

School heads' social support and teaching effectiveness among Chinese college teachers

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Abstract

This paper explores the intricate relationship between the social support offered by Chinese college heads and the teaching effectiveness of college teachers. The primary objective is to analyze this relationship and propose strategies for enhancing the support provided by school heads to teachers. The study commences with a demographic analysis of the respondents, focusing on gender, age, educational level, and years of service in the school. It then evaluates the level of social support rendered by principals, categorizing it into emotional, informational, instrumental, and professional development support. Concurrently, the teaching effectiveness of university teachers is assessed through various parameters such as instructional methods, student engagement and support, communication skills, and classroom management and organization. The core of the study lies in analyzing the correlations between different forms of social support from school heads and the teaching effectiveness of teachers. This involves examining the significant relationships that exist between these two variables. The paper culminates by presenting a set of effective strategies and pathways aimed at optimizing the social support provided by school heads to teachers.

Keywords: school heads' social support, teaching effectiveness, Chinese college teachers

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1. Introduction

In the field of higher education in China, the role of university presidents extends beyond administrative management; they also serve as academic leaders and champions of educational reform, with a close connection between their social support for the faculty and teaching effectiveness (Wang, et. al., 2018). With the development of China's "Double First-Class" initiative and the acceleration of educational modernization (Lin, et. al., 2021), the leadership role of university presidents in enhancing teaching quality, motivating teacher development, and fostering a healthy academic ecosystem is becoming increasingly prominent. School head's social support encompasses a range of behaviors and actions that contribute to a positive and nurturing work environment for teachers. This includes emotional support, such as empathy and understanding; informational support, such as guidance and advice; and appraisal support, including constructive feedback and recognition. The school head's role in providing social support is crucial in creating a sense of belonging, improving job satisfaction, and fostering a collaborative culture (Beatty, et al., 2020).

Social support theory suggests that when individuals face stress, resources and support from organizations and social systems significantly impact their job performance and satisfaction (Jolly, et al., 2021). For university professors, the diverse social support provided by university presidents, such as policy guarantees, career development opportunities, academic freedom, and motivational incentives, are key factors influencing their teaching engagement, innovation, and teaching effectiveness (Udegbunam, et al., 2021). Teaching effectiveness is a multifaceted concept that involves the ability to facilitate learning, inspire students, manage classroom dynamics, and contribute to the overall academic success of students. It is influenced by various factors, including teacher qualifications, teaching methodologies, classroom management skills, and the support they receive from school administration. The effectiveness of teaching is a critical determinant of educational quality and student outcomes (Muttaqin, et al., 2018).

Existing research has shown that university presidents can effectively enhance teachers' teaching enthusiasm and effectiveness by providing ample teaching resources and support mechanisms (Cheng, 2022). Furthermore, the human-centered and equitable management philosophy advocated by university presidents also has a positive impact on teachers' teaching attitudes and teaching quality (Malhotra, et al., 2022). However, specific strategies and approaches to effectively optimize teachers' teaching effectiveness through the social support of university presidents still require further exploration. While the existing literature has extensively explored the role of university presidents in providing social support and its impact on teaching effectiveness, there remains a notable gap in understanding the specific mechanisms and strategies through which this support translates into enhanced teaching outcomes. Most studies have focused on the general correlation between leadership support and teaching effectiveness, with less emphasis on the nuanced, context-specific strategies that are most effective in the Chinese higher education landscape. Furthermore, there is a lack of empirical research that delves into how different types of social support (emotional, informational, and appraisal) uniquely contribute to teaching effectiveness among Chinese college teachers. Therefore, this study aims to fill this gap by identifying and analyzing specific strategies and approaches employed by university presidents in China to optimize teacher effectiveness through social support. Particularly in the context of rapid development in Chinese higher education, the construction of a scientific, rational, and flexible system of presidential support to unleash teachers' potential, improve teaching quality, and enhance the quality of talent development is an urgent issue to address (Huang, et al., 2020).

This paper analyzes the intrinsic relationship between the social support provided by Chinese university presidents to teachers and their teaching effectiveness. At the same time, it aims to explore effective strategies and approaches to optimize the social support from presidents to teachers.

Objectives of the Study - This study aims to analyze the relationship between the social support provided by Chinese college heads and teacher teaching effectiveness, and to propose effective strategies and pathways for optimizing heads' social support to teachers. More specially the profile of the respondents in terms of gender, age, educational level of teachers, and years of service in the school. It evaluates the level of social support provided by principals in terms of emotional support, informational support, instrumental support, and professional development support. It assesses university teachers' teaching effectiveness in terms of instructional methods, student engagement and support, communication skills, classroom management and organization. The study analyzes the correlations between different forms of social support from heads and teaching effectiveness, examining the significant relationships between school heads' social support and teaching effectiveness. Finally, it presents effective strategies and pathways for optimizing school heads' social support to teachers.

2. Methods

Research Design - Following the framework outlined by Siedlecki (2020), the study employed descriptive research to gather detailed information about the phenomena as they existed. This approach was instrumental in painting a vivid picture of the existing conditions and variables under study. Specifically, the research focused on describing the nature of social support provided by school heads and its perceived impact on teaching effectiveness. This involved a thorough examination of various dimensions of social support, such as emotional, informational, and appraisal support, and how these elements influenced teachers' instructional strategies, classroom management, and student engagement. In line with Fowler's (2013) definition, the study utilized survey research as a primary data collection tool. Surveys were designed to gather self-reported data from Chinese college teachers regarding their experiences and perceptions of social support from school heads. The survey included questions related to the frequency, quality, and type of support received, as well as teachers' self-assessment of their teaching effectiveness. This method allowed for the collection of data from a large sample, enabling the study to have broader applicability and generalizability within the Chinese educational context. Building on the approach suggested by Seeram (2019), the study also incorporated correlational research to examine the relationships between the variables. This nonexperimental approach was used to assess the statistical relationship between the level and type of social support provided by school heads and the teaching effectiveness of college teachers. The analysis sought to identify patterns and correlations, providing insights into how different forms of support influenced various aspects of teaching effectiveness, such as student performance, teacher motivation, and instructional quality/ Overall, this research design combined descriptive, survey, and correlational methodologies to offer a multifaceted view of the role of school heads' social support in enhancing teaching effectiveness among Chinese college teachers.

Participants of the Study - The participants of the study included 293 college teachers sourced from four colleges situated in distinct regions of China - east, south, west, and north. The four schools are Changchun University of Electronic Science and Technology, Hanshan Normal University, Linyi University, and Chongqing Yitong University. This geographical spread ensures a representative sample that reflects the diverse educational landscapes and cultural nuances present across the country. The participant pool is characterized by a rich diversity in demographics. It includes teachers of different genders, ages, highest academic qualifications, and lengths of teaching experience. This heterogeneity is crucial as it allows for a comprehensive understanding of how variables such as age, gender, educational background, and teaching tenure might influence perceptions of school heads' social support and its impact on teaching effectiveness.

Instruments of the Study - Two research instruments were utilized in this study: the Principal's Social Support Scale and the University Teachers' Teaching Effectiveness Scale. Four Likert scales were employed to depict the respondents' perception of the extent of social support from the principal and the teaching effectiveness of university teachers.

The survey questionnaire comprised three parts. The first part pertained to the background information of university teachers, providing details about their gender, age, highest educational attainment, and years of

teaching experience. The second part was the School Heads' Social Support Scale, designed to measure the level of social support provided by the principal to university teachers. There were a total of 22 items, encompassing four dimensions: Emotional Support, Informational Support, Instrumental Support, and Professional Development Support. The third part was the University Teachers' Teaching Effectiveness Scale, used to assess the teaching effectiveness of teachers. There were 21 items in total, organized into four dimensions: Instructional Methods, Student Engagement and Support, Communication Skills, and Classroom Management and Organization.

To test the reliability of the instruments in the study, 32 participants took part in the pilot test. Data from these participants were collected through Questionnaire Star and entered into SPSS for analysis. The Cronbach Alpha coefficients of the subscales, as well as that of the whole questionnaire, were calculated. The α coefficients for all subscales ranged from 0.916 to 0.963. Additionally, the Cronbach Alpha coefficient for the entire questionnaire reached 0.91. Therefore, the internal consistency reliability coefficients for both the subscales and the whole questionnaire were deemed acceptable, as they all exceeded 0.70 (Dörnyei, et. al., 2010).

Data Gathering Procedure - Data were collected through the online survey platform Questionnaire Star, and the links to the online questionnaires were sent to teachers known personally by the researchers or were shared with their colleagues via WeChat. Once the study title received approval from the team, the researchers began consulting experts in their department and conducted a pilot study with 32 respondents before distributing the questionnaire to ensure the instrument's effectiveness. Data collection was conducted using a modern, efficient approach. Participants were provided with electronic questionnaires distributed online, facilitating ease of access and increased participation rates. This method also ensured a broader reach, enabling teachers from various parts of China to contribute their experiences and insights without the geographical constraints typically associated with traditional survey methods. After obtaining reasonable results, the researchers conducted a formal large-scale survey with the consent of all participants. The results from the teachers were downloaded from Questionnaire Star. Subsequently, the researchers assessed, translated, and coded the data in Excel before forwarding it to the research center for encoding using SPSS.

Data Analysis - To perform data analysis, the following statistical tools were used. Frequency and percentage distribution were used to describe the demographic profile of the respondents in terms of gender, age, educational level of teachers, and years of service in the school. Weighted means and ranking were used to evaluate the level of social support provided by principals in terms of emotional support, informational support, instrumental support, and professional development support and assessed university teachers' teaching effectiveness in terms of instructional methods, student engagement and support, communication skills, classroom management and organization. The result of Shapiro-Wilk Test revealed that p-values of the main variable was less than 0.05 which means that the data set is not normally distributed. Therefore, Mann Whitney U test and Kruskal Wallis was used to test as part of the non-parametric tests to determine the significant differences. Likewise, Spearman rho was used to test the significant relationship of the treated variables. In addition, post hoc test was also conducted. In addition, all data were treated using a statistical software known as PASW version 26 to further interpret the result of the study using an alpha level of 0.05 and 0.01.

Ethical Considerations - For the sake of their identity or to practice or utilize ethnic consideration, none of the respondents' names were disclosed for ethical consideration and confidentiality policy. Before administering this instrument, the researcher had already made it plain to the respondents that the questionnaire was merely a big data survey for performing this research and had no other use or aims. Furthermore, the questionnaire was administered following the respondents' comprehension of the research instructions and research items. In terms of citations, the researcher made certain that all citations were included in the references section.

3. Results and discussion

Table 1

Summary Table on School Heads' Social Support

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Emotional Support	2.67	Often	1
2. Informational Support	2.59	Often	4
3. Instrumental Support	2.62	Often	2.5
4. Professional Development Support	2.62	Often	2.5
Composite Mean	2.63	Often	

Legend: 3.50 – 4.00 = Always; 2.50 – 3.49 = Often; 1.50 – 2.49 = Sometimes; 1.00 - 1.49 = Never

Table 1 involves understanding how different types of support from school heads impact teaching effectiveness in Chinese colleges. The table presents a summary of the four dimensions of social support – Emotional, Informational, Instrumental, and Professional Development Support. The composite mean of 2.63 indicates that school heads in Chinese colleges frequently provide various forms of social support to their teachers. This overall level of support is a positive indicator of a supportive environment conducive to teaching effectiveness. Specifically, it can be stated that Emotional support outperformed the other components with a composite mean of 2.67. Emotional support ranks highest among the types of support provided by school heads, indicating its significant role in the Chinese educational context. This type of support, which includes empathy, understanding, and care, is essential for creating a positive work environment. In a culture where educational roles are often stressful and demanding, emotional support from school heads can significantly impact teachers' job satisfaction, well-being, and motivation. The high score in this category reflects the understanding among school heads of the importance of emotional well-being in teaching effectiveness. It shows that Emotional support being ranked the highest aligns with the findings of Berkovich et al. (2020) and Ford et al. (2019), emphasizing its importance in fostering job satisfaction and emotional well-being. This type of support is crucial for managing stress and burnout among educators and is linked to enhanced teacher motivation and job engagement.

Instrumental and Professional Development Support being ranked equally indicates that school heads are effective in providing tangible assistance and opportunities for professional growth (Mean=2.62, ranked 2.5). Instrumental and professional development support are tied in ranking, highlighting their equal importance in the eyes of Chinese college teachers. Instrumental support includes tangible assistance such as resources, administrative help, and conflict resolution, which are crucial for teachers to perform their roles effectively. Instrumental support, as highlighted by Voss, et. al., (2020) and Aldosiry (2022), includes resources and administrative help, which are essential for effective teaching. Professional Development Support, crucial for keeping pace with pedagogical advancements, involves facilitating access to training and learning opportunities, as noted by Tsoetsi (2013) and Day et al. (2020). Professional development support, on the other hand, focuses on opportunities for teachers to enhance their skills and knowledge. This includes facilitating participation in workshops, conferences, and further education. In the rapidly changing landscape of Chinese higher education, continuous professional growth is essential for teachers to stay updated with pedagogical advancements and maintain high teaching standards, as found in the research by Glackin (2019).

Informational support, while still rated as 'Often', is slightly lower in rank (Mean=2.59, ranked 4). This suggests that there might be room for improvement in keeping teachers informed about educational policies, contemporary instructional techniques, and providing constructive feedback. Liebowitz, et. al., (2019) and Yan, et. al., (2019) highlighted the importance of this support in adapting to new technologies and teaching methodologies. This type of support involves providing advice, guidance, and resources necessary for professional and personal development. In the context of Chinese higher education, where teachers face challenges such as adapting to educational reforms and integrating technology in teaching, informational support from school heads becomes indispensable. The score in this category suggests that while school heads are providing this support, there may be room for improvement in terms of regularity and relevance (Jin, et. al., 2018;

In conclusion, the summary table data provides valuable insights into the types of social support provided by school heads in Chinese colleges. This support appears to be a significant factor in creating an environment where teachers feel supported, valued, and motivated, which is essential for effective teaching and learning.

Table 2*Summary Table on Teaching Effectiveness*

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Instructional Methods	2.94	Often	2
2. Student Engagement and Support	2.93	Often	3
3. Communication Skills	2.92	Often	4
4. Classroom Management and Organization	2.99	Often	1
Composite Mean	2.95	Often	

Legend: 3.50 – 4.00 = Always; 2.50 – 3.49 = Often; 1.50 – 2.49 = Sometimes; 1.00 - 1.49 = Never

Table 2 shows that understanding how various aspects of teaching contribute to overall effectiveness in Chinese colleges with a composite mean of 2.95. The table presents a summary of four dimensions of teaching effectiveness – Instructional Methods, Student Engagement and Support, Communication Skills, Classroom Management and Organization. Teachers in Chinese colleges frequently exhibit effectiveness in the four dimensions of teaching. This overall level of effectiveness is a positive indicator of the quality of teaching in Chinese higher education.

Item 4 shows that teachers place significant emphasis on managing and organizing their classrooms effectively (Mean=2.99, ranked 1). This aspect of teaching effectiveness is crucial as it directly impacts the learning environment and the ability to deliver content effectively. In the context of Chinese higher education, where class sizes can be large and the curriculum extensive, effective classroom management and organization are essential. The high score suggests that teachers feel confident in their ability to manage their classrooms efficiently, which includes organizing resources, maintaining discipline, and structuring lessons in a way that maximizes learning opportunities. This aligns with the findings of Zhu, et. al., (2020) and Ma et al. (2022), emphasizing the importance of clear rule-setting, consistent routines, and equitable attention to students. Effective classroom management is crucial for maintaining an orderly and productive environment, especially in the context of large class sizes and diverse student needs in Chinese colleges.

Item 1 got the second place (Mean=2.94, ranked 2). The high ranking of instructional methods indicates that teachers are actively employing diverse strategies to facilitate learning. This reflects the growing emphasis on student-centered approaches, problem-based learning, and the integration of technology in instruction, as highlighted by Li (2023) and Xu et al. (2023). Effective instructional methods are key to enhancing critical thinking and practical skills among students.

Instructional methods rank second, indicating their significant role in teaching effectiveness. This encompasses the strategies and techniques used by teachers to facilitate learning, such as the use of diverse teaching materials, incorporation of interactive activities, and adaptation of teaching styles to suit different learning needs. In the rapidly evolving educational landscape of China, where there is a push towards innovative and student-centered teaching methods, the effectiveness of instructional methods is key to engaging students and enhancing their learning experiences. This aligns with the shift towards more interactive and supportive teaching practices in Chinese higher education, as noted by Yu et al. (2018) and Li et al. (2022). Engaging students effectively and providing them with the necessary support are crucial for their academic success and well-being.

Student engagement and support are critical dimensions of teaching effectiveness, particularly in the context of Chinese higher education. This score reflects the teachers' efforts in engaging students in the learning process and providing them with the necessary support to succeed academically. This includes motivating students,

providing feedback, addressing individual learning needs, and creating an inclusive and supportive learning environment. The emphasis on student engagement and support is particularly relevant in the Chinese educational system, where student success is highly valued.

In response to item 3 (Mean=2.92, ranked 4), Communication skills, while still rated as 'Often', are slightly lower in rank. Communication skills, though ranked slightly lower, are still a vital component of teaching effectiveness. This involves the ability to convey information clearly, engage in meaningful dialogues with students, and provide instructions and feedback effectively. This suggests that there might be room for improvement in this area. Effective communication, encompassing both verbal and non-verbal skills as well as cultural sensitivity, is essential for clear information conveyance and fostering a positive learning environment, as emphasized by Zhou (2019) and Caruth (2018).

Table 3 presents the association between School Heads' Social Support and Teaching Effectiveness. It was observed that the computed rho-values indicates a strong direct correlation and the resulted p-values were less than the alpha level. This means that there was significant relationship exists and implies that the better the assessment on School Heads' Social Support, the more effective the teaching are.

In terms of emotional support, first of all, the rho-value of 0.681 with a p-value of 0.000 indicates a highly significant and strong positive correlation between emotional support and instructional methods. This suggests that emotional support from school heads, such as empathy and understanding, is closely linked to the effectiveness of teachers in their instructional strategies. Second, with a rho-value of 0.729, this correlation is also highly significant and strong, indicating that emotional support is crucial in enabling teachers to engage and support their students effectively. The correlation between emotional support and communication skills is strong and highly significant (rho = 0.667), suggesting that emotional support from school heads enhances teachers' ability to communicate effectively with their students. Finally, the rho-value of 0.696 indicates a strong and highly significant relationship, suggesting that emotional support from school heads is important for effective classroom management and organization. Instructional Methods, Student Engagement and Support, Communication Skills, Classroom Management and Organization areas show a highly significant correlation with emotional support. This aligns with the findings of Fu et al. (2022), emphasizing the role of emotional support in enhancing self-efficacy and well-being, which are crucial for effective teaching practices.

Table 3

Relationship Between School Heads' Social Support and Teaching Effectiveness

Emotional Support	rho-value	p-value	Interpretation
Instructional Methods	.681**	0.000	Highly Significant
Student Engagement and Support	.729**	0.000	Highly Significant
Communication Skills	.667**	0.000	Highly Significant
Classroom Management and Organization	.696**	0.000	Highly Significant
Informational Support			
Instructional Methods	.640**	0.000	Highly Significant
Student Engagement and Support	.684**	0.000	Highly Significant
Communication Skills	.653**	0.000	Highly Significant
Classroom Management and Organization	.679**	0.000	Highly Significant
Instrumental Support			
Instructional Methods	.663**	0.000	Highly Significant
Student Engagement and Support	.660**	0.000	Highly Significant
Communication Skills	.627**	0.000	Highly Significant
Classroom Management and Organization	.648**	0.000	Highly Significant
Professional Development Support			
Instructional Methods	.638**	0.000	Highly Significant
Student Engagement and Support	.651**	0.000	Highly Significant
Communication Skills	.620**	0.000	Highly Significant
Classroom Management and Organization	.689**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

In terms of informational support, first of all, the rho-value of .640 indicates a highly significant and strong

correlation, suggesting that informational support, such as guidance and advice, is important for effective instructional methods. With a rho-value of 0.684, this correlation is also highly significant and strong, indicating that informational support is crucial for engaging and supporting students effectively. The following is that the rho-value of 0.653 shows a strong and highly significant relationship, suggesting that informational support enhances teachers' communication skills. Finally, the rho-value of 0.679 indicates a strong and highly significant correlation, suggesting that informational support is important for effective classroom management and organization. Han et al. (2022) emphasized that adequate teaching resources and autonomy support contribute positively to both teacher self-efficacy and engagement.

In terms of instrumental support, first of all, the rho-value of 0.663 indicates a highly significant and strong correlation, suggesting that instrumental support, such as resources and administrative help, is important for effective instructional methods. With a rho-value of 0.660, this correlation is also highly significant and strong, indicating that instrumental support is crucial for engaging and supporting students effectively. The rho-value of 0.627 shows a strong and highly significant relationship, suggesting that instrumental support enhances teachers' communication skills. Last, the rho-value of 0.648 indicates a strong and highly significant correlation, suggesting that instrumental support is important for effective classroom management and organization. The strong correlation between instrumental support and all areas of teaching effectiveness suggests that tangible resources and assistance provided by school heads are critical for effective teaching. This reflects the findings of DiPaola et al. (2018), which highlights the importance of resources and administrative support in teaching effectiveness.

In terms of professional development support, first of all, the rho-value of 0.638 indicates a highly significant and strong correlation, suggesting that professional development support is important for effective instructional methods. Second, with a rho-value of 0.651, this correlation is also highly significant and strong, indicating that professional development support is crucial for engaging and supporting students effectively. The rho-value of 0.620 shows a strong and highly significant relationship, suggesting that professional development support enhances teachers' communication skills. The rho-value of 0.689 indicates a strong and highly significant correlation, suggesting that professional development support is important for effective classroom management and organization. Professional development support also shows a highly significant correlation with all areas of teaching effectiveness. This supports the research by Liu et al. (2018), which found a positive impact of professional development on teaching practices.

It reveals highly significant and strong correlations between all forms of social support from school heads (emotional, informational, instrumental, and professional development) and various aspects of teaching effectiveness (instructional methods, student engagement and support, communication skills, and classroom management and organization). These findings underscore the critical role of school heads in providing comprehensive social support to enhance teaching effectiveness in Chinese colleges.

"Double First-Class" Initiative aims to develop world-class universities and disciplines in China. This has likely increased the pressure on university teachers to enhance teaching quality and innovate in their instructional methods, making the role of school heads' support even more critical.

Table 4

Enhancing the teaching effectiveness of Chinese college teachers, strategies and practices of school heads' social support

Key Result Area/ Program Objectives	Strategies / Activities	Success Indicators	Persons Involved
1. SCHOOL HEADS' SOCIAL SUPPORT			
Informational Support - To enhance teachers' access to and utilization of current educational information, resources,	Develop an online resource hub with up-to-date educational materials, policy updates, and research. Organize regular seminars and webinars featuring experts in various educational fields. Establish a mentorship program pairing less experienced teachers with seasoned educators for knowledge	90% of teachers reported that they received a high degree of information support, tool	School Heads, Teachers, Administrative Staff, External Experts and Trainers,

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and best practices. Instrumental Support - To provide practical and logistical support to teachers, enhancing their ability to focus on and improve their teaching effectiveness. Professional Development Support - To foster continuous professional growth and development among teachers.	exchange. Implement a feedback system to continually assess and improve the relevance and quality of information provided. Allocate funds for classroom resources and teaching aids. Streamline administrative processes to reduce teachers' non-instructional workload. Develop a support system for classroom management and conflict resolution. Implement a regular review process to identify and address any gaps in instrumental support. Offer funding and leave opportunities for teachers to attend workshops, conferences, and further education. Develop in-house training programs focused on pedagogical skills and contemporary teaching methods. Establish a system for setting and reviewing individual professional development goals. Encourage and support research and publication endeavors among faculty.	support and professional development support.	Human Resources Department
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2. TEACHING EFFECTIVENESS

Student Engagement and Support - To enhance teachers' ability to effectively engage students in the learning process and provide comprehensive support for their academic and personal development. Communication Skills - To improve teachers' communication skills, both in delivering instructional content and in interacting with students, colleagues, and parents.	1. Implement training workshops focused on student-centered teaching techniques and engagement strategies. Develop a system for monitoring and addressing individual student needs, including academic counseling and mentorship programs. Encourage the use of interactive and collaborative learning activities in the classroom. Establish feedback mechanisms for students to express their learning experiences and needs. 2. Conduct communication skills workshops focusing on clarity, expressiveness, and effective listening. Offer language enhancement courses, if necessary, especially for teachers in a multilingual educational environment. Provide training in digital communication tools and platforms to facilitate modern teaching needs. Encourage peer observations and feedback sessions to refine communication styles and techniques.	90% of teachers reported that Student Engagement and Support was relatively high, and 90% of teachers reported that Communication Skills had improved significantly.	Teachers, Students, School Heads, Professional Development Trainers, Educational Consultants
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4. Conclusions and recommendations

The demographic distribution of the participants in this study provides a rich background for analyzing the relationship between university presidents' social support and teaching effectiveness. Female respondents, aged 41-50, holding a doctoral degree, and having 11-15 years of service, dominate the sample, adding a layer of complexity to the impact of social support on teaching efficiency. Emotional support is the most highly valued form of social support provided by Chinese college school heads, closely followed by instrumental and professional development support. Information support is also positively evaluated but considered an area in need of improvement. Chinese university teachers excel in classroom management and organization, effectively employ diverse teaching methods, excel in student engagement and support, and receive positive evaluations for their communication skills. However, there is room for further improvement in the latter aspect. Chinese college teachers' perceptions of school heads' social support and teaching effectiveness vary significantly based on gender, years of service, age, and experience, indicating a need for diverse support strategies at different career stages. Various forms of social support provided by college school heads—emotional, informational, instrumental, and professional development—are highly significant and strongly correlated with various aspects of teaching effectiveness, highlighting the critical role of college school heads in enhancing teaching quality. By implementing strategies for information, instrumental, and professional development support, as well as initiatives to enhance student engagement and teacher communication skills, Chinese universities can improve teaching efficiency and college school heads' social support. Success can be measured through high teacher satisfaction and significant outcomes.

Institutions may develop comprehensive professional development programs for faculty that encompass teaching skills, personal growth, technological proficiency, and innovative methods, incorporating external expertise and opportunities for workshops and conferences. School leaders may focus on enhancing emotional support for teachers through personalized meetings, recognition of achievements, and a nurturing work environment, considering different career stages and genders for inclusivity. Colleges may create strong support systems providing necessary resources, modern teaching tools, and administrative assistance to enable teachers to concentrate on their primary teaching duties. School heads may encourage a culture of open communication and constructive feedback is essential, with school heads actively seeking teacher input through anonymous surveys, suggestion boxes, and open faculty meetings. The school heads may consider assessing the proposed plan to enhance information, instrumental, and professional development support, while also taking measures to improve student engagement and teacher communication. The future research may focus on in-depth exploration of the role of college school heads in promoting critical thinking, digital literacy, and global awareness among faculty members. Additionally, it may investigate the ultimate impact on teaching efficiency and student performance in the ever-evolving educational environment.

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