptability of teachers and students, with an average score of 3.56, which was supported by 57.5% of the respondents. Finally, the OBE teaching concept can clarify learning goals and improve students' self-evaluation ability, with an average score of 3.35, and 54% of the respondents affirmed it.

In summary, it is recommended that Guizhou Vocational College of Industry and Commerce actively promote the implementation of the OBE teaching concept to be closer to social needs, enhance students' employment competitiveness, and increase practical teaching opportunities. At the same time, the college should encourage teachers and students to participate in the reform of teaching management and improve learning satisfaction. In addition, it is also crucial to pay attention to students' mental health and provide more support and counseling services. These measures will help improve the current teaching management status of the department, improve teaching quality and students' learning effects.

## Discussion

This study aims to explore effective ways to improve teaching quality and enhance students' abilities by introducing the concept of OBE (Outcome-Based Education) in response to the teaching management issues of the marketing major at Guizhou Vocational College of Industry and Commerce. The data support from the questionnaire survey provides a solid foundation for this study, enabling us to deeply

analyze and optimize management, improve curriculum design, and strengthen practical teaching, thereby cultivating high-quality marketing talents. First, reviewing traditional educational theories, such as the research of Thorndike (1898), Pavlov (1903), and Watson (1919), they emphasized the role of the connection between stimulus and response in the learning process. However, this learning method centered on stimulus-response may be too mechanical and neglect the cultivation of students' critical thinking, problem-solving ability, and deep understanding. Through the results of the questionnaire survey, we found that the curriculum design of the marketing major at Guizhou Vocational College of Industry and Commerce does have the problem of over-reliance on this passive learning method, which is not conducive to the formation and development of students' core abilities.

In contrast, the OBE educational concept emphasizes learning outcomes as the core, and achieves a high degree of unity in teaching concepts, teaching implementation, and evaluation through clear teaching objectives, matching teaching mechanisms, and evaluation systems. Carless (2010)'s research shows that OBE can effectively solve the problems of low student participation and uneven education quality, and stimulate students' interest and motivation in learning. In the practice of the marketing major of Guizhou Vocational College of Industry and Commerce, more than 60% of the respondents demanded to improve the teaching quality, which further highlighted the shortcomings of the traditional teaching model and verified the urgency and importance of the OBE education concept in this major.

Further, the research of Spady, W. G. (1981) and Michael Fullan (2001) also supported the effectiveness of the OBE education concept. They pointed out that OBE can guide teaching, clarify learning outcomes, and is closely related to students' future development through reverse design and goal orientation. In this study, we found that the OBE teaching concept has achieved remarkable results in the marketing major of Guizhou Vocational College of Industry and Commerce. Specifically, it effectively improves students' employability (60.5%), has a positive effect on linking industry needs with work skills (59.5%), makes teaching management more flexible and able to respond to changes in demand (57.5%), and significantly improves students' self-evaluation and self-improvement ability (54%).

In summary, the results of this study fully demonstrate the effectiveness and applicability of the OBE education concept in the marketing major of Guizhou Vocational College of Industry and Commerce. It can not only improve students'

quality and employment competitiveness, but also make teaching management more flexible and better adapt to changes in industry needs. Therefore, we suggest that the marketing major of Guizhou Vocational College of Industry and Commerce should further strengthen OBE teaching, clarify teaching objectives, focus on future needs, strengthen practical teaching, and improve management flexibility. At the same time, in order to more effectively promote and implement the OBE education concept, the college should also strengthen publicity and communication and provide personalized services to meet the needs and development of different students. Through these measures, we believe that the marketing major of Guizhou Vocational College of Industry and Commerce will be able to cultivate more high-quality marketing talents with core competitiveness.

### New Knowledge Contribution

When exploring the application of the OBE (Outcome-Based Education) education model, it was found that it has shown significant results in many fields such as higher education, vocational education, and skills training, aiming to improve students' learning outcomes and comprehensive abilities. In order to ensure that the OBE education model can truly play its role and promote the overall improvement of education quality, it is necessary to pay attention to flexible adjustments based on the characteristics of specific subjects and the actual situation of students.

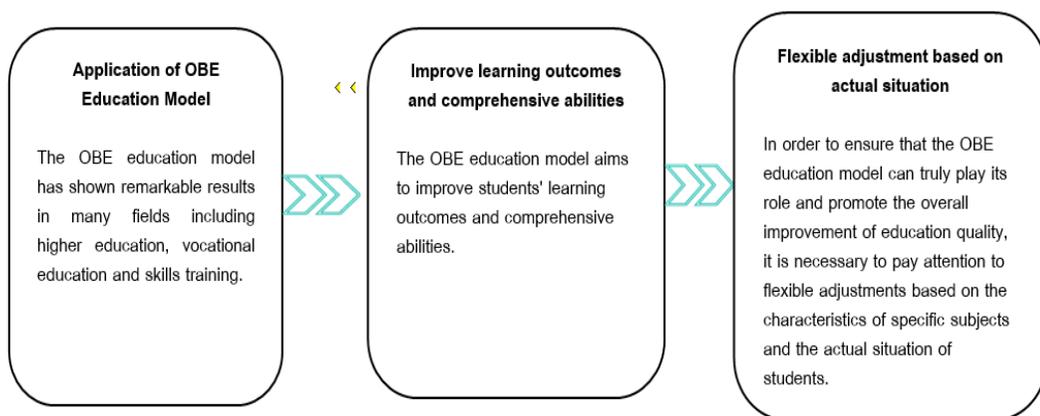


Figure 1 Application and practice of OBE education model

## Conclusion and Recommendations

The Outcome-Based Education (OBE) teaching concept is recognized as an effective approach to enhancing the quality of teaching management. Its positive impacts include improving students' employability (60.5%), strengthening alignment with industry needs (59.5%), enabling a more flexible response to teaching requirements (57.5%), and enhancing students' self-evaluation abilities (54%). This study concludes that the primary challenges faced by the Marketing Department in ensuring teaching quality stem from the limitations of traditional teaching models. The OBE framework offers a viable solution to these issues. Based on the research findings, we propose several recommendations to enhance teaching quality and develop highly competent marketing professionals. These include improving teaching strategies, fostering teacher development, optimizing resource environments, reforming evaluation systems, and strengthening policy support.

The researcher presents the following recommendations derived from the findings of this study. In light of the research results, the following suggestions are proposed:

- 1) Promote innovative teaching, learn from the OBE concept, and cultivate critical thinking and problem-solving skills.
- 2) Strengthen the construction of the teaching staff, organize training exchanges, and improve teaching ability.
- 3) Integrate resources inside and outside the school, strengthen school-enterprise cooperation, and provide practical opportunities.
- 4) Establish a capability-oriented evaluation system to comprehensively evaluate the comprehensive quality of students.
- 5) Strive for support from all walks of life, establish a quality monitoring mechanism, and continuously improve the quality of teaching.

In addition, this study still has limitations, and further verification of the results and strengthening of theories and long-term evaluation are needed. Future research can expand the sample, deepen theoretical discussion and empirical analysis, and fully reveal the application effect and mechanism of OBE concept in marketing teaching management.

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