

# Analysis of the Relationship Between Teaching Environment and Teaching Quality in Inner Mongolia Universities

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**Abstract:** This study aims to explore the relationship between the teaching environment and teaching quality in Inner Mongolia universities, analyze the characteristics and current situation of the teaching environment, and provide recommendations for improvement. Through a detailed analysis of the components, characteristics, and existing issues and challenges of the teaching environment, it is found that the teaching environment has an important impact on the teaching quality. It is suggested to increase investment in infrastructure, optimize the structure of the teaching staff, rationally allocate educational resources, and promote the balanced development of disciplines. At the same time, policy recommendations were put forward, including the establishment of a teaching evaluation system, strengthening teacher training and development, and promoting school-enterprise cooperation to improve the quality of teaching. Future research directions may focus on areas such as educational technology development, policy-level influences, and school management models to further expand our understanding of the relationship between teaching environment and teaching quality.

**Keywords:** Teaching environment; Teaching quality; Important influences

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## 1. Introduction

With the evolution of education and the advancement of society, the quality of education has become a focal point of concern for various sectors of society. The teaching environment, as a crucial component of educational quality, plays a vital role in enhancing teaching effectiveness and ensuring educational equity<sup>[1]</sup>. In Inner Mongolia, there are numerous excellent institutions of higher learning, and the quality of their teaching environment directly correlates with the level of teaching quality, holding significant importance for cultivating high-quality talents and elevating the region's educational standards. This study aims to explore the relationship between the teaching environment and teaching quality in various universities in Inner Mongolia, conduct an in-depth analysis of the characteristics and status quo of the teaching environment, dissect the factors influencing the impact of the teaching environment on teaching quality, and provide theoretical support and practical

guidelines for improving the quality of higher education teaching in Inner Mongolia <sup>[2]</sup>.

The innovative aspect of this study lies in its focus on the relationship between the teaching environment and teaching quality in universities across Inner Mongolia. By conducting a thorough analysis of the characteristics of the teaching environment, combined with field research and data analysis, specific recommendations for improvement are put forward, providing valuable insights for the development of higher education in Inner Mongolia.

## **2. Significance of the teaching environment in ensuring teaching quality**

### **2.1. Definition and scope of the teaching environment**

The teaching environment refers to the place, conditions, and atmosphere in which educational activities take place, including classroom facilities, teaching tools, teacher-student interaction, and other elements. It has a direct impact on the smooth progress of teaching and the learning effect of students. The scope of the teaching environment covers both the material level and the social level, the former includes hardware conditions such as classroom layout, equipment, and facilities, and the latter includes soft environmental factors such as teachers' teaching style and the interactive atmosphere among students.

### **2.2. Relationship between teaching environment and teaching quality**

The teaching environment directly impacts the formation and enhancement of teaching quality. A conducive teaching environment can create a positive learning atmosphere, and stimulate students' interest and initiative in learning. Additionally, an appropriate teaching environment also facilitates effective teaching activities, thereby improving teaching outcomes. By studying the relationship between the teaching environment and teaching quality, theoretical support can be provided for optimizing the teaching environment in Inner Mongolia universities.

## **3. Analysis of the characteristics and current situation of the teaching environment in Inner Mongolia universities**

### **3.1. Elements of the teaching environment**

In Inner Mongolia universities, the elements of the teaching environment include teaching facilities, educational resources, faculty, and student body. These elements collectively create a conducive environment for teaching and learning. However, some universities may face challenges such as aging and insufficient infrastructure, which could potentially affect the normal conduct of teaching. Moreover, there may be issues of untimely updates or shortages of educational resources such as textbooks and experimental equipment, which could impact teaching quality. The characteristics of the faculty also form an integral part of the teaching environment. Diverse schools may exhibit varying faculty structures, potentially leading to imbalances that affect the stability of teaching quality. Additionally, the composition of the student body is another crucial component of the teaching environment. Different schools may have unique student demographics, including differences in age distribution and subject preferences, which could affect the diversity and specificity of teaching. These elements collectively influence the quality and characteristics of the teaching environment, necessitating careful analysis and resolution of corresponding issues to enhance teaching quality <sup>[3]</sup>.

### **3.2. Characteristics of the teaching environment in Inner Mongolia universities**

The teaching environment in Inner Mongolia universities possesses distinctive characteristics, reflecting

regional culture and the features of educational development. Firstly, one of the significant features includes regional characteristics and cultural ambiance. Due to the influence of geographical location and cultural heritage, some schools emphasize the inheritance and development of ethnic culture in their teaching content and methods. Secondly, the structure and characteristics of the faculty are also prominent. Regional uniqueness leads to the adoption of unique strategies in recruiting and retaining teachers in certain schools, with a greater emphasis on understanding local characteristics and ethnic culture<sup>[4]</sup>. Additionally, the layout and characteristics of disciplines are a significant feature of the universities in Inner Mongolia. Due to regional peculiarities, some schools possess advantages and specialties in specific disciplinary fields, emphasizing their commitment to meeting the demands of local economic and social development. Lastly, the utilization and distribution of educational resources also represent an important characteristic of the teaching environment in this region. Some schools adopt unique strategies for resource utilization and allocation, placing a greater emphasis on the rational utilization and distribution of educational resources in the local area. These characteristics collectively shape the unique landscape of the teaching environment in Inner Mongolia universities.

### **3.3. Existing issues and challenges in the current teaching environment**

In the teaching environment of universities in Inner Mongolia, there are several pressing issues and challenges that require attention and resolution. Firstly, the inadequacy and aging of infrastructure is a prominent issue. Some schools may have relatively basic teaching facilities, and issues like aging infrastructure might arise, which could potentially impact teaching quality. Secondly, the imbalance in the structure of the faculty is a significant challenge. While certain disciplinary areas may have outstanding faculty teams, others may face a shortage of top-tier teaching talent. This imbalance could potentially affect the overall level of teaching. Additionally, there may be instances of unreasonable resource allocation in education. There could be disparities in funding and equipment between schools, with some schools being affluent while others may be comparatively lacking, potentially leading to unequal conditions for teaching and research across disciplines. Lastly, the uneven development of disciplines is also a challenge that requires attention and solutions. While some disciplinary areas have achieved significant accomplishments, others may lag in development, potentially resulting in an imbalance in teaching and research levels. Therefore, measures need to be taken to improve infrastructure, optimize the structure of the faculty, adjust resource allocation, and promote balanced development of disciplines in order to enhance the overall quality of the teaching environment<sup>[5]</sup>.

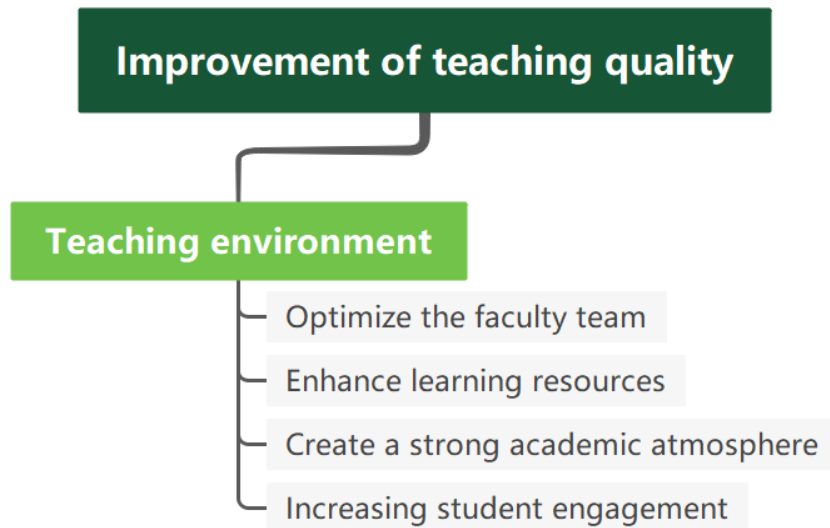
## **4. Analysis of factors influencing teaching quality in the teaching environment**

By optimizing the faculty team, enhancing learning resources, creating a strong academic atmosphere, and increasing student engagement, the teaching environment of universities in Inner Mongolia can be comprehensively improved, and students can be provided with better educational resources and learning experiences (**Figure 1**).

### **4.1. Faculty team and teaching environment**

One crucial component of the teaching environment is the faculty. An exceptional team of educators provides solid support for the construction and enhancement of the teaching environment. In universities in Inner Mongolia, the structure and level of faculty directly influence the improvement of teaching quality.

Firstly, the composition of the faculty should be appropriate. Having a certain proportion of senior-level teachers and those with doctoral degrees is a crucial factor in ensuring teaching standards. These educators typically possess rich teaching and research experience, enabling them to provide high-quality educational



**Figure 1.** Education quality improvement framework

services to students<sup>[6]</sup>. Secondly, the teaching attitude and capabilities of teachers are also important factors influencing the teaching environment. Whether teachers are passionate about the educational profession, possess enthusiasm and patience in teaching, and can adeptly employ teaching methods all directly impact the atmosphere and effectiveness of teaching. Additionally, the teaching and research capabilities of educators also constitute an important component of the teaching environment. Whether teachers actively engage in research activities and can apply research findings to teaching directly impacts the improvement of the teaching environment.

Therefore, in the process of enhancing the teaching environment, schools can lay a solid foundation by optimizing the structure of the faculty, strengthening teacher training and education, and improving teachers' teaching skills and research levels. Additionally, establishing corresponding incentive mechanisms to encourage teachers to actively participate in teaching reforms and research can promote the continuous optimization and enhancement of the teaching environment.

#### **4.2. Learning resources and teaching environment**

Learning resources are a vital component of the teaching environment, encompassing facilities such as libraries, laboratories, and classrooms, as well as various teaching equipment. The abundance or scarcity of these learning resources directly affects the teaching progress and the improvement of teaching quality.

Firstly, the library is a crucial venue for students to acquire knowledge and engage in academic research. An ample and diverse collection of books plays an indispensable role in students' learning and research. Additionally, factors such as the library's opening hours and service quality need to be emphasized to ensure students can fully utilize library resources. Secondly, the facilities and equipment in laboratories and classrooms are critical factors affecting the teaching environment. An advanced and well-equipped laboratory can provide students with an excellent practical environment, thereby enhancing their practical skills. Furthermore, the layout and equipment of classrooms directly influence teaching effectiveness. Additionally, schools can establish mechanisms for sharing learning resources, fully utilizing various resources to improve resource utilization efficiency, thereby providing strong support for the improvement of the teaching environment.

### **4.3. Academic atmosphere and teaching environment**

The academic atmosphere is an essential component of the teaching environment and one of the critical factors influencing teaching quality. A robust academic atmosphere can provide students with an excellent scholarly environment, thus promoting their academic growth and development. Firstly, schools can organize various academic activities such as lectures and seminars to encourage students to actively participate in academic exchanges, fostering their academic interests and capabilities. Additionally, schools can invite renowned scholars from both domestic and international backgrounds to deliver lectures and provide students with opportunities to interact with outstanding scholars, hence broadening their academic horizons. Secondly, schools can establish academic research teams, encourage students to participate in research projects, and cultivate their research capabilities. Additionally, encouraging students to participate in various academic competitions can enhance their academic competitiveness. Furthermore, schools can establish academic exchange platforms, promote academic exchanges between faculty and students, and create a positive and progressive academic atmosphere.

### **4.4. Student engagement and teaching environment**

Student engagement is one of the crucial factors influencing the teaching environment. An actively engaged student body can make significant contributions to the improvement and enhancement of the teaching environment. Firstly, schools can guide students to actively participate in extracurricular activities and student organizations through a diverse range of activities, enriching their extracurricular lives and fostering their teamwork and leadership skills. Secondly, schools can establish a student representative system, allowing students to participate in school decisions and management, and enhancing their sense of participation and belonging. Additionally, recognizing outstanding students through various selection activities and commending their achievements can motivate their enthusiasm and engagement in learning. Moreover, schools can establish a mechanism for providing psychological health services to students, paying attention to their psychological well-being, and offering timely psychological support to ensure their physical and mental health, thereby enhancing their learning enthusiasm and engagement. Through these measures, student engagement can be gradually enhanced, providing a solid foundation for improving and enhancing the teaching environment.

## **5. Conclusions and recommendations**

### **5.1. Summary of key findings**

Through the analysis of the relationship between the teaching environment and teaching quality of universities in Inner Mongolia, the following main findings have been obtained. Firstly, the teaching environment plays a crucial role in enhancing teaching quality. Adequate learning resources, outstanding faculty, a vibrant academic atmosphere, and actively engaged student groups are all important factors in constructing a favorable teaching environment. Secondly, there are certain issues and challenges in the teaching environment of universities in Inner Mongolia. Problems such as basic and aging infrastructure, imbalanced faculty structure, inappropriate allocation of educational resources, and imbalanced discipline development require attention and resolution.

### **5.2. Recommendations for improving the teaching environment of universities in Inner Mongolia**

To enhance the teaching environment of universities in Inner Mongolia, it is recommended to increase infrastructure investment, optimize the faculty structure, and rationally allocate educational resources. Additionally, establishing a sound academic exchange platform is suggested for the improvement of teaching

quality, providing students with higher-quality educational resources and learning experiences.

### **5.3. Policy recommendations for improving the quality of teaching**

By increasing infrastructure investment, optimizing the faculty structure, and rationally allocating educational resources, as well as establishing a platform for academic exchange, we are confident in gradually enhancing the teaching environment in Inner Mongolia universities, improving teaching quality, and providing students with better educational resources and learning experiences. Furthermore, establishing a robust teaching evaluation system, strengthening teacher training and development, and encouraging cooperation between schools and enterprises will also further enhance teaching quality and lay a solid foundation for the comprehensive development of students.

## **6. Future research directions**

Future research directions include focusing on the impact of educational technology development on the teaching environment to fully leverage advanced technology for enhancing teaching quality. Additionally, conducting in-depth studies on the roles and interactions of teachers and students within the teaching environment can optimize the teaching process. Attention should also be given to the influence of policy on the teaching environment at the institutional level, providing a scientific basis for educational decision-making. Exploring school management models and mechanisms for shaping the teaching environment can offer valuable recommendations for school improvement. These directions will broaden our understanding of the relationship between the teaching environment and teaching quality, thus providing a scientific guideline for educational practice and policymaking.

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## **Disclosure statement**

The authors declare no conflict of interest.

## **Author contributions**

G.Y. and N.Z. conceived the idea of the study, developed the proforma, and drafted the manuscript. All authors read and approved the final manuscript.

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