

THE EFFECTIVENESS OF EDUCATION QUALITY MANAGEMENT OF ART DESIGN PROGRAM IN UNIVERSITIES UNDER LIONING PROVINCE

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Abstract

The objectives of this research were: (1) To determine the components of effectiveness of education quality management of Art Design Program in universities under Liaoning Province; and (2) To verify the components of effectiveness of the education quality management of Art Design Program in universities under Liaoning Province.

The research was a mixed methodology research. The population included 138 college leaders and 1344 lecturers from 40 universities, with a total number of 1482. Using multi-stage random sampling technology, the sample size of 310 university leaders and lecturers was determined. The key informants were administrative personnel of colleges and universities, Dean of Art Design College and lecturer of Art Design, obtained by purposive sampling method. The instruments used for data collection were semi structured interview form, a five-level rating scale questionnaire and validation checklist. The statistics used for data analysis were frequency, percentage, mean, standard deviation, exploratory factor analysis.

The research findings revealed that: (1) The components of effectiveness of education quality management of Art Design Program in universities under Liaoning Province were education quality system, administrative management, full participation, performance evaluation, and service quality; and (2) The verification of the components of effectiveness of the education quality management of Art Design Program in universities under Liaoning Province were found in the conformity with standard of utility, feasibility, propriety, and accuracy.

Keywords: Effectiveness, Education Quality Management, Art Design Education, Liaoning Province

1. INTRUDUCTION

In the 21st century, with the expansion of the scale of higher education and the transition of higher education from elite stage to popular stage, the quality of higher education will also be highly concerned by the higher education sector and even the whole society (Yanhong, 2009: 36). How to effectively achieve the organic unity of the expansion of "quantity" and the guarantee of "quality" of higher education has become a hot and important topic in the theoretical research of higher education. For art design education, in recent years, many colleges and universities had successively expanded the scale of art design talent training, the number of colleges and universities has increased, and the number of students has increased. Due to the influence of economic development, educational policies, professional characterwastics, school development, school scale and other factors, art design education shows a large-scale and popular development trend. The increase in the number of art design personnel training also puts forward new requirements for the quality of art design education, showing the core problem of effective guarantee between "quantity" and "quality". Therefore, from the perspective of art and design talent training, it was of great significance to explore the effective theoretical and practical strategies for the quality management of art and design education. First, from the perspective of management, constructing the quality management system of art and design education plays a positive role in improving the quality of art and design education; Second, it was conducive to the innovation of the concept of art and design education quality management and the improvement of the theory, to deepen the theoretical cognition and practical support of college education quality and management, and to promote the scientific and rigorous development of art and art education quality management and the construction of efficient and artwastic theoretical system. Third, it provides management theoretical and practical baswas for art and design education in Colleges and universities in Liaoning Province, To improve the quality of art and design education, cultivate high-quality art and design talents, and provide talent guarantee for regional economic development.

2. RESEARCH QUESTIONS

(1) What were the components of effectiveness of education quality management of Art Design Program in universities under Liaoning Province?

(2) Were the components of effectiveness of education quality management of Art Design Program in universities under Liaoning Province valid?

3. RESEARCH OBJECTIVES

(1) To determine the components of effectiveness of education quality management of Art Design Program in universities under Liaoning Province.

(2) To verify the components of effectiveness of the education quality management of Art Design Program in universities under Liaoning Province.

4. RESEARCH METHOD

The research method was mixed research method, including qualitative research and quantitative research. The research process was divided into three stages: preparation of research scheme, research procedure and Research Report. The research process included three steps: (1) study the variables of the effectiveness of education quality management of art design major in colleges and universities in Liao Ning province. (2) Analysis was on the constituent elements of the effectiveness of educational quality management of art design major in colleges and universities in Liao Ning province. (3) Verify the effectiveness of teaching quality management of art design major in colleges and universities in Liao Ning province. Study and determine the variables of art education quality management. Qualitative research, through the concept, principles, theories and other relevant literature and relevant research of educational quality management, and in-depth interviews with 8 key information providers, to determine the variables of the effectiveness of educational quality management of Art Design specialty. Finally, semi-structured interviews were used to collect data and conduct content analysis. Determine the constituent factors of the effectiveness of art education quality management. Quantitative research. Firstly, the researcher used the educational quality management variables in step (1) as a tool to compile a questionnaire and collect sample data to determine the constituent factors of the effectiveness of art design education quality management in colleges and universities in Liao Ning province. The second was the questionnaire survey, which mainly covers the lecturers of 40 undergraduate art design majors in Liao Ning province. The population includes 138 college leaders and 1344 lecturers from 40 universities, with a total number of 1482. Using multi-stage sampling technology, 310 samples (clustering, simple random, stratified random sampling technology) were determined. The third was the questionnaire design, which was composed of three parts: demographic variables (Checklist), educational quality management variables (five-level evaluation scale) and recommendation (open questionnaire). The tool was a questionnaire developed from step (1). The last was data analysis. Descriptive statistics, mean and standard deviation (S.D.) were used to analyze the variables of education

quality management, and exploratory factor analysis (EFA) was used to analyze the constituent elements of education quality management. Verify the effectiveness of art education quality management. The effectiveness of art design education quality management in colleges and universities in Liao Ning province was verified by 8 main insiders. The verification criteria were a least of four aspects: practicability, feasibility, appropriateness and accuracy. Data collection: the identification data was obtained through content analysis. After data collection, the identification data were analyzed by content analysis method, and the collected data were analyzed by descriptive statistics (such as frequency and percentage).

Table 1: Shows the reliability statistics of 30 unreal samples.

Reliability Statistics			
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items	N
.965	.966	67	30

5. RESEARCH RESULTS

The study found that, in general, the average value of 67 questions was between 4.11-4.28, indicating that the respondents had opinions on the level value of the average value, from low to high, and the standard deviation (S.D.) was between 0.666-0.868, indicating that the respondents had different views on the variable. In addition, the correlation was based on the test values of KMO and Bartlett, Kaiser Meyer Olkin sampling adequacy measurement (MSA) was between 0-1, Bartlett's sphericity test, and test statistical test variables to see whether they were related, as shown in the standard.

Table 2: Shows the tests of KMO Meyer Olkin and Bartlett.

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.952
Bartlett's Test of Sphericity	Approx. Chi-Square	25085.672
	df	2211
	Sig.	.000

As can be seen from table 2, the KMO test result of the data collected from the study was .952, which was greater than 0.8, so the data set can use factor analysis well. Therefore,

thwas set of data was suitable for good factor analyswas. The relationship between variables was tested by statwastical values. Bartlett sphericity test has statwastical significance (SIG 0.000 \leq 0.05), indicating that there was a correlation coefficient matrix of variables. Therefore, the information obtained was suitable for further factor analyswas.

Principal component analyswas (PCA), orthogonal rotation and varimax rotation extraction factors were used in thwas stage of analyswas. The criteria used to consider factors were as follows: (1) 0.55 or higher was a actually important factor load; (2) According to Kawaser standard, the eigenvalue was greater than 1; (3) There were more than three components (Hatcher). When considering the above criteria, the number of components and variable variance were obtained. When considering the above criteria, it was found that the eigenvalues of seven components were greater than 1. When rotating the axwas, it explains 69.750% of the total variance, but considering the selection criteria, components with a factor load of 0.55 or higher. The components that meet some criteria were components 1-5, which can explain the total variance of 65.741. In addition, the load factors and variables described in each main component after rotating the shaft were shown in Table 3.

Table 3: Shows the components of quality management of art design education.

Order	Components	Number of Variables	Factor Loading
1	Component 1	21	0.509-0.900
2	Component 2	15	0.428-0.821
3	Component 3	13	0.456-0.747
4	Component 4	10	0.557-0.882
5	Component 5	8	0.572-0.720
	Total	67	0.428-0.900

Based on exploratory factor analyswas, table 3 explains the composition of the effectiveness of art design education quality management in Colleges and universities in Liaoning Province. It conswasts of five parts: education quality system; Organizational adminwastration; Full participation; Excellent performance; Service quality.

In order to verify the effectiveness of the five components, through the appreciation verification of eight experts, it was generally believed that the names of the second dimension: "organizational adminwastration" and the fourth dimension "excellent performance" need to be modified. According to the evaluation opinions of eight experts, the constituent elements

of the effectiveness of art design education quality management in Colleges and universities in Liaoning Province were adjusted to: education quality system; adminwastrative management; Full participation; Performance evaluation; Service quality.

6. CONCUSSION RESULTS

From the perspective of research objectives, the main findings were as follows:

The effectiveness of art design education quality management has five components. It includes education quality system, adminwastration, full participation, performance evaluation and service quality.

According to the research objectives, the dwascussion contents were as follows:

Key findings of objective (1), The effectiveness of art design education quality management in Colleges and universities in Liaoning Province has five components: education quality system, organization and adminwastration, full participation, excellent performance and service quality. The dwasclosure of thwas survey result was because, under the background of the popularization of higher education and facing the requirements of high-quality development and talent training in the new era, to run art design education well, we must improve the quality of art design education, and the guarantee of education quality needs to establwash a set of scientific, reasonable and effective quality management system of art design education from many aspects and dimensions. From the results, the five components were the main components of constructing the quality management of art design education. The education quality system was the fundamental guarantee of the quality of art design education and the quality of art design talent training; Organizational adminwastration was the organization and management guarantee of the school for art design education and talent training; Full participation requires all teaching staff to actively participate in every link of art design education, and it was also an important part of total quality management; Excellent performance was not only the assessment and incentive mechanwasm for school teachers and staff, but also the incentive and evaluation for teachers and managers; Service quality was the standard evaluation of the inspection, social evaluation and talent training of art and design education. It can be seen that these five components were important elements to build the effectiveness of art design education quality management, an important guarantee to improve the quality of art design education, and an important means and foundation to do a good job in art design education management. The results of thwas study were conswastent with the research of Yu Shiping (2019: 210-211). Hwas research found that establwashing and improving the quality management system of art design education in

Colleges and universities will help to optimize teaching quality, master macro management data, realize scientific, reasonable and effective education quality management, and realize the common progress, mutual benefit and win-win of colleges and universities, teachers, students and enterprises. In addition, the research results were consistent with the research direction of Li dujin (2010: 84-86) and Zhang Jinliang (2012: 100-101). The research results were: to improve the quality of art design education and build an effective strategy for the quality management of art design education, we need to make use of total quality management and the full participation of administrative managers and teachers to improve the service quality and optimize the performance evaluation system, Unify the whole quality assurance system. From Wang Fang's (2017: 144-147) research on the construction of the internal guarantee system for the teaching quality of art and Design Majors in Newly-built Local Application-oriented Undergraduate Colleges, it was found that improving and ensuring the teaching quality of art and design majors should establish an education quality management system in the whole process, system and all aspects of art and design education, from school orientation, talent training The educational implementation of specialty construction, and the establishment of art education quality management guarantee system in the whole process and all aspects, including teaching quality guarantee system, educational administration, personnel management, service quality, evaluation system, feedback standards and systems. This research result corresponds to the research of Liu yongsong (2020: 147-148) and Li Yan (2020: 115-118), It puts forward that the quality management of art design education should establish an education quality management system from the whole process of the positioning of art design education, talent training scheme, education quality assurance system, teaching process supervision and management, school organization management, administrative management, personnel management, service quality evaluation and feedback system, education quality management strategy and so on, In order to guarantee the improvement of the quality of popular art design education.

Key findings of objective (2), It was found that the constituent elements of the effectiveness of art design education quality management in Colleges and universities in Liaoning Province were education quality system, administrative management, full participation, performance evaluation and service quality. This verification result was slightly different from the components of goal 1 because the constituent elements of administrative management were more specific than organizational administration and can better reflect the school level management system in educational quality management; The constituent elements of performance evaluation

were more comprehensive than the quality management elements embodied in excellent performance, including many factors of performance appraisal, incentive system and personnel evaluation. It can be seen that the constituent elements of the effectiveness of art design education quality management in Colleges and universities in Liaoning Province were: education quality system, administrative management, full participation, performance evaluation and service quality. These five elements will fully reflect the constituent elements of art design education quality management. The construction of an all-round and multi-dimensional education quality management system from the aspects of education system, education quality, administrative management, teacher teaching, incentive management, evaluation feedback and quality improvement plays an important role in improving the quality and management of art design education. The research results were consistent with the research of Yang Lin (2017: 182-183). The research found that to build the quality management system of art design education in Colleges and universities, we should build the quality management system of art design education from the aspects of education quality system, school organization and administration, process management, evaluation management and institutionalized management, and verified the result. Draw a conclusion that the quality management of art design education was feasible, scientific and comparative. In addition, the results of this study were consistent with the research direction of Li Yunru (2012: 129-130) and Li Xia (2016: 110-111). It discusses the construction of the constituent elements of the quality management of art and design education, and should establish a set of systematic and effective measures from the aspects of education quality system, organization and administrative management, whole process management, education brand and service quality management, evaluation and feedback system, etc. A complete and continuously improved quality management system for art design education in Colleges and universities. In addition, from the research of Yuan Haiyan (2015: 1-60), to improve the professional education quality management of local colleges and universities, we need to improve the administrative management of administrative personnel, teachers and other organizations, formulate scientific and reasonable talent training plan and education quality system, strengthen the whole staff participation and whole process management system, and establish a service quality evaluation and feedback system. This research result corresponds to the research of Wang Chunyu (2020: 1-66) and Hao Xiaoli (2017: 1-68), which verifies that the constituent elements of education quality management were six dimensions: student source quality management, education quality assurance system, administrative management, staff management, service management and performance evaluation system, and verifies the

feasibility and practicability of their constituent elements Identification of professionalwasm and accuracy.

7. RECOMMENDATIONS

1. Recommendation for Practical Application.

(1) Constructing a scientific, reasonable and effective quality management system of Art Design Education.

According to the research results on the effectiveness of art design education quality management in colleges and universities in Liao Ning province, it was found that the number of variables in the education quality system was the highest, accounting for 31.34% of the total variables. From the results of research variables, to establwash the specific elements of art design education quality system, we should establwash the pluralwasm of education and teaching process management to ensure the multi-directional individual factors; Determine the quality policy of art design education, accurately locate and reflect the characterwastics; Formulate the quality management objectives of art design education to meet the needs of students and society; The ultimate goal of establwashing the quality management system of art design education in modern colleges and universities and strengthening the quality management of art design education; Effective improvement measures and evaluation feedback system to improve the quality assurance of art design education; Construct the whole process quality management of the development, planning and implementation of art design education activities; Based on the needs of students, pwerents, the government and society, establwash the whole process quality management (Jiawei, 2021: 67-72).

(2) Establwash a scientific, effective and feasible adminwastrative mechanwasm.

According to the research results on the effectiveness of art design education quality management in colleges and universities in Liao Ning province, it was found that the constituent elements of adminwastrative management account for 22.39% of the total variables respectively. It can be concluded that the construction of university adminwastration should strengthen the leadership organization construction of managers and improve the management level and comprehensive quality of leaders; According to the educational characterwastics of art design related majors, formulate the management objectives of educational adminwastrative organs; Strengthen the coordination and communication between relevant departments of school education management; Make full use of modern information technology and cutting-edge management means to improve adminwastrative efficiency (Haiyan, 2015: 46-51).

(3) Establish an education quality management system with full participation.

According to the research results on the effectiveness of art design education quality management in colleges and universities in Liao Ning province, it was found that the constituent elements of full participation account for 19.41% of the total variable score. It can be concluded that to construct the internal management of the educational process, colleges and universities should form an effective whole of school planning, teaching, management and improving the quality of education; There should be the participation of teachers and staff within the education, as well as the participation of students (parents), social and government managers and other external personnel of higher education; Establish and realize the goal of sustainable development with full participation, benefit and satisfaction (Yaoxiang, 2012: 111-112).

(4) Establish and improve the performance evaluation mechanism and strengthen the management of teachers

According to the research results on the effectiveness of art design education quality management in colleges and universities in Liao Ning province, it was found that the constituent elements of performance evaluation account for 14.93% of the total variables, which can be summarized into the evaluation management of teachers and staff of art design education quality. To establish and improve the performance evaluation mechanism and strengthen the management of teachers, we should improve the efficiency of educational quality management, introduce quality management mechanism, improve the competitiveness of organizations, and improve the management level of all organizations as a whole; Establish and improve the education service quality manual, and clarify the rules, regulations and contents of education service quality management; Improve the teachers' performance appraisal system and strengthen the management and service of teachers and managers (Chunyu, 2020: 40-48).

(5) Build a service quality management system, strengthen service evaluation and improve management

According to the research results on the effectiveness of art design education quality management in colleges and universities in Liao Ning province, it was found that the constituent elements of service quality account for 11.94% of the total variables, which can be summarized into the evaluation and feedback of art design education quality and the improvement of management system. To build a service quality management system, strengthen service evaluation and improve management, we should establish an incentive mechanism for college students to participate and form various forms of investment guarantee mechanism; Provide students and teachers with sufficient books and convenient online inquiry services; It should

have advanced teaching technology, advanced equipment and complete living service facilities.

2. Recommendation for Further Research

(1) Further study the relevant theories and research of higher education quality management, and more accurately and deeply study the components and factors of the effectiveness of art design education quality management in colleges and universities in Liaoning province;

(2) Further improving the questionnaire design and data collection will expand the number and scope of population samples and make the research more convincing;

(3) In the future research, based on the existing research methods, this paper adopts the CIPP theoretical model, constructs the quality management system of art design education in colleges and universities through analytic hierarchy process and empirical research method, and implements the promotion.

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