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TEACHER TRAINING QUALITY MANAGEMENT SYSTEM IN EDUCATION MANAGEMENT OF PRIVATE COLLEGES

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Abstract

This article focuses on the teacher training quality management system within private higher education, exploring its necessity, current status, challenges, and path forward. Based on policy guidance and international education trends, high-quality teacher training is key to enhancing the core competitiveness of private Colleges. However, these institutions face challenges such as high faculty turnover and limited resources. The current system suffers from lagging awareness of training quality, flawed institutional standards, rigid evaluation mechanisms, and inefficient resource allocation. Therefore, the study proposes that system construction should adhere to the principles of systematicity, dynamism, school-based development, and closed-loop management. A framework should be constructed from three dimensions: organizational system support, training implementation, and quality assessment and improvement. Supporting measures include quality awareness guidance, resource allocation optimization, information support, external collaboration, and tiered implementation. The study concludes that a scientific training quality management system can transform training into a tool for teacher development and empowerment, helping private universities improve educational quality. Future efforts will require exploring efficient models and optimization paths within resource constraints.

Keywords: private colleges, teacher training, quality management system

Introduction

In the practice of educational management in private Colleges, the development of a high-quality and high-level faculty is central to improving educational quality. The establishment and improvement of a teacher training quality management system, as a crucial component of the education management system, provides an institutional guarantee for the core competitiveness of private universities. From the perspective of educational management and operation, this system, as an institutional framework for ensuring the quality of teacher professional development, not only affects the systematic and effective development of teacher training but also directly impacts the overall teaching level and talent development of private Colleges through faculty development, becoming a key link in the educational ecosystem of "high-quality education - excellent teachers - high-quality training - scientific management"(Song & Xu, 2019).



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From a policy perspective, the “Outline of the Plan for Building a Strong Nation in Education (2024-2035)” emphasizes improving the teacher education system and enhancing teachers' professional qualities and capabilities. This highlights the crucial role of high-quality teacher training in educational development and provides policy support and guidance for private universities to strengthen their teacher training quality management systems. From an international perspective, the salary structure, working conditions, and professional development of private higher education play a key role in ensuring faculty stability and teaching quality. The salary gap and benefits between private and public institutions are major factors impacting teaching quality and stability. The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2024) stated in its 2024 Global Teacher Report that insufficient salaries and poor working environments are the main reasons for teacher attrition. Particularly in resource-constrained private colleges and universities, these factors directly affect teacher retention rates and training effectiveness. Meanwhile, UNESCO (2022) proposed a six-module teacher training framework in its 2022 Handbook on Quality Teacher Education and Training, emphasizing the integration of skill development with workplace well-being to promote teachers' professional development and training quality management. These studies indicate that private colleges need to construct a complete training quality management system, broaden teachers' knowledge structure, and enhance the professional skills of university teachers.

This reveals that building a scientific training quality management system is a common choice to cope with global educational changes and cultivate a teaching team that meets the needs of the new era. For private colleges and universities, given that they are an important part of the higher education system, improving the training quality management system is of special significance under the realistic conditions of high mobility of the teaching staff and relatively limited resource allocation. It can not only reduce the internal consumption of training resources through standardized processes, but also accurately meet the needs of teachers' professional development through a dynamic evaluation mechanism, thereby breaking through development bottlenecks, achieving characteristic school running in the increasingly fierce competition in higher education, and effectively responding to the society's urgent demand for high-quality higher education resources, laying a solid foundation of teachers for the sustainable development of the schools.

Present Situation and Issues of the Quality Management System for Teacher Development in Teaching Management in Private Colleges

Current Status of the Teacher Development in Teaching Management System

The construction of the quality management system for teacher training in private colleges and universities has currently shown a basic trend combining policy orientation and practical exploration. At the level of policy connection, guided by national policies such as Opinions of the State Council on Strengthening the Construction of Teacher Teams, a complementary pattern has been formed between training programs of provincial educational administrative departments and school-based training (Wang, 2024). Some colleges and



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universities have drawn on the experience of higher vocational colleges to establish a collaborative management structure of “Academic Affairs Office, Human Resources Department, Teaching and Research Section”, which is responsible for the planning, implementation, and supervision of training (Xu, 2024).

At the level of training implementation, the content covers dimensions such as teaching skills, research capabilities, and professional ethics, with forms expanded to diverse formats including special lectures, workshops, and school-enterprise practice. Moreover, some colleges and universities have adopted the school-based training concept of “highlighting school characteristics, emphasizing the accumulation of teachers' individual experience and all-round development” (Fu, 2018). At the level of evaluation mechanisms, although summative assessments such as submitting training reports and classroom demonstrations still dominate, some colleges and universities have introduced process-oriented evaluation methods such as attendance checks and records of classroom interactions. Meanwhile, the “evaluation-improvement” closed-loop approach emphasized by the CORE model of Münster University of Applied Sciences in Germany has provided international reference for improving the evaluation mechanism (Pistor et al., 2020).

Core Issues in the Operation of the Management System

There are multiple core issues in the operation of the current quality management system for teacher training in private colleges and universities. Firstly, there is a lag in quality awareness and concepts. Some colleges and universities regard training as a task-driven work, ignoring the connotation of quality, resulting in formalized implementation, resource waste, insufficient initiative of teachers in participation, and weak awareness of the relevance between training and their own development (Kilag et al., 2024). Secondly, there are defects in institutional standards and process management. There is a lack of unified training quality standards, with no clear norms for key links such as curriculum design, teacher qualifications, and assessment indicators, leading to significant quality differences among different programs. In addition, process management is fragmented—insufficient demand research, lack of process monitoring, and inadequate effect tracking, which restrict the effectiveness of training (Stewart & Jansky, 2022). Thirdly, the evaluation mechanism is rigid and feedback is insufficient. Evaluation focuses on “completion” rather than “effectiveness”, such as centering on “submitting assignments” and “obtaining certificates” without paying attention to the actual improvement of teachers' teaching behaviors. The feedback mechanism is unsound, making it difficult for evaluation results to be converted into a basis for training optimization (Charlier & Lambert, 2019). Fourthly, resource constraints and inefficient allocation are prominent. Restricted by funds and human resources, private colleges and universities face difficulties in accessing high-quality training resources, and problems such as repeated training and insufficient pertinence lead to low resource utilization (Kilag & Sasan, 2023).



Framework for Constructing the Quality Management System for Teacher Training in Private Colleges

Basic Principles for System Construction

The construction of the quality management system for teacher training in private colleges and universities must follow four core principles. The systematic principle emphasizes regarding training as an organic system consisting of elements such as goals, content, teachers, and evaluation, and forming a management pattern of “full participation and whole-process collaboration” through the functional collaboration of the Academic Affairs Office, Human Resources Department, and Teaching and Research Section (Lin, 2023). The dynamic principle requires adaptively adjusting training content and methods in accordance with policy changes, market demands, and teachers' development needs—for example, adding practical modules for “dual-qualification teachers” in response to industrial upgrading needs (Kovalchuk et al., 2022). The school-based principle focuses on designing differentiated training programs based on the school's orientation and faculty structure, such as strengthening basic teaching skills training for young teachers and focusing on guiding research transformation for senior teachers (Fu, 2018). The closed-loop management principle emphasizes building a complete closed loop of “demand analysis—program design—implementation monitoring—evaluation and improvement” to enhance the pertinence of training by ensuring the connection and goal consistency of all links (de Carvalho-Filho et al., 2020).

Core Composition and Implementation Path of the System

The core composition and implementation path of the quality management system for teacher training in private colleges and universities present a three-dimensional collaborative framework. At the level of organizational and institutional guarantee, overall management is carried out by establishing a “Training Quality Assurance Committee” composed of senior professors, backbone teachers, and administrative staff, with clear division of responsibilities among the Academic Affairs Office, Human Resources Department, and Teaching and Research Section to form a collaborative mechanism (Fu, 2018). In addition, a Training Quality Management Manual is formulated to standardize quality policies and goals, and specific standards for courses, teachers, and assessments (Wang, 2024). At the level of training implementation, based on demand surveys through questionnaires and interviews, content is designed hierarchically according to teaching experience, disciplines, and job requirements (Xu, 2024). It integrates diverse forms such as theoretical lectures, case discussions, action research, and enterprise practice, promotes “flipped training” and “clinical training” to enhance participation and practical transformation, and integrates school-based resources by giving play to the role of teaching and research sections through regular training such as “mutual lesson observation, collective lesson preparation, and skill competitions” and establishing practice bases through school-enterprise cooperation (Espejo Villar et al., 2022). At the level of quality evaluation and improvement, a four-dimensional evaluation subject system of “managers—colleagues—students—teachers themselves” is constructed, covering both process quality (participation, interactivity) and result quality (teaching improvement, research output). It adopts “training portfolios” to record teachers' growth trajectories, and



combines summative evaluation to focus on the improvement of teaching practice (Charlier & Lambert, 2019). A system of evaluation result analysis meetings is established to convert problems into improvement measures, forming a “evaluation, feedback, improvement” closed loop (Pistor et al., 2020).

Guarantee Measures for the Implementation of the System

Quality Awareness and Cultural Guidance

In terms of quality awareness and cultural guidance, strengthening of concepts should be the core. Through academic exchange forms such as special lectures and case discussions, managers and teachers' understanding of the connotation of training quality is deepened, and the value orientation of “quality first” is embedded in the entire chain of training goal setting, process design, and effect evaluation to reverse the passive implementation mentality of “task-driven” (Fu, 2018). In terms of cultural shaping, columns such as “Training Achievements” are set up on campus media to systematically present practical cases of teachers' teaching improvement through training. Regular result display activities such as “Wonderful Classes” are held to encourage excellent teachers to share experiences and strengthen the collective consensus that “training empowers professional growth” (Lin, 2023). Meanwhile, based on the theory of community support, “teacher development learning communities” are established by discipline or teaching experience, with backbone teachers as guides, to build a long-term peer mutual assistance mechanism through regular interdisciplinary discussions and teaching experience sharing (de Carvalho-Filho et al., 2020).

Resource Allocation and Incentive Driving

With regard to resource allocation and incentive mechanisms, investment in training funds should be increased and high-quality teacher pools should be established. By uniting private colleges and universities in the region to form a “teacher training alliance”, it can jointly build curriculum resource pools, share industry expert resources, and share training costs (Zhu, 2025). It also introduces educational technology enterprises to jointly develop customized modules and strives for funding from industry associations or foundations to alleviate financial constraints. In terms of incentive mechanism design, training results should be directly linked to professional title promotion and performance appraisal, and a “training points system” should be added, where points can be exchanged for academic exchange opportunities or the right to use teaching resources. Those with outstanding achievements are awarded honors such as “Pioneer in Teaching Development”, and the connection path of “training experience—career ladder promotion” is clarified, such as requiring young teachers to complete “teaching ability advancement training” before participating in senior professional title evaluation, so as to stimulate teachers' initiative and enthusiasm in participating in training (Wang, 2024).



Information Support and Dynamic Optimization

Within the sphere of information support and dynamic optimization, intelligent management of training demand research, process data collection, and effect tracking is realized relying on digital platforms to improve management accuracy and achieve full-process digital management (Espejo Villar et al., 2022). Online feedback tools are developed to allow teachers to submit training suggestions at any time. Administrators summarize and analyze them weekly and respond to high-frequency issues. A system of “quarterly fine-tuning + annual overhaul” is established to dynamically optimize the program based on process data and annual evaluation results, avoiding the risk of system rigidity (Stewart & Jansky, 2022).

External Collaboration and Quality Certification

Concerning external experience reference and quality certification, external experience should be absorbed based on localized practice. For example, drawing on the process management experience of Münster University of Applied Sciences in Germany, the process is simplified and practical orientation is highlighted in combination with the actual needs of private colleges and universities, and cross-cultural training design ideas are absorbed to enhance training adaptability (Pistor et al., 2020). In terms of quality credibility building, third-party evaluation mechanisms are introduced. Independent educational evaluation institutions are commissioned to audit the training system every two years, focusing on checking the implementation of quality standards and resource use efficiency, and the evaluation results are made public (Kilag et al., 2024). At the same time, training content is linked to industry qualification certifications such as “dual-qualification teachers” to improve the cross-school and cross-industry recognition of training results.

Stratified Implementation and Precision Guarantee

On the front of stratified and precise support, a “1+1 dual mentorship system” is implemented for young teachers. Newly recruited teachers are assigned both teaching mentors and industry mentors, who provide follow-up guidance for three years. The performance of mentors in fulfilling their duties is incorporated into the assessment system to ensure the continuity of training (Kilag & Sasan, 2023). For backbone teachers, a “personalized development fund” is established to support them in independently designing training programs for research transformation and curriculum development (such as enterprise research and participation in high-end academic conferences), aiming to enhance the targeting of training (Zhu, 2025).

Conclusion

The construction of the quality management system for teacher training in private colleges should be guided by systematic thinking, addressing issues at the levels of concepts, systems, and evaluation through clarifying principles, improving frameworks, and strengthening guarantees. The core value of the system lies in transforming training from a “formalized task” into an “empowering tool for teacher development”, ultimately promoting the improvement of the school's educational quality and core competitiveness through enhancing teacher quality. Recent studies highlight that the effectiveness of such systems



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depends on dynamic adaptation to policy shifts, technological integration, and stakeholder collaboration. For instance, the integration of digital platforms not only streamlines administrative processes but also enables data-driven optimization of training content, addressing the long-standing issue of resource inefficiency. International experiences, such as closed-loop evaluation models and community-based practice frameworks, offer valuable insights for refining localized systems, emphasizing that quality management must be both contextually rooted and globally informed. In the future, it is necessary to further explore efficient models under resource constraints, such as regional training alliances to share high-quality resources, and the dynamic optimization paths of the system in the context of informatization and internationalization. By aligning with national strategies like the Outline for Building an Educational Powerhouse (2024-2035) and leveraging empirical evidence from both domestic and international research, private colleges can cultivate a teaching workforce that meets the demands of high-quality education, thereby sustaining their competitive edge in the evolving landscape of higher education.

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