Teacher quality and students' achievement emotions in Chinese primary and secondary schools

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Abstract

This study aimed to explore the impact of teacher quality on students' achievement emotions in China using a descriptive research approach. The investigation focused on three main variables: the participants' profiles, teacher quality, and achievement emotions. These variables were analyzed within a specific theoretical framework and relevant literature. The primary and secondary school student groups were the main subjects of analysis. In general, students indicated a positive perception of teacher quality, with an average score of 2.69. Similarly, students expressed positive achievement emotions, with an average score of 2.67. Notably, significant differences were observed in professional skills ($p = 0.021$), personal characteristics ($p = 0.000$), and ethical standards/values ($p = 0.034$) when the participants were grouped by age. Moreover, differences were observed in learning-related emotions based on both age and year level. The computed correlation values demonstrated a strong positive relationship, supported by p-values lower than the alpha level. The study concluded that a majority of surveyed students (47.4%) fell within the 21-25 age range, were female, and were in their second year of study. Students generally had a favorable perception of teacher quality, particularly in terms of professional skills (composite mean of 2.74). These findings offer valuable insights to educators, guiding them in creating an environment conducive to students' confidence, emotional well-being, and improved performance. The identified significant differences underscore the importance of recognizing and addressing the diverse expectations and preferences of students across different age groups. It is recommended that a professional development program be designed to enhance not only pedagogical skills but also personal characteristics and ethical values. This approach can contribute to improved teacher quality and consequently support students' achievement emotions and academic success.

Keywords: influence, teacher quality, achievement, emotions, professional skills, students

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1. Introduction

In China, the rapidly developing society not only puts forward quality-oriented education for students, but also puts forward higher requirements for teachers, not only knowledge imparts, but also quality-oriented education for teachers. This is the basis and priority of the whole moral system of a society. Although education department has issued some corresponding measures and ways to improve teachers' whole quality, unit of choose and employ persons in the candidates have more attention to teachers' character virtue of factors, but usually only constraint at that time, a long time between teachers and students in the campus, the teacher not only in class, and in the recess, especially a teacher in charge. The influence of contact with students is even greater than the influence of parents on their children. At this time, a class leader with high quality and sense of responsibility, consciously improve their all-round quality self-cultivation ability, from the heart to affect the development of students' mental health is very important, cannot be ignored (Peng et al., 2014).

Education in China has undergone substantial reforms over the years, emphasizing academic achievement and knowledge acquisition as key markers of success. However, a critical aspect often overlooked within this framework is the emotional well-being of students, which significantly influences their learning experiences and overall success. The role of teachers in shaping students' emotional responses and academic achievement is widely acknowledged. Yet, within the context of China, there exists a gap in understanding the specific influence of teacher quality on students' emotional experiences concerning their academic success. This research aims to bridge this gap by exploring the relationship between teacher quality and students' achievement emotion within the Chinese educational landscape (Guo et al., 2019).

School is the first place for everyone to integrate into the society. Children are just like white paper. They will have the greatest impact on them and form corresponding moral values. Teachers' quality has an important influence on students' psychological development. This is because teachers are not only the initiator, organizer, and evaluator of students' learning activities, but also the shaper of students' souls and the mental health doctor of students. The mental health level of students is directly affected by teachers themselves, which has a long-term and multifaceted impact. At the same time, it will affect the development of students in the future (Blazar, et. al., 2017).

The quality of teachers has an important impact on the psychological development of students, so it should first optimize the quality of teachers when training the next generation of physical and mental health. Teachers should have a strong reserve of professional subject knowledge and constantly improve their learning ability (Jimenez, 2021). Only in this way can it provide guidance for students to participate in knowledge learning. In addition, teachers should have healthy psychology and good professional ethics. Continuously release the power of education and teaching work, so that the spirit of education can be enriched. The following is a comprehensive discussion on the content of teachers' professional quality.

While Chinese education has seen remarkable advancements, studies focusing on the emotional dimensions of student achievement remain limited. Research has primarily emphasized academic outcomes, neglecting the nuanced interplay between emotional experiences and educational success. Understanding the impact of teacher quality on students' achievement emotion is crucial, especially given the cultural significance of education in China and its implications for student well-being and success.

Achievement emotions encompass a spectrum of feelings that students experience in academic settings, influenced by various factors such as learning, assessment, and interactions with educators. These emotions can

include feelings of pride, enjoyment, anxiety, boredom, and even shame or frustration, triggered by academic tasks, success, failure, or the learning environment. In Chinese primary and secondary schools, students' achievement emotions hold considerable significance due to the emphasis on academic success, cultural attitudes toward education, and societal expectations. For instance, high-stakes examinations and competitive academic environments prevalent in these settings might contribute to heightened emotions like stress, anxiety, and pressure. Understanding students' achievement emotions is critical as they significantly impact learning outcomes, motivation, engagement, and overall academic performance. Positive emotions, such as enjoyment and pride, can enhance learning and motivation, while negative emotions, like anxiety or boredom, might impede learning and academic success. Teachers play a pivotal role in shaping students' emotional experiences in the classroom. Teacher quality, including pedagogical approaches, instructional strategies, and supportive relationships, can influence students' emotional responses to learning tasks and assessments. Effective teaching practices that foster a positive and supportive classroom environment are often associated with more positive student emotions and better learning outcomes (Wu, et. al., 2022).

Defining and operationalizing "teacher quality" can be challenging. There are multiple dimensions like pedagogical skills, subject knowledge, interpersonal skills that contribute to teacher quality, and these dimensions might interact differently with students' emotions. Emotions are complex and subjective. There could be difficulties in accurately measuring and categorizing students' achievement emotions. Ensuring the validity and reliability of the measurement instruments for emotions is crucial. The study's focus on Chinese primary and secondary schools raises questions about the cultural specificity of emotions and their relationship to teacher quality. Emotions might be expressed and interpreted differently across cultures, impacting how teacher quality influences them. Determining causality between teacher quality and students' achievement emotions might be challenging. It's unclear whether teacher quality directly influences emotions or whether other factors mediate or moderate this relationship. Students' emotional experiences might differ based on their age, grade level, or developmental stage. The study might need to consider these variations in emotional experiences across different stages of education. The nature of teacher-student relationships and interactions could significantly influence students' emotions. Exploring these dynamics and their impact on emotional experiences might provide a more nuanced understanding (Nilsen, 2016). The study's findings might be specific to the context of Chinese primary and secondary schools. Extending these findings to other cultural or educational settings could be challenging. Addressing these issues may involve refining the conceptualization and measurement of teacher quality and students' emotions, considering cultural nuances, employing longitudinal or mixed-methods approaches, and exploring the nuances of teacher-student interactions. This could lead to a more comprehensive and nuanced understanding of how teacher quality relates to students' emotional experiences in Chinese schools.

The researcher ardent intention to conduct this study stems from recognizing that student achievement is not solely about academic success; it also hinges on emotional experiences that shape learning attitudes, motivation, and engagement. Understanding how teacher quality impacts these emotions can pave the way for more supportive classroom environments benefiting both academic success and emotional well-being. Improving teacher quality is pivotal in nurturing students' personalities, fostering their psychological development, and profoundly influencing their future growth. This research seeks to bridge gaps in existing literature by examining specific facets of teacher quality—like teaching methods, pedagogical approaches, classroom dynamics, and teacher-student relationships—and their impact on students' emotional experiences within China's educational landscape. Through this exploration, the study aims to furnish practical recommendations for educators and policymakers, empowering them to refine teaching strategies that cater holistically to students' development within the Chinese education system.

Objectives of the Study - This research paper aimed to determine the influence of teacher quality on the achievement emotion of students in China. Specifically, it aims to determine the demographic profile of the students in terms of age, sex, and year level; assess teacher quality in terms of Professional skills, Personal characteristics, Ethical standards and values, Professional development and life-long learning; students'

achievement emotion in terms of Class related emotions, Learning related emotions, and Test emotions; tested the significant difference on teacher quality and students' achievement emotion when grouped according to demographic profile; tested the significant relationship across the two major variables; finally, proposed a professional development program based on the results of the study.

2. Method

Research Design - This study employed a descriptive method. As accentuated by McCombes (2019), the goal of descriptive research is to fully and precisely characterize a group of people, event, or phenomenon. When the goal of the research is to identify traits, frequency, trends, and classifications, it is a suitable option. When little is known about the subject or issue, it is helpful. The literature technique, questionnaire survey method, and mathematical statistics method are specifically used. This study identified three research variables, respondents' profile, teacher quality, and achievement emotion, under the direction of a specific theoretical framework and related literature research. The influence of teacher quality on the achievement emotion of students in China was established by reviewing the literature related to them, profile of the respondents, teacher quality and achievement emotion. The descriptive analysis research methodology was used to measure three variables and ascertain how they are related. Finally, performed a thorough discussion and analysis of the research findings using pertinent theories.

Participants of the Study - The main groups analyzed were primary and secondary school students. In the selection of the actual participants, simple random sampling technique was employed. This was used since in this technique, each primary and secondary student from the selected schools was given equal and independent chance of being selected. Each participant who met the inclusion criteria had equal probability of being chosen as part of the sample. This was how the researcher came up with the sample size of 536. The sample size of 536 was calculated using the Raosoft sample size calculator, for a population size above 10,000 with a 95% confidence level and a 5% margin of error, a sample size of 536 yields a margin of error of around 4.24%. This margin of error indicated a relatively precise estimation from the sample data regarding the population parameters.

Instrument of the Study - This study used questionnaire composed of three parts to investigate. Part I elicited that profile of the primary and secondary students as to age, sex and year level. Part II entailed the information about teacher quality, the questionnaire was adapted from the study of Lihong (2011). Part III obtained about achievement emotion; the questionnaire was patterned from the study of Yanhong (2011). The questionnaire about teacher quality and achievement emotion was evaluated using a 4-point. The adaptive questionnaires about teaching quality and achievement emotion were presented to three experts in the field of research and in educational management. These were from the institution where the researcher studied. They were given a copy along with the validation tool. The results of the validation were attached in the appendices.

After the factor analysis is completed, the reliability test of each dimension of the scale and the total scale is to be continued. The credibility test methods commonly used in the Likert scale are Cronbach's α coefficient and half-reliability. Crocker and Algiana (1986) pointed out that using the α coefficient is better than the halving method to estimate the internal consistency coefficient. When preparing questionnaires, the α coefficient is often used as one of the measurement reliability data. In the field of social sciences, the use rate of the α coefficient is the highest.

After the validation, comments and suggestions from the experts were incorporated in the revised questionnaire. Then it was pilot-tested to obtain the reliability of the instruments. So far, the results of the Cronback Alpha analysis showed that all the domains included in the questionnaire were reliable since the internal consistency showed good and excellent. The table below showed the summary of the results of the reliability tested performed by a certified statistician.

Table 1
Summary of Reliability Test

Indicators	Cronbach Alpha	Remarks
Professional Skills	0.913	Excellent
Personal Characteristics	0.819	Good
Ethical Standards and Values	0.853	Good
Professional Development and Lifelong Learning	0.801	Acceptable
Class-related Emotions	0.855	Good
Learning-related Emotions	0.863	Good
Test emotions	0.855	Good

George and Mallery (2003) provide the following rules of thumb: "_ > .9 – Excellent, _ > .8 – Good, _ > .7 – Acceptable, _ > .6 – Questionable, _ > .5 – Poor, and _ < .5 – Unacceptable

Data Gathering Procedure - The process began by rigorously evaluating the questionnaire's validity and reliability to ensure its effectiveness in capturing relevant information. Subsequently, leveraging the "questionnaire star" feature on the WeChat platform, the researcher efficiently distributed the questionnaires to the targeted respondents. Prior to distribution, direct engagement with the university's vocal college teachers' representative was pivotal. Through detailed explanations over phone calls, the researcher clarified the survey's purpose and secured consent, ensuring the teachers' comprehension and support. Upon receiving the responses via the platform, the collected data were systematically exported using the platform's designated function. To maintain data integrity, a meticulous transfer process was undertaken, entering the gathered information into an Excel spreadsheet. The culminating step involved forwarding the compiled dataset to a specialized statistician adept at handling complex data analyses. This final stage aimed to extract valuable information and patterns, facilitating a deeper understanding of the collected data and enabling informed decision-making or conclusions.

Ethical Consideration - The primary and secondary schools' students under investigation were given the right to know the purpose of the experiment. Investigators passed on information to ensure that anonymous test papers and questionnaires remained anonymous throughout the research process. In addition, the experiment was conducted under the supervision of the teaching departments of the schools surveyed. From the questionnaire survey, all the statistical data in this article were correct. Moreover, the moral permission came from the research center of LPU (Lyceum University of the Philippines).

Data Analysis - After retrieving the questionnaire, the answers to the questionnaire will be encoded in excel format, and then sent to the research center, and be decoded by statisticians using SPSS17. In the context of grading and weighted mean calculation, the use 4-point Likert scale offered a structured means to assess individuals' sentiments or perspectives regarding a particular subject. The Likert scale, functioning as a tool for gauging attitudes or feelings, allows respondents to select an option that aligns with their viewpoint. In this scenario, the grading system associates numerical values with verbal explanations, creating a clear delineation of attitudes. For instance, a score falling between 3.50 to 4.00 signifies "Strongly Agree," indicating a robust alignment with the subject matter, while a score of 1.0 to 1.49 reflects "Strongly Disagree," denoting a stark contrast in viewpoint. The specificity of these ranges provides a structured framework to interpret and quantify subjective responses, facilitating a nuanced understanding of individuals' perspectives within the context of grading and weighted mean assessment.

3. Results and discussion

Summarized in Table 2 is the students' assessment of teacher quality. Professional skills rank first (M=2.74). Professional development and lifelong learning ranks second (M=2.70). Ethical standards and values rank third (M=2.67). Personal characteristics ranks fourth (M=2.66). Overall, teacher quality is generally agreed by the students built upon the composite mean (M=2.69).

The table provides a comprehensive overview of the students' evaluation of teacher quality across distinct dimensions. Professional skills emerge as the highest-rated aspect (mean = 2.74), indicating students highly value teachers' expertise and proficiency in classroom practices. Following closely, professional development and lifelong learning (mean = 2.70) secure the second position, showcasing the significance students attribute to educators' ongoing growth and commitment to learning. Ethical standards and values rank third (mean = 2.67), demonstrating students' recognition of teachers' ethical conduct and values. Personal characteristics occupy the fourth position (mean = 2.66), indicating the importance students place on teachers' demeanor and personal traits. Overall, the students generally agree on teacher quality, reflected in the composite mean of 2.69, depicting a consensus across these diverse dimensions. This suggests that while different aspects hold varying degrees of importance, students collectively acknowledge and appreciate multifaceted qualities that contribute to effective teaching and a positive learning environment.

Table 2

Summary Table on Teacher Quality

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Professional Skills	2.74	Agree	1
2. Personal Characteristics	2.66	Agree	4
3. Ethical Standards and Values	2.67	Agree	3
4. Professional Development and Lifelong Learning	2.70	Agree	2
Composite Mean	**2.69**	**Agree**	

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

The results negate the study by Burroughs et al. (2019) who explained that while researchers concur that teachers are one of the most significant school-based resources in determining students' future academic success and lifetime outcomes, they have struggled to define the qualities of an effective teacher.

Table 3

Summary Table on Achievement Emotions

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Class-related Emotions	2.67	Agree	2
2. Learning-related Emotions	2.70	Agree	1
3. Test Emotions	2.64	Agree	3
Composite Mean	**2.67**	**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 summarizes students' assessment of achievement emotions. It can be seen that learning-related emotions ranks first (M=2.70); Class-related emotions ranks second (M=2.67); and Test emotions ranks third (M=2.64). Overall, the students generally agreed on achievement emotions grounded on the composite mean (2.67). According to the study by Jacob et al. (2019), which attested that students' achievement emotions have an impact on learning and academic success, the stated results support this assertion. As a result, studies on teaching and learning in higher education ought to pay attention to students' emotional as well as cognitive outcomes. The findings indicate that students' feelings of success are generally very positive. Compared to teacher-centered settings, student-oriented settings offer more liberty and participation, but not always better or fewer negative feelings. Discussions of the main quantitative findings' theoretical and methodological ramifications are also included.

Table 11 displays the comparison of responses on teacher quality when grouped according to profile. It was observed that there was significant difference on professional skills (p = 0.021), personal characteristics (p = 0.000) and ethical standards and values (p = 0.034) when grouped according to age. This means that the

responses differ statistically and based on the post hoc test conducted, it was found out that those who are 21 – 25 years old have better assessment than others.

Table 4

Relationship Between Teacher Quality and Achievement Emotions

Professional Skills	r- value	p-value	Interpretation
Class-related Emotions	.650**	0.000	Highly Significant
Learning-related Emotions	.601**	0.000	Highly Significant
Test Emotions	.604**	0.000	Highly Significant
Personal Characteristics			
Class-related Emotions	.612**	0.000	Highly Significant
Learning-related Emotions	.582**	0.000	Highly Significant
Test Emotions	.562**	0.000	Highly Significant
Ethical Standards and Values			
Class-related Emotions	.641**	0.000	Highly Significant
Learning-related Emotions	.605**	0.000	Highly Significant
Test Emotions	.582**	0.000	Highly Significant
Professional Development and Lifelong Learning			
Class-related Emotions	.580**	0.000	Highly Significant
Learning-related Emotions	.507**	0.000	Highly Significant
Test Emotions	.549**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 4 presents the association between teacher quality and achievement emotions. It was observed that the computed r-values indicates a strong direct correlation and the resulted p-values were less than the alpha level. This mean that there was significant relationship exists and implies that the better is the quality of teacher, the better is the academic emotions.

The analysis presented in Table 4, which examines the association between teacher quality and achievement emotions, highlights the correlation between these two variables. The computed r-values indicate a strong direct correlation between teacher quality and achievement emotions. A positive correlation suggests that as teacher quality increases, the positive nature of achievement emotions also increases. The mention of p-values being less than the alpha level indicates that the observed relationship between teacher quality and achievement emotions is statistically significant. The alpha level is often set as the threshold for determining statistical significance, typically at 0.05. The strong direct correlation implies that as the perceived quality of a teacher improves, students are more likely to experience positive achievement emotions. These emotions could include feelings of competence, pride, excitement, and engagement in the learning process. The findings suggest that the effectiveness and quality of teaching have a meaningful influence on how students feel about their academic achievements.

A higher quality of teaching might contribute to students feeling more successful and satisfied with their learning outcomes. The results highlight the substantial impact teachers have on their students' emotional experiences in the classroom. Effective teaching practices, clear communication, and supportive interactions can

lead to positive emotions associated with learning achievements. Positive achievement emotions, fostered by high-quality teaching, can enhance students' motivation and engagement. Students who experience these positive emotions are more likely to be intrinsically motivated to learn and excel. The findings emphasize the importance of ongoing professional development for teachers. Enhancing teaching skills and techniques can lead to improved teacher quality, which, in turn, positively impacts students' emotional well-being and learning outcomes. Building strong relationships between teachers and students can contribute to positive achievement emotions. When students feel supported, respected, and valued by their teachers, they are more likely to experience positive emotions related to their academic achievements. Effective feedback and assessment practices can influence the quality of teaching and the resulting achievement emotions. Constructive feedback and fair assessments contribute to students' perceptions of the teacher's effectiveness and subsequently influence their emotions.

The findings suggest that educational policies aimed at improving teacher quality can have far-reaching effects beyond academic performance. These policies can positively impact students' emotional experiences, creating a more positive and enriching learning environment. While this analysis shows a correlation, it does not establish causation. Further research could delve into the specific teaching practices or classroom dynamics that contribute to the observed relationship between teacher quality and achievement emotions. The connection between teacher quality and achievement emotions underscores the importance of holistic education that addresses not only academic content but also the emotional dimensions of learning.

In conclusion, the significant and strong positive correlation between teacher quality and achievement emotions highlights the critical role that teachers play in shaping students' emotional experiences and overall learning outcomes. This has far-reaching implications for teaching practices, professional development, and the design of supportive educational environments.

The aforementioned findings confirm the study by Lei et al. (2018), which found substantial evidence connecting teacher support with students' academic emotions. These linkages were also mediated by the culture, age, and gender of the pupils. For Western European and American students, there was a larger association between teacher support and PAEs than for East Asian students, whereas there was a stronger correlation between teacher support and NAEs for East Asian students than for Western European and American students. Additionally, compared to other students, the link between teacher support and PAEs was stronger among university students and weaker among middle school students. In comparison to other students, middle school students and female students had a greater association between teacher support and NAEs.

Table 5

Proposed Development Programs for Teachers

Key Results Area and Objectives	Plan Objective	Strategies/Activities	Success Indicators	Persons Involved
Teacher Quality	To further improve teacher quality as to professional skills: *Before teaching, teacher informs the learning objective*	Pedagogical Training and Workshops: Provide regular workshops and training sessions that focus on innovative teaching methods, active learning strategies, and student-centered approaches. Introduce workshops that emphasize the effective use of technology in the classroom, ensuring teachers are adept at incorporating digital tools for enhanced learning experiences. **Peer Observations and Feedback:** Encourage teachers to engage in peer observations,	100 % participation, attendance and completion of activities	Teachers and School Administrators

		where they observe and provide feedback to each other. This promotes a culture of collaboration and constructive critique. **Mentorship Programs:** Implement mentorship programs where experienced teachers guide and support newer educators. This allows for knowledge sharing and guidance on effective teaching practices.		
Teacher Quality	To further improve teacher quality as to personal Characteristics: *Teacher gives compliments to other teachers in front of the students*	**Emotional Intelligence Training:** Provide training in emotional intelligence to help teachers understand and manage their emotions effectively. This enables them to empathize with students and create a supportive classroom environment. **Active Listening Workshops:** Conduct workshops that focus on active listening skills. Teachers who listen attentively to their students can better understand their needs, concerns, and individual learning styles. **Empathy-Building Activities:** Integrate activities that promote empathy and understanding among teachers and students. This can involve sharing personal stories, participating in community service projects, or engaging in role-playing exercises.	100 % participation, attendance and completion of activities	Teachers and School Administrators
Teacher Quality	To further improve teacher quality as to ethical standards and values: *Teacher does not hesitate to be contacted after the class*	**Ethics Workshops and Training:** Provide teachers with workshops and training sessions focused on ethical principles, codes of conduct, and the importance of ethical behavior in the education profession. **Case Studies and Discussions:** Engage teachers in discussions and case study analysis of ethical dilemmas they might encounter in the classroom. This encourages critical thinking and ethical decision-making. **Ethics in Curriculum:** Integrate ethical considerations into the curriculum, encouraging discussions and projects that explore ethical issues related to subjects being taught.	100 % participation, attendance and completion of activities	Teachers and School Administrators
Teacher Quality	To further improve teacher quality as to professional development and	**Individualized Professional Development Plans:** Collaborate with teachers to create personalized	100 % participation, attendance and completion of	Teachers and School Administrators

	lifelong learning: *Teacher took/is taking graduate studies (MA, PhD)*	professional development plans that align with their specific needs, goals, and areas for growth. **Mentorship and Coaching:** Establish mentorship programs where experienced educators provide guidance and support to newer teachers, fostering a culture of continuous learning. **Institutional Learning Opportunities:** Offer regular in-house workshops, seminars, and webinars covering a wide range of topics related to teaching methodologies, technology integration, and pedagogical innovations.	activities	
Achievement Emotions	To augment students' class-related Emotions: *I feel hopeful when attending class*	**Positive Classroom Climate:** Foster a welcoming and inclusive classroom environment where every student feels valued, respected, and supported. **Engaging Teaching Methods:** Utilize active learning techniques, group discussions, interactive activities, and multimedia presentations to keep students engaged and excited about the subject matter. **Incorporate Games and Challenges:** Integrate educational games, quizzes, and challenges that make learning fun and competitive, encouraging active participation. **Interactive Technology:** Use digital tools and platforms to create interactive experiences that facilitate student engagement and participation. **Positive Teacher-Student Relationships:** Build strong relationships with students based on trust, mutual respect, and approachability.	100 % participation, attendance and completion of activities	Teachers and School Administrators
Achievement Emotions	To augment students' Learning-Related Emotions: *I feel hopeful when I think about studying*	**Relevance and Meaning:** Explain the practical applications and real-world significance of the subject matter to make learning more meaningful and relatable. **Open Discussions:** Encourage open discussions where students can share their thoughts, questions, and insights, promoting active engagement and critical thinking. **Inquiry-Based Learning:** Frame lessons around thought-provoking questions and challenges that encourage students to explore,	100 % participation, attendance and completion of activities	Teachers and School Administrators

		investigate, and discover on their own. **Variety of Learning Resources:** Integrate a variety of resources such as videos, podcasts, interactive simulations, and articles to cater to different learning styles.		
Achievement Emotions	To augment students' test Emotions: I *have great hope that my abilities will be sufficient*	**Test Preparation Workshops:** Provide workshops that teach effective study strategies, time management, and test-taking techniques to build students' confidence. **Practice Tests**: Offer practice tests that simulate the actual exam conditions. This helps students become familiar with the format and reduces anxiety. **Effective Study Habits:** Teach students how to create a study schedule, break down topics, and use active learning methods for better retention. **Test-Taking Strategies:** Train students in strategies such as skimming through questions, answering easy questions first, and managing time effectively during exams. **Encourage Peer Support:** Promote peer study groups where students can share strategies, discuss challenges, and offer encouragement. **Teacher Availability:** Let students know they can approach teachers for clarification on test content or any concerns they may have.	100 % participation, attendance and completion of activities	Teachers and School Administrators

4. Conclusions and recommendations

The survey revealed a substantial presence of respondents in their early twenties, with an equitable distribution between genders and varied academic year levels. It emphasized robust support for young adults, advocated for gender inclusivity, and recognized the potential of diverse perspectives to bolster academic support. The evaluation of teacher quality, considering professional skills, personal attributes, ethical standards, and professional growth, reflects a general consensus within the given range of composite means. Students' emotional responses regarding class-related, learning, and test experiences reflect an overall consensus. Investigating emotions such as enjoyment, pride, optimism, and relief is pivotal. These findings enable educators to enhance environments, ultimately boosting engagement, well-being, and performance. Demographic factors like age, gender, and academic levels influence perceptions of teacher quality. Age impacts views on skills and ethics, not professional development. Gender mostly affects ethical standards perception, while academic levels impact ethical standards and learning-related emotions, showing little variation in class and test emotions across ages. The study showed a strong connection between teacher quality and students' emotional reactions in diverse academic situations. This correlation emphasizes how teachers' perceived quality greatly influences students' emotional experiences during learning, suggesting that improving teacher quality could enhance the emotional atmosphere in classes, activities, and assessments, benefiting students' overall learning experiences. A development program for teachers was proposed based on the findings of the study.

Schools may customize support for young adults, foster gender equality, and start peer mentorship programs while adjusting teaching methods. Utilizing demographics, allocate resources, conduct research, and embrace diverse perspectives through various teaching styles. School leaders should invest in programs enhancing teacher quality, and future research might track emotional experiences with evolving teaching methods. Teachers may enroll to a robust teacher training program with workshops for skill enhancement, encourage peer collaboration, and establish student feedback channels. Teachers may integrate ethical considerations into their teaching, while school leaders focus on providing resources for professional growth. Future research may delve deeper into defining 'teacher quality' across professional skills, personal attributes, and ethical standards. Students may actively engage in class discussions, seeking clarification when necessary, and provide constructive feedback to enhance the overall learning experience, explore supplementary study materials and online resources amplifies understanding, while seeking learning opportunities beyond the classroom nurtures personal growth and foster positive connections with teachers creates a conducive and supportive learning environment. Human resources may facilitate a conducive learning atmosphere by encouraging active student participation in class discussions and fostering an environment where students feel comfortable seeking clarification. Future researchers can focus on investigating effective methodologies that encourage and measure student engagement in class discussions, feedback provision, and utilization of supplementary study materials. Policy makers can consider implementing frameworks that promote active student engagement strategies within classrooms, emphasizing the importance of encouraging discussions, clarification-seeking, and feedback provision. Supporting access to supplementary study materials and online resources can enhance students' learning experiences, potentially through curriculum integration or resource allocation.

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