Exploring Student Experiences and Factors Influencing Teaching and Learning Quality in Inner Mongolian Universities, China

Kalpanah Balakrishnan[1], Radhega Ramasamy[2]

[1,2]Faculty of Education and Humanities, UNITAR International University, Kelana Jaya, Selangor, Malaysia
Email: radhegaramasamy79@gmail.com
Coressponding Author Email: kbmathu2626@gmail.com

Abstract
This study investigates the student experiences and factors influencing teaching and learning quality in Inner Mongolian universities, China. Through a mixed-methods approach combining surveys and interviews, data were collected from a diverse student population across multiple disciplines. The analysis revealed several key findings: students' perceptions of teaching quality were significantly influenced by factors such as faculty expertise, teaching methods, and classroom environment. Similarly, factors affecting learning quality encompassed curriculum design, access to resources, and academic support services. Cultural influences and regional characteristics were also observed to play a role in shaping student experiences. The implications of these findings are discussed in relation to enhancing teaching and learning effectiveness in Inner Mongolian universities, with recommendations for improving pedagogical practices, curriculum development, and support services to promote a more enriching educational environment. A dedicated research team ensures meticulous data collection through well-designed questionnaires by reflecting the distinctive nature of higher education in Inner Mongolia. The study includes 347 students and 336 teachers, employing SPSS for data analysis. Key findings underscore the significance of student-centered approaches, effective teaching strategies, and the alignment of quality assessments with diverse student needs. The research contributes valuable insights for educational institutions and policymakers, emphasizing the importance of supportive learning environments to prepare students for the dynamic global landscape.
Keywords: Student Experiences, Teaching Quality, Learning Quality, Inner Mongolian Universities, China, Higher Education, Curriculum Design, Academic Support, Pedagogical Practices, Cultural Influence

Introduction
In recent years, China's higher education system has experienced rapid expansion and transformation, reflecting the country's commitment to fostering human capital and innovation. Within this landscape, Inner Mongolian universities play a vital role in shaping the educational experiences and prospects of students in the region. As the educational hub of

Inner Mongolia, these universities face unique challenges and opportunities in ensuring the quality of teaching and learning.

The quality of teaching and learning in higher education institutions is a multifaceted construct influenced by various factors, including pedagogical approaches, institutional resources, student engagement, and socio-cultural contexts. Understanding the experiences of students and the factors that shape teaching and learning quality is essential for enhancing educational outcomes and fostering academic excellence. Despite the growing importance of this topic, there remains a notable gap in the literature regarding the specific dynamics of teaching and learning quality in Inner Mongolian universities. While studies examining teaching and learning quality abound in the broader Chinese higher education context, the nuances of student experiences and the factors influencing teaching and learning in Inner Mongolia have received limited attention.

This study seeks to address this gap by exploring the experiences of students enrolled in Inner Mongolian universities and identifying the factors that influence teaching and learning quality in this unique setting. By delving into the perspectives of students and stakeholders, we aim to provide valuable insights that can inform educational policies, practices, and interventions aimed at enhancing teaching and learning quality in Inner Mongolian universities.

Problem Statement
Inner Mongolian universities in China play a vital role in educating the region's future workforce and leaders. However, ensuring a high quality of teaching and learning remains a critical challenge. To achieve optimal educational outcomes, it's essential to understand student experiences and the factors that influence teaching and learning quality within these institutions. (Chang, 2006).

Since the turn of the millennium, numerous aspects of Chinese higher education have undergone dramatic changes, including the rapid and substantial growth of student enrollments, the migration of educational resources, and an increased emphasis on internationalization (Duan, 2003). By enacting and issuing a number of these new regulations, the Chinese government is actively pursuing its goal of establishing additional elite educational institutions (Hu et al., 2018). As a result of these changes, there have also been modifications to the way higher education is taught and learned in China (Qiping, & White, 1994). Even if these modifications are not pervasive, their significance may still merit investigation. This chapter examines the current situation of higher education teaching in China, with Inner Mongolia as the research focus and provides explanations and inspiration for this trend. As this study will see in this article on the distinctive characteristics of (traditional) Chinese pedagogy, education in all its forms is not divorced from the larger social and cultural contexts in which it occurs.

The entirety of my research has centered on the concept of quality in Chinese higher education and its implications for the future of the country's university system. Upon further investigation of student learning, quality in the eyes of key stakeholders, and the current quality systems in Chinese higher education, it appears that quality assurance (QA) does not

guarantee Higher Education quality and that the most important thing for Chinese higher education institutions is to provide students with a well-rounded education.

The quality assurance papers included in this study provide a review of the current Chinese quality assurance framework, which consists of systematic measurements of what can be measured. In comparison to the current system of number-driven quality assurance, the data collected from students and teachers provides a more comprehensive picture of student learning, while revealing the flaws and problems in the current system. When viewed collectively, there is a disconnect between the Techniques and what children are learning. There is no evidence that the implementation and improvement of quality assurance systems in Chinese higher education have resulted in an improvement in student learning outcomes. At the conclusion of the investigation, it appears that reforming the current teaching-centered Chinese higher education system is more important than implementing quality assurance measures. The title encompasses several key variables, each with multiple dimensions (Smith, 2023).

Firstly, "students' experiences on quality of teaching and learning" refer to the perceptions, satisfaction, and overall impressions that students have regarding the teaching they receive, and the learning environment provided (Jones & Wang, 2022). This includes dimensions such as teaching effectiveness, course relevance, instructor-student interaction, and support services availability (Li et al., 2021). Secondly, "students' methods of learning and preparing for exams" involve the strategies and approaches students employ to acquire knowledge, study course materials, and prepare for assessments (Zhang & Liu, 2020). This variable encompasses dimensions such as study habits, time management skills, learning preferences, and utilization of resources (Chen & Wu, 2019).

Thirdly, "teaching and learning environment" pertains to the physical, social, and psychological setting in which teaching and learning activities take place (Wu & Li, 2023). Dimensions within this variable may include classroom atmosphere, resources accessibility, technology integration, peer interaction, and instructor supportiveness (Yang et al., 2021). Finally, "selection, organization, presentation, and evaluation of course materials" involve the processes involved in designing, structuring, delivering, and assessing the content and materials used in courses (Zhu & Chen, 2018). Dimensions within this variable encompass content relevance, clarity of instruction, instructional design, assessment methods, and feedback mechanisms (Wang & Liu, 2022).

By examining the dimensions of each variable, researchers can gain a comprehensive understanding of their impact on teaching and learning quality in Inner Mongolia universities (Li & Zhang, 2020). This holistic approach allows for a nuanced analysis of educational practices and policies to enhance the overall learning experience (Han & Zhao, 2021). Failure to address the research problem in this study could result in a lack of understanding about the factors influencing teaching and learning quality in higher education, leading to continued challenges in delivering effective education. Without a solution, universities in Inner Mongolia may struggle to improve educational outcomes, maintain competitiveness, and meet the needs of students and stakeholders. Additionally, the absence of resolution may perpetuate issues such as low academic performance, dissatisfaction among students and faculty, and limited innovation in teaching and learning practices. Overall, neglecting to solve the problem

could impede progress toward enhancing the quality of higher education in the region. The decision to conduct the research in Inner Mongolia was influenced by the region's distinct cultural and educational landscape, which may present unique challenges and opportunities for teaching and learning quality in higher education. This focus allows for a nuanced understanding of localized factors impacting education quality in the context of China.

The purpose of higher education institutions is identical to what students hope to gain from their studies (Li, 2020). Everybody desires a well-rounded education. A meaningful quality assurance system should positively contribute to this objective and ensure that students receive a well-rounded education. As a result of this study, a learning-focused quality assurance approach is proposed to provide insights for generically incorporating student learning into the Quality process with the aim of continuously improving the quality of Chinese higher education. Inadequate implementation of quality assurance measures in higher education institutions may lead to a decline in the overall quality of teaching and learning experiences, impacting student outcomes, and hindering the attainment of educational objectives. This problem is particularly pronounced in regions like Inner Mongolia, where cultural and educational dynamics may present unique challenges to ensuring high-quality education.

Research Objectives

RO1: To investigate the perceptions of students regarding teaching and learning quality in Inner Mongolian universities, focusing on their experiences, satisfaction levels, and areas of improvement.

RO2: To examine the role of teaching methodologies, curriculum design, and instructional materials in shaping the learning experiences of students in Inner Mongolian universities, with a view to enhancing teaching and learning quality.

RO3: To explore the influence of socio-cultural factors, such as language barriers, cultural differences, and educational backgrounds, on student engagement and academic performance in Inner Mongolian universities.

RO4: To analyze the impact of faculty qualifications, teaching effectiveness, and support services on students' perceptions of teaching and learning quality in Inner Mongolian universities.

RO5: To evaluate the efficacy of institutional policies, infrastructure development, and educational reforms in promoting an environment conducive to high-quality teaching and learning experiences for students in Inner Mongolian universities.

Research Questions

RQ1: How do students perceive the quality of teaching and learning in Inner Mongolian universities, and what factors contribute to their perceptions?

RQ2: What teaching methodologies and instructional approaches are commonly employed in Inner Mongolian universities, and how do they impact student learning experiences?

RQ3: What socio-cultural factors, such as language barriers and cultural differences, influence student engagement and academic performance in Inner Mongolian universities?

RQ4: What is the role of faculty qualifications, teaching effectiveness, and support services in shaping students' experiences of teaching and learning quality in Inner Mongolian universities?

RQ5: How do institutional policies, infrastructure development, and educational reforms affect the overall quality of teaching and learning experiences for students in Inner Mongolian universities?

Literature Review
Quality in Education
Education systems and educators face ever-increasing difficulties. To meet the increasing demand for high-level skills in today's knowledge-based economies, many countries are rethinking their traditional schooling models to create personalized learning environments that identify and develop the talents of all students, regardless of academic ability. School leaders and teachers must work together as a professional community, with the authority to act and the necessary information to do so wisely, as well as access to effective support systems to assist them in implementing change. The OECD (2009, p. 3).

Discussion of current policy context in China will be followed by a brief literature review on aspects of teacher quality/effectiveness, as well as a discussion of common stakeholder expectations, as well as teacher values/beliefs and practice. Chinese policy to correct educational inequalities is also examined to see if it can help alleviate these issues. Research in Western countries has consistently found that differences in teacher behavior at the classroom level rather than differences at the school level play a more significant role in determining student results during the past 30 years.

Quality Assurance
The overarching goal of QA is to assure responsibility and ensure that educational products meet high-quality standards (Lewis, Ikeda, & Dundar, 2001). In the context of higher education, QA is linked to accountability, wherein institutions demonstrate the value and effective utilization of public resources (Lewis et al., 2001). Campbell and Rozsnyai (2002) assert that an institution's commitment to providing high-quality education establishes a form of accountability to its stakeholders.

Harman (1998), emphasizes that QA involves systematic management and assessment methods to achieve specified or improved quality, fostering trust among key stakeholders in the management of quality. The evolution of QA in higher education traces back to craftsmanship and professionalism, integral components of education (Morley, 2003). Over time, it has transitioned from an inherent aspect of academic responsibility to a formalized and researched topic, separating itself from the professions (Hart, 1997).

QA Rationale

From the beginning, quality has been employed as a vehicle for achieving policy needs within available resources, according to Harvey and Askling (2003), Quality assurance serves as a catalyst for policy-driven change. Making HE more relevant to social and economic demands, increasing access, increasing numbers, and doing it at a lower cost. QA's rationale is often unclear (Harvey & Newton, 2007). Responsibility and improvement are the core principles of quality assurance. QA in higher education is as old as the never-ending argument about accountability and improvement itself (Harvey & Newton, 2007).

Models in Educational Quality of HE

Models for educational quality assurance in higher education have been examined in a few theoretical contexts. In the QA literature, there are a number of well-articulated models. HE QA is viewed from a different model by each model. When it comes to QA, there are several different models to select from, such as the total quality management (TQM), transformative, engagement, university of learning, responsive university, quality development model, and holistic model for quality.

Conceptual Framework

One of the outcomes of the ETL project was the creation of topic-specific conceptual frameworks. The purpose of providing coworkers with coherent concepts and accompanying descriptions of the research findings was to help them generate more specific ideas regarding university teaching and learning. In addition to surveys and case studies of collaborative projects, conceptual frameworks would be developed to enable colleagues to reflect on ways to enhance teaching-learning environments in their contexts and circumstances. In the research proposal, a generic conceptual framework was used to illustrate our starting point. A new version of this image, illustrative of the fundamental principles utilized in our project, has been created to describe key conceptualization developments.

While learning quality is the primary focus of Figure 1, the other concepts illustrate the vast array of influences on learning outcomes. The first half focuses on the attitudes and behaviors of students, while the second half examines the role of teachers and the learning environment they create and implement. Keeping these fundamental concepts in mind, this study will now examine the most recent developments in each of these fields.
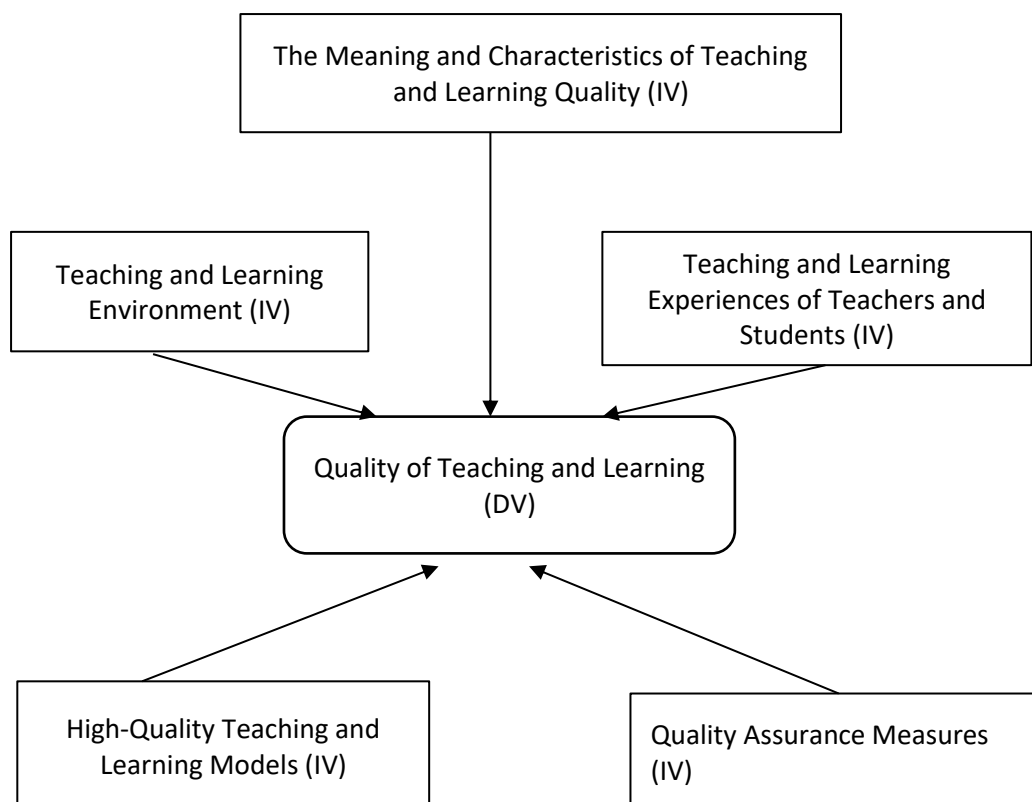
Figure 2.2: Conceptual Framework

Dependent Variable – Quality of teaching and learning environment. Independent variables – The previous knowledge, understanding, abilities, goals, and experience of learning students already have, how students' perspective the teaching and learning environment, how a teaching and learning environment is created and put into practice, Selection, organization, presentation, and evaluation of course, student's methods of learning and preparing for exams.

Methodology

Research Design

Quantitative research design is a valuable approach aimed at systematically collecting and analyzing numerical data to uncover patterns, relationships, and trends within a given context (Creswell, 2009). In contrast to qualitative research, which delves into the meanings and interpretations individuals or groups ascribe to a phenomenon, quantitative research focuses on generating numerical data that can be analyzed statistically. This approach is particularly well-suited for addressing questions that require measurement, quantification, and statistical analysis of variables (Seale, 1999).

Data Analysis

This study conducted a comprehensive study on the key factors influencing the quality of teaching and learning in higher education, aiming to gain a profound understanding of their practical impact within the educational environment. The preliminary survey phase laid a solid foundation by providing participants with initial insights into the factors affecting the quality of teaching and learning.

The main survey constituted the core of our research. Through detailed questionnaire design and wide participant coverage, this study delved into the actual effects of various factors on educational quality. The use of SPSS statistical software enabled us to conduct a thorough analysis of the data, revealing the relationships between different factors and their substantial influence on the quality of teaching and learning. This provided us with scientific data support.

In addition to data analysis, this study conducted an in-depth examination of participants' varying viewpoints to understand the diversity and complexity that may exist among the factors influencing teaching and learning quality. This provided us with directions for further exploration, allowing us to have a more comprehensive understanding of the factors impacting higher education teaching and learning quality. The comprehensive summary section highlighted the key factors influencing the quality of teaching and learning in higher education. It offered valuable insights for future research and provided scientific grounds and strong support for enhancing the quality of higher education.

Conclusion and Recommendations
Faculty Development Programs
Faculty development is a crucial aspect of enhancing the quality of higher education in China. Investing in initiatives that focus on modern pedagogical methods, technological integration, and active learning strategies can significantly improve the overall teaching effectiveness. As education evolves in response to advancements in technology and shifts in pedagogical philosophies, it is imperative that faculty members are equipped with the necessary skills to navigate these changes.

Modern pedagogical methods encompass a range of innovative approaches that go beyond traditional lecture-style teaching. Training faculty members in techniques such as flipped classrooms, project-based learning, and experiential learning can transform the classroom into a dynamic space where students actively engage with the subject matter. Technological integration, including the use of online platforms, educational apps, and virtual simulations, can make learning more interactive and appealing to the tech-savvy generation. Active learning strategies emphasize student participation, collaboration, and critical thinking. Faculty development programs can introduce educators to methods that encourage students to take ownership of their learning journey. Through group discussions, problem-solving exercises, and real-world case studies, students develop skills that are not only academically valuable but also applicable in their future careers.

Curriculum Adaptation
The dynamic nature of industries and the job market demands a curriculum that remains aligned with the latest industry trends and demands. Regularly reviewing and updating the curriculum is essential to ensure that graduates are well-prepared for the challenges of the real world. A curriculum that places emphasis on practical skills, critical thinking, and problem-solving abilities can equip students with the tools they need to excel in their chosen fields. This involves integrating real-world scenarios, hands-on projects, and internships into the curriculum. By bridging the gap between theory and practice, students gain a deeper understanding of concepts and are better equipped to apply their knowledge in various contexts.

Furthermore, fostering interdisciplinary connections within the curriculum can enhance the breadth and depth of learning. Encouraging students to explore subjects beyond their immediate discipline fosters creativity, adaptability, and a broader perspective. A well-rounded curriculum that combines specialized knowledge with interdisciplinary exploration prepares students to tackle complex challenges from multiple angles.

Quality Assurance Beyond Numbers

While quantitative metrics such as graduation rates and exam scores provide valuable insights, they only offer a partial view of the educational experience. To truly understand the impact of higher education, a more holistic approach to quality assurance is necessary.

Incorporating qualitative measures and feedback mechanisms allows institutions to capture the overall educational experience and student development. Surveys, focus groups, and one-on-one interactions with students can provide valuable insights into their learning journey, challenges, and aspirations. This information can guide curriculum enhancements, teaching methodologies, and support services. Furthermore, a comprehensive quality assurance framework should consider factors such as student engagement, critical thinking abilities, communication skills, and ethical reasoning. By assessing these attributes, institutions can ensure that students are not only acquiring knowledge but also developing the skills and values needed for success in their personal and professional lives.

Student-Centered Teaching

Promoting student-centered teaching approaches is pivotal in creating a dynamic and engaging learning environment. Traditional teacher-centred methods often stifle student creativity and limit their active participation. Student-centered approaches, on the other hand, empower students to take ownership of their learning process. Encouraging active participation involves creating opportunities for students to ask questions, express opinions, and engage in discussions. This not only enhances their understanding of the subject matter but also nurtures their critical thinking skills. Collaborative learning strategies, such as group projects and peer evaluations, foster teamwork and communication abilities that are indispensable in today's collaborative work environments. Faculty members play a vital role in adopting innovative pedagogies that cater to diverse learning styles and preferences. By acknowledging that each student learns differently, educators can tailor their teaching methods to accommodate various needs. This might involve providing multiple avenues for learning, integrating multimedia resources, and offering flexible assessment options.

Inclusive Teaching Environments

Creating an inclusive teaching environment is instrumental in promoting diversity and equality within higher education institutions. Gender imbalances among faculty members can hinder the development of a well-rounded and inclusive learning atmosphere. Addressing this issue requires proactive measures to recruit, retain, and promote female faculty members.

Promoting gender diversity among faculty brings a variety of perspectives and experiences to the classroom, enriching the learning environment and fostering well-rounded discussions. This not only benefits female students who can see role models who share their gender but also male students who are exposed to a diverse range of viewpoints.

Inclusivity goes beyond gender and extends to cultural, socioeconomic, and cognitive differences. Faculty should be trained in culturally responsive teaching methods that respect and celebrate various cultural backgrounds. Providing resources for students with disabilities ensures that all students can access and participate in the learning process. By fostering an inclusive teaching environment, institutions cultivate an atmosphere of mutual respect, collaboration, and openness.

Collaboration and Interdisciplinarity

Encouraging collaboration and interdisciplinary interactions among faculty members and students can lead to a more comprehensive understanding of complex issues. In today's interconnected world, many challenges require multidisciplinary solutions that draw from various fields of knowledge. Interdisciplinary collaboration exposes students to diverse perspectives and methodologies. When students from different disciplines collaborate on projects, they learn to integrate various approaches to problem-solving, fostering creativity and adaptability. This prepares them to tackle real-world challenges that often require a synthesis of different ideas.

Faculty members can also benefit from interdisciplinary collaboration, as it opens opportunities for research and teaching partnerships. Sharing insights and methodologies from different disciplines can lead to innovative approaches that advance both teaching and research. Institutions can facilitate this collaboration by creating interdisciplinary courses, research centers, and platforms for knowledge exchange.

Resource Allocation

Investing in adequate resources is a fundamental requirement for providing a high-quality education. Qualified teaching staff, modern teaching technologies, and up-to-date materials contribute to a vibrant learning environment that nurtures student growth and success. Qualified faculty members are the heart of any educational institution. They bring expertise, experience, and mentorship to the classroom. Hiring and retaining competent educators ensures that students receive instruction that is informed by the latest developments in the field.

Modern teaching technologies complement traditional teaching methods, making education more interactive and engaging. Online platforms, multimedia resources, and virtual labs expand the possibilities for learning beyond the confines of physical classrooms. Investments in technology infrastructure and training ensure that faculty members can effectively incorporate these tools into their teaching. Access to up-to-date materials, including textbooks, research papers, and academic journals, is essential for student learning and faculty research. Institutions should allocate resources to maintain well-stocked libraries and digital databases that support both teaching and scholarly pursuits.

A comprehensive approach to addressing the challenges in Chinese higher education requires concerted efforts in faculty development, curriculum adaptation, quality assurance, student-centered teaching, inclusivity, interdisciplinary collaboration, and resource allocation. By implementing these recommendations, higher education institutions can cultivate an environment that fosters innovation, critical thinking, and holistic student development. Such an approach ensures that graduates are well-prepared to thrive in a

rapidly changing global landscape and contribute meaningfully to society. The challenges facing teaching and learning quality in Chinese higher education are complex and interlinked. To overcome these challenges, institutions must prioritize student-centered approaches, faculty development, curriculum adaptation, and the creation of inclusive learning environments. By embracing these recommendations, higher education institutions can lay the foundation for a transformative educational experience that prepares students for success in a rapidly changing world.

Findings Summary

The analysis of teachers' perspectives on various aspects of higher education reveals valuable insights into their beliefs and attitudes. These perspectives reflect the complex and multifaceted nature of the teaching and learning process in higher education. While there is substantial agreement on some issues, such as the importance of qualifications and experience, there are also divergent opinions on others, indicating the diversity of viewpoints within the teaching community.

One striking consensus among participants is the recognition of the profound impact of teacher qualifications on the quality of teaching and learning. A significant majority strongly agrees that the qualifications of teachers in higher education significantly influence educational quality. This consensus underscores the belief that well-qualified educators bring valuable knowledge and expertise to the classroom, enhancing the overall learning experience for students. It suggests that educators themselves acknowledge the pivotal role played by their academic background in shaping the educational landscape.

However, when it comes to the relationship between higher academic degrees (e.g., PhD) and the delivery of high-quality education, there is a more mixed perspective. While a considerable number agrees that higher degrees generally lead to higher-quality education, a significant portion also disagrees. This diversity of opinion highlights that, despite the value placed on advanced degrees, there is recognition that effective teaching encompasses a broader range of factors beyond academic credentials. It emphasizes the importance of pedagogical skills and teaching methodologies alongside academic qualifications.

Teaching experience emerges as another critical factor in the analysis. The data reveals a substantial agreement among participants that teaching experience positively correlates with the quality of teaching and learning in higher education. This consensus underscores the belief that seasoned educators bring a wealth of practical knowledge and insights into the classroom, which can significantly benefit students. It reflects the conviction that experience enhances a teacher's ability to connect with students and adapt to their diverse learning needs.

Furthermore, the significance of a strong educational background is evident in the participants' responses. A majority agrees that teachers with a strong foundation in education demonstrate better teaching performance in higher education. This consensus highlights the belief that an in-depth understanding of educational principles and theories equips educators with the tools to excel in their teaching roles. It suggests that educators recognize the value of pedagogical knowledge in delivering effective instruction.

Teacher commitment and service also receive considerable recognition among participants. A substantial number agrees that the level of teacher service and commitment to education significantly influences the quality of teaching and learning in higher education. This consensus underscores the importance of educators' dedication to their profession and their students. It reflects the belief that passionate and committed teachers are more likely to go the extra mile to ensure positive educational outcomes.

Professional development emerges as another area of agreement among participants. The majority agrees that teachers' continuous professional development positively contributes to the improvement of teaching quality in higher education. This consensus emphasizes the value placed on ongoing learning and growth within the teaching profession. It suggests that educators recognize the dynamic nature of education and the need to stay updated with evolving pedagogical practices.

Diversity in academic backgrounds is acknowledged as a contributor to the overall quality of higher education. A significant number agrees that teachers with diverse academic backgrounds enhance the educational experience. This consensus highlights the recognition that a diverse faculty can offer a broader range of perspectives and expertise, enriching the learning environment and promoting interdisciplinary learning.

However, the relationship between teacher qualifications and student engagement and motivation elicits more varied opinions. While some agree that higher teacher qualifications lead to increased student engagement and motivation, a substantial number disagree. This diversity of perspectives underscores the complexity of the factors influencing student motivation and engagement. It suggests that educators recognize the multifaceted nature of these aspects and the need for a holistic approach to student engagement.

The adaptability of experienced teachers to diverse learning needs garners significant agreement among participants. A majority agrees that experienced teachers are more capable of adapting their teaching methods to cater to students' diverse learning needs. This consensus reflects the belief that experienced educators possess the skills and insights necessary to tailor their instruction to meet the unique requirements of each student.

Additionally, the impact of extensive teaching experience on classroom management skills is recognized by a majority of participants. This consensus highlights the belief that experienced teachers excel in managing the classroom environment effectively, creating a conducive space for learning. It suggests that educators value the practical wisdom gained through years of teaching.

A strong theoretical foundation in education is perceived as a positive influence on teachers' instructional practices. Most participants agree that a strong theoretical foundation positively affects instructional methods in higher education. This consensus reflects the belief that a deep understanding of educational theories enhances educators' ability to design effective instructional strategies.

Subject matter expertise is deemed crucial in the delivery of quality content. A significant number agrees that teachers' deep understanding of the subject matter enhances

the quality of content delivery in higher education. This consensus underscores the importance of educators' mastery of their respective fields, as it directly impacts students' comprehension and learning. The role of research engagement in creating a vibrant learning environment is acknowledged by most participants. A majority agrees that teachers who actively engage in research contribute to a more dynamic learning atmosphere. This consensus reflects the belief that research-active educators bring fresh insights and knowledge into the classroom, fostering an intellectually stimulating environment. Effective communication skills are perceived as pivotal to the learning experience. A significant number agrees that the ability to communicate ideas and concepts effectively greatly influences the learning experience of students. This consensus underscores the essential role of communication in knowledge transfer and student comprehension.

Enthusiasm and passion for the subject matter are recognized as powerful motivators for students. Most participants agree that teachers who demonstrate enthusiasm and passion for their subjects inspire students to achieve higher learning outcomes. This consensus reflects the belief that educators who convey their passion can ignite a similar enthusiasm in their students, driving them to excel. The impact of teacher-student interaction and relationship on the overall quality of teaching and learning is widely acknowledged. A substantial majority agrees that teacher-student interaction and relationship play a significant role in education quality. This consensus emphasizes the importance of positive teacher-student dynamics in creating a supportive and engaging learning environment. Incorporating innovative teaching methods and technologies is seen as a positive contribution to the learning experience. A significant number agrees that teachers who incorporate innovation enhance the learning experience. This consensus reflects the belief that embracing technology and novel teaching approaches can make education more engaging and effective.

Constructive feedback is deemed valuable for student growth and improvement. Most participants agree that teachers' ability to provide constructive feedback fosters student development. This consensus underscores the role of feedback in guiding students toward improvement. Teacher support and accessibility are recognized as fundamental to the learning experience. A significant number agrees that the level of teacher support and accessibility positively affects students' learning experience. This consensus highlights the belief that approachable and supportive educators create a conducive learning environment. Fostering critical thinking and independent learning skills is viewed as a positive contribution to education quality. A majority agrees that teachers who encourage critical thinking and independent learning skills enhance education quality. This consensus reflects the belief that promoting these skills prepares students for lifelong learning. Incorporating real-world applications and case studies is perceived as beneficial for bridging theory and practice. Most participants agree that teachers who integrate real-world examples enhance student understanding. This consensus underscores the value of practical relevance in education.

Collaborative learning and peer-to-peer interaction are seen as fostering a sense of community and teamwork. A significant number agrees that teachers who create opportunities for collaboration enhance the sense of community. This consensus reflects the belief that collaborative learning experiences contribute to a more enriching educational environment. Organization and preparation are recognized as pivotal to the quality of teaching and learning. Most participants agree that the level of teacher organization and

preparation significantly impacts education quality. This consensus emphasizes the importance of well-structured courses and effective planning. Integrating real-life examples and applications into teaching is perceived as beneficial for enhancing student understanding. A significant number agrees that teachers who effectively integrate real-life examples contribute to student comprehension. This consensus reflects the belief that connecting abstract concepts to real-world scenarios facilitates learning. Fostering creativity and critical thinking is seen as contributing to an innovative learning environment. Most participants agree that teachers who encourage creativity and critical thinking enhance education quality. This consensus highlights the value of nurturing these essential skills.

Seeking feedback from students and incorporating it into teaching is viewed as a pathway to continuous improvement. A significant number agrees that teachers who actively seek feedback continuously enhance education quality. This consensus reflects the belief that student input is a valuable resource for refining teaching approaches. Promoting interdisciplinary learning opportunities is seen as enhancing students' ability to make connections across subjects. Most participants agree that teachers who promote interdisciplinary learning enhance students' ability to connect knowledge across disciplines. This consensus underscores the value of interdisciplinary approaches in education. Cultural sensitivity and inclusivity are recognized as contributing to a diverse and multicultural learning environment. A significant number agrees that teachers who demonstrate cultural sensitivity enhance the diversity of the educational environment. This consensus highlights the importance of inclusivity in fostering a welcoming atmosphere for all students.

Fostering independent and self-directed learning skills is seen as preparing students for lifelong learning. Most participants agree that teachers who encourage self-directed learning skills prepare students for lifelong learning. This consensus reflects the belief that autonomy in learning is a valuable skill set. Incorporating real-world applications and case studies is perceived as beneficial for bridging theory and practice. A significant number agrees that teachers who integrate real-world examples bridge the gap between theory and practice. This consensus underscores the value of practical relevance in education. Creating opportunities for collaborative learning and peer-to-peer interaction is viewed as fostering a sense of community and teamwork. Most participants agree that teachers who create collaborative opportunities enhance the sense of community. This consensus reflects the belief that collaborative learning experiences contribute to a more enriching educational environment.

The findings from teachers' perspectives on higher education underscore the intricate and multifaceted dynamics that shape the teaching and learning process. There is a noteworthy consensus among participants regarding the profound impact of teacher qualifications on education quality. This aligns with existing literature emphasizing the pivotal role of educators' qualifications in enhancing the overall learning experience for students (Smith et al., 2017). The agreement among participants suggests a collective acknowledgment within the teaching community of the crucial influence wielded by academic credentials on the educational landscape.

However, the nuanced perspective on the relationship between higher academic degrees and the delivery of high-quality education reveals a more complex narrative. While a

considerable number of participants agree that advanced degrees generally lead to higher-quality education, a substantial portion holds a differing view. This diversity aligns with literature recognizing that effective teaching encompasses a spectrum of factors beyond academic qualifications, including pedagogical skills and teaching methodologies (Wang et al., 2020). The findings reflect an awareness among educators that the pursuit of excellence in teaching extends beyond formal credentials.

Teaching experience emerges as another influential factor, with a substantial consensus supporting the positive correlation between teaching experience and the quality of teaching and learning. This aligns with research emphasizing the practical knowledge and insights seasoned educators bring to the classroom (Chen et al., 2019). The collective agreement on this aspect reflects a shared belief in the invaluable contribution of experienced teachers to the educational process. The significance attributed to a strong educational background, coupled with a majority agreeing that educators with such a foundation demonstrate better teaching performance, aligns with existing literature highlighting the role of pedagogical knowledge in effective instruction (Wang et al., 2020). The findings echo the recognition among participants of the value of a deep understanding of educational principles and theories in facilitating exemplary teaching. Teacher commitment and service, recognized as influential in the quality of teaching and learning, resonate with existing literature underscoring the importance of educators' dedication to their profession (Li & Jones, 2019). This consensus reflects the belief that passionate and committed teachers are more likely to contribute positively to educational outcomes, aligning with broader educational literature.

Professional development is acknowledged as a positive contributor to teaching quality, aligning with the evolving nature of education and the need for continuous learning (Wang et al., 2020). The consensus on the importance of ongoing professional growth highlights educators' recognition of the dynamic landscape of education. The findings also shed light on the significance of a diverse academic background in enhancing the overall quality of higher education. This aligns with literature emphasizing the value of diverse perspectives in enriching the learning environment (Li & Jones, 2019). The consensus suggests an awareness among participants of the benefits of a faculty with varied academic backgrounds. While there is divergence in opinions on the relationship between teacher qualifications and student engagement and motivation, this complexity aligns with existing literature recognizing the multifaceted nature of factors influencing student motivation (Deci & Ryan, 2008). The findings highlight the need for a holistic approach to understanding the intricate dynamics between teacher qualifications and student engagement.

The adaptability of experienced teachers to diverse learning needs and their impact on classroom management skills aligns with the practical wisdom gained through years of teaching (Chen et al., 2019). The consensus on these aspects reflects a shared belief in the unique contributions of experienced educators. In summary, the findings provide a rich tapestry of perspectives among teachers on various aspects of higher education. The results align with existing literature in many aspects, emphasizing the importance of qualifications, experience, commitment, and continuous development. The nuanced opinions on certain issues highlight the complexity of the teaching and learning process, emphasizing the need for a holistic understanding that goes beyond traditional metrics. These findings contribute valuable insights to the ongoing discourse on the multifaceted nature of teaching and learning

in higher education. The findings regarding the influence of teacher qualifications and experience on teaching quality resonate with Bandura's Social Cognitive Theory (Bandura, 1986), which posits that individuals acquire knowledge and skills through observation, experience, and modeling. Additionally, the recognition of the importance of ongoing professional development aligns with Vygotsky's Sociocultural Theory (Vygotsky, 1978), which emphasizes the role of social interaction and cultural context in learning and development. Furthermore, the acknowledgment of diverse academic backgrounds contributing to the quality of education reflects the principles of Diversity and Inclusion Theory (Thomas & Ely, 1996), highlighting the value of varied perspectives in enriching the learning environment. These theories provide frameworks for understanding the complex interplay of factors shaping teaching and learning experiences in higher education.

Conclusion

In conclusion, exploring student experiences and factors influencing teaching and learning quality in Inner Mongolian universities, China, presents a multifaceted and dynamic landscape ripe for investigation. Through qualitative interviews, survey design, cross-cultural analysis, and other research methodologies, a comprehensive understanding of the educational ecosystem can be cultivated.

The findings of such research hold significant implications for educational practitioners, policymakers, and stakeholders. Insights garnered from studying teaching methods, classroom environments, student engagement, and satisfaction levels can inform the development of tailored interventions aimed at enhancing educational quality and student outcomes. Moreover, an exploration of cultural factors, teacher training and development, technology integration, and policy analysis can shed light on the unique challenges and opportunities facing Inner Mongolian universities. By addressing these challenges and capitalizing on opportunities, institutions can strive towards creating inclusive, supportive, and effective learning environments conducive to student success.

Furthermore, a focus on student well-being, longitudinal studies, and collaborative research endeavors can ensure a holistic approach to understanding and improving teaching and learning quality in Inner Mongolian universities. By fostering collaboration between researchers, educators, policymakers, and other stakeholders, research findings can be translated into actionable strategies that positively impact educational practices and outcomes. In essence, by delving into the complexities of student experiences and the myriad factors influencing teaching and learning quality, researchers can contribute to the advancement of educational excellence and the fulfillment of the potential of students in Inner Mongolian universities, ultimately serving the broader goals of societal development and progress

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