

# 教師教學品質之研究～以育達商業技術學院為例

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## 摘 要

近年來我國大學校院的數量急遽擴增，教學品質低落與招生困難已然成形，如何提昇教學品質以強化大學的競爭力，成為熱烈探討的議題。本研究以 Marsh 所發展的「學生評量教學品質量表」為基礎，旨在瞭解育達商業技術學院學生對教師教學品質的認知，並探討影響教師教學品質之關鍵要素。

研究結果顯示，就教師教學品質各構面的表現，育達教師在與學生互動方面較獲學生肯定，在教學方面則較不能引起學生興趣。整體而言，教師的教學品質仍有相當改善空間。此外，不同背景學生在教師教學品質的滿意度認知上有顯著差異。而「評分與負擔」、「價值與熱忱」、「教師個別友善」是影響教學品質整體滿意的關鍵要素，因此建議透過特定活動強化教師教學技巧，藉由理念宣導引起教師重視教學，對於提昇教師的教學品質應有實質的助益。

關鍵字：教學品質、育達商業技術學院

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# A Study of Teaching Quality at Yu Da University: A Case Study

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## Abstract

In recent years, the quantity of higher education has expanded sharply in Taiwan. The lower teaching quality and the recruit problem are even worse than before. How to promote the quality of teaching methods to enhance the competition ability of the universities has become a public issue.

In this research, we had taken the “Student’s Evaluations of Educational Quality Instrument, SEEQ” developed by Marsh as a basis. The purpose of this research is to find out the perceptions of students at Yu Da University and to explore the key factors in teaching quality.

The results of this research indicates that the students care about the interaction with teachers rather than the teaching skills. And there is still a lot of room for the teacher to make more improvements in their teaching quality. Besides, students with different backgrounds have a significant gap in the recognition of the satisfaction to the issue of teaching quality. On the other hand, we have found that “grading and workload”, “value and enthusiasm”, and “individual rapport” are the key factors in teaching quality. Therefore, we have proposed to promote the mission of teaching through certain activities in Yu Da University so that they may focus more on teaching skills to uplift the quality of higher education.

**Key words: Teaching Quality, Yu-Da University, Stepwise multiple regression analysis**

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