RESEARCH ON THE INFLUENCING FACTORS OF TEACHING QUALITY IN PRIVATE COLLEGES AND UNIVERSITIES IN SHANGHAI

XUE YING
6617195724

AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF BUSINESS ADMINISTRATION
GRADUATE SCHOOL OF BUSINESS
SIAM UNIVERSITY
2025

RESEARCH ON THE INFLUENCING FACTORS OF TEACHING QUALITY IN PRIVATE COLLEGES AND UNIVERSITIES IN SHANGHAI

XUE YING

This Independent Study has been Approved as a Partial Fulfillment of the Requirements for the Degree of Master of Business Administration

Advisor: .....
(Dr. Zhang Li)

Date: ....26..../.....2...../2024.....

.....
(Associate Professor Dr. Jomphong Mongkhonvanit)
Dean, Graduate School of Business

Date.....1...../.....4...../.....2024...
Siam University, Bangkok, Thailand

Title: Research on the Influencing Factors of Teaching Quality in Private Colleges and Universities in Shanghai

By: XUE YING

Degree: Master of Business Administration

Major: International Business Management

Advisor: .....

(Dr. Zhang Li)

Date: .....26...../.....2...../.....2026.....

ABSTRACT

This research explored the factors influencing teaching quality in private colleges and universities in Shanghai and their theoretical foundations. It constructed a structural model of the influencing factors of teaching quality in these institutions and validates the research hypotheses and the model. Based on the findings, practical strategies are proposed to enhance the teaching quality in private colleges and universities in Shanghai, thereby assisting them in improving educational quality and cultivating more high-quality talents who can meet the needs of society.

Drawing on a substantial amount of relevant literature, this study systematically reviewed Total Quality Management (TQM), curriculum, and instruction theories, as well as research findings on teaching quality. By synthesizing these theories and research findings, a strong theoretical framework was established for the subsequent examination of the factors influencing teaching quality in private colleges and universities in Shanghai.

This study examined the impact of four factors on teaching quality in private colleges and universities in Shanghai, including teaching attitude, teaching content, teaching method, and teaching effectiveness. A quantitative research method was employed in this study. A total of 400 questionnaires were distributed, with 337 valid responses received, yielding an effective response rate of 84.25%. The research reveals that these four factors have a significant influence on the teaching quality in these institutions. Based on the findings, the following suggestions are proposed for the institutions: (1) Strengthen the construction of teachers' ethics and optimize teaching attitude. (2) Keep up with industry trends and update teaching content. (3) Conduct training and seminars to innovate teaching methods. (4) Improve the evaluation system to enhance teaching effectiveness.

Keywords: Total Quality Management (TQM), curriculum and instruction, private colleges and universities, Shanghai, teaching quality

ACKNOWLEDGEMENT

I would like to express my deepest gratitude to my advisor, for his invaluable guidance, support, and encouragement throughout my independent study. His insightful comments and constructive criticism have significantly improved the quality of my work.

Additionally, I am grateful to Associate Professor Dr. Jomphong Mongkhonvanit, the Dean of the Graduate School, for his support and encouragement throughout my studies. His dedication to the graduate program and commitment to excellence have inspired me to strive for academic excellence.

Finally, I would like to extend my appreciation to all the faculty members and staff of Siam University who have contributed to my growth and development as a scholar. Their unwavering support and encouragement have been a source of inspiration and motivation to me.

XUE YING

DECLARATION

I, XUE YING, hereby certify that the work embodied in this independent study entitled *" Research on the Influencing Factors of Teaching Quality in Private Colleges and Universities in Shanghai"* is result of original research and has not been submitted for a higher degree to any other university or institution.

(XUE YING)
July 3, 2025

CONTENTS

LIST OF TABLES

LIST OF FIGURES

Chapter 1 Introduction

1.1 Background of the Study

In an era marked by the increasing popularization and massification of higher education, Shanghai, as a frontline region in China's economic, cultural, and educational spheres, sees private colleges and universities playing an increasingly pivotal role as an essential component of the higher education system. In recent years, the number of private colleges and universities in Shanghai has steadily grown, and their enrollment scales have continuously expanded, providing numerous students with opportunities to pursue higher education. This development not only enriches the levels and types of higher education in Shanghai but also, to a certain extent, alleviates the enrollment pressure on public universities, supplying a large number of applied talents for regional economic and social development (Olofin & Oluwanife, 2020).

With the rapid growth of private colleges and universities, teaching quality has increasingly become the focus of attention from various sectors of society. Teaching quality is the lifeline for the survival and development of higher education institutions, directly influencing students' growth and success, the reputation of the institutions, and the healthy development of the entire higher education system. For private colleges and universities in Shanghai, their teaching quality is influenced by multiple factors (Ganiev et al., 2024).

From an external perspective, adjustments in educational policies, changes in societal demands for talent, and the increasingly fierce competition in the education market have all posed significant challenges to private colleges and universities. New educational policies have set higher requirements for private colleges and universities in terms of their operational qualifications, faculty development, and program offerings. The rising demand from society for talent with comprehensive qualities and innovative abilities urges private colleges and universities to optimize their teaching content and methods (Huang, 2023). Meanwhile, competition from public universities and private colleges and universities in other regions has placed greater pressure on Shanghai's private colleges and universities to enhance their teaching quality.

From an internal standpoint, private colleges and universities in Shanghai face several pressing issues in terms of faculty strength, teaching resources, and teaching attitudes. Regarding the faculty, some Private colleges and universities suffer from problems such as an insufficient number of teachers, an unreasonable faculty structure, and high teacher turnover, which to some extent affect the stability and quality of teaching. In terms of teaching resources, some institutions have relatively inadequate investments in experimental equipment, library materials, and information-based teaching platforms, making it difficult to meet the demands of teaching and research (Nikolic et al., 2023). Regarding teaching attitudes, some private colleges and universities have inadequate systems for managing teaching attitudes and an unsound

teaching quality monitoring system, resulting in a lack of effective supervision and evaluation during the teaching process.

Therefore, conducting in-depth research on the factors influencing the teaching quality of private colleges and universities in Shanghai, identifying the key issues constraining the improvement of teaching quality, and proposing targeted improvement strategies are of great practical significance for enhancing the teaching quality of private colleges and universities in Shanghai, promoting their sustainable development, and driving the prosperity of Shanghai's higher education endeavors.

1.2Questions of the Study

This study, grounded in Total Quality Management (TQM) and curriculum and instruction theories, aims to systematically explore the factors influencing the teaching quality of private colleges and universities in Shanghai. It focuses on four dimensions: teaching attitude, teaching content, teaching methods, and teaching effectiveness, to unveil the mechanisms through which each element affects teaching quality.

(1) Does teaching attitude influence the teaching quality of private colleges and universities in Shanghai?

(2) Does teaching content influence the teaching quality of private colleges and universities in Shanghai?

(3) Does teaching method influence the teaching quality of private colleges and universities in Shanghai?

(4) Does teaching effectiveness influence the teaching quality of private colleges and universities in Shanghai?

1.3 Objectives of the Study

Although there is a substantial body of research on TQM, curriculum and instruction theories, and teaching quality by scholars, there is relatively little exploration of the factors influencing teaching quality based on TQM and curriculum and instruction theories. This study takes private colleges and universities in Shanghai as a case study and, from a systematic perspective of TQM and curriculum and instruction theories, comprehensively explores the core framework of factors influencing the teaching quality of private colleges and universities in Shanghai. Based on the survey data analysis, it proposes corresponding strategies to provide practical references for improving teaching quality in higher education institutions.

(1) To explore the impact of teaching attitude on the teaching quality of private colleges and universities in Shanghai.

(2) To explore the impact of teaching content on the teaching quality of private colleges and universities in Shanghai.

(3) To explore the impact of teaching method on the teaching quality of private colleges and universities in Shanghai.

(4) To explore the impact of teaching effectiveness on the teaching quality of private colleges and universities in Shanghai.

1.4 Scope of the Study

This study targeted full-time faculty members in 19 private colleges and universities in Shanghai. A random sampling method was employed, and electronic questionnaires were distributed through WeChat groups within the universities and teacher development forums. To ensure the accuracy and comprehensiveness of the research data, a sample size of 400 was determined. The sample included faculty members with diverse demographic characteristics including gender, teaching experience, professional titles, and educational backgrounds. Data collection was conducted through the online questionnaire platform "Wenjuanxing" from May to June 2025. Combining SPSS statistical analysis software, the study employed correlation analysis and multiple linear regression methods to explore the mechanisms through which each influencing factor interacts with teaching quality.

1.5 Significance of the Study

1.5.1 Theoretical Significance

Although scholars have achieved abundant results in the research on Total Quality Management (TQM), curriculum and instruction theories, and teaching quality, there is a relative lack of analysis of the factors influencing teaching quality from the systematic perspectives of these two theories. This study focuses on private colleges and universities in Shanghai and delves into the core framework of factors influencing teaching quality. By organically integrating TQM with curriculum and instruction theories, it explores the influencing factors of teaching quality from a more comprehensive and systematic angle, filling a gap in theoretical research in this field. It helps enrich and perfect the theoretical system of research on the factors influencing teaching quality, providing new theoretical perspectives and reference frameworks for subsequent related studies.

Private colleges and universities differ from public universities in terms of their operational systems and resource acquisition, and the factors influencing their teaching quality also possess unique characteristics. Taking private colleges and universities in Shanghai as the research subject, this study explores in depth the impacts of teaching attitude, teaching content, teaching methods, and teaching effectiveness on teaching quality. It can more precisely reveal the characteristics of the factors influencing the teaching quality of private colleges and universities, deepen the theoretical understanding of these factors, and promote the development of theories related to private higher education.

1.5.2 Practical Significance

Corresponding strategies are proposed based on the results of the study. These strategies are highly targeted and operational, capable of providing specific practical guidance for private colleges and universities in Shanghai in areas such as teaching management, faculty development, and curriculum and instruction reform. They can help schools address deficiencies in teaching work in a targeted manner and improve teaching quality.

Teaching quality is a crucial guarantee for the quality of talent cultivation. Through in-depth analysis of the factors influencing teaching quality and the proposal of corresponding strategies in this study, private colleges and universities in Shanghai can optimize the teaching process, improve teaching method, enrich teaching content, and enhance teachers' teaching attitudes and professional competencies. This will enable them to provide students with higher-quality educational services, stimulate students' learning interests and potentials, promote their all-round development, and ultimately improve the quality of talent cultivation, supplying more high-quality applied talents that meet societal needs.

As Shanghai is a frontier city in China's economy, culture, and education, Shanghai's private colleges and universities have a certain degree of representativeness and demonstrativeness. Taking private colleges and universities in Shanghai as an example to research the factors influencing teaching quality, the research findings of this study not only hold significant value for private colleges and universities in Shanghai but also provide useful references and insights for private colleges and universities in other regions in terms of improving teaching quality, thereby promoting the overall enhancement of private higher education nationwide.

1.6 Definition of Key Terms

Teaching quality refers to the extent to which the outcomes or results provided by education meet educational objectives and societal needs.

Teaching attitude refers to the emotional tendencies, value concepts, and behavioral intentions displayed by teachers during the teaching process.

Teaching content refers to the sum of knowledge, skills, ideas, and concepts that teachers impart to students to achieve teaching objectives during the teaching process.

Teaching method refers to the methods employed by teachers and students to achieve common teaching objectives and complete common teaching tasks during the teaching process.

Teaching effectiveness refers to the results achieved through teaching activities, usually measured by aspects such as student's academic performance, knowledge mastery level, skill improvement, development of thinking abilities, and changes in emotional attitudes and values.

Chapter 2 Literature Review

2.1 Introduction

This chapter aims to review the literature related to Total Quality Management (TQM), curriculum and instruction theories, and teaching quality, providing a theoretical foundation for the variable relationships and research hypotheses of this study. The literature review covers key factors influencing teaching quality, including teaching attitude, teaching content, teaching method, and teaching effectiveness. Through a systematic review of existing literature, this chapter offers theoretical support for each variable in the research model. It also helps determine the relationships between these variables and provide a basis for subsequent hypothesis testing.

2.2 Literature Review

2.2.1 Total Quality Management (TQM)

Total Quality Management (TQM), originated in the United States in the 1950s, was later widely practiced and developed in Japan, and has gradually been promoted and applied across numerous industries worldwide. TQM emphasizes a customer-centric approach, aiming to enhance overall organizational performance through employee involvement, total process control, and continuous improvement (Westphal et al., 1997). Its core idea is to integrate quality management into all activities, departments, and employees of an organization, pursuing zero defects in products or services to meet the ever-changing needs of customers.

As the focus on quality in the education sector has intensified, the concept of TQM has gradually been introduced into the education industry. In the late 1980s and early 1990s, some Western countries began to experiment with applying TQM to school management, aiming to improve educational quality and management efficiency. Early research primarily focused on the alignment of TQM principles with educational management, exploring how to construct a TQM system within educational institutions. Scholars proposed viewing educational services as products and students and parents as customers, enhancing educational quality by meeting the needs of these "customers." With the deepening of practice, the application of TQM in the education sector has gradually expanded from school management to the teaching level, becoming an important theoretical framework for improving teaching quality (Sallis, 2020).

TQM emphasizes a culture of total employee involvement and continuous improvement, which can subtly influence teachers' teaching attitudes. Under the TQM philosophy, teachers are regarded as key forces in quality improvement. Schools

encourage teachers to actively participate in quality improvement activities, share teaching experiences, and collaboratively address teaching challenges. This participatory culture prompts teachers to pay more attention to the impact of their teaching behaviors on students' learning outcomes, thereby fostering a more positive and responsible attitude toward their teaching work (Andersson et al., 2006).

The customer-oriented principle of TQM requires that teaching content be closely designed around students' needs and future career development. Schools need to gain a deep understanding of students' interests, abilities, and career plans, as well as societal demands for talent, to optimize teaching content accordingly. TQM's emphasis on process control and continuous improvement drives schools to explore and refine teaching method to enhance teaching effectiveness. The ultimate goal of TQM is to achieve continuous quality improvement, with teaching effectiveness serving as a crucial indicator of teaching quality. By implementing TQM, schools establish a comprehensive teaching quality monitoring and evaluation system to assess the teaching process and teaching effectiveness (Sadeh & Garkaz, 2014).

TQM provides an important theoretical framework and practical guidance for enhancing teaching quality. By introducing the TQM philosophy, schools can comprehensively improve teaching quality from multiple aspects, including teaching attitude, teaching content, and teaching method. However, the implementation of TQM is not an overnight process; it requires schools to be fully prepared in terms of organizational culture, management capabilities, and resource investment.

2.2.2 Curriculum and Instruction

Curriculum and instruction is a crucial branch within the field of pedagogy, primarily focusing on the development, implementation, and evaluation of curricula, as well as the various phenomena and laws governing the teaching process. Curriculum theory concerns itself with aspects such as curriculum objectives, content, structure, implementation, and evaluation, aiming to provide students with systematic, scientific, and effective learning content and experiences. Instruction theories, on the other hand, emphasizes the study of the teaching process, methods, strategies, and evaluations, to enhance teaching effectiveness and students' learning outcomes. Curriculum and instruction theories are interrelated and mutually influential, collectively forming the core content of education and instruction (Underwood, 2012).

Curriculum objectives serve as the starting point and ultimate goal of curriculum design, directly determining the selection and organization of teaching content. Clear and reasonable curriculum objectives offer a clear direction for teaching, enabling both teachers and students to understand the focus of instruction and the expected outcomes. Research indicates that curriculum objectives should be measurable, achievable, and relevant, while also fully considering students' interests, abilities, and

developmental needs. When curriculum objectives align with students' actual needs, their learning enthusiasm and initiative tend to be higher, leading to better teaching effectiveness (Quratulain et al., 2021).

Curriculum content is the core element of a curriculum, directly influencing students' learning experiences and outcomes. High-quality curriculum content should be scientific, contemporary, practical, and engaging. Scientific content requires accuracy and adherence to the fundamental principles and laws of the discipline. Contemporary content necessitates timely reflection of the latest research findings in the field and the evolving needs of society. Practical content should be closely related to students' lives and future career development, helping them solve real-world problems. Engaging content can stimulate students' interest and enhance their learning motivation.

Curriculum structure refers to the organization and arrangement of various components within a curriculum, affecting students' ability to grasp and apply knowledge. A reasonable curriculum structure should possess hierarchy, coherence, and comprehensiveness. Hierarchy requires that content be arranged in a sequence from simple to complex and from easy to difficult, aligning with students' cognitive development. Coherence demands that different courses be interconnected and mutually supportive, forming an organic whole. Comprehensiveness requires that the curriculum emphasize interdisciplinary integration, fostering students' comprehensive literacy and innovative abilities (Klenowski, 2009).

Curriculum evaluation is a vital component of the curriculum implementation process, enabling a comprehensive and objective assessment of the achievement of curriculum objectives, the rationality of curriculum content, and the effectiveness of curriculum implementation. Scientific and reasonable curriculum evaluation provides a basis for curriculum improvement and optimization, contributing to the enhancement of teaching quality. Various methods of curriculum evaluation exist, including formative and summative evaluations, as well as quantitative and qualitative evaluations (Quratulain et al., 2021).

Curriculum and instruction theories are interrelated and mutually influential. Effectively integrating these theories can better enhance their role in improving teaching quality. Quratulain et al. (2021) proposed the concept of curriculum and instruction integration, emphasizing that curriculum design and instructional implementation should be closely intertwined and mutually reinforcing. During the curriculum design phase, the feasibility and effectiveness of instruction should be fully considered, providing clear direction and rich content for teaching. During the instructional implementation phase, teaching methods and strategies should be flexibly selected based on curriculum objectives and teaching content to ensure the realization of teaching goals. Meanwhile, curriculum and instructional evaluations

should also be coordinated to jointly provide feedback and guidance for enhancing teaching quality.

Curriculum and instruction theories have a profound impact on teaching quality. By setting curriculum objectives, optimizing curriculum content, constructing a reasonable curriculum structure, implementing scientific curriculum evaluations, selecting appropriate teaching methods, employing effective teaching strategies, and conducting comprehensive teaching evaluations, teaching quality can be comprehensively improved.

2.2.3 Teaching Quality

2.2.3.1 Concept of Teaching Quality

The concept of teaching quality has gradually evolved within educational theory and practice. However, the systematic discussion and research on teaching quality can be traced back to the mid-20th century. From the 1950s to the 1960s, with the development of modern pedagogy and educational research, teaching quality emerged as a focal point in educational studies. Tyler (1949), in his renowned book Basic Principles of Curriculum and Instruction, proposed a goal-based model for teaching evaluation, which significantly influenced subsequent research on teaching quality. His work emphasized the importance of setting teaching objectives and assessing student learning outcomes, thereby promoting a focus on teaching effectiveness.

The definition of teaching quality hinges on the multifaceted and complex nature of the term "quality." Literature reviews reveal that there are various approaches to defining quality in higher education, as the definition is context-dependent and stakeholder-specific (Rowley, 1996). Different stakeholders, driven by their interests, may arrive at distinct definitions of teaching quality. Consequently, some scholars argue that teaching quality is a dynamic rather than a static concept, representing a continuous process of improvement aimed at meeting customer needs and reducing or eliminating deficiencies (Hau, 2016).

Teaching quality arises from the application of the quality concept within the teaching domain. There are primarily three value orientations for defining teaching quality: the student-centered perspective posits that teaching quality is the extent to which the knowledge, skills, and values acquired by students align with the conditions and needs of humanity and the environment (Traugh & Tilford, 1978). The teacher-centered perspective views teachers as the key factor in teaching quality (Liu, 2014), asserting that teachers' instructional prowess influences teaching quality (Brown, 2003; Markic & Eilks, 2010). The society-centered perspective defines teaching quality as the degree to which the knowledge, skills, and values acquired by students through education meet the standards set by the educational objective system

(Páez et al., 2017). Educational quality reflects the extent to which the satisfaction levels of target stakeholders, including governments, schools, teachers, students, and parents, align with their needs and expectations.

The student-centered view of teaching quality focuses on students (Pineda & Ashour, 2022; Traugh & Tilford, 1978). Students are both participants in and recipients of teaching, serving as the starting point and ultimate goal of all teaching activities (Pineda & Ashour, 2022). The pursuit of this perspective lies in the holistic development of students, their motivation to learn, and the effectiveness of their learning outcomes. Therefore, student-oriented teaching quality refers to the quality of students, manifested in the growth and development they achieve through participating in teaching activities (Zheng, 2022). Teaching quality encompasses the overall gains in knowledge, abilities, emotions, attitudes, and values during the learning process, rather than merely the increase in knowledge (Huang, 2023).

The teacher-centered view of teaching quality focuses on teachers (Brown, 2003; Markic & Eilks, 2010). Teachers are considered the independent variable in teaching quality, with the effectiveness of teaching being contingent upon the methods they employ. Teaching quality varies with changes in teachers' instructional capabilities (Sumedi & Rovino, 2020). High-quality teaching stems from highly skilled teachers. The teacher-centered perspective prioritizes teacher development, with student development being a byproduct of teacher growth (Yoshida et al., 2023).

The society-centered view of teaching quality emphasizes the achievement of educational objectives, primarily positioning teaching quality from the perspective of education's role in promoting economic and social development (Páez et al., 2017; Tsim, 2019). Teaching quality reflects the societal expectations invested by governments and society in the educational process. Teaching contributes to social development, meets societal requirements, and realizes social value. Drawing parallels between the teaching process and the production process, the society-centered view defines teaching quality in terms of the quality of resource inputs, the teaching process, and teaching outcomes (Basirat & Taghizadeh, 2021).

Whether viewed from a student-centered, teacher-centered, or society-centered perspective, teaching quality is judged based on the extent to which it meets specific societal needs. This study adopts a teacher-centered perspective, defining teaching quality as the degree to which students' knowledge, skills, and overall comprehensive qualities are improved through the effective integration of teaching attitude, teaching content, and teaching method during the teaching process. Teaching quality encompasses four dimensions: teaching attitude, teaching content, teaching method, and teaching effectiveness (Liu, 2014).

2.2.3.2 Research on Teaching Quality Measurement

The measurement of educational quality is a pivotal issue in educational research and practice. Different researchers have proposed various measurement frameworks and models based on diverse dimensions and objectives of education. Through a literature review, the main components of educational quality measurement dimensions can be summarized, revealing the impact of different dimensions on educational quality. Burns (1967) was among the first to point out that the concept of educational quality generally consists of three interrelated dimensions: the quality of human and material resources available for teaching, the quality of teaching practices, and the quality of outcomes. Consequently, from the perspective of "educational input - educational process - educational output," the quality of preschool education can be categorized into three fundamental dimensions: structural quality, process quality, and outcome quality. Helburn & Howes (1996) divided the quality of preschool education into three basic dimensions: structure, process, and practice (or curriculum). Liu (2014) proposed in his research that teaching quality encompasses four measurement dimensions: teaching attitude, teaching content, teaching method, and teaching effectiveness. In 1996, the evaluation of teaching quality in the Teacher Education Curriculum at the University of Manitoba (SEEQ, Student Evaluation of Educational Quality) included nine aspects: scholarship, enthusiasm, organization, group interaction, personal rapport, breadth of coverage, examinations, assignments, and overall impression of the instructor (Coffey & Gibbs, 2001).

With the development of modern pedagogy, teaching quality has gradually emerged as a core research topic. Tyler (1949) was among the first to elaborate on teaching quality and construct a model for teaching evaluation. As pedagogy has evolved, different scholars have defined and interpreted teaching quality from their respective perspectives, leading to the formation of three main value orientations. The student-centered approach views teaching quality as the degree to which the knowledge, skills, and values acquired by students align with societal needs and environmental changes. The teacher-centered approach emphasizes the pivotal role of teachers, arguing that their teaching abilities directly determine classroom effectiveness. The society-centered approach, starting from the educational goal system, posits that teaching quality lies in whether what students learn conforms to established social and educational standards.

Regarding the measurement of teaching quality, various scholars have proposed multiple measurement methods and frameworks based on different teaching scenarios and needs. Burns (1967) was the first to suggest that teaching quality could be examined from three interrelated dimensions: the quality of teaching resources, the quality of teaching practices, and the quality of teaching outcomes. Scholars have further developed and reconstructed the measurement dimensions of teaching quality, encompassing teachers' teaching attitudes, the depth and breadth of teaching content, the innovativeness of teaching method, and ultimately, teaching effectiveness. These

dimensions reflect a multi-level and multi-angle evaluation standard for teaching quality. The SEEQ system developed by the University of Manitoba divides teachers' teaching quality into nine aspects: academic level, enthusiasm, organizational ability, teamwork, personal communication, course expansion, exam difficulty, assignment design, and students' overall impression of the teacher (Coffey & Gibbs, 2001). This system provides a comprehensive framework for a holistic examination of teachers' teaching effectiveness.

2.2.3.3 Research on Factors Influencing Teaching Quality

Research on the relationship between teacher gender and teaching quality has centered on differences in teaching styles, teacher-student interactions, and teaching effectiveness. Many studies suggest that teacher gender has a certain influence on teaching quality, but the conclusions are not uniform (Gamze Görel et al., 2023). Some studies argue that female teachers exhibit greater sensitivity and care in classroom interactions and student support, which contributes to enhancing students' learning experiences and satisfaction (Day, 2019; Gråstén et al., 2022). Gråstén et al. (2022) found that female teachers demonstrate more emotional support and engagement in the classroom, leading to higher student satisfaction. However, other studies have found that the impact of gender on teaching quality is not absolute. Miyajima (2008) discovered through surveys that students perceive different teaching styles between male and female teachers, but this does not necessarily imply significant differences in teaching quality. Overall, gender may influence students' subjective evaluations of teachers but does not directly determine teaching quality.

Teaching experience is one of the important variables affecting teachers' teaching quality. Research generally suggests that with increased teaching experience, teachers become more mature and confident in their teaching methods and classroom management, which helps enhance teaching effectiveness (Prosser et al., 2003). Graham et al. (2020) indicated that teachers with longer teaching experience are typically more effective in handling complex classroom situations and possess stronger teaching reflection and problem-solving abilities, which positively affect students' learning outcomes. However, the impact of teaching experience on teaching quality is not always positive (Torres & Weiner, 2018). Some studies have found that with increased teaching experience, some teachers may become overly reliant on existing teaching methods, reducing their innovative spirit and leading to rigid teaching styles, thereby negatively affecting teaching quality (Kim et al., 2019). This phenomenon is known as "teacher burnout," where teachers engaged in long-term teaching may experience a lack of motivation that affects their teaching quality (Kim et al., 2019). Therefore, although teaching experience is usually proportional to years of teaching, its impact on teaching quality depends on whether teachers maintain vitality and enterprising spirit in their teaching.

Teachers' professional titles often reflect their qualifications and achievements in the academic field, and many studies have explored the impact of professional titles on teaching quality. Darling-Hammond & Youngs (2002) argued that teachers with higher professional titles, due to their greater experience in academic research and teaching practice, can provide higher-quality teaching content and classroom management. Teachers with higher professional titles usually possess deeper academic accumulations, enabling them to impart complex knowledge in a way that is easy for students to understand, thereby enhancing teaching effectiveness (Cochran-Smith, 2002). Tasnia (2023) suggested that as professional titles advance, teachers may devote more time and energy to academic research rather than teaching itself. This may lead to a reduction in teaching input from teachers with higher professional titles, thereby affecting teaching quality. Additionally, teachers with lower professional titles often pay more attention to teaching quality and student feedback because their career development relies more on positive teaching evaluations (Ganiev et al., 2024). Therefore, although teachers with higher professional titles have advantages in academic backgrounds, the relationship between professional titles and teaching quality is complex.

Teachers' educational backgrounds are considered one of the important factors influencing teaching quality (Kemmis & Smith, 2002), particularly in higher education. Studies indicate that teachers with doctoral degrees often provide more in-depth academic content, helping students better understand complex theories and concepts (Lindgreen et al., 2021). However, research also points out that teachers with higher educational backgrounds are not always more advantageous than those with lower educational backgrounds in terms of the flexibility and innovativeness of their teaching methods (Van Geyte & Hadjianastasis, 2021). Teachers with lower educational backgrounds can sometimes be more attuned to students' practical needs, adopting more effective teaching methods to enhance students' learning outcomes (Manning et al., 2017).

In summary, teachers' gender, teaching experience, professional titles, and educational backgrounds influence university teaching quality to some extent. However, the relationships between these variables and teaching quality require further in-depth research. Gender may affect teacher-student interactions and teaching styles but is not a decisive factor. Teaching experience is usually correlated with teaching expertise, but teacher burnout may also negatively affect teaching quality. Professional titles and educational backgrounds are closely related to academic backgrounds, but higher professional titles and educational backgrounds do not necessarily lead to higher teaching quality. Therefore, further research is needed to explore how teachers' background factors influence teaching quality in Chinese university education.

2.2.4 Teaching Attitude

Teaching attitude refers to the emotional inclination and professional ethics displayed by teachers during the teaching process, which directly influences students' learning experiences and outcomes (Hinz, 2017; Rivai et al., 2019; Taghizadeh & Hajhosseini, 2020). A positive attitude, enthusiasm, and a sense of responsibility among teachers can enhance students' motivation to learn and improve the quality of classroom interactions (Rivai et al., 2019). Hinz (2017) emphasized that a positive teaching attitude is crucial for establishing a good teacher-student relationship, which in turn facilitates students' more effective participation in the learning process. Teachers' attitudes are reflected not only in their dedication to course content but also in their care and understanding of students. Research indicates that teachers' sensitivity to students' learning difficulties and their provision of assistance can significantly improve students' academic performance and self-efficacy (Lodhi et al., 2019). When teachers demonstrate respect and patience towards students, students are more willing to engage in classroom discussions and collaborative learning, thereby enhancing their learning enthusiasm and the quality of classroom interactions (Taghizadeh & Hajhosseini, 2020).

2.2.5 Teaching Content

Teaching content is one of the core dimensions of educational quality. Many scholars argue that the scientificity, practicality, and systematicity of the curriculum directly affect students' learning outcomes (Jaiswal, 2019). Jaiswal's (2019) theory of constructive alignment emphasized that instructional design should be consistent with curriculum objectives, teaching activities, and assessment criteria. Curriculum objectives clarify the direction and expected outcomes of teaching, teaching activities serve as the means to achieve these objectives, and assessment criteria are important bases for evaluating the attainment of these objectives. Only when these three elements are closely integrated and mutually reinforcing can teaching achieve optimal results.

Curriculum design should not only transmit knowledge but also encourage students' higher-order thinking skills, such as critical thinking and creativity. In an era of knowledge explosion, mere knowledge memorization can no longer meet societal demands; students need to possess the ability to think independently, analyze problems, and solve them. Therefore, in curriculum design, teachers should set challenging questions and tasks to guide students in in-depth thinking and exploration. In the classroom, teachers can pose open-ended questions to encourage students to analyze from different perspectives and cultivate their critical thinking skills.

Whether teaching content can be integrated with practical needs and students' life experiences has become one of the important dimensions for measuring educational

quality (Romero & Kalmpourtzis, 2020). When course content is closely aligned with practical needs, students can better understand the application scenarios of knowledge and enhance their learning enthusiasm and initiative. By integrating course content with students' life experiences, teachers can facilitate students' resonance and increase their interest in learning.

2.2.6 Teaching Methods

The effectiveness of the teaching process encompasses several key elements, including teachers' teaching methods, classroom management, interaction levels, and feedback mechanisms. These elements are intertwined and work synergistically to influence the quality of teaching and students' learning experiences. Ganiev et al. (2024) pointed out that effective teaching is not merely about imparting knowledge but also about stimulating students' learning interests and promoting deep learning. Only when students are enthusiastic about learning and actively engage in the exploration of knowledge can they truly internalize knowledge and enhance their abilities.

Teachers' teaching styles and the teaching strategies they employ, such as inquiry-based learning and project-based learning, can impact students' learning outcomes (Tasnia, 2023). Different teaching styles suit different student groups and teaching content. A humorous and engaging teaching style may more easily capture students' attention, while a rigorous and meticulous style helps cultivate students' logical thinking. Inquiry-based learning encourages students to independently discover and solve problems, fostering their independent thinking skills and innovative spirit. Project-based learning allows students to apply the knowledge they have learned in the process of completing actual projects, thereby improving their practical abilities and teamwork skills.

Relevant research indicates that interactive teaching and feedback mechanisms are crucial factors in enhancing teaching effectiveness. Timely and constructive feedback from teachers can help students better understand course content and adjust their learning strategies (Olofin & Oluwanife, 2020). When students encounter difficulties or make mistakes during the learning process, teachers should provide prompt feedback. Constructive feedback not only points out students' problems but also offers specific suggestions for improvement, enabling students to understand how to enhance their learning and thus continuously improve their learning outcomes.

With the rapid development of information technology, the application of modern educational technologies in teaching has become increasingly widespread. Emerging teaching means such as multimedia teaching, online teaching platforms, and virtual laboratories have brought more possibilities to teaching. Multimedia teaching can present teaching content through various forms such as images, videos,

and audio, making abstract knowledge more intuitive and vivid, which facilitates students' understanding and memorization. Online teaching platforms break the constraints of time and space, allowing students to learn at their own pace and according to their needs anytime and anywhere. They can engage in online communication and discussions with teachers and other classmates.

2.2.7 Teaching Effectiveness

Students' learning outcomes represent one of the most direct dimensions for measuring educational quality, encompassing academic achievements, skill mastery, and the development of comprehensive qualities (Hamann et al., 2000). Academic achievements are often used as a traditional criterion for evaluating teaching quality; however, many scholars emphasize that a single score cannot comprehensively reflect educational quality. Scores can only indicate the extent to which students memorize and understand specific knowledge but fail to cover various aspects of students' performance during the learning process, such as their cognitive development, emotional experiences, and practical applications.

Nikolic et al.'s (2023) taxonomy of educational objectives categorized learning objectives into three domains: cognitive, affective, and psychomotor skills. They argue that educational quality should be measured from multiple dimensions, including knowledge acquisition, affective attitudes, and practical operational abilities. In the cognitive domain, in addition to knowledge memorization and understanding, attention should also be paid to students' higher-order thinking skills, such as analysis, synthesis, and evaluation. The affective domain involves aspects such as students' learning motivation, interests, and values. Positive and healthy affective attitudes contribute to students' better engagement in learning. The psychomotor skills domain emphasizes students' practical operational abilities, such as experimental operation skills and artistic performance skills, which are important manifestations of students' ability to transform knowledge into practical outcomes.

In recent years, educational researchers have increasingly focused on the development of students' "soft skills," such as critical thinking, creativity, and problem-solving abilities, incorporating them into the evaluation of educational quality (Frazer et al., 2017). Critical thinking enabled students to engage in in-depth reflection and questioning of the knowledge they learn, rather than blindly accepting existing viewpoints. Instead, they form their insights through analysis and reasoning. Creativity provides students with a source of innovation, allowing them to generate unique ideas and solutions in their learning and daily lives. Problem-solving abilities empower students to apply the knowledge and skills they have learned to analyze complex problems. These abilities are crucial for students' future career development and personal growth and are indispensable indicators for measuring educational quality.

In conclusion, the measurement dimensions of educational quality are diverse and complex, covering multiple aspects ranging from teachers to students, from curricula to resources, and the environment to culture. An effective framework for measuring educational quality should not only consider students' academic achievements but also encompass their all-round development, teachers' teaching abilities, schools' resources and support, as well as the design and evaluation mechanisms of curricula.

2.3 Introduction to Private Colleges and Universities in Shanghai

As of 2025, there are 19 private colleges and universities in Shanghai, covering both undergraduate and junior college levels. These institutions focus on cultivating application-oriented talents and are deeply integrated with the needs of regional industrial upgrading.

There are a total of 8 private undergraduate colleges. Shanghai Jianqiao University, located in Lingang, Pudong, is the first private college or university in Shanghai to undertake projects funded by the National Natural Science Foundation of China. It primarily emphasizes engineering and management disciplines and adheres to a non-profit, public-interest educational model. With over 17,000 students and an 800-acre campus, the university was selected as a candidate for master's degree programs in Shanghai in 2017 and ranked 3rd among private colleges and universities nationwide by the Alumni Association in 2023. Shanghai Institute of Visual Arts adopts a mixed-ownership model led by state-owned capital, specializing in art design, digital media, and other fields. With approximately 4,000 students, it ranked first among private art colleges and universities nationwide in 2023. Shanghai Sanda University, the first private undergraduate institution in Shanghai (established in 1992), was jointly initiated by professors from Shanghai Jiao Tong University, Peking University, and Tsinghua University, focusing on finance, economics, and information technology. Xi'an Da College of Economics and Humanities of Shanghai International Studies University stands out for its foreign language and economic management specialties, with 50% of its faculty being overseas returnees. Shanghai Xingwei College implements a liberal arts education model to cultivate internationally-minded generalists. Shanghai Lida College, whose campus environment was rated 12th among the "Most Beautiful Universities in China," excels in management and art disciplines.

There are 11 private junior colleges. Shanghai Donghai Vocational and Technical College, established in 1993 as Shanghai's "001st" private college or university, is the first non-profit higher vocational college with a public interest orientation. Over the past 30 years, it has cultivated nearly 40,000 skilled talents, focusing on modern service industries and manufacturing. Shanghai Sibo Vocational and Technical College excels in nursing and architecture programs and has been selected as a

national training base for skilled talents in short supply. Shanghai Industry and Commerce Foreign Language Vocational College has close cooperation with enterprises in the Free Trade Zone, strengthening practical training in foreign languages and foreign trade. Shanghai Aurora Vocational College has significant advantages in medical technology and education-related majors, with practical teaching accounting for over 60% of its curriculum.

Private colleges and universities in Shanghai are centered on an application-oriented positioning, with undergraduate institutions focusing on high-level discipline construction and junior colleges emphasizing skill training. In the future, they will closely align with Shanghai's new industrial system, deepen school-enterprise collaboration through municipal industry-education consortia, and continuously supply high-quality technical talents for regional development.

2.4 Conceptual Framework

Based on the analysis of relevant research findings, this study combines Total Quality Management (TQM) and curriculum and instruction theories to propose an influencing factors model for teaching quality in private colleges and universities in Shanghai. The model categorizes the influencing factors of teaching quality in these institutions into four dimensions: teaching attitude, teaching content, teaching method, and teaching effectiveness. The model is illustrated in Figure 2.2.

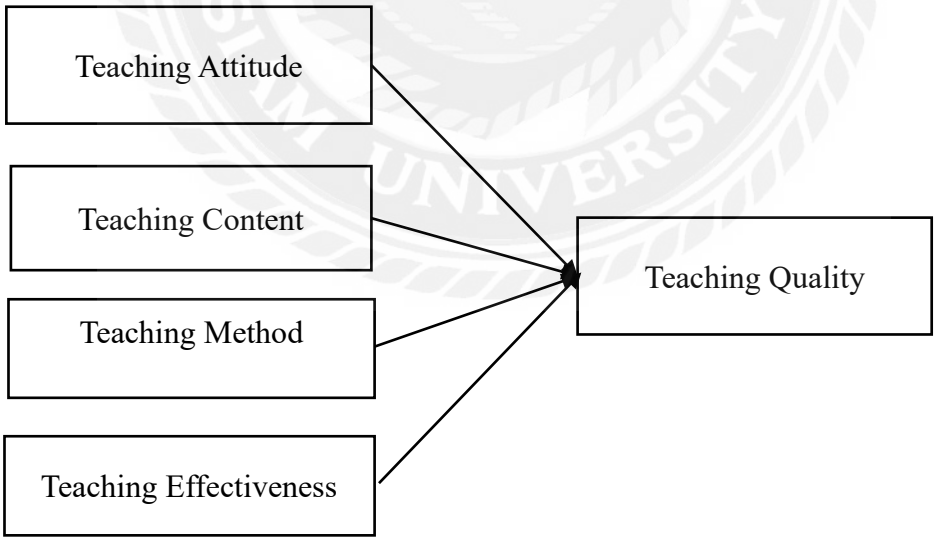

Figure 2.1 Conceptual Framework

Chapter 3 Research Methodology

3.1 Research Design

This study used a quantitative research approach to examine the factors influencing teaching quality in private colleges and universities in Shanghai, based on Total Quality Management (TQM) and curriculum and instruction theories. The research focused on examining the relationships between teaching attitude, teaching content, teaching method, teaching effectiveness, and teaching quality. A structured questionnaire using a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree) was used for data collection.

Descriptive statistics were calculated, including mean and standard deviation, to present the demographic characteristics of the sample and the data distribution patterns of the core variables. Pearson correlation coefficients were utilized to test the strength of associations between variables. Multiple regression analysis was conducted by constructing regression models to assess the effects of teaching attitude, teaching content, teaching method, and teaching effectiveness on teaching quality. To ensure the scientific rigor of the research methodology, the reliability and validity of the questionnaire were examined using SPSS software before data analysis to guarantee the reliability of the measurement tool. The research design emphasizes an objective revelation of the influencing mechanisms of teaching quality in private colleges and universities in Shanghai through systematic validation.

3.2 Population and Sample

The population of this study consisted of full-time faculty members in 19 private colleges and universities in Shanghai. A random sampling method was employed to select 400 full-time faculty members as the research sample. The sampling process paid close attention to covering key demographic variables of gender, teaching experience, professional title, and educational background to ensure the representativeness of the sample.

To strengthen the reliability and generalizability of the research findings, the sampling followed the principle of randomness. Random sampling was used to avoid subjective selection bias and ensure that the sample objectively reflected the characteristics of the population. The random sampling strategy balanced scientific rigor with operational feasibility, providing a solid data foundation for subsequent analysis of the influencing factors of teaching quality in private colleges and universities in Shanghai.

3.3 Hypothesis

This study aims to verify, through factor analysis, the specific impacts of teaching attitude, teaching content, teaching methods, and teaching effectiveness on teaching quality in private colleges and universities in Shanghai, thereby offering theoretical support and practical guidance for improving teaching quality. Therefore, the following hypotheses are proposed in this study:

H1: Teaching attitude has a significant impact on the teaching quality in private colleges and universities in Shanghai.

H2: Teaching content has a significant impact on the teaching quality in private colleges and universities in Shanghai.

H3: Teaching method has a significant impact on the teaching quality in private colleges and universities in Shanghai.

H4: Teaching effectiveness has a significant impact on the teaching quality in private colleges and universities in Shanghai.

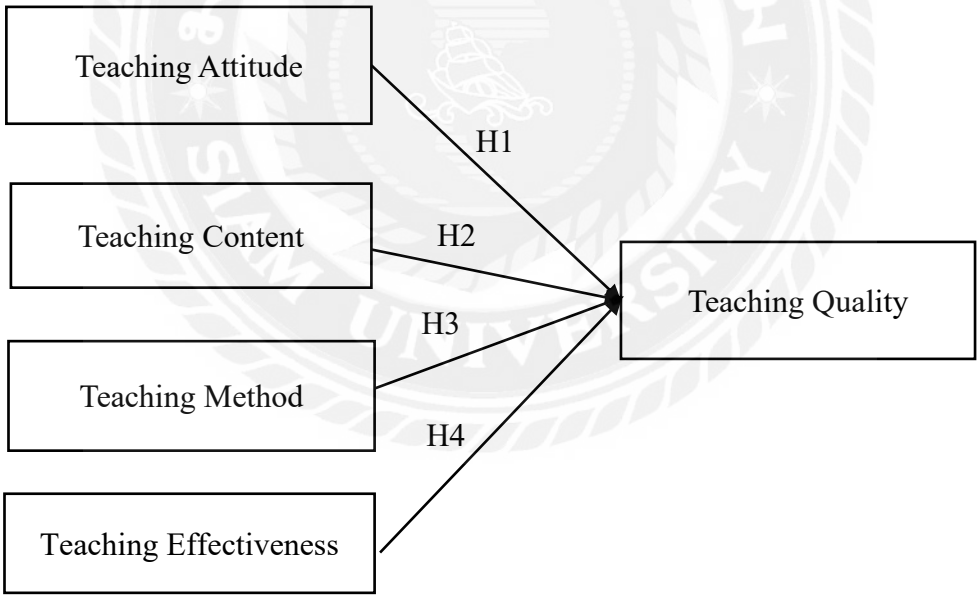

Figure 3.1 Hypotheses

3.4 Research Instrument

This study focuses on private colleges and universities in Shanghai as the research area. In this study, teaching quality serves as the dependent variable and the independent variables are teaching attitude, teaching content, teaching method, and teaching effectiveness.

The questionnaire comprises a total of 26 items and is divided into two main sections:

The first section consists of 4 questions, which are primarily designed to gather personal basic information about the respondents, including gender, teaching experience, professional title, and educational background.

The second section contains 22 questions that primarily focus on the factors influencing teaching quality in private colleges and universities in Shanghai. Corresponding items are set based on teaching attitude, teaching content, teaching method, teaching effectiveness and teaching quality. The specific content is presented in Table 3.1.

Table 3.1 Measurement Items

Influencing Factor	Measurement Item	NO.
Teaching Attitude	My lectures are meticulously prepared.	1
	I am dedicated and diligent in my teaching.	2
	I approach students' questions, both inside and outside the classroom, with seriousness and patience.	3
	My words and actions serve as a source of great benefit to my students.	4
Teaching Content	I deliver my lectures clearly, with substantive content.	5
	My classes are well-organized, with clear highlights and key points.	6
	I am highly familiar with the course content and related fields, teaching with ease and confidence.	7
	I incorporate the latest achievements in the discipline and evaluate cutting-edge developments.	8
Teaching Method	My lectures are inspiring and stimulate students' thirst for knowledge.	9
	I effectively utilize examples to illustrate concepts.	10
	I emphasize the cultivation of students' thinking methods.	11
	I encourage students to express their viewpoints.	12
	I can regulate the classroom atmosphere, avoiding monotony and boredom.	13
	I frequently employ modern teaching methods and make efficient	14

	use of classroom time.	
Teaching Effectiveness	Students can understand and grasp the main content of the course.	15
	Students can apply the knowledge, methods, and principles learned in this course with relative ease.	16
	Students' interest in the discipline has increased, and they have gained a certain understanding of related fields.	17
	Students have received systematic training, and their self-learning abilities, thinking abilities, and analytical abilities have been enhanced.	18
Teaching Quality	The course design is closely aligned with industry needs, and the course content is regularly updated.	19
	I can flexibly apply various teaching methods and encourage active participation in classroom discussions.	20
	I value students' feedback and adjust my teaching methods and course content accordingly.	21
	The school provides me with ample teaching resources and necessary teaching support.	22

3.5 Reliability and Validity Analysis of the Scale

3.5.1 Questionnaire Reliability Analysis

Reliability is a measure of the consistency of test results. It reflects the stability of a measuring instrument across different time points or with different samples, indicating whether the same measurement object can yield consistent results under similar conditions. To this end, the study employed Cronbach's Alpha coefficient, a widely used method in questionnaire analysis, to assess the internal consistency of the overall questionnaire and its various sub-sections. Cronbach's Alpha is a reliable measure of reliability that evaluates the degree of intercorrelation among a set of items. Generally, when the Cronbach's Alpha coefficient exceeds 0.7, the reliability of the measuring instrument is considered satisfactory. If the coefficient approaches or exceeds 0.8, it indicates that the questionnaire possesses excellent internal consistency.

In this survey, the questionnaire encompasses measurement items related to teaching attitude, teaching content, teaching method, and teaching effectiveness. Each dimension includes several items designed to capture teachers' perceptions of teaching quality. Cronbach's Alpha coefficients were used to test the internal consistency of these dimensions one by one, with specific criteria for determination presented in Table 3.2.

Table 3.2 Reliability Evaluation Criteria

Cronbach’s Alpha	Credibility
Cronbach’s Alpha<0.6	Untrustworthy
0.6<Cronbach’s Alpha<0.7	Generally Reliable
0.7<Cronbach’s Alpha<0.8	Relatively Reliable
Cronbach’s Alpha>0.8	Very Reliable

As shown in Table 3.3 below, the overall Cronbach's Alpha coefficient of the tems is 0.878, and the Cronbach's Alpha coefficients for each dimension are all greater than 0.8. This indicates that the scale demonstrates a very high level of reliability.

Table 3.3 Variable Reliability Test

Scale	Dimension	Cronbach’s Alpha	Items
Teaching Quality	Teaching Attitude	0.851	4
	Teaching Content	0.833	4
	Teaching Method	0.813	6
	Teaching Effectiveness	0.822	4
	Teaching Quality	0.813	4
	Total	0.878	22

3.5.2 Questionnaire Validity Analysis

Table 3.4 KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.853
Bartlett's Test of Sphericity	Approx. Chi-Square	4431
	df	1155
	Sig.	p<0.001

As illustrated in Table 3.4, the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy for the teaching quality scale is 0.853. The results of Bartlett's Test of Sphericity indicate a p-value of less than 0.001, allowing for the complete rejection of the null hypothesis in Bartlett's Test of Sphericity. This meets the conditions necessary for conducting factor analysis.

Upon conducting factor analysis on the data, the study identified five common factors with eigenvalues greater than 1 extracted from the teaching quality scale. These factors were named teaching attitude, teaching content, teaching method, teaching effectiveness, and teaching quality, respectively. After applying varimax rotation, the cumulative variance contribution rate reached 73.665%. It is generally considered acceptable when the total variance explained exceeds 50%. Therefore, it is evident that the teaching quality scale employed in this study exhibits good structural validity. The specific results are presented in Table 3.5.

Table 3.5 Factor Analysis of the Rotating Component Matrix

	1	2	3	4	5
Q1	0.734				
Q2	0.741				
Q3	0.743				
Q4	0.744				
Q5		0.743			
Q6		0.754			
Q7		0.731			
Q8		0.780			
Q9			0.745		
Q10			0.746		
Q11			0.745		
Q12			0.777		
Q13			0.731		
Q14			0.732		
Q15				0.742	
Q16				0.717	
Q17				0.731	
Q18				0.753	
Q19					0.734
Q20					0.721
Q21					0.735
Q22					0.746

3.6 Data Collection

This study selected full-time faculty members in private colleges and universities in Shanghai as the research subjects, with data collection conducted from May to June 2025. The questionnaires were distributed and collected primarily through the Wenjuanxing online platform, with responses gathered online. A total of 400 questionnaires were distributed. During the questionnaire collection process, the research team conducted rigorous checks to eliminate invalid responses, including those that were incomplete or contained obvious inconsistencies. A total of 337 valid responses were collected, resulting in an effective response rate of 84.25%. Through this process, the research team gathered extensive data to conduct a thorough analysis of the factors influencing teaching quality in private colleges and universities in Shanghai.

3.7 Data Analysis

3.7.1 Descriptive Statistics

Descriptive statistical analysis was conducted on personal background variables to understand the distribution characteristics of the demographics of full-time faculty members in private colleges and universities in Shanghai.

3.7.2 Factor Analysis

Exploratory factor analysis was performed on the survey data using SPSS to extract common factors and determine the common dimensions influencing teaching quality in private colleges and universities in Shanghai. The reliability and validity of the constructed model were established, providing a theoretical basis for enhancing teaching quality in these institutions.

3.7.3 Multiple Regression

In this study, the multiple regression method served as a comprehensive and in-depth exploratory approach, significantly enriching the research's dimensionality and accuracy. By employing multiple regression, the study overcame the limitations of univariate model analysis, thereby enhancing the content, depth, accuracy, and practicality of the research. This approach provided robust support and guidance for improving teaching quality in private colleges and universities in Shanghai.

3.7.4 Correlation Analysis

This study employed Pearson correlation analysis to systematically investigate the associations between teaching quality and four key factors in private colleges and universities in Shanghai, including teaching attitude, teaching content, teaching method, and teaching effectiveness. This method effectively revealed linear synergistic trends among variables, providing a robust foundation for subsequent regression analysis.

Chapter 4 Findings and Discussion

4.1 Findings

4.1.1 Demographic Characteristics of Respondents

Table 4.1 Descriptive Statistical Analysis of Respondents

Variable	Option	Number of People	Percentage%
Gender	Male	163	48.4
	Female	174	51.6
Teaching Experience	Less Than 5 Years	106	31.5
	6-10 Years	147	43.6
	More Than 10 Years	84	24.9
Professional Title	Teaching Assistant	124	36.8
	Lecturer	107	31.8
	Associate Professor	78	23.1
	Professor	28	8.3
Educational Background	Bachelor's Degree	43	12.7
	Master's Degree	221	65.6
	Doctor	73	21.7
Total		337	100.0

A total of 337 valid questionnaires were collected in this survey, encompassing information on multiple dimensions including gender, teaching experience, professional title, and educational background. This provides comprehensive data support for gaining an in-depth understanding of the basic characteristics of the survey respondents.

In terms of gender distribution, there were 163 male respondents, accounting for 48.4%, and 174 female respondents, accounting for 51.6%. Although there were slightly more females than males, the difference was minimal, indicating a relatively balanced gender distribution. This balanced gender status facilitates a comprehensive understanding of the situation from different gender perspectives, avoiding potential biases in the results due to an imbalanced gender ratio, and providing a relatively objective gender foundation for subsequent analysis.

Regarding teaching experience, 106 respondents had less than 5 years of teaching experience, accounting for 31.5%; 147 had 6-10 years of experience, accounting for 43.6%; and 84 had more than 10 years of experience, accounting for 24.9%. The largest

group consisted of teachers with 6-10 years of teaching experience, making them the primary group in the survey. Teachers with less than 5 years of experience accounted for over 30%, indicating that the survey included a significant number of newly hired or relatively less experienced teachers. In contrast, teachers with more than 10 years of experience accounted for a smaller proportion, less than a quarter. This distribution of teaching experience shows a pattern of being larger in the middle and smaller at both ends, reflecting that the survey covered teachers at different stages of their careers and enabling a comprehensive reflection of the situations of different teaching experience groups, facilitating comparative analysis of differences among teachers with varying levels of experience.

In terms of professional title distribution, there were 124 teaching assistants, accounting for 36.8%; 107 lecturers, accounting for 31.8%; 78 associate professors, accounting for 23.1%; and 28 professors, accounting for 8.3%. Teaching assistants constituted the largest group, accounting for over one-third, and lecturers accounted for nearly one-third, indicating that junior professional title teachers made up a significant proportion of the survey respondents. Associate professors and professors accounted for relatively smaller proportions, especially professors, who accounted for less than 10%. The professional title distribution exhibits a characteristic of a larger number of junior professional title teachers and fewer senior professional title teachers, which may be related to the career stage distribution of the survey respondents or may reflect the distribution of different professional title teachers in the overall population, providing a data foundation for analyzing the performance of teachers with different professional titles on relevant issues.

In terms of educational background distribution, 43 respondents held a bachelor's degree, accounting for 12.7%; 221 held a master's degree, accounting for 65.6%; 73 held a doctoral degree, accounting for 21.7%. Teachers with a master's degree represented over 60% of respondents, establishing them as the largest educational background group in the survey. Teachers with a doctoral degree accounted for over 20%, while those with a bachelor's degree accounted for a smaller proportion. This educational background distribution reflects that the overall educational level of the survey respondents was relatively high, primarily consisting of teachers with master's degrees or above, indicating that the survey sample had a certain degree of professionalism and academic background, providing a high knowledge foundation for in-depth exploration of relevant issues.

Overall, the distribution of the survey sample across various dimensions exhibits certain characteristics and representativeness, facilitating subsequent in-depth analysis and research on relevant issues from different perspectives.

4.1.2 Correlation Analysis

Table 4.2 Correlation between Variables

	Teaching Attitude	Teaching Content	Teaching Method	Teaching Effectiveness	Teaching Quality
Teaching Attitude	1				
Teaching Content	.567**	1			
Teaching Method	.550**	.559**	1		
Teaching Effectiveness	.532**	.516**	.506**	1	
Teaching Quality	.453**	.464**	.472**	.498**	1

NOTE：*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

This study examined the relationships between various influencing factors of teaching quality and teaching quality itself in private colleges and universities in Shanghai through correlation analysis. The data results indicate significant correlations among the variables.

As shown in Table 4.2, teaching quality exhibits significant positive correlations with four factors: teaching attitude, teaching content, teaching method, and teaching effectiveness.

The correlation coefficient between teaching quality and teaching attitude is 0.453**, indicating a moderate positive correlation. This suggests that teachers' teaching attitudes have a relatively noticeable impact on teaching quality. Positive teaching attitudes, such as being conscientious, dedicated, and committed, encourage teachers to invest more energy and enthusiasm in the teaching process, and pay closer attention to students' learning needs and feedback, thereby contributing to the enhancement of teaching quality.

The correlation coefficient between teaching quality and teaching content is 0.464**, representing a moderate positive correlation. This implies that the quality and appropriateness of teaching content play a crucial role in teaching quality. High-quality teaching content that aligns with students' cognitive levels and educational objectives can stimulate students' interest in learning, help them better grasp knowledge and skills, improve learning outcomes, and ultimately elevate teaching quality.

The correlation coefficient between teaching quality and teaching method is 0.472**, demonstrating a relatively strong positive correlation. Scientific, reasonable, and diversified teaching methods can effectively guide students' learning according to different teaching content and student characteristics, enhance students' learning engagement and initiative, facilitate the understanding and mastery of knowledge, and

thus improve teaching quality.

The correlation coefficient between teaching quality and teaching effectiveness is 0.498**, the highest among the four factors, indicating a particularly close positive correlation. Teaching effectiveness is an important manifestation of teaching quality. Good teaching effectiveness means that students have made significant progress in terms of knowledge, skills, and attitudes, directly reflecting the level of teaching quality.

Teaching quality is closely related to teaching attitude, teaching content, teaching method, and teaching effectiveness. In practical teaching, to improve teaching quality, it is necessary to start from multiple aspects, including optimizing teaching attitudes, improving teaching content, innovating teaching methods, and enhancing teaching effectiveness, forming a synergistic effect to promote the enhancement of teaching quality.

4.1.3 Multiple Regression Analysis

Table 4.3 Multiple Regression Analysis

Item	B	Beta	t	Sig.	VIF	F	Durbin-Watson
C	1.463	-	8.898	0		53.320***	1.937
Teaching Attitude	0.168	0.186	3.406	0.000	1.796		
Teaching Content	0.068	0.074	1.996	0.007	1.856		
Teaching Method	0.194	0.210	3.979	0.000	1.686		
Teaching Effectiveness	0.226	0.255	4.766	0.005	1.734		
R Square	0.594						
Adjusted R Square	0.587						

NOTE：*P<0.05, **P<0.01, ***P<0.001

From the regression analysis data, the overall model demonstrates a good fit. The R Square value is 0.594, and the Adjusted R Square value is 0.587. This indicates that the model can explain 59.4% of the variance in the dependent variable, and even after adjustment, it still retains an explanatory power of 58.7%, suggesting that the independent variables have a certain explanatory effect on the dependent variable.

Among the independent variables, the Beta value for teaching effectiveness is 0.255, which is relatively high compared to the others. The t-value is 4.766, and the significance level (Sig.) is 0.005, less than 0.01, reaching a significant level. This indicates that teaching effectiveness has a relatively significant impact on teaching quality and is one of the key factors influencing the outcome.

The Beta value for the teaching method is 0.210, with a t-value of 3.979 and a Sig. Value of 0.000, reaching a significant level. This suggests that improvements and optimizations in teaching method play an important role in promoting teaching quality.

The Beta value for teaching attitude is 0.186, with a t-value of 3.406 and a Sig. A value of 0.000 indicates a significant impact as well. This indicates that teachers' teaching attitudes influence, to a certain extent, changes in teaching quality.

The Beta value for teaching content is 0.074, which is relatively lower compared to the other independent variables. However, the t-value is 1.996, and the Sig. The value is 0.007, which is less than 0.01, and it also reaches a significant level. This suggests that the rationality and quality of teaching content also have a certain impact on teaching quality.

The VIF values for all variables are less than 2, indicating that there are no serious multicollinearity issues. The F-value is 53.320***, with an extremely low significance level, suggesting that the entire regression model is statistically significant. The Durbin-Watson value is 1.937, close to 2, indicating that there is no obvious autocorrelation among the residuals.

In summary, teaching effectiveness, teaching method, teaching attitude, and teaching content all have significant impacts on teaching quality. In practical applications, these factors should be comprehensively considered to enhance the outcome.

Therefore, based on the data analysis results, teaching attitude has a significant impact on the teaching quality in private colleges and universities in Shanghai, supporting Hypothesis 1; Teaching content has a significant impact on the teaching quality in private colleges and universities in Shanghai, supporting Hypothesis 2; Teaching method has a significant impact on the teaching quality in private colleges and universities in Shanghai, supporting Hypothesis 3; Teaching effectiveness has a significant impact on the teaching quality in private colleges and universities in Shanghai, supporting Hypothesis 4.

4.2 Discussion

4.2.1 Teaching Attitude Has a Significant Impact on the Teaching Quality in Private Colleges and Universities in Shanghai

Teaching attitude is a comprehensive manifestation of teachers' beliefs, emotions, and behavioral tendencies during the teaching process. A positive teaching attitude

implies that teachers are caring and patient toward students, and they approach their teaching duties with responsibility and enthusiasm. In the teaching context of private colleges and universities in Shanghai, a positive teaching attitude motivates teachers to invest more time and effort in meticulously preparing lessons, designing teaching activities, and paying attention to the learning progress and needs of each student. This lays a solid foundation for enhancing teaching quality.

From the perspective of teaching practice, when teachers engage in teaching with a positive attitude, they create a favorable classroom atmosphere. Teachers encourage students to actively participate in classroom discussions, respect their viewpoints and ideas, and make students feel valued and acknowledged. This positive classroom atmosphere can stimulate students' interest and initiative in learning, prompting them to engage more actively in the learning process, thereby improving learning outcomes and, consequently, having a positive impact on teaching quality.

Students are the direct recipients of teaching, and they have firsthand experiences of their teachers' teaching attitudes. In private colleges and universities in Shanghai, when students perceive a positive teaching attitude from their teachers, they develop trust and goodwill towards them and are more willing to cooperate with the teachers' teaching efforts. Student feedback indicates that in courses taught by teachers with a positive teaching attitude, students exhibit higher attendance rates, more active classroom participation, and are more inclined to take the initiative to communicate with teachers about learning issues after class. These positive student responses all demonstrate that teaching attitude has a non-negligible impact on teaching quality.

In summary, teaching attitude permeates the entire teaching process, from teaching preparation to classroom instruction and after-class tutoring, with every aspect being influenced by it. A positive teaching attitude can facilitate the effective delivery of teaching content, the reasonable application of teaching method, and the enhancement of teaching effectiveness, thereby exerting a significant positive influence on the teaching quality of private colleges and universities in Shanghai.

4.2.2 Teaching Content Has a Significant Impact on the Teaching Quality in Private Colleges and Universities in Shanghai

Teaching content is the core of teaching activities, bearing the crucial task of imparting knowledge and skills to students. In private colleges and universities in Shanghai, scientific and reasonable teaching content that aligns with professional training objectives and students' learning needs can ensure that students systematically master professional knowledge and skills. By promptly updating the teaching content in line with industry development trends and market demands, and introducing cutting-edge theoretical and practical cases, teachers can enable students

to integrate their learned knowledge with real-world applications, enhancing the practicality and relevance of the knowledge, thereby improving teaching quality.

High-quality teaching content not only focuses on knowledge transmission but also emphasizes the cultivation of students' abilities. Through designing challenging and inspiring teaching content, teachers can develop students' thinking, innovative, and practical abilities. In the teaching practices of private colleges and universities in Shanghai, teachers should pay attention to course content, allowing students to hone their hands-on skills and problem-solving abilities through practical experiences.

Rich, diverse, and engaging teaching content can stimulate students' interest in learning and enhance their learning experience. In private colleges and universities in Shanghai, if the teaching content is dull and unappealing, students are prone to develop a sense of weariness toward learning, negatively affecting their learning outcomes. Conversely, by employing a variety of teaching resources, such as multimedia courseware, video materials, and online courses, teachers can visualize and concretize abstract knowledge, making it easier for students to understand and absorb. This, in turn, boosts students' learning enthusiasm and quality.

In the evaluation of teaching quality, the rationality, advancement, and practicality of teaching content are important assessment indicators. Through regular evaluation and optimization of teaching content, private colleges and universities in Shanghai can ensure that it consistently meets teaching requirements and students' needs, providing strong support for improving teaching quality. Meanwhile, improvements in teaching content can also foster innovation in teaching method, as well as enhance teaching effectiveness, creating a virtuous cycle that collectively promotes the enhancement of teaching quality.

4.2.3 Teaching Method Has a Significant Impact on the Teaching Quality in Private Colleges and Universities in Shanghai

The choice of teaching methods directly influences teaching efficiency. In private colleges and universities in Shanghai, adopting appropriate teaching methods enables teachers to impart knowledge and skills more effectively within a limited time frame. For instance, the lecture method is suitable for systematically delivering theoretical knowledge, the discussion method can stimulate students' thinking and creativity, and the case-teaching method helps students apply theoretical knowledge to real-world scenarios. By flexibly utilizing these teaching methods according to the teaching content and students' characteristics, teachers can enhance teaching efficiency, allowing students to acquire more knowledge and skills per unit of time, thereby improving teaching quality.

Diversified teaching methods can increase students' classroom participation. In the teaching process of private colleges and universities in Shanghai, if teachers solely rely on the traditional lecture method, students are likely to be in a passive state of knowledge reception, with low participation. However, introducing teaching methods such as group cooperative learning, role-playing, and online interaction can encourage students to participate more actively in teaching, giving full play to their subjectivity. During active participation, students not only gain a better understanding and mastery of knowledge but also cultivate teamwork spirit and communication skills, which has a positive effect on the improvement of teaching quality.

Different students have distinct learning styles, abilities, and needs. The diversity of teaching methods can meet students' individualized learning requirements. In private colleges and universities in Shanghai, teachers can adopt teaching methods such as hierarchical teaching and individual tutoring based on students' actual situations, providing suitable learning content and guidance for students at different levels. This personalized teaching approach can better tap into each student's potential, improve their learning outcomes, and thus enhance the overall teaching quality.

With the continuous development of educational technology and the renewal of educational concepts, teaching methods, and means are also constantly innovating. In private colleges and universities in Shanghai, actively introducing new teaching methods, such as virtual reality teaching and artificial intelligence-assisted teaching, can bring new vitality and opportunities to teaching. These innovative teaching methods can break through the limitations of traditional teaching, offer a richer and more vivid learning experience, stimulate students' learning interest and innovative thinking, and thus drive the continuous improvement of teaching quality.

4.2.4 Teaching Effectiveness Has a Significant Impact on the Teaching Quality in Private Colleges and Universities in Shanghai

Teaching effectiveness is one of the crucial indicators for measuring teaching quality, reflecting whether and to what extent the teaching objectives have been achieved. In private colleges and universities in Shanghai, the enhancement of teaching quality is ultimately manifested in students' learning outcomes, that is, teaching effectiveness. If students make significant progress in knowledge acquisition, skill improvement, and ability development, it indicates that the teaching objectives have been well-realized, and the teaching quality is relatively high. Conversely, if teaching effectiveness is poor and students fail to meet the expected learning goals, there are issues with teaching quality that require improvement.

Teaching effectiveness not only focuses on students' current academic performance but also pays more attention to their long-term development. During the teaching process in private colleges and universities in Shanghai, through effective

teaching activities, students not only acquire professional knowledge and skills but also cultivate comprehensive qualities such as autonomous learning ability, innovative thinking ability, and social adaptability. The improvement of these comprehensive qualities will have a positive impact on students' future development and is also an important manifestation of high teaching quality.

Teaching effectiveness provides an important basis for teaching feedback and improvement. In private colleges and universities in Shanghai, by evaluating and analyzing teaching effectiveness, teachers can understand the problems and difficulties students encounter in the learning process, as well as the effectiveness of teaching method. Based on this feedback, teachers can promptly adjust the teaching content, and improve teaching method to enhance teaching quality. Meanwhile, schools can also optimize teaching management and the allocation of teaching resources according to the evaluation results of teaching effectiveness, creating better conditions for the improvement of teaching quality.

Teaching effectiveness directly affects the school's social recognition. Against the backdrop of increasingly fierce competition among private colleges and universities in Shanghai, good teaching effectiveness can attract more students to apply, enhancing the school's popularity and reputation. Social recognition of the school's teaching quality will also encourage the school to pay more attention to improving teaching quality, forming a virtuous cycle. Therefore, teaching effectiveness has a significant impact on the teaching quality of private colleges and universities in Shanghai and is an important marker for measuring a school's teaching quality.

Table 4.4 Hypothesis Test Results

NO.	Hypothesis	Result
H1	Teaching attitude has a significant impact on the teaching quality in private colleges and universities in Shanghai.	Supported
H2	Teaching content has a significant impact on the teaching quality in private colleges and universities in Shanghai.	Supported
H3	Teaching method has a significant impact on the teaching quality in private colleges and universities in Shanghai.	Supported
H4	Teaching effectiveness has a significant impact on the teaching quality in private colleges and universities in Shanghai.	Supported

Chapter 5 Conclusion and Recommendation

5.1 Conclusion

This study focuses on the teaching quality of private colleges and universities in Shanghai, delving into the impacts of teaching attitude, teaching content, teaching method, and teaching effectiveness on the teaching quality of private colleges and universities in Shanghai. The following conclusions are drawn:

Teaching attitude has a significant positive impact on the teaching quality of private colleges and universities in Shanghai. A positive teaching attitude is manifested in teachers' conscientiousness, care for students, and enthusiasm for teaching. In the teaching practices of private colleges and universities in Shanghai, teachers with a positive teaching attitude are more willing to invest time and effort in meticulously preparing lessons and designing teaching plans, paying close attention to the learning progress and needs of each student. The positive classroom atmosphere they create can stimulate students' learning interest and initiative, making students more inclined to participate in classroom discussions and learning activities.

Teaching content has a significant positive impact on the teaching quality of private colleges and universities in Shanghai. Scientific and reasonable teaching content that aligns with professional training objectives and students' learning needs serves as the foundation for improving teaching quality. In private colleges and universities in Shanghai, as industries evolve and societal demands change, teaching content also needs to be promptly updated and optimized. This study finds that teaching content that keeps pace with industry trends and incorporates cutting-edge theories and practical cases is more conducive to helping students systematically master professional knowledge and skills, enhancing the practicality and relevance of the knowledge.

Teaching method has a significant positive impact on the teaching quality of private colleges and universities in Shanghai. Diversified teaching methods can improve teaching efficiency, meet students' individualized learning needs, and enhance students' classroom participation. During the teaching process in private colleges and universities in Shanghai, teachers flexibly utilize various teaching methods such as the lecture method, discussion method, case-teaching method, group cooperative learning, and role-playing based on the teaching content and students' characteristics. This enables students to achieve more comprehensive development in different learning contexts.

Teaching effectiveness has a significant positive impact on the teaching quality of private colleges and universities in Shanghai. Teaching effectiveness is not only reflected in students' knowledge acquisition and skill improvement but also their comprehensive quality development and long-term development. In private colleges

and universities in Shanghai, good teaching effectiveness means that during the learning process, students not only acquire professional knowledge and skills but also cultivate comprehensive qualities such as autonomous learning ability, innovative thinking ability, and social adaptability. The improvement of these comprehensive qualities will have a positive impact on student's future development and is also an important manifestation of high teaching quality.

5.2 Recommendation

(1) Strengthen the Construction of Teachers' Ethics and Optimize Teaching Attitude

Private colleges and universities in Shanghai need to place the construction of teachers' ethics and professional conduct in a prominent position. On the one hand, schools should regularly organize teachers to participate in training on teachers' ethics and professional conduct, inviting education experts and outstanding teachers to share their experiences and guiding teachers to establish correct educational values. Schools should deeply recognize the crucial role of a positive teaching attitude in enhancing teaching quality and incorporate teaching attitude into the performance appraisal system. During the specific implementation process, schools should formulate detailed and quantifiable assessment indicators, such as whether teachers arrive and leave class on time, whether they carefully grade assignments, and whether they patiently answer students' questions. For teachers who excel in teaching attitude, schools should give them public recognition and material rewards, such as presenting honorary certificates at school-wide meetings and offering cash bonuses, to encourage more teachers to learn from them. For teachers with teaching attitude issues, schools should conduct timely interviews to understand the root causes of the problems, urge them to formulate rectification plans, and regularly inspect the rectification progress to ensure that the problems are effectively resolved.

On the other hand, schools should establish a teacher assistance and supervision mechanism, encouraging teachers to form mutual assistance groups to exchange teaching experiences and mutually supervise teaching attitudes. Mutual - assistance groups can hold exchange activities every week or every two weeks. During these activities, teachers share the difficulties they encounter in teaching and the solutions they have found and jointly discuss how to better improve their teaching attitudes. For teachers with positive teaching attitudes, the group can publicize and affirm them through channels such as the school's official website and bulletin boards to set examples. For teachers who need improvement, group members should take the initiative to offer a helping hand, analyze their problems, and provide targeted suggestions and assistance, such as joint lesson preparation and observing excellent teaching cases. Schools should strengthen student feedback and communication,

unblock teaching feedback channels, such as setting up online suggestion boxes and holding regular student symposiums, promptly organize and analyze student opinions, and feed them back to teachers. After receiving the feedback, teachers should take the initiative to communicate with students to understand their real needs and expectations and adjust their teaching behaviors promptly based on the feedback, such as adjusting teaching methods and increasing classroom interaction sessions.

Schools should create a positive teaching culture atmosphere. By organizing teaching style display activities and inviting outstanding teachers within the school to give open-class demonstrations, schools allow other teachers to observe and learn, experiencing the teaching charm and positive attitudes of excellent teachers. Schools should carry out teaching-themed activities, such as "Teaching Quality Improvement Month" and "Teaching Innovation Competitions," to stimulate teachers' enthusiasm and sense of responsibility for teaching work. During these activities, schools can invite industry experts as judges to provide professional guidance and suggestions for teachers, helping them continuously improve their teaching levels. Schools can also integrate the creation of a teaching culture atmosphere into the construction of the campus environment, such as setting up teaching slogans on campus and displaying the teaching achievements of outstanding teachers, so that teachers can be subtly influenced and motivated, thus paying more attention to optimizing their teaching attitudes.

(2) Keep Up with Industry Trends and Update Teaching Content

Private colleges and universities in Shanghai should closely align teaching content with industry demands. Firstly, schools need to strengthen industry research and professional development. They should organize teachers to conduct in-depth research in industry enterprises to understand industry development trends and job skill requirements, promptly adjust professional training objectives and curriculum settings, and invite industry experts to participate in professional development and curriculum design. Schools should formulate detailed industry research plans, specifying the time, scope, and focus of the research to ensure that teachers can gain a comprehensive and in-depth understanding of industry dynamics. During the research process, teachers should not only pay attention to the current mainstream technologies and job demands in the industry but also predict the industry's development trends over the next 3 - 5 years, providing forward-looking bases for professional development and curriculum adjustments. When inviting industry experts to participate in professional development and curriculum design, schools should fully leverage the experts' industry experience and professional knowledge, involving them in various aspects such as the formulation of professional training programs, the writing of course syllabi, and the design of teaching cases to ensure that professional development and curriculum design are closely aligned with industry realities.

Secondly, schools should promote the construction and updating of teaching materials. They should encourage teachers to compile textbooks with the school's characteristics and industry relevance, incorporating the latest theories and practical achievements. Schools should establish a regular textbook updating mechanism and actively introduce outstanding domestic and foreign textbooks and teaching resources. When encouraging teachers to compile textbooks, schools can set up special funds to provide financial support and alleviate teachers' economic burdens. Schools can organize writing teams to hold regular discussions and exchanges to jointly solve problems encountered during the compilation process and ensure the quality and standard of the textbooks. Schools should establish a regular textbook updating mechanism, stipulating a comprehensive revision of textbooks every 2 - 3 years to promptly incorporate new technologies, methods, and cases from the industry into the textbooks. When introducing outstanding domestic and foreign textbooks and teaching resources, schools should organize professional teachers to screen and evaluate them to ensure that the introduced materials and resources meet the school's teaching needs and students' actual situations. At the same time, attention should be paid to the localization of the introduced resources to better adapt them to the school's teaching environment.

Thirdly, schools should facilitate the integration of interdisciplinary teaching content. They should break down disciplinary boundaries, encourage teachers to carry out interdisciplinary teaching and research, offer interdisciplinary courses, and organize interdisciplinary teaching teams to broaden students' knowledge and horizons. Schools can introduce relevant policies to provide certain rewards and support for teachers engaged in interdisciplinary teaching and research. When offering interdisciplinary courses, schools should fully consider the relevance and complementarity between different disciplines and design innovative and practical curriculum systems. When organizing interdisciplinary teaching teams, schools should pay attention to the matching of team members' disciplinary backgrounds and professional abilities to ensure that the team can fully leverage the advantages of each discipline and provide high-quality interdisciplinary teaching services for students. Schools can also hold interdisciplinary teaching seminars and academic lectures to promote exchanges and cooperation among teachers from different disciplines and create a good interdisciplinary teaching atmosphere.

Finally, schools should establish a teaching content review and evaluation mechanism. They should form review teams to review teaching content, regularly evaluate the implementation effects and existing problems of teaching content, and make timely adjustments and optimizations. The review teams should consist of the school's teaching administrators, industry experts, and key teachers to ensure the professionalism and authority of the review work. During the review process, schools should formulate detailed review standards and procedures to comprehensively evaluate the scientific nature, cutting-edge nature, and practicality of teaching content. Schools can collect opinions and suggestions from various aspects through methods

such as student evaluations of teaching, peer evaluations of teachers, and evaluations by teaching supervisors to fully understand the problems and shortcomings in the implementation of teaching content. Based on the review and evaluation results, schools should promptly organize relevant personnel for discussions and analyses and formulate targeted adjustment and optimization plans to ensure that teaching content always meets industry demands and students' development needs. Schools can also link the results of teaching content review and evaluation with teachers' performance appraisals and title evaluations to motivate teachers to improve teaching content and enhance teaching quality.

(3) Conduct Training and Seminars to Innovate Teaching Methods

Private colleges and universities in Shanghai should actively promote the innovation of teaching methods. On the one hand, schools should organize training and seminars on teaching methods. They should regularly arrange for teachers to participate in training courses and seminars. When planning the training courses, schools should conduct prior research on teachers' needs, and carefully select the training content in combination with current educational development trends and disciplinary characteristics. The invited experts should not only have a solid theoretical foundation but also possess rich practical experience, enabling them to vividly introduce the latest teaching methods and concepts through real-life cases. During the training process, schools should set up interactive sessions to encourage teachers to actively ask questions and express their opinions, thereby deepening their understanding of teaching methods. After the training, schools should organize seminars for teachers to share what they have learned from the training and their experiences of attempting to apply new methods in actual teaching.

On the other hand, schools should encourage teachers to innovate teaching technological means and increase investment in teaching technological equipment. Schools should formulate detailed equipment procurement plans and purchase advanced teaching tools and platforms according to the teaching needs of different disciplines. They should arrange for professional technicians to provide equipment - use training and technical support for teachers to ensure that teachers can master the operation methods of new equipment proficiently. Schools should encourage teachers to actively explore the use of new technological means to enrich teaching forms and content. Teachers should implement stratified teaching and personalized tutoring. At the beginning of the semester, teachers should comprehensively evaluate students' situations through multiple aspects such as classroom performance, homework completion, and test scores, and divide students into different levels. Then, they should formulate teaching objectives and content at different levels. For students with learning difficulties, teachers should develop personalized tutoring plans and arrange dedicated time for one-on-one or group tutoring to help them fill knowledge gaps and boost their learning confidence.

Schools can establish an evaluation system for teaching methods and formulate a scientific and reasonable evaluation indicator system. The evaluation indicators should cover aspects such as the effectiveness of teaching methods and the application effects of teaching technological means. Through multiple evaluation methods including student evaluations of teaching, teacher self-evaluations, peer evaluations, and teaching supervisor evaluations, schools can comprehensively understand the implementation status and existing problems of teaching methods. During the evaluation process, schools should focus on collecting specific teaching cases and student feedback to analyze problems more accurately. For teachers who excel in the innovation of teaching methods, schools should give them public recognition and material rewards and promote their successful experiences throughout the school.

(4) Improve the Evaluation System to Enhance Teaching Effectiveness

Private colleges and universities in Shanghai should refine the teaching effectiveness evaluation system to improve teaching quality. Schools can optimize the teaching effectiveness evaluation indicator system by establishing a comprehensive and scientific one. When formulating the indicator system, schools can organize education experts, discipline leaders, front-line teachers, and student representatives to participate in discussions together, ensuring that the indicators not only conform to educational laws but also fully reflect students' actual learning situations. Schools should take multiple aspects into account, including students' learning attitudes, abilities, practical skills, and innovation.

Schools can strengthen the monitoring and feedback of the teaching process by establishing a monitoring mechanism. They can utilize modern information technology to monitor the teaching process in real time through various means. Online teaching platforms can record data such as students' learning duration, activity levels in discussions, and homework submission status. Classroom monitoring systems can observe teachers' teaching behaviors and students' classroom responses. Schools should assign dedicated teaching supervisors to conduct spot checks on the teaching process regularly to ensure the comprehensiveness and accuracy of the monitoring.

Schools should carry out comparative analysis and improvement of teaching effectiveness. They should regularly conduct comparative analyses of teaching effectiveness across different classes, majors, and teachers. During the comparative analysis, schools can apply statistical methods to scientifically analyze data such as student's academic performance and improvement in comprehensive qualities, identifying the reasons for differences. Schools can organize seminar activities, inviting teachers with excellent teaching effectiveness and those with problems to participate and discuss improvement measures. In these seminars, outstanding teachers share their teaching experiences and methods, such as how to stimulate students' learning interests and how to design effective teaching activities. For teachers with unsatisfactory

teaching effectiveness, everyone analyzes the problems together and proposes specific improvement suggestions.

Schools should establish a mechanism linking teaching effectiveness with teachers' career development, making teaching effectiveness an important basis for teachers' title evaluations, job promotions, and excellence selections. When formulating relevant policies, schools should stipulate the proportion and specific requirements of teaching effectiveness in various evaluations. Schools can set up teaching effectiveness files to record teachers' teaching effectiveness evaluation results and improvement situations in detail, serving as an important reference for teachers' career development. Through this mechanism, schools can motivate teachers to continuously improve their teaching effectiveness, promote the overall enhancement of teaching quality, and create a favorable teaching atmosphere and competitive mechanism.

5.3 Further Study

Although this study conducted a relatively in-depth exploration of the factors influencing the teaching quality of private colleges and universities in Shanghai, there are still certain limitations, and numerous aspects warrant further investigation in the future.

This study solely focuses on private colleges and universities in Shanghai. However, there are variations in education policies, economic development levels, and cultural backgrounds across different regions in China. These factors may lead to differences in the factors affecting teaching quality. Future research could expand the geographical scope to private colleges and universities in other cities or provinces. By conducting a comparative analysis of the differences in the factors influencing teaching quality among private colleges and universities in different regions, a more comprehensive understanding of the regional characteristics of the factors affecting teaching quality in private colleges and universities across China can be achieved. This, in turn, will provide more targeted suggestions for private colleges and universities in different regions to enhance their teaching quality.

Currently, private colleges and universities are of diverse types, including application-oriented undergraduate institutions and higher vocational colleges. Different types of institutions differ in terms of training objectives, major settings, and teaching modes, and the factors influencing teaching quality may also have varying emphases. Future research can further refine the types of institutions, conducting in-depth studies on application-oriented undergraduate private colleges and universities and higher vocational private colleges and universities separately. By doing so, the characteristics and patterns of the factors influencing teaching quality in

different types of institutions can be explored, enabling the formulation of personalized strategies for improving teaching quality for various types of institutions.

This study mainly examines the impact of teaching attitude, teaching content, teaching method, and teaching effectiveness on teaching quality. However, there may be other potential factors. For instance, the school's campus culture, teacher-student relationships, and the degree of intelligence of teaching facilities. Future research can adopt qualitative research methods, such as in-depth interviews and case studies, to delve into the mechanisms by which these potential factors affect teaching quality, thereby enriching the theoretical system of the factors influencing teaching quality.

The various influencing factors do not exist in isolation but are interrelated and mutually influential. Future research can use statistical methods, such as structural equation modeling, to conduct in-depth studies on the interactive relationships among the influencing factors, revealing the complex mechanisms through which they jointly affect teaching quality. This will provide a more scientific theoretical basis for improving teaching quality.

References

Andersson, R., Eriksson, H., & Torstensson, H. (2006). Similarities and differences between TQM, six sigma and lean. *The TQM Magazine, 18*(3), 282–296. https://doi.org/10.1108/09544780610660004

Basirat, M., & Taghizadeh, M. (2021). Online teacher quality and TPACK framework of knowledge: EFL pre-service teachers' views. *International Journal of Foreign Language Teaching and Research*, *9*(37), 125–149. https://doi.org/10.52547/jfl.9.37.125

Brown, K. L. (2003). From teacher-centered to learner-centered curriculum: Improving learning in diverse classrooms. *Education*, *124*(1), 49.

Burns, D. G. (1967). The quality of education in developing countries. *International Affairs*, *43*(4), 744–745. https://doi.org/10.2307/2612835

Cochran-Smith, M. (2002). Reporting on teacher quality. *Journal of Teacher Education*, *53*(5), 379–382. https://doi.org/10.1177/002248702237392

Coffey, M., & Gibbs, G. (2001). The evaluation of the student evaluation of educational quality questionnaire (SEEQ) in UK higher education. *Assessment & Evaluation in Higher Education*, *26*(1), 89–93.

Darling-Hammond, L., & Youngs, P. (2002). Defining "highly qualified teachers": What does "scientifically-based research" actually tell us? *Educational Researcher*, *31*(9), 13–25. https://doi.org/10.3102/0013189x031009013

Day, C. (2019). Policy, teacher education and the quality of teachers and teaching. *Teachers and Teaching*, *25*(5), 501–506.

Frazer, C., Sullivan, D. H., Weatherspoon, D., & Hussey, L. (2017). Faculty perceptions of online teaching effectiveness and indicators of quality. *Nursing Research and Practice*, *2017*(22), 1–6. https://doi.org/10.1155/2017/9374189

Gamze Görel, Franzen, K., & Hellmich, F. (2023). Primary school teachers' perspectives on the quality of inclusive education. *Teachers and Teaching: Theory and Practice*, *7*(45), 1–14.

Ganiev, A., Raimova, N., Mirzag'ofurov, M., Nazarov, M., & Turg'unov, J. (2024). Methods of improving the quality of medical education through the teaching of biochemistry, adjusting its teaching and assessment, and introducing new teaching methods. *Texas Journal of Medical Science*, *34*(1), 29–34. https://doi.org/10.62480/tjms.2024.vol34.pp29-34

Graham, L. J., White, S. L. J., Cologon, K., & Pianta, R. C. (2020). Do teachers' years of experience make a difference in the quality of teaching? *Teaching and Teacher Education*, *96*(1), 103190. https://doi.org/10.1016/j.tate.2020.103190

Gråstén, A., Kokkonen, J., & Kokkonen, M. (2022). Gender bias and gender equality beliefs in teaching efficacy profiles of finish physical education teachers. *Teachers and Teaching*, *28*(2), 1–17.

Hamann, D. L., Baker, D. S., McAllister, P. A., & Bauer, W. I. (2000). Factors affecting university music students' perceptions of lesson quality and teaching effectiveness. *Journal of Research in Music Education*, *48*(2), 102–113. https://doi.org/10.2307/3345569

Hau, I. (2016). Teaching quality improvement by quality improvement in teaching. *Quality Engineering*, *9*(1), 77–94.

Helburn, S. W., & Howes, C. (1996). Child care cost and quality. *The Future of Children*, *6*(2), 62. https://doi.org/10.2307/1602419

Hinz, A. (2017). Attitudes of German teachers and students towards public online ratings of teaching quality. *Electronic Journal of Research in Education Psychology*, *9*(24). https://doi.org/10.25115/ejrep.v9i24.1472

Huang, J. (2023). Relations between teacher–student relationship quality, emotional engagement, and writing performance. *Language Teaching Research*, *2*(11). https://doi.org/10.1177/13621688231199821

Jaiswal, P. (2019). Using constructive alignment to foster teaching learning processes. *English Language Teaching*, *12*(6), 10. https://doi.org/10.5539/elt.v12n6p10

Kemmis, R. B., & Smith, E. (2002). Australian quality training framework: Impact of provisions relating to teaching and teacher qualifications. *Journal of Community Psychology*, *9*(2), 8–23.

Kim, L. E., Jörg, V., & Klassen, R. M. (2019). A meta-analysis of the effects of teacher personality on teacher effectiveness and burnout. *Educational Psychology Review*, *31*(1), 163–195.

Klenowski, V. (2009). Assessment for learning revisited: An asia-pacific perspective. *Assessment in Education: Principles, Policy & Practice, 16*(3), 263–268.

Lindgreen, A., Di Benedetto, C. A., Brodie, R. J., & Zenker, S. (2021). Teaching: How to ensure quality teaching, and how to recognize teaching qualifications. *Industrial Marketing Management*, *8*(67).

Liu, Y. (2014). Analysis of the differences between Chinese and Canadian university students' evaluation index system - based on the comparison between Nanjing X university and university of Manitoba. *Fudan Education Forum*, *12*(2), 41–60.

Lodhi, M. A., Jabeen, R., Mustafa, S., Siddique, N., Liaqat, A., & Robab, I. (2019). Attitudes, instructional practices and difficulties faced by English teachers while teaching through "quality drive." *English Language Teaching*, *12*(5), 79. https://doi.org/10.5539/elt.v12n5p79

Manning, M., Garvis, S., Fleming, C., & Wong, G. T. W. (2017). The relationship between teacher qualification and the quality of the early childhood education and care environment. *Campbell Systematic Reviews*, *13*(1), 1–82. https://doi.org/10.4073/csr.2017.1

Markic, S., & Eilks, I. (2010). First-Year science education student teachers' beliefs about student- and teacher-centeredness: Parallels and differences between chemistry and other science teaching domains. *Journal of Chemical Education*, *87*(3), 335–339. https://doi.org/10.1021/ed8000864

Miyajima, T. (2008). Gender inequality among Japanese high school teachers: Women teachers' resistance to gender bias in occupational culture. *Journal of Education for Teaching*, *34*(4), 319–332.

Nikolic, S., Suesse, T., Grundy, S., Haque, R., Lyden, S., Hassan, G. M., Daniel, S., Belkina, M., & Lal, S. (2023). Laboratory learning objectives: Ranking

objectives across the cognitive, psychomotor and affective domains within engineering. *European Journal of Engineering Education*, *33*(4). https://doi.org/10.1080/03043797.2023.2248042

Olofin, S. O., & Oluwanife, S. F. (2020). Kolawole's problem solving (KPS) method as a tool for quality teaching and evaluation in open and distance education. *New York*, *1*(3), 86–95. https://doi.org/10.5281/zenodo.3884304

Páez, D., Bobowik, M., & Liu, J. (2017). Social representations of the past and competences in history education. *Palgrave Handbook of Research in Historical Culture and Education*, *22*(3), 491–510. https://doi.org/10.1057/978-1-137-52908-4_26

Pineda, P., & Ashour, S. (2022). Student evaluation of teaching and student centeredness in the humboldtian and emirati tribal traditions of higher education. *Higher Education Research & Development*, *23*(33), 1–16. https://doi.org/10.1080/07294360.2022.2156483

Prosser, M., Ramsden, P., Trigwell, K., & Martin, E. (2003). Dissonance in experience of teaching and its relation to the quality of student learning. *Studies in Higher Education*, *28*(1), 37–48.

Quratulain, Basit, I., Bakhsh, K., & Hafeez, M. (2021). Adult learning theories and their role in instructional design, curriculum development and educational technology. *Wesaw Transactions on Environment and Development, 17*(3), 1149–1159. https://doi.org/10.37394/232015.2021.17.106

Rivai, E., Ridwan, A., Supriyati, Y., & Rahmawati, Y. (2019). Influence of test construction knowledge, teaching material and attitude on sociological subject to quality of objective test in public and private vocational schools. *International Journal of Instruction*, *12*(3), 497–512.

Romero, M., & Kalmpourtzis, G. (2020). Constructive alignment in game design for learning activities in higher education. *Information*, *11*(3), 126. https://doi.org/10.3390/info11030126

Rowley, J. (1996). Measuring quality in higher education. *Quality in Higher Education*, *2*(3), 237–255. https://doi.org/10.1080/1353832960020306

Sadeh, E., & Garkaz, M. (2014). Explaining the mediating role of service quality between quality management enablers and students' satisfaction in higher education institutes: The perception of managers. *Total Quality Management & Business Excellence, 26*(11), 1335–1356.

Sallis, E. (2020). Total quality management in education. *Educational Researcher, 3*(4), 42–58. https://doi.org/10.4135/9789353885977.n3

Sumedi, S. H., & Rovino, D. (2020). Speech act analysis of English teacher talks at SMP negeri 1 rangkasbitung. *Journal of English Language and Culture*, *10*(2). https://doi.org/10.30813/jelc.v10i2.2142

Taghizadeh, M., & Hajhosseini, F. (2020). Investigating a blended learning environment: Contribution of attitude, interaction, and quality of teaching to satisfaction of graduate students of TEFL. *The Asia-Pacific Education Researcher*, *9*(99). https://doi.org/10.1007/s40299-020-00531-z

Tasnia, F. (2023). Standard measurement in online learning: A rubric as a focus on

teaching-learning practices to move up quality education. *EIKI Journal of Effective Teaching Methods*, *1*(3), 34–46.

Torres, A. C., & Weiner, J. (2018). The new professionalism? Charter teachers' experiences and qualities of the teaching profession. *Education Policy Analysis Archives*, *26*(12), 19. https://doi.org/10.14507/epaa.26.3049

Traugh, C. E., & Tilford, M. (1978). Student teaching and its influence upon "student-centeredness"; and "subject- centeredness." *The Teacher Educator*, *14*(3), 28–32. https://doi.org/10.1080/08878737809554708

Tsim, S. (2019). My views on quality teaching and learning. *Innovative Teaching and Learning*, *1*(1), 11–21. https://doi.org/10.4208/itl.oa-2020-04

Tyler, R. W. (1949). *Basic principles of curriculum and instruction*. Chicago London the University of Chicago Press.

Underwood, P. R. (2012). Teacher beliefs and intentions regarding the instruction of English grammar under national curriculum reforms: A theory of planned behavior perspective. *Teaching and Teacher Education, 28*(6), 911–925. https://doi.org/10.1016/j.tate.2012.04.004

Van Geyte, E., & Hadjianastasis, M. (2021). Quality and qualifications: The value of centralized teaching courses for postgraduates who teach. *International Journal for Academic Development*, *23*(2), 1–13.

Westphal, J. D., Gulati, R., & Shortell, S. M. (1997). Customization or conformity? An institutional and network perspective on the content and consequences of TQM adoption. *Administrative Science Quarterly, 42*(2), 366. https://doi.org/10.2307/2393924

Yoshida, F., Conti, G. J., Yamauchi, T., & Misa Kawanishi. (2023). Learner-Centeredness vs. teacher-centeredness: How are they different? *Journal of Education and Learning, 12*(5), 1–1.

Zheng, H. (2022). The connotation and realization of student-centeredness at Cardiff university, UK. *Journal of Higher Education Research, 3*(1), 102–102. https://doi.org/10.32629/jher.v3i1.621

Appendix

Dear Sir/Madam,

Thank you for your participation in this questionnaire survey. The survey will be conducted anonymously, and your relevant information will be kept confidential. Thank you again for your cooperation.

Part Ⅰ:

Please fill in the following basic information:
1. Your gender
A Male
B Female
2. Teaching experience
A Less than 5 years
B 6-10 years
C More than 10 years
3. Your professional title
A Teaching assistant
B Lecturer
C Associate professor
D Professor
4. Your educational background
A Bachelor's degree
B Master's degree
C Doctor

Part Ⅱ:

Please judge to what extent you agree with the following statement; choose the most appropriate option, and mark the corresponding number "√." The questionnaire used a Likert scale, ranging from 1 to 5 in which one indicates strongly disagree, two indicates relatively disagree, three indicates neutral, four indicates relatively agree, and five indicates strongly agree

Measuring Item	Strongly Disagree	Relatively Disagree	Neutral	Relatively Agree	Strongly Agree
Teaching Attitude					
My lectures are meticulously prepared.					
I am dedicated and diligent in my teaching.					

I approach students' questions, both inside and outside the classroom, with seriousness and patience.					
My words and actions serve as a source of great benefit to my students.					
Teaching Content					
I deliver my lectures clearly, with substantive content.					
My classes are well-organized, with clear highlights and key points.					
I am highly familiar with the course content and related fields, teaching with ease and confidence.					
I incorporate the latest achievements in the discipline and evaluate cutting-edge developments.					
Teaching Method					
My lectures are inspiring and stimulate students' thirst for knowledge.					
I effectively utilize examples to illustrate concepts.					
I emphasize the cultivation of students' thinking methods.					
I encourage students to express their viewpoints.					
I can regulate the classroom atmosphere, avoiding monotony and boredom.					
I frequently employ modern teaching methods and make efficient use of classroom time.					
Teaching Effectiveness					
Students can understand					

and grasp the main content of the course.					
Students can apply the knowledge, methods, and principles learned in this course with relative ease.					
Students' interest in the discipline has increased, and they have gained a certain understanding of related fields.					
Students have received systematic training, and their self-learning abilities, thinking abilities, and analytical abilities have been enhanced.					
Teaching Quality					
The course design is closely aligned with industry needs, and the course content is regularly updated.					
I can flexibly apply various teaching methods and encourage active participation in classroom discussions.					
I value students' feedback and adjust my teaching methods and course content accordingly.					
The school provides me with ample teaching resources and necessary teaching support.					