



## A Program Evaluation for Tourism Management by Using Tyler's Objective-Oriented Model in Guangxi, China

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### Abstract

**Background and Aim:** Given the critical role of teaching quality in shaping future tourism management professionals, this research aims to survey the current status of undergraduate teaching quality, and to explore the application of Tyler's educational theory in Tourism Management major.

**Materials and Methods:** The evaluation involved 201 sophomore undergraduate students of GL University majoring in tourism management. Data were collected from the consultation questionnaire based on the Tyler model. In the evaluation, teaching environment, course construction, teaching organization, implementation effectiveness, and teaching support served as independent variables, and "overall satisfaction with teaching quality" served as the dependent variable.

**Results:** The mean values of the five independent variables were in the range of 3.0-4.0, meaning that all aspects need to be further improved. With the logistics regression model, the adjusted R square (coefficient of determination) = 0.548, indicated that there was a high research representativeness of the five independent variables developed from Tyler's educational theory. Taylor's educational theory significantly explains the differences in students' satisfaction with teaching quality.

**Conclusion:** Based on the results, some teaching strategies and methods were proposed, which included making efficient use of teaching resources; promoting reform of teaching contents and methods, and standardizing the management system. The results suggest strengthening teaching resources, curriculum reform, and management practice, which is expected to improve the quality of tourism management education.

**Keywords:** Tyler's principle; Teaching quality; Evaluation of Tourism management; Oriented Model; Overall Satisfaction

### Introduction

The development of tourism can not only increase the GDP but also promote the development of related industries, such as catering, accommodation, transportation, and so on. The rapid growth of tourism is of great significance for improving the level of the national economy and increasing fiscal revenue. Tourism plays a crucial role in China's economic and cultural development. As one of the fastest-growing industries, tourism not only contributes significantly to the country's GDP but also promotes cultural exchange and understanding between China and the rest of the world. Given its importance, the study of tourism management in higher education institutions has become increasingly vital. By equipping students with the necessary skills and knowledge to succeed in this dynamic field, tourism management programs are essential in preparing the next generation of industry leaders who will drive the continued growth and sustainability of tourism in China. Under the influence of these policies, higher education in tourism management has gradually gained attention. However, (Che, 2020) revealed that the current tourism management education still faces several challenges that require improving educational quality. These issues primarily included a lack of curriculum design, duplication of course content, and the need for enhanced practical skill development. In addition, based the research and analysis of the curriculum of tourism management majors, (Wu & Feng, 2022) also found that the curriculum design of tourism management majors in local colleges and universities is not reasonable. There were disconnections between theoretical knowledge and practice, a lack of core competence and prominent core concepts, and the way to cultivate practical ability needs to be improved.

In this paper, a tourism management major at GL University is chosen as the research object. GL University is a provincially-administrated university in Guangxi province, which is rich in tourism resources. Tourism management has been offered for 20 years at GL University. However, (Xiang & Deng, 2023) revealed some problems in the tourism management major at GL University, which contained insufficient practice in teaching mode, students' low identity for the tourism management major, lack of multi-competence teachers, and the curriculum out of step with digital trends. Therefore, based on the previous research, the current status of undergraduate teaching quality in the tourism



management major is unclear, necessitating a thorough teaching evaluation for tourism management at GL University.

The model proposed by (Tyler, 1949) is widely applicable across various learning domains and levels, facilitating the objective assessment of a subject's content, activities, and teaching methodologies. Based on the model, (Taofeeq et al., 2022) aimed to leverage the evaluation component as a pivotal aspect for assessing the quality of teaching, suggesting that Tyler's model can be applied to all educational areas and levels. Therefore, in this research, the teaching evaluation for tourism management at GL University is implemented based on the objective evaluation of Tyler's model. In the evaluation, teaching environment, course construction, teaching organization, implementation effectiveness, and teaching support served as independent variables, and "overall satisfaction with teaching quality" served as the dependent variable. Finally, a logistics regression model was established based on mean calculation and measurement analysis. An objective assessment of the content, activities, and teaching methods of a subject is encouraged, thus advancing the modernization of teaching practices.

## Objectives

The research objectives and questions of this paper include the following three points.

1. To obtain the current status of undergraduate teaching quality in the tourism management major at GL University and identify existing issues.
2. To explore the application of Tyler's educational theory in the teaching of Tourism Management.
3. To analyze how it can be combined with the specific characteristics and teaching requirements of the Tourism Management major, and propose targeted teaching strategies and methods.

## Literature review

### 1. Tyler's model

The goal-oriented approach was first introduced by (Tyler, 1949) in the 40-50s as a new standard for educational evaluation. Since then, Tyler's model has been widely used to evaluate educational outcomes or programs. (Anh, 2018) thought that educational evaluation includes a wide array of activities like student assessment, measurement, testing, program evaluation, school personnel evaluation, school accreditation, and curriculum evaluation. Indeed, as the model undergoes continuous development and innovation, Tyler's objective model has become instrumental in defining the objectives for emerging curricula, and subsequently assessing the extent to which these objectives are ultimately achieved. (Madaus et al., 1983) found that Tyler's model facilitated internal comparisons between outcomes and objectives, eliminating the need for expensive and disruptive comparisons between experimental and control groups. It prioritized the measurement of behaviorally defined objectives, thus emphasizing learning outcomes over organizational and teaching inputs. Consequently, this model served to mitigate the subjectivity inherent in professional judgment or accreditation approaches.

### 2. Independent variable: teaching environment

Teaching is the core work of the school, there are many influencing factors. (Donlon et al., 2022) Thought that the teaching environment refers to the carrier of various teaching activities, and affects the material and spiritual conditions of the learning of teachers and students. Therefore, the school needs to combine its teaching resources and subject characteristics, reasonable arrangement of teaching work, and improve the teaching space. (Yang & Du, 2021) explained that teachers should reasonably guide students to carry out teaching guidance and establish a good learning atmosphere and emotional environment in the process of interacting with students.

### 3 Independent variable: course construction

(Guo & Nie, 2022) found that course construction should ensure the smooth development of teaching activities, teachers and students, actively innovate teaching activities, improve the basis of curriculum development, strengthen personnel training and construction, and ultimately improve the quality of teaching. For course construction, (Li, 2022) illustrated that educators should pay attention to the determination of curriculum objectives, clarify the content and trend of curriculum design, determine the curriculum objectives of tourism management specialty, improve students' practical ability, and strengthen interdisciplinary integration and innovation ability.

### 4. Independent variable: teaching organization





Teaching organization activities involve all kinds of work in the process of teaching activities, including organization, program, goal setting, and so on. To determine the teaching objectives of undergraduate teaching of tourism management specialty, (Huang, 2022) it is necessary to formulate reasonably around the development of the tourism industry in combination with the subject framework. The research (Jiang, 2022) shows teachers should formulate flexible teaching methods, balance the proportion of theoretical teaching and practical teaching through reasonable teaching strategies, perfect cooperative teaching methods, and improve students' initiative to participate in teaching activities.

#### 5. Independent variable: implementation effectiveness

After the end of teaching work, students' knowledge reserve, moral literacy, and practical ability will be improved to a certain extent. Therefore, (Qian, 2022) concluded that the evaluation and measurement of teaching implementation effectiveness should be carried out in combination with students' training plan and objectives, combined with the specific situation of students to formulate teaching plans and objectives, and improve the assessment plan. The research by (Qi & Du, 2022) illustrated that the country attaches great importance to the improvement of the skills and professional knowledge of undergraduate students majoring in tourism management, and hopes to train more interdisciplinary compound talents.

#### 6. Independent variable: teaching support

Teaching support is based on teaching activities, standardizing software and hardware teaching resources, and improving the quality of teaching activities. (Collie, 2022) explained that undergraduate colleges and universities should not only provide students with normal teaching activities but also provide students with more social practice and internship opportunities, such as lectures, knowledge and skills competitions, and so on. With the rapid development of the tourism industry and the rapid change in the tourism situation in the post-epidemic era, (Mutch-Jones et al., 2021) thought the overall level of teachers majoring in tourism management needed to be continuously improved, to train more excellent compound talents.

#### 7. Dependent variable: overall satisfaction with teaching quality

(Hu & Yuan, 2022) explained that teaching quality is the analysis of the teaching effect, the degree to which students acquire professional knowledge and ability in a specific environment, and the realization of educational goals. The process of teaching quality evaluation itself is quite complex. In the process of evaluation, (Li et al., 2022) suggested educators should ensure the comprehensiveness of the evaluation content, constantly improve the professionalism of the teaching content, and carry out continuous and multiple teaching quality evaluations. To implement the people-oriented concept and improve the physical and mental health development of teachers and students, (Wu & Chen, 2022) indicated educators should be aware of the openness of teaching quality evaluation itself, enrich teaching activities, and improve the flexibility of teaching activities.

In summary, current tourism management education still needs improvement. Local universities often have poorly designed courses, with a disconnect between theory and practice. Core competencies are lacking, and there's a need to enhance practical training. Existing research focuses mainly on perspectives, methods, and content, but ignores the student-centered approach. The teaching evaluation system is also inadequate, hindering quality improvement. Currently, research on the undergraduate teaching quality assessment of tourism management majors fails to integrate students' perceptions and expectations. There is insufficient interaction between teachers and students in the teaching process. On the teachers' side, due to a lack of understanding of course evaluation, they are unable to provide effective guidance, which is detrimental to improving teaching quality. Therefore, to enhance the undergraduate teaching quality of tourism management and refine teaching evaluation efforts, it is essential to clarify the purpose and dimensions of evaluation. Combined with the need for teaching quality evaluation, it needs to be carried out from five factors: teaching environment, course construction, teaching organization, implementation effectiveness, and teaching support. Specifically, they are drawn from the constructivism theory, the objective theory, the proficient learning theory, the literacy-based education theory, and the total quality management theory, respectively. Based on the support of various theories, the measurement and analysis of different indicators are realized, and the overall evaluation results of teaching quality are finally obtained.

## Conceptual Framework

The Conceptual framework is shown in Figure 1.

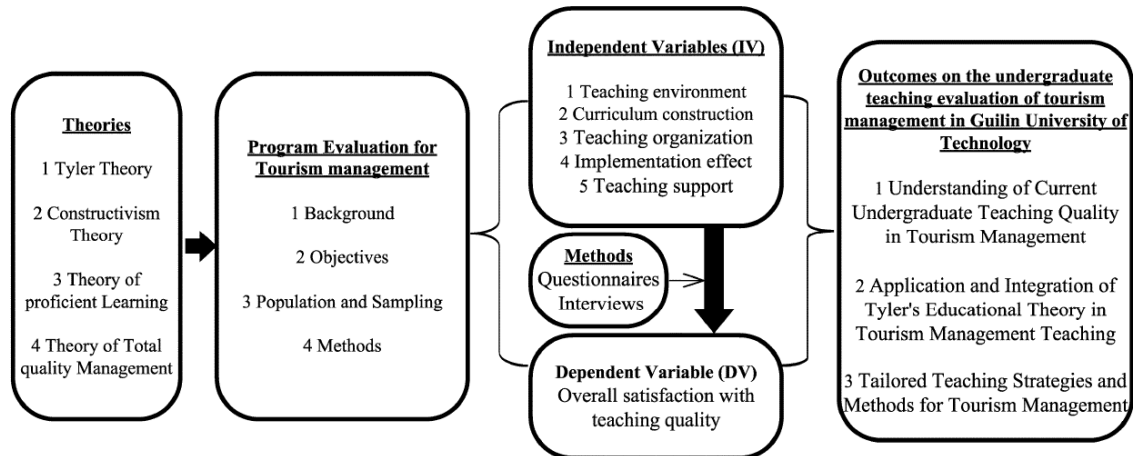


Figure 1. Conceptual Framework

## Methodology

The combination of qualitative and quantitative methods will solve the problem more effectively than using either method alone. Utilizing Tyler's education theory as a foundation, a combined approach incorporating qualitative methods (through interviews) and quantitative techniques (via questionnaires) was employed to assess the caliber of teaching in the tourism management major at GL University.

### 1. Population and sample

Population sampling research not only provides support for government decision-making but also provides an important data source for scientific research. A total of 206 questionnaires were distributed, 202 questionnaires were collected, and the questionnaires with missing items and low authenticity were eliminated, resulting in 201 valid questionnaires, with an effective rate of 97.57%. The questionnaire comprised 110 male participants, constituting 54.7% of the total, and 91 female participants, accounting for 45.3% of the total, thereby exhibiting a relatively well-balanced representation of both genders in the sample.

### 2. Research instrument

The questionnaire distribution of this paper was mainly made and distributed through the website of "Wenjuanxing", and the distribution was completed through WeChat links and QR code scanning of posters, etc. The sophomore undergraduate students of tourism management at GL University collected the questionnaires. Sophomore tourism management students have basically completed the partial courses of the major, and have a semester of learning experience for professional courses, so they can put forward more referential opinions.

### 3. Data collection

The questionnaire survey is conducted by sampling, the survey object is the sophomore undergraduate students of GL University majoring in tourism management. There are 326 sophomore students at GL University majoring in tourism management, and the object of the questionnaire is selected randomly from the sophomore students by using the purposive sampling method. Finally, 206 students were selected as the main target of the questionnaire research, and they were asked to fill in the questionnaire while describing and evaluating their former practical experiences to obtain a general understanding of the quality of tourism management teaching at GL University in their sophomore year. This interview is open, and administrative staff, teachers, and students of the tourism management major of GL University are selected to conduct interviews on specific questions. Each interview lasted more than half an hour and was recorded by audio recording.

### 4. Data analysis





SPSS statistical analysis software is often used in the study of undergraduate teaching quality assessment in tourism management. The SPSS software has perfect mathematical and statistical capabilities. Through data input, SPSS can perform statistical analysis, regression analysis, factor analysis, etc. A total of 201 valid questionnaires were obtained, with an effective rate of 97.57%. The statistical analysis of the questionnaire data was carried out by using SPSS26.0 statistical analysis tool to organize and analyze the data and the results of the data analysis were obtained to provide data support and basis for the study of this paper.

## Results

### 1. To survey the current status of undergraduate teaching quality

This paper studies the teaching quality of the tourism management major at GL University, which is representative of the development of the discipline. Since the research object is a specific major in a specific school, there may be deviations in sample selection, which will affect the final measurement results. The results of the teaching environment, course construction, teaching organization, implementation effectiveness, and teaching support in the questionnaire are listed in Tables 1, 2, 3, 4, and 5 respectively.

Table 1 Measuring results of teaching environment

Teaching environment	N	Mean	S.D.
Classrooms are well equipped with teaching aids and a clean environment	201	3.33	1.074
Teaching space has reasonable density and organization form	201	3.37	1.206
The teaching atmosphere is relaxed and conducive to the emergence of new ideas	201	3.31	1.227
Practical teaching is close to a real working atmosphere	201	3.30	1.159
Teachers have clear teaching instructions and the classroom is in good order	201	3.22	1.188
Number of effective cases (in columns)	201		

Table 1 showed that the highest mean value of 3.37 was for a reasonably dense and organized teaching space, followed by a classroom with complete teaching aids as well as a clean environment and a relaxed teaching atmosphere that facilitates the emergence of new ideas, with mean values of 3.33 and 3.31, respectively. The lowest values were for practical teaching close to the real working atmosphere and teachers with clear teaching instructions and good order in the classroom, with mean values of 3.30 and 3.22, respectively. The survey revealed that sophomore tourism management students felt the university adequately provided for their teaching space and organizational needs. However, they expressed dissatisfaction with the teaching atmosphere and order. The quality of these practical sessions significantly impacted the overall teaching quality and student satisfaction. Currently, the school's practical teaching focuses on theoretical implementation and lacks integration with real-world tourism scenarios, prioritizing theory over practice. Additionally, the learning atmosphere needs improvement, affecting the overall teaching quality.

Table 2 Measuring results of course construction

course construction	N	Mean	S.D.
The course is comprehensive and specialized, allowing for the study of multiple disciplines	201	3.37	1.079
Strong interdisciplinary and innovative character of the course learning	201	3.32	1.240
The curriculum is well-planned and the special courses are well developed	201	3.28	1.205
There is good interaction between students and teachers in the classroom and a constant drive to innovate the curriculum	201	3.36	1.175
Teachers pay attention to students' feedback on classroom learning and improve teaching methods promptly	201	3.23	1.199
Number of effective cases (in columns)	201		



Table 2 showed that the mean values were in the range of 3.23-3.37, which were moderately low. Among them, the highest mean values of 3.37 and 3.36 were for the comprehensive and professional course learning, the ability to learn multiple subjects the good interaction between teachers and students in the classroom, and the continuous promotion of course innovation. The second highest value was for the strong interdisciplinary and innovative characteristics of course learning, with a mean value of 3.32. The lowest values were for well-planned courses, well-cultivated special courses, and teachers' attention to students' feedback on classroom learning and timely improvement of teaching methods, with mean values of 3.28 and 3.23, respectively. The survey indicated that students highly valued the comprehensiveness of learning content, subject knowledge breadth, and teacher-student interaction. However, they were less satisfied with curriculum planning, course feature education, and teaching method improvements. Tourism management undergraduate teaching is specialized and interdisciplinary, requiring a curriculum that prioritizes tourism expertise while incorporating multidisciplinary knowledge. The school's current tourism management curriculum lacks professionalism and prominence. This research paper focuses on establishing and enhancing the tourism management knowledge system and improving teaching quality in this field.

Table 3 Measuring results of the teaching organization

Teaching organization	N	Mean	S.D.
Teaching objectives are set more closely with the subject of tourism management	201	3.19	1.165
The teaching content integrates with other disciplines and tourism management disciplines	201	3.24	1.251
Collaborative and project-based learning styles of teaching	201	3.27	1.257
Flexible and versatile teaching improves students' motivation to learn	201	3.18	1.209
Teachers teach by students' aptitudes and personality	201	3.24	1.189
Number of effective cases (in columns)	201		

Table 3 showed that the mean values were in the range of 3.18-3.27, which was moderately low. Among them, the highest mean value of 3.27 was for the collaborative and project-based learning styles in teaching. The second highest was for the integration of other disciplines with the subject of tourism management and the teachers' teaching according to the student's aptitude and personality, both with a mean value of 3.24. The lowest was for the flexible and varied teaching, which improved the student's motivation to learn, with a mean value of 3.18. It can be concluded that the current teaching system and evaluation mechanism focus only on teaching results. The lack of attention to the improvement of students' comprehensive ability and their future development leads to rigid teaching methods, lack of flexibility, and cannot improve students' enthusiasm for learning.

Table 4 Measuring results of implementation effectiveness

implementation effectiveness	N	Mean	S.D.
Teaching activities are carried out in strict accordance with the teaching objectives, and the cultivation mechanism of versatile tourism talents is innovated	201	3.31	1.022
Flexible application of professional knowledge and knowledge from other disciplines improves interdisciplinary capabilities	201	3.29	1.190
Graduates have strong research and practical skills	201	3.27	1.303
Students are well-employed and have good industry evaluations	201	3.31	1.185
Multi-level assessment plans and programs for student development	201	3.25	1.182
Number of effective cases (in columns)	201		

Table 4 showed that the mean values were in the range of 3.25-3.31, which were moderately low. Among them, teaching activities are carried out in strict accordance with the teaching objectives, the training mechanism of innovative versatile talents in tourism, and good employment of students, with



the highest mean value of good industry evaluation, both at 3.31. The second highest value was for the flexible application of professional knowledge and other disciplines to improve interdisciplinary competence, with a mean value of 3.29. The lowest values were for the flexible application of professional knowledge and other disciplines to improve interdisciplinary competence and for the development of multi-level assessment plans and programs for student development, with mean values of 3.27 and 3.25, respectively. It showed that students recognized the implementation effect in teaching, the activities carried out in conjunction with the teaching objectives, and the current talent training mechanism, which has a high evaluation value in the industry. However, satisfaction with the flexibility of subject knowledge, the development of interdisciplinary skills, and the development of performance assessment programs is not high. In teaching, teachers focus on the teaching of basic theoretical knowledge and lack joint teaching of other related disciplines, which is not conducive to the cultivation of complex talents and not conducive to the realization of teaching objectives.

Table 5 Measuring results of teaching support

Teaching support	N	Mean	S.D.
Well-established teaching resources and conditions	201	3.28	1.101
Teachers have professional teaching backgrounds and industry development experience, as well as strong research capabilities	201	3.27	1.229
The school regularly holds skills competitions and seminars and cooperates with off-campus companies to provide students with practical opportunities	201	3.28	1.188
The school management system is standardized and humane, and students have feedback channels	201	3.33	1.171
Number of effective cases (in columns)	201		

Table 5 showed that the mean values were in the range of 3.27-3.33, which were moderately low. Among them, the highest value of 3.33 was for a standardized and humane school management system with feedback channels for students, followed by 3.28 for having good teaching resources and conditions and for the school to hold regular skills competitions and special lectures and to cooperate with off-campus enterprises to provide students with practical opportunities. The lowest value was for teachers to have professional teaching backgrounds and industry development experience, as well as high research capacity, with a mean value of 3.27. It showed that students recognized the regularity of the current management system and feedback mechanism in teaching support, but were not satisfied with the professional background, research ability, and industry development experience of the teachers. The support of teaching resources in schools is an important aspect for students, but the current support for teaching in schools is insufficient for teaching capacity, except for infrastructure construction.

2. To explore the application of Tyler's educational theory in the teaching of Tourism Management

Logistic regression analysis was based on the above data, and the expression of the logistic regression model was as follows.  $Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \dots + \beta_i X_i + \varepsilon_i$

Where Y represented the overall satisfaction,  $\alpha$  was a constant term. Assuming the independent variable is 0, there will be two possible numerical outcomes for Y: 1 and 0. X was the five independent variables obtained by factor analysis, which were teaching environment, course construction, teaching organization, implementation effectiveness, and teaching support.  $\varepsilon$  was the random error, and  $\beta$  was the regression coefficient. In terms of variable assignment, satisfaction=1 and dissatisfaction=0, correspond to the values in the regression analysis, respectively. Based on that, a logistic regression analysis model was established.

Further regression models specific to the five independent variables were calculated and shown in Table 6.



Table 6 Overall regression models for the independent variables

Model	Unstandardized coefficient		Standardized coefficient	t	Significance
	B	Standard error	Beta		
(Constant)	3.413	.044		78.219	.000
Teaching environment	.285	.044	.314	6.512	.000
Course construction	.321	.044	.353	7.333	.000
Teaching organization	.339	.044	.373	7.749	.000
Implementation effectiveness	.254	.044	.280	5.807	.000
Teaching support	.295	.044	.325	6.746	.000
a. Dependent variable: overall satisfaction with teaching quality					
R=.776      R <sup>2</sup> =.602      Adjusted R <sup>2</sup> =.548      Significance Variation in F =.000					

The constant term is the non-random part that is stable for a long time and not explained by the independent variable, which can also be called the information residue. When all the independent variables are 0, the constant term itself has no comprehensible realistic significance. The regression results of the five independent variables in Table 7 showed that the Sig.=0.000 for the five independent variables of teaching environment, curriculum development, teaching organization, implementation effectiveness, and teaching support were all lower than 0.05, indicating that there was a high correlation between the five independent variables and the dependent variable “overall satisfaction”. It also indicated that there were further improvements in the five independent variables of teaching environment, course construction, teaching organization, implementation effectiveness, and teaching support. Based on the results of the regression model summary, the regression coefficient  $R = 0.776$ , R square (coefficient of determination) = 0.602, and adjusted R square (coefficient of determination) = 0.548. It indicated that 54.8% of the dependent variables selected for this study were subject to changes in the independent variables, and therefore there was a high research representativeness of the five independent variables. The five independent variables, originating from Tyler's theory, can be used in teaching evaluation. Based on the results, the causes of the problems can be further explored, and reasonable strategies for improvement can be proposed.

In terms of the teaching environment, there are problems to be improved in the classroom with complete teaching of AIDS and a clean environment. In terms of course construction, there are still problems with the rationality of curriculum planning, the degree of course specialization, student feedback, and the improvement of teaching methods. In terms of teaching organization, there are still some problems in the integration of multi-subject teaching content, individualized teaching, and so on. In terms of implementation effectiveness, there are still problems in student employment situation and industry evaluation. In terms of teaching support, the current school management system lacks humanity, and the feedback channels of students are not smooth enough.

### 3. To propose targeted teaching strategies and methods

In terms of educational philosophy, it is important to create a teaching atmosphere suitable for learning, increase resources and opportunities for practice, improve the standardization of teaching order, promote the renewal of teaching philosophy from multiple perspectives, and facilitate the improvement of teaching practice activities. In terms of teaching content, it is important to focus on teaching according to students' aptitude, implement a special curriculum, carry out reform of teaching content, and improve the existing unreasonable teaching content and teaching methods through the development of special teaching. In the form of education, the emphasis should be on the improvement of the teachers' research ability and professionalism, the improvement of the teachers' team's industrial experience, the further standardization of the school management system, the improvement of the tightness between the teachers' professional ability and the industrial development situation, and the strengthening of teaching support with the help of the management system. Based on the above results, three suggestions were summarized for the tourism management major at GL University.





To make efficient use of teaching resources and improve the teaching atmosphere and order

- (1) Creating a pleasant teaching atmosphere for learning
- (2) Increasing the resources and opportunities for practice
- (3) Improving the standardization of teaching order

To develop special teaching and promote reform of teaching contents and methods

- (1) Focusing on teaching according to students' aptitude
- (2) Realization of distinctive curriculum
- (3) Carrying out reform of teaching content

To improve the quality of the teaching team and standardize the management system

- (1) Improving teachers' scientific research ability
- (2) Improving the professional experience of the teaching team
- (3) Further standardizing the school management system

## Discussion

In recent years, the Ministry of Education has continuously issued relevant opinions and policies to improve the teaching quality of universities. But at the same time, there are still many problems in the aspects of teaching ideas, teaching content, and teaching form, which need to be further improved and strengthened. However, the current researches mainly focus on the perspective, method, and content of teaching quality evaluation. (Taylor et al., 2022) conduct a thorough analysis of the role and importance of undergraduate teaching quality evaluation. They delve into enhancing teaching quality monitoring and assessment through the application of big data. Conversely, (Leng, 2001) emphasized that undergraduate teaching quality evaluation should continually strive for educational quality improvement, highlighting the distinctiveness of undergraduate institutions. This approach aligns with the sustainable development concept, aiming for consistent enhancement of teaching quality. The analysis based on "student orientation" is lacking. The construction of a teaching evaluation system is also insufficient, and the teaching quality cannot be improved. Currently, the research on quality evaluation of undergraduate teaching in tourism management fails to incorporate students' perceptions and expectations.

In addition, there is insufficient interaction between teachers and students. For teachers, due to the lack of understanding of course assessment, they are unable to make effective guidance on course assessment, which is not conducive to the improvement of teaching quality. Based on this, this paper combines Tyler's theory and proposes strategies for the improvement of teaching quality evaluation of undergraduate tourism management majors. Similarly, (Wang, 2005) indicated that Tyler's principle was employed to establish the undergraduate teaching methodology and process, tailoring the curriculum experiment content to the unique circumstances of the school. As a result, the teaching evaluation is improved and the curriculum system is innovated to promote the development of teaching modernization. Subsequent research on this topic can further expand the scope of the sample, improve the dimensions of teaching quality evaluation, and avoid too single and one-sided issues. In the future, it is necessary to provide continuous and long-term references for the improvement of undergraduate teaching quality of tourism management majors.

## Conclusion

This paper gathers and synthesizes the literature on teaching quality evaluation in the tourism management major at GL University, drawing on Taylor's education theory to inform the research. Through questionnaires, five dimensions of independent variables are verified, leading to suggestions for enhancing teaching quality. The paper advocates for teaching quality evaluation that considers specific teaching contexts incorporates reasonable criteria, assesses value, and comprehensively evaluates the teaching environment, course construction, teaching organization, implementation effectiveness, and teaching support. Additionally, it proposes aligning Taylor's educational theory with teaching quality evaluation, focusing on educational concepts, content, and forms to achieve optimal integration.



The teaching quality of the tourism management major at GL University is evaluated by questionnaire and interview. The present status of teaching quality is reported comprehensively in five factors: teaching environment, course construction, teaching organization, implementation effectiveness, and teaching support. Regression analysis shows that teaching quality can be reasonably evaluated based on Tyler's theory. The following conclusions are obtained through the research:

First, combined with Tyler's education theory, it can be confirmed that the tourism management major of GL University has low satisfaction. The questionnaire result also showed that all five independent variables need to be further improved. After summarizing, three main problems can be found. (1) Insufficient attention to practical activities and lack of clear normative order; (2) The curriculum is detached from the needs, and the teaching methods are not distinctive enough; (3) Insufficient ability and experience of teachers, and lack of standardization in the management system.

Second, based on the regression analysis of five factors, it was found that the dependent variable, "overall satisfaction with teaching quality", was strongly relative to the five independent variables, teaching environment, course construction, teaching organization, implementation effectiveness, and teaching support. It also suggests that Tyler's model can be applied to all educational areas and levels.

Finally, the evaluation of teaching quality and the content of Tyler's education theory, from the three aspects of teaching idea, teaching content, and teaching form, put forward the strategy of teaching quality improvement. The three teaching strategies and methods are listed. (1) To make efficient use of teaching resources and improve teaching atmosphere and order; (2) To develop special teaching and promote reform of teaching contents and methods; (3) To improve the quality of the teaching team and standardize the management system

## Recommendation

### 1. Recommendation for current research

Using interviews and questionnaires, the author analyzes issues with the teaching quality of Tourism Management for sophomores at GL University. These issues manifest in a limited focus on practical activities, unclear educational standards, and outdated courses. There's also a need for innovative teaching methods, improved teacher skills and experience, and better system implementation. To address these issues and enhance teaching quality, the author suggests aligning the university's teaching practices with Taylor's education theory, specifically targeting educational concepts, content, and form. The existing research predominantly centers on the perspectives, methodologies, and content related to teaching quality evaluation. Nevertheless, an analysis grounded in a "student-oriented" approach remains absent. Furthermore, the establishment of a comprehensive teaching evaluation system is inadequate, hindering any potential enhancement in teaching quality. Presently, research examining the quality assessment of undergraduate teaching in tourism management falls short in incorporating students' perceptions and expectations within the teaching process, alongside insufficient interaction between educators and learners. Teachers, due to a limited understanding of course assessment, struggle to provide effective guidance in this area, ultimately impeding teaching quality improvement.

In light of these challenges, this paper integrates Tyler's theory and proposes targeted countermeasures to enhance the teaching quality evaluation for undergraduate tourism management majors. By refining the teaching evaluation process and innovating the curriculum system based on the original theory, we aim to catalyze the advancement of teaching modernization. Future research in this domain should endeavor to broaden the sample scope, diversify the dimensions of teaching quality evaluation, and mitigate issues of oversimplification and bias.

### 2. Recommendation for further research

The research presented in this paper comprises an analysis of the evaluation of undergraduate teaching quality in tourism management, offering valuable insights for enhancing educational standards in this field. However, it acknowledges several limitations stemming from the restricted research scope and the potential one-sidedness of interviewee responses.

Firstly, regarding sample determination, the study focuses on the sophomore undergraduate teaching quality in tourism management at GL University, chosen for its representativeness in discipline



development. Nevertheless, the specificity of the chosen major and institution raises concerns about potential biases in sample selection that could influence the final measurements. The next step will be to expand the scope of research beyond GL University and sophomore year. Different educational settings and different stages of student academic progress are included to ensure a broader understanding of the quality of teaching in different contexts.

Secondly, in terms of dimensional selection, the paper builds upon existing literature to identify key aspects of teaching quality evaluation: teaching environment, curriculum construction, teaching organization, implementation effect, and teaching support. While these dimensions provide a useful framework, their adoption from previous studies highlights potential limitations in their applicability. The next research dimension will employ innovative approaches, such as machine learning algorithms or natural language processing, to analyze open-ended feedback from students to gain new insights.

Thirdly, the identification of problems relies on measurement outcomes, data analysis, and regression results. Drawing from Tyler's educational theory, the paper identifies issues related to teaching philosophy, content, and format. These proposed problems require further validation to ensure their reasonableness. The next step will be triangulation using other data sources or methods (e.g., longitudinal studies, comparative case studies) to confirm the existence and impact of these problems.

Lastly, the discussion of countermeasures addresses potential solutions tailored to the identified problems. Although these strategies aim to improve teaching quality, their practical applicability remains open to debate due to the authors' understanding of limitations and constraints in teaching practice. The next research strategy will be pilot studies, experimental designs, or longitudinal follow-up to gather evidence of its impact on teaching quality. In addition, future research will involve a wider range of stakeholders, including students, faculty, administrators, and industry partners. Their views can enrich people's understanding of the quality of teaching and the feasibility of proposed improvements.

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