

Organizational culture, teacher self-efficacy, and quality in Chinese higher vocational colleges

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Abstract

The purpose of this study is to determine the relationship among organizational culture, teacher self-efficacy and quality in Chinese higher vocational colleges. The study adopts descriptive research method and questionnaire as the main data collection tool. A total of 305 respondents from three higher vocational colleges in China participated in the study. The results showed that: teachers in higher vocational colleges generally have a high degree of recognition of organizational culture, among which management style is the highest recognition, teachers' self-efficacy performance is good, especially in teaching, showing high self-confidence, teachers' evaluation of teaching quality is good, especially in teaching disciplines and teaching guidance. When demographic variables are grouped according to educational attainment, there are significant differences in commitment in organizational culture, motivational effectiveness in teacher self-efficacy, and assessment in teaching quality. There is a significant correlation between organizational culture, teachers' self-efficacy and teaching quality, indicating that the better organizational culture, the better teachers' self-efficacy and teaching quality. Based on the research conclusions, the training development plan is proposed, and it is suggested that higher vocational colleges should clarify development goals, strengthen team cooperation, provide professional development opportunities, establish teaching evaluation feedback mechanism, and suggest teachers to establish a multi-dimensional evaluation system. This provides substantive suggestions and guidance for the comprehensive development of higher vocational colleges.

Keywords: organizational culture, teacher self-efficacy, teaching quality

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1. Introduction

Vocational education holds a crucial position in China, serving not only as a key pathway for cultivating skilled talents but also as one of the pillars driving the country's economic and social development. The government continues to enhance its support for vocational education by implementing a series of policies and measures aimed at improving the quality of education and fostering the development of the vocational education system. The scale of vocational education is expanding, with an increasing number of vocational schools and a growing array of majors covering various fields, including industry, services, and information technology, offering students a broader range of choices and aligning vocational education more closely with the demands of society. Furthermore, vocational education emphasizes close alignment with industries and actively promotes collaboration between schools and enterprises to ensure that students gain practical work experience during their schooling, thereby enhancing their competitiveness in the job market. Overall, the significance of vocational education in China is increasingly prominent, and the vocational education system is gradually becoming more robust. However, in the process of moving towards a new stage of development, higher vocational colleges are faced with great challenges from many aspects, such as the transformation of education system, social and economic development and scientific and technological innovation. Under this complex background, organizational culture, teacher self-efficacy and teaching quality become the core factors that affect the comprehensive strength and competitiveness of higher vocational colleges.

A positive and supportive organizational culture fosters an environment in which teachers feel motivated, valued, and empowered to excel in their roles. It encourages collaboration, professional growth, and a firm commitment to providing effective and innovative teaching practices that ultimately improve the quality of teaching and inspire the overall development of students, which lays a solid foundation for the sustainable development and overall improvement of higher vocational colleges. Teacher self-efficacy derives from social cognitive theory, which refers to educators' beliefs about their ability to effectively implement teaching strategies and positively impact student learning outcomes (Liu, et. al., 2020). In the specific context of Chinese vocational colleges that focus on practical skills and vocational training, teacher self-efficacy is particularly important in providing a meaningful and engaging educational experience.

A high level of self-efficacy can inspire teachers to be full of confidence and enthusiasm in educational work, and promote them to participate in teaching practice more actively. By believing that they can have a positive impact on their students, teachers are more likely to adopt innovative teaching methods and constantly strive to improve the quality of education. This positive self-efficacy not only improves the teachers' job satisfaction, but also creates a dynamic and creative teaching environment for the school, thus promoting the overall development of the school. Teaching quality mainly refers to the level of teaching and the quality of teaching effect. High quality teaching is not only the core element of shaping the reputation of a school, but also directly related to the attractiveness and competitiveness of a school (Wang, 2023). The improvement of teaching quality is the core driving force to achieve the multi-faceted goals of higher vocational colleges. To achieve the improvement of the overall teaching quality of higher vocational colleges requires not only the efforts of teachers, but the result of the joint efforts of the whole school. This is related to the decision and support of the school leadership, the investment of teaching resources, and the attention to the professional development of teachers. Good organizational culture atmosphere is an important support for improving teaching quality.

The current research results on organizational culture, teacher self-efficacy and teaching quality mainly involve several directions. First, the influence of organizational culture or atmosphere on teacher performance, job satisfaction and self-efficacy. Second, the relationship between teachers' self-efficacy and teaching quality or

performance. Third, the construction of teaching quality evaluation system and teaching quality improvement strategies. There have been no research findings regarding the interrelationships among the three entities, especially on the relationship between organizational culture and teaching quality. Moreover, the research results mainly focus on primary and secondary schools and universities, and pay little attention to higher vocational colleges. In order to fill the gap in this research field, this study is innovative in exploring the relationship between the three variables, which will provide new theoretical and practical support for the development of higher vocational colleges.

Therefore, this study aims to explore the complex relationship between organizational culture, teachers' self-efficacy and teaching quality in Chinese higher vocational colleges, which is of great significance for the research of educational psychology and organizational behavior in the context of Chinese higher vocational education. In addition, the insights gained from this study will provide a basis for education policymakers, college administrators, and teachers to develop targeted interventions to foster a positive organizational culture, enhance teacher self-efficacy, and ultimately improve the quality of teaching in China's vocational colleges. In doing so, this research strives to promote educational excellence, promote student success, and create a more dynamic and innovative educational environment for higher vocational colleges in China.

Objectives of the Study - The purpose of this study is to determine the relationship among organizational culture, teacher self-efficacy and quality in higher vocational colleges. Specifically, it sought to identify the organizational culture in terms of employee participation, organizational goal, management style, interpersonal harmony and organizational commitment; determine the teacher self-efficacy as to efficacy for instruction, efficacy for motivation and efficacy for classroom management; assess teaching quality in terms of teaching, assessment, subject and guidance; test the significant relationship among the three variables and proposed a training development plan for Chinese higher vocational colleges teachers based on the result of the study.

2. Methods

Research Design - This study uses descriptive research methods to study the relationship between organizational culture, teachers' self-efficacy and teaching quality in higher vocational colleges in China. Quantitative research method was adopted in this study. Through effective questionnaire survey of teachers in higher vocational colleges, quantitative data are collected, and the relationship between variables is discussed through statistical analysis. It aims to provide valuable insights for improving the quality of teaching in China's higher vocational colleges and supporting a positive educational environment.

Descriptive research methods aim to describe, explain, and analyze the status quo of phenomena or groups, rather than trying to change or manipulate them. Descriptive research focuses on the overall description of data in order to understand features, trends, or relationships in a field (Nicholas, 2022). Through the use of descriptive research methods, researchers can initially understand the overall situation of higher vocational colleges, comprehensively describe the characteristics of organizational culture, teacher self-efficacy and teaching quality, and help reveal the relationship among various factors through data analysis, while providing key information for decision makers in higher vocational colleges to help formulate more effective policies and improvement measures. To promote the healthy development of organizational culture and improve teaching quality.

Participants of the Study - This study takes the teachers of higher vocational colleges in Jiangmen as the research object to evaluate their organizational culture awareness, self-efficacy and teaching quality. The researchers selected 962 full-time teachers from three public vocational colleges: Jiangmen Polytechnic, Guangdong Jiangmen Chinese Medicine College and Guangdong Jiangmen Preschool Teachers College. In this study, 306 teachers from three higher vocational colleges were selected as interview subjects, and invalid questionnaires were excluded. Finally, 305 valid questionnaires were determined, and the validity of the questionnaires was 99.67%.

Instrument of the Study - This study uses different quantitative tools to collect data on organizational culture,

teacher self-efficacy, and teaching quality, including four parts. The first part is demographic statistics, the second part is organizational culture scale, the third part is teacher self-efficacy scale, and the fourth part is teaching quality scale. The organizational culture questionnaire from Kalaw's 2011 master's thesis was adopted, which consisted of 25 questions and divided organizational culture into 5 dimensions of employee participation, organizational goals, management style, interpersonal harmony and organizational commitment, with 5 questions for each dimension.

The teacher self-efficacy scale was selected from the 12-question teacher efficacy scale compiled by Tschan-Moran and Hoy in 2001, which was revised into the Chinese version by Wu and Zhan in 2017 and obtained good reliability and validity. The scale divides teacher self-efficacy into three dimensions: teaching, motivation and classroom management, with four questions for each dimension of Teaching quality Scale. The Teaching Quality Scale uses the scale in Puteri et al. 's 2017 research paper, which consists of 21 questions and is divided into four dimensions: teaching, assessment, subject and guidance. The six questions are about teaching and learning, reflecting aspects such as teaching methods, teaching resources and teaching organization to ensure effective knowledge transfer and learning experience. Six questions about assessment, reflecting the effectiveness of teachers in assessing student learning outcomes. 4 questions about subjects, reflecting the rationality of the subject and teaching content Settings. 5 questions about guidance, showing the teacher's attitude and effect in guiding students. With the premise of undergoing ethical review, statisticians conducted a reliability test on the questionnaire. The Cronbach's alpha values for all variables and sub-dimensions were above 0.8, indicating high reliability and internal consistency of the research data.

Data Gathering Procedure - The questionnaire was distributed online via the Questionnaire Star web platform. The first step is to send the prepared questionnaire to some subjects to test the reliability and validity of the questionnaire. The test results meet the requirements. The second step is to compile a formal questionnaire through the website, check the completeness and accuracy of the questionnaire content, contact the management staff of the investigation school, and issue the questionnaire to the survey subjects after the review and approval, and remind the survey subjects to fill in the questionnaire carefully. The third step, the questionnaire data collected by the questionnaire star is exported, the data is checked, and the invalid data is processed.

Data Analysis - In conducting the data analysis, various statistical methods were employed. To characterize the demographics of the participants, including age, gender, length of service, and level of education, techniques such as frequency and percentage distribution were utilized. To evaluate the organizational culture based on factors like employee involvement, goals of the organization, style of management, interpersonal relations, and commitment to the organization, as well as to assess teacher self-efficacy regarding instructional methods, motivation, and classroom management, and the quality of teaching across different dimensions including instruction, evaluation, subject knowledge, and counseling, weighted averages and rankings were applied. The Shapiro-Wilk Test results indicated that the p-values for the primary variable exceeded 0.05, suggesting a normal distribution of the dataset. Consequently, the Independent sample t-test and Analysis of Variance (ANOVA) were applied for two and three groups, respectively, to identify any significant disparities, as part of the non-parametric analysis techniques. Furthermore, the Pearson Product Moment Correlation was utilized to explore the significant correlations among the variables studied. Additional analyses, such as the post hoc test, were also conducted. For evaluating the variables, the following Likert Scale was adopted: Strongly Agree (3.50-4.00), Agree (2.50-3.49), Disagree (1.50-2.49), and Strongly Disagree (1.00-1.49). The data analysis was facilitated by the use of the PASW software, version 26, interpreting the findings at alpha levels of 0.05 and 0.01 to ensure robustness.

Ethical Considerations - This study aims to ensure that the dignity, rights and well-being of all participants are fully respected and protected. Prior to data collection, participants were informed of the study objectives, methods, potential benefits and risks, and ensured that they fully understood the nature of their participation. In order to protect the privacy of participants during the data collection process, all collected data is anonymize to ensure that it cannot be traced back to any individual and that the information is securely stored and processed. In the process of data processing, any data is processed fairly and unbiased, and any form of data tampering or improper manipulation is avoided. The sharing of research results will also follow ethical principles to protect

participants from any possible negative effects. Ensure that the ethics of research and the rights and interests of participants are adequately protected.

3. Results and discussion

Table 1
Summary Table on Organizational Culture

Indicators	Weighted Mean	Verbal Interpretation	Rank
Employee Participation	3.05	Agree	4
Organizational Goal	3.07	Agree	2
Management Style	3.10	Agree	1
Interpersonal Harmony	3.06	Agree	3
Organizational Commitment	3.03	Agree	5
Composite Mean	3.06	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 1 presents a summary of organizational culture, with a composite average of 3.06, indicating that respondents agree with the above indicators. Among the five dimensions, management style ranked first with an overall score of 3.10, followed by organizational goals (3.07) and interpersonal harmony (3.06). Finally, employee engagement (3.05) and organizational commitment (3.03) received the lowest ratings. The recognized organizational management style and achievement of organizational goals can be largely attributed to the macro environment cultivated by China. The robust support from the government for higher vocational education is a pivotal strategic initiative. Through the formulation and implementation of substantive policies, the government has unequivocally affirmed the crucial role of vocational education in the entire education system, treating it on par with undergraduate education. Furthermore, the government has set the ambitious goal of constructing high vocational schools and specialized programs with distinctive Chinese characteristics and international standards. This clear policy direction provides substantial support for higher vocational institutions, creating favorable conditions for them to receive high acclaim in terms of organizational management and goal attainment.

Teachers' recognition of interpersonal harmony indicates that teachers experience mutual trust, cooperation and support in interacting with each other, which contributes to overall job satisfaction and team effectiveness. College teachers have high education and high quality, and there are not too many conflicts of interest among teachers, so the interpersonal relationship is generally harmonious. In fact, the interpersonal relationship atmosphere of each school is different. Relatively speaking, schools with higher levels or higher overall educational level have higher requirements for teachers' performance, so teachers are under greater pressure, the competition among teachers is more intense, and the relationship may become tense (Zhang, 2020).

Shi (2019) research shows that in the survey of teachers' satisfaction in vocational colleges, teachers' satisfaction in interpersonal relationship is the highest, which can be explained specifically from the following two points: First, Vocational colleges have more practical training courses and competitions, and direct communication and contact between teachers and students are more frequent. Therefore, a good relationship between teachers and students has been established, and the average score of teachers' satisfaction with the relationship is the highest. Second, teachers in colleges and universities have high personal cultivation and strong sense of dedication and service, so most teachers have high satisfaction with interpersonal relationships. In addition, compared with other social professions, the labor group of college teachers determines that the team cooperation among teachers is more than the competition between each other, and the direct conflict of interests is not large, so the relationship between teachers is more harmonious, and the sense of pleasure between colleagues and leaders is stronger.

Employee engagement usually reflects a positive organizational atmosphere, involving the degree of employee participation in decision-making, work arrangement, problem solving, etc. By encouraging employees to participate in decision-making, employees' self-identity in the organization is strengthened (Wang, et. al., 2019). There are many channels to improve employee participation, and the most important is the formulation of relevant policies, so that smooth communication channels can be established.

Although the score of organizational commitment ranked last, it was also recognized by teachers. Teacher's organizational commitment is the symbol of school organizational culture, and the level of organizational commitment is the best indicator to predict teacher turnover rate, and affects teachers' work performance. Specifically, teachers trust and accept the organizational goals and values of the school, are willing to devote as much energy as possible to the work of the school, and are full of pride in being a member of the school. Gong (2020) confirmed that organizational commitment is an important internal mechanism for organizations to influence teachers' job engagement. Organizational commitment is teachers' psychological response to the organic organizational structure, which will stimulate their obligation to repay and thus promote their job engagement.

Against the backdrop of rapid vocational education growth, higher vocational colleges have experienced swift development. However, in some institutions, the welfare policies available for teachers are somewhat limited, or due to issues such as resource allocation, teachers' opportunities for professional advancement are constrained. This lack of promotional pathways and training opportunities can adversely affect their commitment to the organization. Research by Ling, et. al., (2020) confirms that training has a positive impact on the professional commitment and organizational commitment of knowledge workers, emphasizing the importance of comprehensive support and development opportunities for educators to increase their engagement and loyalty to the institution. This highlights the urgent need for schools to invest in strong development programs and create clear career paths to develop a supportive and committed faculty.

Table 2
Summary Table on Teacher Self-Efficacy

Indicators	Weighted Mean	Verbal Interpretation	Rank
Efficacy for Instruction	3.07	Agree	1
Efficacy for Motivation	3.02	Agree	3
Efficacy for Classroom Management	3.03	Agree	2
Composite Mean	3.04	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

Table 2 presents a summary of teachers' self-competence. The comprehensive average score of the three items is 3.04, indicating agreement, indicating that teachers in vocational colleges have a high sense of self-efficacy. The average score of teaching effectiveness was the highest at 3.07, and teachers in vocational colleges usually have a wealth of practical work experience and industry expertise. It may be easier for them to integrate their practical experience into their teaching, make the teaching content closer to practical application, enhance the learning experience of students, and thus improve the teaching effectiveness. According to the research of Lai (2018), teachers have the highest self-efficacy in the application of teaching strategies and skills, and there is almost no difference between classroom strategies and students' participation. This may be because master teachers have accumulated teaching methods and teaching strategies during their undergraduate and postgraduate studies, and have mastered good teaching knowledge, but they are not rich in teaching experience. Therefore, the efficacy of teachers in classroom management is lower than that of teaching strategies and skills.

In the second rank, classroom management effectiveness, with an average score of 3.03, and teachers in vocational colleges are likely to have more practical teaching experience, which makes them better able to cope with problems in student behavior and classroom management. Experienced teachers are usually able to organize and control the classroom more effectively, making the teaching process smoother.

Studies have confirmed that classroom management self-efficacy can affect teachers' willingness to adopt specific classroom management strategies and their persistence in experiencing setbacks in actual classroom management actions. Good classroom management effectiveness helps to create a positive learning environment, enabling students to better focus on subject content and improve learning results. The effective management of teachers can also reduce the disturbance and bad behavior of students in the classroom, improve the teaching efficiency, and make knowledge more smoothly transferred to students. In addition, enhanced classroom management helps to build positive teacher-student relationships, increase students' trust in the educational process, and make students more willing to engage in interaction, thus forming a better learning atmosphere. In addition to

efficient classroom management, teachers can also improve their career satisfaction and self-efficacy, and bring greater sense of achievement to teaching work. Studies have shown that the aspects in which a teacher feels confident are generally reflected in her teaching behavior and can make students form positive perceptions (Zhou, 2023).

At the bottom of the list was motivation effectiveness, with an average score of 3.02. The source of students in higher vocational colleges is relatively complex, students' admission scores are generally low, and students may face problems such as lack of learning confidence, improper learning methods, lack of learning motivation and incorrect learning attitude during the learning process. In the face of the objective teaching group of higher vocational students, teachers' teaching psychological pressure cannot be avoided.

The better evaluation of teachers' self-efficacy is closely related to the improvement of teachers' overall quality in higher vocational colleges. The higher teacher's overall quality is, the stronger teacher's sense of efficacy is. Vice versa (Li, 2020). Teachers in higher vocational colleges generally have higher educational backgrounds, and their levels of theoretical knowledge and practical skills are relatively advanced. Therefore, these teachers exhibit a higher level of self-efficacy. The influencing factors of teachers' self-efficacy can be divided into internal factors and external factors. From the perspective of vocational teachers themselves, the internal factors that affect the improvement of their self-efficacy include the following three aspects: First, self-identity, that is, the confidence brought by their own theoretical level and professional quality; Second, experience identification, that is, the possibility of successful teaching experience accumulation and replication; Third, factor identification, that is, the pleasure generated by emotional and physiological factors. These three are positively correlated with the self-identity of higher vocational teachers. On the contrary, feelings of frustration caused by repeated failures, self-denial caused by others' denial, negative emotions and negative attitudes caused by physiological factors can all reduce self-efficacy (Zhang, et. al., 2020). It can be strengthened from these aspects to enhance the self-efficacy of teachers in higher vocational colleges.

Table 3

Summary Table on Teaching Quality

Indicators	Weighted Mean	Verbal Interpretation	Rank
Teaching	3.11	Agree	3
Assessment	3.04	Agree	4
Subjects	3.13	Agree	1.5
Guidance	3.13	Agree	1.5
Composite Mean	3.10	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 3 is a summary of teaching quality. The comprehensive average score of the four items is 3.10, indicating agreement, indicating that respondents generally agree with the above indicators. Subjects and instruction had the highest average score of 3.13, followed by teaching with an average score of 3.11 and finally assessment with an average score of 3.04. Higher vocational colleges pay attention to the practical specialty setting, which makes it easier for students to combine what they have learned with practical application in the learning process. Higher vocational education usually pays more attention to cultivating students' practical operation and practical ability, so the course content may be closer to the vocational needs, providing more practical skills and knowledge. The recognition of teaching subjects reflects the successful experience of higher vocational colleges in training practicability, career-oriented orientation and integration with industry.

Teaching guidance mainly depends on teachers. Teachers should carefully create a "student-centered" learning environment, act as a facilitator of students' learning, and encourage students to improve their enthusiasm and initiative in learning (Zhang, et al., 2023). In the teaching process, vocational colleges adopt effective teaching methods and guidance methods to enable students to better understand and master the course content. Teachers demonstrate professionalism, teaching experience and the ability to interact with students, as well as an active interest in the student learning process.

For teachers in vocational colleges, it is essential to liberate themselves from traditional educational ideologies.

Ultimately, they should fully integrate curriculum development and professional construction into the teaching process, meeting diverse needs from students, parents, and society. Additionally, it is crucial to adjust teaching methods based on the characteristics and interests of individual students. Organizing distinctive teaching processes tailored to different requirements and implementing reforms in educational management systems, such as modular teaching and flexible credit systems, facilitates the realization of personalized education (Jiang, et. al., 2023).

At this stage, the design of educational evaluation indexes in some higher vocational colleges is unreasonable, which is reflected in the following two aspects: First, the traditional evaluation criteria are still used, and the evaluation index design fails to keep pace with The Times, resulting in educational evaluation deviating from the goal and direction of curriculum construction, which not only affects the smooth development of other educational work, but also brings adverse effects on the development of students' comprehensive literacy; Second, some higher vocational colleges follow the result-oriented educational evaluation, that is, adopt the final evaluation in the educational evaluation, ignoring the adjustment and optimization of teachers' teaching mode, as well as the development of students' learning ability and the improvement of comprehensive literacy, resulting in the lack of certain accuracy and objectivity of the evaluation results (Chen, 2023).

In the process of education and teaching in higher vocational colleges, there should be perfect and scientific educational evaluation standards, teachers should meet the diversified requirements of teaching means in teaching, carry out assessment in students' unconscious, and also pay attention to students' learning potential, current situation and future development, so as to alleviate students' psychological pressure. Compared with the time and energy spent on evaluating students' learning results, it is more difficult to evaluate and describe students' learning process. Based on this, it is not enough to rely only on the perseverance and perseverance of teachers, but also must be guaranteed by a scientific overall design (Tang, 2021).

Table 4
Relationship Between Organizational Culture and Teacher Self-Efficacy

Employee Participation	r-value	p-value	Interpretation
Efficacy for Instruction	.370**	0.000	Highly Significant
Efficacy for Motivation	.438**	0.000	Highly Significant
Efficacy for Classroom Management	.455**	0.000	Highly Significant
Goal Scale			
Efficacy for Instruction	.474**	0.000	Highly Significant
Efficacy for Motivation	.463**	0.000	Highly Significant
Efficacy for Classroom Management	.452**	0.000	Highly Significant
Management Style			
Efficacy for Instruction	.370**	0.000	Highly Significant
Efficacy for Motivation	.408**	0.000	Highly Significant
Efficacy for Classroom Management	.389**	0.000	Highly Significant
Interpersonal Harmony			
Efficacy for Instruction	.399**	0.000	Highly Significant
Efficacy for Motivation	.359**	0.000	Highly Significant
Efficacy for Classroom Management	.363**	0.000	Highly Significant
Organizational Commitment Scale			
Efficacy for Instruction	.408**	0.000	Highly Significant
Efficacy for Motivation	.504**	0.000	Highly Significant
Efficacy for Classroom Management	.461**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 4 demonstrates a moderate positive correlation between teacher organizational culture and teacher self-efficacy, as indicated by the computed r-values. The resulting p-values were all below the alpha level, signifying a significant relationship. This suggests that a higher quality organizational culture is associated with higher levels of teacher self-efficacy. In higher vocational colleges, organizational culture, like the soul of the campus,

profoundly affects teachers' working attitude and self-cognition. When the campus is filled with a positive, supportive and encouraging culture, teachers are naturally inspired to work more passionately. This kind of culture is often reflected in the care and respect from the leadership, collaboration and mutual assistance among teachers, and a shared commitment to the mission of the educational cause.

Good cooperation enhances the sense of unity among teachers, and teachers who have a positive view of the school atmosphere are more willing to believe that they and their colleagues are capable of dealing with students' problems (Jiang, et. al., 2022). In an equal and harmonious school organizational atmosphere, teachers will gain a good sense of teaching efficacy (Zhao, 2021). At the same time, if the organizational culture focuses on the respect and development of the individual differences of teachers, teachers will be more confident to show individuality and creativity in academic research and teaching practice. Therefore, the organizational culture in higher vocational colleges, whether it is permeated by the leadership or integrated into the daily work of teachers, is an environment full of emotional temperature. If teachers can perceive a stronger democratic atmosphere, they will change their passivity into initiative and gain more positive emotional experience, such as pleasure, attachment, gratitude, etc. (Lin, et. al., 2021) In such a cultural atmosphere, teachers are more inclined to regard themselves as participants and promoters of the school cause, and it is easier for them to find their own values and achievements in the educational cause. With the support of organizational culture, teachers will be able to explore their abilities to become more developed. This is one of the factors that can increase self-efficacy because organizational culture is a "value and assumption system that guides how the organization conducts its business. (Febi, 2023).

On the other hand, teachers' higher self-efficacy can promote organizational culture. When teachers succeed in teaching practice, their sense of self-efficacy is strengthened. This increase in self-confidence will enable teachers to participate more actively in the school's activities and decision-making process, forming a shared vision of teacher and school goals aligned. This shared vision is often the source of cohesion in the organizational culture and contributes to a positive and dynamic work atmosphere in the school. In short, there is a complementary relationship between the improvement of teachers' self-efficacy and the superiority of organizational culture in higher vocational colleges. This relationship not only has a positive impact on the growth of individual teachers, but also provides a solid foundation for the overall development and innovation of the school. By working together, teachers and schools create a dynamic and cohesive work culture that provides a strong foundation for better students and school progress. Research shows that the school atmosphere has a significant positive predictive effect on teachers' sense of self-efficacy. Therefore, it is imperative for schools and educators to implement strategies aimed at fostering a positive classroom environment, such as teaching students to observe classroom discipline, while creating a positive and pleasant learning environment; in addition, teachers should strengthen communication, exchange views, and enhance cooperation among teachers, for example, discussing the learning development of specific students and collaborating on the development of teaching methods or materials (Li, 2022).

Table 5
Relationship Between Organizational Culture and Teaching Quality

Employee Participation	r-value	p-value	Interpretation
Teaching	.428**	0.000	Highly Significant
Assessment	.377**	0.000	Highly Significant
Subjects	.446**	0.000	Highly Significant
Guidance	.353**	0.000	Highly Significant
Organizational Goal			
Teaching	.428**	0.000	Highly Significant
Assessment	.435**	0.000	Highly Significant
Subjects	.400**	0.000	Highly Significant
Guidance	.440**	0.000	Highly Significant
Management Style			
Teaching	.430**	0.000	Highly Significant
Assessment	.447**	0.000	Highly Significant
Subjects	.348**	0.000	Highly Significant
Guidance	.370**	0.000	Highly Significant

Interpersonal Harmony			
Teaching	.346**	0.000	Highly Significant
Assessment	.397**	0.000	Highly Significant
Subjects	.453**	0.000	Highly Significant
Guidance	.461**	0.000	Highly Significant
Organizational Commitment			
Teaching	.413**	0.000	Highly Significant
Assessment	.388**	0.000	Highly Significant
Subjects	.432**	0.000	Highly Significant
Guidance	.405**	0.000	Highly Significant

Legend: Significant at p -value < 0.01

Table 5 illustrates a moderate positive correlation between teacher organizational culture and teaching quality, as suggested by the computed r -values. The resulting p -values, all below the alpha level, signify a significant relationship. These findings imply that a higher quality organizational culture is linked to an improvement in teaching quality. The superiority of organizational culture in colleges and universities has a positive impact on teaching quality. Good organizational culture is usually reflected in the great importance to the teaching cause and the concern for the relationship between teachers and students. A clear understanding of the mission of teaching by school leaders, as well as support and encouragement for educators, can inspire teachers' enthusiasm and responsibility. In such an organizational climate, teachers have easier access to the necessary support and resources to help them focus more on teaching and improve the quality of teaching. A healthy and open school cultural atmosphere can stimulate teachers' enthusiasm for professional learning (Wang, 2020).

A good organizational culture helps to establish a positive academic atmosphere and promote teaching reform and innovation. Schools find it more feasible to motivate and assist teachers in engaging with educational research, curriculum reform, and various initiatives. The provision of academic freedom and encouragement empowers teachers to consistently enhance their teaching capabilities and embrace progressive methodologies, consequently elevating the overall standard of education. Failure on the part of colleges and universities to cultivate an organizational culture characterized by innovation and collaboration during efforts to enhance teaching quality may result in a lack of motivation among teachers to drive educational reform (Zhang, 2020). A good organizational culture provides students with a more challenging and stimulating learning environment, prompting them to participate more actively in academic activities and enhance academic literacy.

The high teaching quality of higher vocational colleges will also create high quality organizational culture. The school's excellent teaching standards attract outstanding teachers and promising students, forming a dynamic and collaborative academic team. This teamwork attitude permeates the entire campus and contributes to a positive and dynamic organizational culture. At the same time, excellent educational practice is often accompanied by continuous innovation in teaching methods and forward-looking educational concepts, which promotes the overall innovation culture of the school. This cultural atmosphere not only stimulates the creativity of educators, but also provides a more challenging and inspiring academic environment for students. Therefore, first-class teaching quality not only improves the level of education, but also is a key driving force for building a positive, innovative and cooperative organizational culture in colleges and universities. High-quality teaching standards symbolize the societal value of a school. The level of classroom teaching quality is a crucial determinant of students' knowledge and skill levels, serving as a significant factor influencing the school's societal recognition (Wang, et. al., 2020).

Table 6
Relationship Between Teacher Self-Efficacy and Teaching Quality

Efficacy for Instruction	r -value	p -value	Interpretation
Teaching	.376**	0.000	Highly Significant
Assessment	.483**	0.000	Highly Significant
Subjects	.470**	0.000	Highly Significant
Guidance	.382**	0.000	Highly Significant

Efficacy for Motivation			
Teaching	.402**	0.000	Highly Significant
Assessment	.388**	0.000	Highly Significant
Subjects	.382**	0.000	Highly Significant
Guidance	.431**	0.000	Highly Significant
Efficacy for Classroom Management			
Teaching	.480**	0.000	Highly Significant
Assessment	.383**	0.000	Highly Significant
Subjects	.394**	0.000	Highly Significant
Guidance	.412**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 6 demonstrates a moderate positive correlation between teacher self-efficacy and teaching quality, as suggested by the computed r-values. The resulting p-values, all below the alpha level, indicate a significant relationship. This implies that a higher level of teacher self-efficacy is associated with an enhancement in teaching quality. The enhancement of teachers' self-efficacy often has a positive impact on teaching quality. When teachers are confident in their educational abilities, they are more inclined to adopt proactive teaching strategies and flexibly respond to various teaching challenges. This self-assurance can inspire teachers to delve more profoundly into understanding students' needs and elevate innovative thinking in curriculum design and teaching methods. Furthermore, the strengthened self-efficacy equips teachers with greater resilience, enabling them to actively confront and resolve challenges during instruction. Additionally, the improved self-efficacy of teachers may transmit to students, encouraging them to participate more willingly in learning. Students sensing the teacher's confidence and professionalism are likely to engage more actively in their studies, contributing to an overall enhancement of teaching effectiveness. Therefore, the quality of teachers' self-efficacy directly correlates with the enthusiasm and creativity they exhibit in teaching, thereby fostering an overall improvement in teaching quality.

Teachers rate their self-efficacy as the maximum effectiveness to complete a task, and teachers with high self-efficacy are more likely to achieve achievements in teaching that may reduce their anxiety level (Jiang, 2022). On the other hand, teaching quality also affects teachers' self-efficacy, and the improvement of teachers' teaching quality is often closely related to the improvement of professional knowledge, teaching methods and teacher-student interaction. When teachers can achieve remarkable achievements in teaching and observe students achieve good learning outcomes, this successful experience helps to strengthen teachers' confidence in their own educational ability and self-efficacy. Through effective teaching strategies and the active participation of students, teachers can directly feel their direct contribution to the academic success of students, thereby building a positive attitude towards educational work. This kind of positive feedback often forms a virtuous circle, stimulating teachers to invest more actively in high-quality teaching practice and constantly improve the level of education.

Teachers' self-efficacy is closely related to effective teaching. Teachers with higher self-efficacy can obtain higher quality effective teaching. Teachers' self-efficacy is significantly related to students' learning level. College teachers with a high sense of self-efficacy improve students' learning initiative through various methods, and the improvement of students' learning initiative can reverse stimulate teachers' sense of honor (Xu, et al., 2020). There may be a positive feedback loop between teachers' self-efficacy and teaching quality. Good teaching quality can potentially boost teachers' self-efficacy, and the reinforced self-efficacy may, in turn, promote higher levels of teaching performance, creating a positive cycle. According to Eric's (2019) data, there is a positive correlation between teachers' self-efficacy and the implementation of teaching strategies, the belief is that self-efficacy by the teacher will have a greater impact on student success. The impact of student success can be attributed to effective instructional strategies that are implemented by teachers with high self-efficacy.

4. Conclusions and recommendations

According to the data results and analysis, the following conclusions are drawn: Teachers in higher vocational colleges have a good recognition of organizational culture, among which management style is the highest, that is

to say, teachers currently recognize the management style of organizations. Higher vocational college teachers have better self-efficacy cognition and the highest teaching efficacy, which indicates that teachers have more prominent self-confidence in teaching work. Teachers in vocational colleges have a good evaluation of teaching quality, among which the evaluation of teaching subjects and teaching guidance are the highest, which may reflect the excellent performance of teachers in teaching design, teaching methods and subject knowledge, as well as their active guidance and support for students' learning. Organizational culture and teachers' self-efficacy in higher vocational colleges are significantly related to teaching quality. The better organizational culture is, the better implies that teachers' self-efficacy and teaching quality is. A teacher training and development plan was put forward based on the basis of the results of the study.

Given the findings, the researchers make the following recommendations: Higher vocational colleges may set clear development goals, ensure that the development goals are consistent with the core values, formulate regular plans, improve teachers' participation in school decision-making through extensive participation, and stimulate teachers and students' sense of identity and participation. Administrators of higher vocational colleges may establish a reward mechanism by organizing team building activities, interdisciplinary working groups, project cooperation and other ways to reward the achievements of team cooperation and encourage team cooperation and innovation of faculty and staff. At the same time, professional development opportunities can be provided for teachers, including the training of teaching methods and the application of the latest educational technology, to help teachers constantly improve their teaching skills and professional level, so as to improve teachers' self-efficacy. The teaching administration department of higher vocational colleges may establish a scientific and effective teaching evaluation feedback mechanism, including peer evaluation, student evaluation and teaching observation, to help teachers understand their own advantages and room for improvement, and stimulate teachers' teaching enthusiasm. Teachers may establish a multi-dimensional evaluation system, adopt various forms of evaluation methods, fully understand students' knowledge level and practical application ability, and establish an effective feedback mechanism to timely convey the evaluation results and growth suggestions to students, so that students can adjust their learning strategies in a targeted way and give full play to their personal potential. In future studies, it is suggested that researchers explore more dimensions to evaluate the quality of teaching in order to promote the development of teachers and the overall growth of students. Proposed training and development plans may be submitted for discussion and implementation.

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