

Teaching abilities, methods and motivation of Chinese college teachers

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Abstract

This study discussed the current situation, existing problems and improvement strategies of Chinese college teachers in three aspects: teaching ability, teaching method and teaching motivation. More specifically, it aimed to describe the demographic information among Chinese college teachers with regard to sex, age, highest educational attainment, and length of service; determined the respondents' teaching ability among of Chinese college teachers in terms of effectiveness, cognitive, and achievement; assessed the teaching method concerning attitude, cognitive aspects and affection; identified teaching motivation in terms of attitude, behavior and cognitive aspects; tested the difference in responses on motivation, method and ability of teaching among Chinese college when grouped according to profile; established the relationship between and among the three variables (Motivation, Method and Ability); and proposed a faculty development plan. The survey results show that Chinese college teachers generally have a positive view of their teaching ability, with high ratings in effectiveness, cognitive skills, and achievement. The findings suggest that while teaching achievement is particularly strong, there is room to enhance cognitive skills to foster higher-order thinking. Gender does not significantly affect teaching ability, emphasizing equitable teaching practices. Age impacts cognitive aspects, while educational attainment and length of service influence cognitive skills and teaching effectiveness. Strong correlations between teaching ability, methods, and motivation highlight the need for cohesive professional development strategies. These results underline the importance of integrating motivational and teaching methods training to enhance teacher performance and student outcomes.

Keywords: teaching abilities, teaching methods, teaching motivation

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1. Introduction

College teachers' effectiveness globally hinges on their teaching abilities, instructional methods, and motivation. These abilities encompass not just subject expertise but also pedagogical skills, including adapting to diverse learning styles and fostering critical thinking (Filgona et al., 2020). Instructional methods are evolving from traditional lectures to more interactive, student-centered approaches like flipped classrooms and problem-based learning, with technology playing a key role. In addition, teacher motivation, influenced by factors such as professional development opportunities, recognition, and institutional support, significantly impacts educational quality (Kumari et al., 2023). Globally, teachers face challenges like resource constraints and high-stakes testing, necessitating ongoing adaptation and the development of intercultural communication skills. A comprehensive approach, including robust training and supportive environments, is essential to enhance teaching quality worldwide, highlighting the need for global collaboration and best practice sharing (Nopas et al., 2024). With the increasing scale of high education, the continuous updating of teaching content, the more open teaching environment and the rapid development of information technology, China's institutions of higher learning should take improving the quality as the core and urgent task of education reform and development. There are many factors affecting the quality of university teaching, and one of the most important factors is teachers. "Education is based on teachers (Qin, 2007). The development of education cannot be separated from teachers, and the key to the success or failure of education reform also lies in teachers. Without the assistance of teachers and their active participation, no educational reform can succeed (Magallanes et al., 2022) has become the consensus of the international community.

Teachers' teaching ability, teaching method and teaching motivation become the important indicators to measure the level of university teachers, and they also are the key factors to measure the quality of university education. In the context of informatization, the role and ability of college teachers are facing new challenges. First, the role of college teachers is no longer simply a disseminator of knowledge and information. The function of college teachers has gradually changed from teaching to guidance, and teaching is no longer It is pure knowledge imparting, and more teaching design is carried out according to the needs of students and teaching practice. Secondly, new requirements are put forward for teachers' teaching methods and skills. Under the background of technological change, college teachers also need to have the ability to quickly learn new technologies. Most scholars at domestic and foreign focus on teachers' teaching ability, teaching method and teaching motivation respectively. In terms of teaching ability, it focuses on its concept, component factors, model construction and improvement methods; in terms of teaching methods, it focuses on the application and improvement measures of a certain method in teaching cases; in terms of teaching motivation, there are few studies, but more attention is paid to the motivation reasons. These studies focus on one aspect and the influencing factors are small. At present, the academic circles at domestic and foreign have not combined the teaching ability, teaching method and teaching motivation of college teachers, which is also the innovation of this study. Teaching ability, teaching method and teaching motivation actually influence each other and together constitute an important indicator of teaching quality.

Based on the progress of relevant practice and theoretical exploration, this study focused on the basic research of college teachers' teaching ability, teaching methods and teaching motivation. Specific research questions were as follows: What is the teaching ability, teaching method and teaching motivation of college teachers? This is the core concept and basis of this study; What is the current status of college teachers' teaching ability, teaching method and teaching motivation? This part first needs to conduct a questionnaire survey on the research objects, present the current situation of teachers in teaching ability, teaching method and teaching motivation, and then reveal the existing problems of college teachers in these three aspects. What are the

strategies for college teachers to improve their teaching ability, teaching methods and teaching motivation?

The fundamental purpose of this study was to explore potential ways to enhance the teaching abilities, methods, and motivation of college teachers, and to provide practical recommendations and strategies for improving teaching quality in Chinese colleges and universities. The researcher initiated this research due to the identified gap in the literature and practice concerning comprehensive strategies that address the multifaceted aspects of teaching in higher education. While there was extensive research on individual elements like pedagogical techniques or teacher motivation, few studies integrated these components into a cohesive framework that addresses both the skills and motivational aspects necessary for effective teaching. The current status and challenges identified in question 2 highlighted areas where improvements were needed, such as the adaptation to diverse student needs and the integration of technology in teaching. This study thus proposed strategies to enhance teaching abilities, modernize teaching methods, and bolster teacher motivation from various perspectives, ultimately aiming to optimize the quality of education in Chinese higher education institutions. This study constructed a teacher promotion plan from both theoretical and practical aspects. According to the current situation of teaching ability, teaching method and teaching motivation of teachers in colleges, combined with the analysis of specific problems, to explore the deep understanding and specific ways to solve the problems. In order to provide the basis for the research of the development of university teachers, and then enrich the relevant theories. This study was conducive to deepening the college teachers' understanding of their own teaching abilities, methods and motivations, and guiding them to reflect and understand their own problems, so as to better innovate. It is also conducive to the actual teaching quality of college teachers, so as to improve the professional development of teachers.

Objectives of the Study - This study aimed to determine Chinese college teachers' motivation, method and ability. In order to improve the teaching and management ability of college teachers. More specifically, it aimed to determine the respondents' teaching ability among Chinese college teachers in terms of effectiveness, cognitive, and achievement; assessed the teaching method concerning attitude, cognitive aspects and affection; identified teaching motivation in terms of attitude, behavior and cognitive aspects; established the relationship between and among the three variables (Motivation, Method and Ability); and proposed a faculty development plan.

2. Methods

Research Design - This study employed quantitative descriptive research, collecting numerical data to describe characteristics, behaviors, and phenomena without manipulating variables. The approach provided a systematic and factual account of teaching abilities, preferred methods, and motivational factors among Chinese college teachers. Surveys and questionnaires were used to gather data from a large sample, ensuring the findings were representative and generalizable. The structured questionnaire focused on teaching abilities, methods, and motivation, eliciting specific, measurable responses. Data were analyzed using statistical methods, with descriptive statistics calculated to summarize the data. This analysis identified patterns, trends, and relationships, providing insights into common teaching practices and motivations. The findings offered valuable information for educational stakeholders, highlighting key trends in teaching practices and motivations among Chinese college teachers.

Participants of the Study - In order to understand the influence of Teachers' Motivation, Method and Ability on the College teaching quality, and then optimize the teaching and management ability of college teachers. The respondents of this study were 425 Chinese college teachers out of the total population of 2, 070,000. The researcher used random sampling as the sampling method to randomly select participants among university teachers. Finally, a total of 425 samples were obtained. The majors covered include Philosophy, Economics, Law, Education, Literature, History, Science, Engineering, Agriculture, Medicine, Management, Art, Interdisciplinary.

The inclusion criteria for selecting respondents in this study were as follows: participants had to be college

teachers at a Chinese university, currently employed either full-time or part-time. They needed to be teaching in one of the specified majors, which included Philosophy, Economics, Law, Education, Literature, History, Science, Engineering, Agriculture, Medicine, Management, Art, or Interdisciplinary studies. Additionally, they had to consent to participate in the study and complete the survey or questionnaire. The exclusion criteria were as follows: individuals who were not involved in teaching, such as administrative or support staff, were excluded. Retired or former teachers who were no longer actively teaching at a college or university were also excluded. Those who did not agree to participate in the study were not included. Lastly, any survey responses that were incomplete or improperly filled out were excluded from the study.

Data Collection Instrument - This study adopted the method of questionnaire survey to obtain the important data needed for this study. Teachers' Motivation, Method and Ability were measured by Likert scale. The questionnaire was divided into four parts. The first part was the demographic profile of Chinese college teachers, the second part was the Teaching ability scale questions, the third part was the Teaching motivation scale questions, and the fourth part was the Teaching method scale questions.

The Teaching ability scale questions were 22 questions, which were divided into three sub-fields: Effectiveness, Cognitive and Achievement. A four-point Likert scale was used to measure the responses of the respondents. To avoid misunderstandings caused by language barriers, all entries were handled in Chinese. The teaching motivation scale was carried out from three aspects: Attitude, Behavior and Cognitive. This study verified the reliability and validity of the scale to a high level. A total of 31 items were divided into three sub-fields. The first was Attitude, which mainly investigates faculty Attitude towards teaching; the second was Behavior, which included different motivations lead to different teaching behaviors; the third was the Cognitive, which mainly involved the Knowledge and understanding of teaching motivation. Participants expressed their opinions on a four-point scale from "strongly disagree" to "strongly agree." The teaching method scale used in this study has a total of 25 items. The scale consisted of three aspects: first, Attitude, which mainly degree of support and awareness of teaching methods at the school level; second, Cognitive, which mainly the teacher's own understanding of teaching methods; the third was Effectation, including different teaching methods lead to different teaching effects and acceptance of students. Participants expressed their opinions on a four-point scale from "strongly disagree" to "strongly agree."

The validity and reliability tests of the instrument were performed by statisticians. All items in the three questionnaires were tested using Cronbach's Alpha coefficient to ensure the stability and consistency of the scale. Teaching ability included effectiveness, cognitive and achievement as three subdomains, Teaching motivation included attitude, behavior and cognitive as three subdomains. Teaching method included attitude, cognitive and effectation as three subdomains. The Cronbach Alpha coefficients of each subdomains performed well overall. Through the above reliability analysis, the questionnaires of teaching ability, teaching motivation, and teaching method were all reliable.

Data Gathering Procedure - Based on relevant studies, the researcher selected three key variables: Teachers' Motivation, Method, and Ability, to understand their impact on college teaching quality. To collect the necessary data, a questionnaire was developed, which could either be adopted directly or adjusted based on previous research. The data collection process involved several steps. Initially, a pilot study was conducted to test the reliability and validity of the questionnaire. This pilot test involved 37 college teachers from Chinese universities. Following the pilot study, a large-scale questionnaire survey was administered to 300 Chinese college faculty members to investigate how Teachers' Motivation, Method, and Ability influenced their teaching quality. The data collection was facilitated through "Questionnaire Star," an online survey tool. After collecting the data, the researcher interpreted and analyzed the results to draw meaningful conclusions. The study aimed to explore the impact of these variables on the teaching ability of Chinese college faculty. Finally, all collected data were organized and coded for a more in-depth discussion, leading to the proposal of improvement plans to enhance the teaching quality of Chinese college faculty.

Data Analysis - Statistical analysis was performed using the SPSS statistical software package. Statistical methods mainly included descriptive statistical analysis, correlation analysis and regression analysis. Descriptive statistical analysis (Weighted Mean) described current status of Teachers' Motivation, Method and Ability on the College teaching quality. Correlation analysis and regression analysis were used to analyze the relationship between the three variables. Finally, the data were interpreted and conclusions drawn. A plan to improve the information-based teaching capabilities of Chinese university teachers is proposed, which was of great significance to optimizing the teaching capabilities of Chinese college teachers, promoting student learning, and improving learning effectiveness.

Ethical Considerations - The ethical considerations in this study were rigorously addressed to ensure the protection and respect of the participants. Respondents were fully informed about the study's objectives, their role in it, and the expectations placed upon them. They demonstrated a clear understanding of these aspects before participating. To safeguard the confidentiality of the participants, all identities were meticulously protected. No names were mentioned in the report, and any identifying information was excluded. In instances where it became necessary to disclose a respondent's identity, explicit permission was sought and obtained prior to any such disclosure. Respondents were reassured that the results of the study would be used solely for the purposes outlined in the research objectives. This assurance was crucial in fostering an environment of trust, encouraging participants to provide honest and accurate information. Additionally, respondents were informed that their participation was voluntary and that they could withdraw from the study at any time without any repercussions. This ensured that their involvement was consensual and free from coercion. In terms of data handling, all collected information was stored securely, and access was restricted to authorized personnel only. This ensured that the data remained confidential and protected from unauthorized use. Regarding the study's references, the authors adhered strictly to academic standards by appropriately citing all sources both within the text and in the references section. This practice ensured the integrity and transparency of the research process, allowing for the verification of information and acknowledgment of original authors' contributions.

3. Results and discussion

Table 1

Summary Table on Teaching Ability of Chinese College Teachers

Indicators	Weighted Mean	Verbal Interpretation	Rank
Effectiveness	3.09	Agree	2
Cognitive	3.06	Agree	3
Achievement	3.10	Agree	1
Composite Mean	3.09	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 summary table showed that the overall teaching ability of Chinese college teachers was viewed positively, with a composite mean of 3.09, indicating agreement across all categories. Specifically, teaching effectiveness was rated at 3.09, cognitive skills at 3.06, and achievement at 3.10, with achievement ranking highest. This indicated a consensus among respondents that teachers performed effectively in all assessed areas. The ratings of 3.09 for teaching effectiveness, 3.06 for cognitive skills, and 3.10 for achievement highlighted that while all categories were regarded positively, teaching achievement stood out as the strongest area. This suggested that teachers were particularly effective in fostering student success and meeting educational goals, with a strong emphasis on motivating students and enhancing their academic performance. The slightly lower rating for cognitive skills (3.06) suggested there might be room for improvement in enhancing teachers' abilities to stimulate higher-order thinking and problem-solving skills among students. Overall, these findings underscored the strengths in teaching achievement and effectiveness while also pointing to potential areas for further development in cognitive teaching strategies. Teachers were generally effective in fostering student learning, demonstrating cognitive competencies, and achieving educational goals, highlighting strengths in teaching practices while identifying areas for improvement to enhance teaching quality and student outcomes.

The results aligned with Zhang et al. (2020), which explored university educators' teaching competencies in China, focusing on teaching effectiveness, cognitive engagement, and student achievement. He found that effective teaching practices, including clear communication, active learning strategies, and continuous assessment, significantly enhanced student engagement and learning outcomes. They also highlighted the importance of cognitive skills in teaching, such as critical thinking, problem-solving, and reflective practices, contributing to deeper student understanding and intellectual growth. Furthermore, achievement-oriented teaching strategies, such as goal-setting, feedback, and performance assessments, were crucial in motivating students and improving academic performance. These findings were consistent with the current study, which showed that Chinese college teachers were generally effective, with the highest ratings in teaching achievement, followed by effectiveness and cognitive skills.

Table 2*Summary Table on Teaching method of Chinese College Teachers*

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Attitude	3.02	Agree	3
2. Cognitive	3.04	Agree	2
3. Effectiveness	3.09	Agree	1
Composite Mean	3.05	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 summary table on the teaching methods of Chinese college teachers revealed that, overall, these methods were viewed positively by the respondents, with a composite mean of 3.05 indicating general agreement across all categories.

Effectiveness, with a mean of 3.09, ranked highest, suggesting that the teachers' methods were perceived as most effective in influencing student learning and development. **Cognitive**, with a mean of 3.04, followed, highlighting that teachers were effective in their cognitive approaches, such as adapting teaching methods, utilizing multimedia, and studying instructional strategies. **Attitude**, with a mean of 3.02, ranked third, reflecting a positive but slightly less pronounced agreement regarding the teachers' attitudes towards teaching methods, including their satisfaction and perception of the importance of teaching method reforms.

The high ranking of Effectiveness implied that efforts to enhance teaching effectiveness should be continued and potentially expanded through more professional development programs focused on innovative and effective strategies. The positive rating in the Cognitive category suggested that teachers were open to and capable of employing diverse methods, so institutions should persist in providing resources and training to support modern teaching technologies and varied instructional techniques. The slightly lower ranking in Attitude indicated an opportunity to further engage and motivate teachers in teaching method reforms. Schools could foster a culture that values continuous improvement and innovation by recognizing and rewarding efforts to adopt new methodologies.

The study on teaching methods aligned with the findings summarized above, as it focused on the systematic principles and strategies used by educators to facilitate learning. It defined teaching methods as encompassing approaches, techniques, and instructional strategies that guided content delivery and student assessment. This study highlighted the varied nature of teaching methods, including lectures, discussions, hands-on activities, collaborative projects, and digital learning tools (Cardino et al., 2020). The positive evaluations of the teaching methods in the summary table, particularly in the Effectiveness and Cognitive categories, related closely to the study's emphasis on the effectiveness of diverse instructional strategies. The high rating for Effectiveness underscored the impact of effective teaching methods on student learning and development, aligning with the study's recognition of various approaches. Similarly, the study's focus on adapting teaching methods to different educational contexts resonated with the findings on Cognitive methods, which highlighted the teachers' use of multimedia and varied techniques. The slightly lower rating in Attitude indicated an opportunity to further engage teachers, reinforcing the study's point on the importance of aligning teaching methods with educational

goals and student needs. Overall, both the study and the findings underscored the integral role of diverse and adaptive teaching methods in enhancing educational outcomes.

Table 3

Summary Table on Teaching motivation of Chinese College Teachers

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Attitude	3.05	Agree	3
2. Behavior	3.09	Agree	2
3. Cognitive	3.11	Agree	1
Composite Mean	3.08	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 summarized the teaching motivation of Chinese college teachers, showing a composite mean of 3.08, which indicated general agreement with the motivational aspects surveyed. The highest-rated dimension was Cognitive (mean = 3.11), suggesting that teachers found intellectual stimulation and personal growth through their teaching roles to be highly motivating. This was closely followed by Behavior (mean = 3.09), indicating that teachers' actions and engagement in their professional duties were significant motivators. Attitude ranked third (mean = 3.05), reflecting a positive but somewhat less pronounced agreement, suggesting that while teachers had a generally favorable view of their teaching roles, there was room for implementing additional motivation strategies. The findings suggested that while Chinese college teachers were generally motivated, continuous efforts to enhance cognitive stimulation, promote active engagement, and strengthen positive attitudes were essential for sustaining and boosting their teaching motivation.

The results highlighted several key areas for enhancing teacher motivation. The high score in the Cognitive dimension underscored the need for intellectual engagement, indicating that institutions should have boosted professional development in advanced pedagogical strategies, research, and academic growth. The strong rating in the Behavior dimension emphasized the importance of active involvement in teaching activities, so universities should have encouraged participation in teaching communities, peer observations, and collaborative projects. Although Attitude ranked third, efforts to recognize achievements, support a positive work environment, and provide career development opportunities were essential to strengthening teachers' enthusiasm and commitment. Additionally, maintaining a balance between support and challenges was crucial for sustaining motivation and job satisfaction, thereby fostering a dynamic and effective teaching workforce.

The above findings supported the study by Ho et al. (2020) which underscored the significance of intellectual stimulation, practical teaching activities, and a supportive work environment in enhancing teacher motivation. The study also highlighted the critical role of balancing support and challenges to sustain high levels of motivation and job satisfaction among educators. This aligned with the implications drawn from the summary table, reinforcing the need for targeted professional development, active engagement in teaching communities, and initiatives to bolster positive attitudes and career satisfaction among teachers.

The results in Table 4 indicated a highly significant relationship between teaching ability and teaching methods across all measured dimensions. Specifically, the correlation between effectiveness and the three dimensions of teaching methods (attitude, cognitive, and effectation) shows r-values of .344, .452, and .387 respectively, all with p-values of 0.000 indicated a highly significant correlation. This suggested that as teaching effectiveness improves, so do the attitude, cognitive strategies, and emotional engagement methods employed by teachers. Similarly, cognitive teaching ability was significantly correlated with teaching methods, showing r-values of .410, .417, and .434 for attitude, cognitive, and effectation respectively, all with p-values of 0.000. This underscored the critical role of cognitive teaching skills in shaping effective teaching methods. For achievement, the correlation with teaching methods showed r-values of .429, .434, and .359 for attitude, cognitive, and effectation respectively, all with p-values of 0.000. This demonstrates that higher teaching achievement was associated with better use of various teaching methods, reinforcing the importance of achievement in the effectiveness of teaching strategies.

Table 4*Relationship Between Teaching Ability and Method*

Effectiveness	r-value	p-value	Interpretation
Attitude	.344**	0.000	Highly Significant
Cognitive	.452**	0.000	Highly Significant
Effection	.387**	0.000	Highly Significant
Cognitive			
Attitude	.410**	0.000	Highly Significant
Cognitive	.417**	0.000	Highly Significant
Effection	.434**	0.000	Highly Significant
Achievement			
Attitude	.429**	0.000	Highly Significant
Cognitive	.434**	0.000	Highly Significant
Effection	.359**	0.000	Highly Significant

Legend: Significant at $p\text{-value} < 0.01$

The highly significant relationships between teaching ability and teaching methods implied that educational institutions should focus on developing comprehensive training programs that enhance both teaching abilities and methods, as simultaneous improvement in these areas can lead to more effective teaching outcomes. Professional development should be holistic, targeting attitude, cognitive skills, and emotional engagement strategies, to help teachers improve their overall effectiveness and adapt their teaching methods to better meet student needs. Emphasis should be placed on developing cognitive skills, including strategies for critical thinking, problem-solving, and innovative teaching practices, due to their significant correlation with all teaching method dimensions. Additionally, encouraging and recognizing teaching achievement is crucial, and institutions should implement reward systems that acknowledge teaching excellence, motivating teachers to adopt more effective teaching methods.

A study by Liu et al. (2021) supported these findings as they found that teacher competency significantly affects the variety and effectiveness of teaching methods employed. Their results highlighted the need for targeted professional development that enhances teacher competencies, aligning with the significant correlations observed in this study. Specifically, professional development programs should be designed to address the multifaceted nature of teaching, including improving attitudes, cognitive skills, and emotional engagement. By focusing on these key areas, institutions could ensure that teachers are well-equipped to deliver high-quality education that meets the diverse needs of students. Moreover, such targeted development can foster a more motivated and competent teaching workforce, ultimately leading to better educational outcomes.

Table 5*Relationship Between Teaching Ability and Motivation*

Effectiveness	r-value	p-value	Interpretation
Attitude	.428**	0.000	Highly Significant
Behavior	.396**	0.000	Highly Significant
Cognitive	.370**	0.000	Highly Significant
Cognitive			
Attitude	.450**	0.000	Highly Significant
Behavior	.384**	0.000	Highly Significant
Cognitive	.415**	0.000	Highly Significant
Achievement			
Attitude	.381**	0.000	Highly Significant
Behavior	.355**	0.000	Highly Significant
Cognitive	.360**	0.000	Highly Significant

Legend: Significant at $p\text{-value} < 0.01$

The results in Table 5 revealed highly significant correlations between teaching ability and various dimensions of teaching motivation. Specifically, the r-values ranged from .355 to .450, all with p-values of 0.000, indicating robust and highly significant relationships across all measured dimensions. The correlation between teaching effectiveness and attitude ($r=.428$), behavior ($r=.396$), and cognitive dimensions ($r=.370$) suggested that

teachers who perceive themselves as effective are more motivated in their roles. This implied that effectiveness in teaching reinforces positive attitudes, proactive behaviors, and strong cognitive engagement in teachers. The correlation between teaching effectiveness and attitude ($r=.428$), behavior ($r=.396$), and cognitive dimensions ($r=.370$) suggested that teachers who perceive themselves as effective are more motivated in their roles. This implied that effectiveness in teaching reinforces positive attitudes, proactive behaviors, and strong cognitive engagement in teachers. The relationship between teaching achievement and motivation dimensions—attitude ($r=.381$), behavior ($r=.355$), and cognitive motivation ($r=.360$)—also highlighted that perceived achievements in teaching contribute significantly to higher motivation levels. These findings suggested that teaching ability, encompassing effectiveness, cognitive skills, and achievement, is intrinsically linked to motivation.

Above results contradicted the study of Irnidayanti et al. (2020) which divulged that perceived controlled motivation did not predict actual teaching behavior. However, perceived autonomous motivation positively predicted at least some aspects of actual teaching behavior. Higher levels of perceived autonomous motivation were associated with better classroom management and clearer instruction. There was also a slight tendency ($p < .10$) for autonomous motivation to influence other areas of teaching behavior, except for activating teaching. This study underscored the significance of autonomous motivation in enhancing teaching quality.

Table 6

Relationship Between Teaching Method and Motivation

Attitude	r-value	p-value	Interpretation
Attitude	.369**	0.000	Highly Significant
Behavior	.413**	0.000	Highly Significant
Cognitive	.325**	0.000	Highly Significant
Cognitive			
Attitude	.459**	0.000	Highly Significant
Behavior	.423**	0.000	Highly Significant
Cognitive	.420**	0.000	Highly Significant
Effectation			
Attitude	.422**	0.000	Highly Significant
Behavior	.418**	0.000	Highly Significant
Cognitive	.365**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

The data in Table 6 revealed highly significant relationships between various dimensions of teaching methods and motivation. Specifically, the correlations between teaching methods (attitude, behavior, cognitive) and motivation (attitude, behavior, cognitive) are all highly significant, with r-values ranging from .325 to .459, indicating a strong link between how teachers perceive and implement teaching methods and their motivational levels. Additionally, the relationships between behavioral teaching methods and motivational dimensions were also highly significant, with r-values from .413 to .423, suggesting that the ways teachers engage and interact with students are strongly related to their motivation. Furthermore, cognitive aspects of teaching methods showed strong correlations with motivational dimensions, with r-values ranging from .365 to .420, highlighting that the cognitive strategies employed in teaching significantly impact teacher motivation.

To enhance teacher motivation, institutions should focus on developing professional development programs that integrate effective teaching methods with motivational strategies, ensuring teachers remain motivated and effective. Training should be holistic, targeting attitudes, behaviors, and cognitive skills to foster a motivated and competent teaching workforce. Additionally, implementing recognition and reward systems, such as awards, career advancement opportunities, and public acknowledgment of teaching successes, can further boost motivation. Given the strong relationship between cognitive teaching methods and motivation, there should be a strong emphasis on enhancing teachers' cognitive skills through workshops on critical thinking, problem-solving, and innovative teaching practices. These results confirmed the study by Canli et al. (2021) which investigated the relationship between teachers' motivation and teaching methods in Turkey. It was concluded that teachers' motivation was directly correlated to their teaching methods.

Table 7

Proposed Faculty Development Plan

Key Results Areas & Objectives	Strategies	Success Indicators	Persons Responsible
<p>I. Teaching Ability of Chinese College Teachers in terms of Effectiveness</p> <p><i>1. I can promote the welfare and safety of my students</i></p> <p>Name of the Program: Student Welfare and Safety Initiative</p> <p>Objective: Ensure a secure and supportive learning environment for all students</p>	<p>Develop comprehensive training programs</p> <p>Establish clear communication channels</p> <p>Implement wellness programs</p> <p>Promote a safe campus culture</p> <p>Regularly assess and review safety protocols</p>	<p>Increased awareness, high compliance rates, utilization of support services, reduction in incidents, positive feedback, effective emergency drills, awareness reporting procedures, satisfaction with support services, training participation</p>	<p>Program coordinator, safety coordinator, counseling services manager, training and development coordinator, wellness program coordinator, communication officer, feedback and assessment team, peer support program leader, faculty representatives, student representatives</p>
<p>II. Teaching Ability of Chinese College Teachers in terms of Cognitive</p> <p><i>I can guide my students to reach to their goals</i></p> <p>Name of the Program: Student Goal Achievement and Cognitive Development Program</p> <p>Objective: Enhance the cognitive skills of students</p>	<p>Set clear goals</p> <p>Personalized Learning Plans</p> <p>Regular Progress Check-ins</p> <p>Mentorship Programs</p> <p>Advisory Sessions</p> <p>Alumni and professional insights</p> <p>Active learning techniques</p> <p>Skill enhancement workshops</p>	<p>Student achievement metrics, improved cognitive skills, student feedback and satisfaction, goal achievement rates, enhanced engagement and participation, faculty observations and reports, long-term success and career progression, development of problem-solving skills, retention and completion rates, quality of feedback from students</p>	<p>Program Director, Academic Advisors, Mentorship Coordinator, Faculty Mentors, Learning and Development Specialist, Technology Integration Specialist, Student Engagement Coordinator, Recognition and Awards Committee, Student Representatives</p>
<p>III. Teaching Ability of Chinese College Teachers in terms of Achievement</p> <p><i>1. I can find my work full of meaning and purpose.</i></p> <p>Name of the Program: Inspiring Purpose and Meaning in Teaching Program</p> <p>Objective: Help teachers discover and connect with the deeper purpose and meaning in their work, enhancing their sense of fulfillment and professional satisfaction.</p>	<p>Facilitate reflective practice</p> <p>Offer professional development workshops</p> <p>Create opportunities for career growth</p> <p>Promote a supportive community</p> <p>Integrate personal values into teaching</p>	<p>Increased teacher satisfaction, Enhanced sense of purpose, Improved retention rates, Positive feedback from teachers, Increased engagement and participation, Professional growth and development, Integration of personal values, Enhanced relationships</p>	<p>Program Director, Professional Development Coordinator, Mentorship and Coaching Coordinator, Recognition and Awards Committee, Community Engagement Coordinator</p>
<p>IV. Teaching Method of Chinese College Teachers as to Attitude</p> <p><i>1. My school has great success in reforming its teaching methods.</i></p> <p>Name of the Program: Innovative Teaching Method Reform Program</p> <p>Objective: Transform and modernize the teaching methods employed by Chinese college teachers</p>	<p>Promote active learning techniques</p> <p>Integrate technology and digital tools</p> <p>Foster a culture of continuous improvement</p> <p>Support experimental and innovative approaches</p>	<p>Increased student engagement, Improve teaching effectiveness, Adoption of new methods, Positive feedback from teachers, Enhanced student learning outcomes</p>	<p>Program Director, Professional Development Coordinator, Technology Integration Specialist, Pilot Program Coordinator, Resource Center Manager, Evaluation and Feedback Team, Recognition and Awards Committee, Faculty Mentors and Champions</p>
<p>IV. Teaching Method of Chinese College Teachers as to Cognitive</p> <p><i>1. I think classroom teaching methods are important.</i></p> <p><i>2. When my teaching method reform does not achieve the expected purpose; I will gradually dilute the reform consciousness.</i></p> <p>Name of the Program: Classroom Methodology Enhancement and Reform Program</p> <p>Objective: Emphasize the critical role of effective classroom teaching methods in student learning and cognitive development.</p>	<p>Develop and implement a training program for teachers</p> <p>Foster collaboration and peer learning</p> <p>Incorporate technology and interactive tools</p> <p>Monitor and evaluate teaching effectiveness</p> <p>Provide ongoing support and resources</p>	<p>Attendance and participation rates, frequency of collaborative meetings, technology use rates, student performance data, support utilization rates</p>	<p>Program Director, Professional Development Coordinator, Mentorship and Support Coordinator, Evaluation and Feedback Team, Resource Center Manager, Recognition and Awards Committee, Faculty Champions</p>
<p>V. Teaching Method of Chinese College Teachers as to Effection</p> <p><i>1. The choice of teaching methods has a great influence on students' learning.</i></p> <p><i>2. Teaching method has great influence on students' achievement.</i></p> <p><i>3. In my teaching method, I pay much attention to the students' feelings.</i></p> <p>Name of the Program:</p>	<p>Implement active learnings strategies</p> <p>Adopt differentiated instruction</p> <p>Incorporate formative assessment</p> <p>Promote collaborative learning</p>	<p>Improve student learning outcomes, Increased student engagement, Enhanced creativity and critical thinking, Positive student feedback, Teacher satisfaction and adaptation</p>	<p>Program Director, Professional Development Coordinator, Curriculum and Lesson Planning Team, Assessment and Evaluation Team, Mentorship and Coaching Team, Resource Center Manager, Recognition and Awards</p>

Teaching abilities, methods and motivation of Chinese college teachers

Student-Centered Teaching and Creative Development Program Objective: Enhance the effectiveness of teaching methods used by Chinese college teachers, focusing on their impact on student learning outcomes and creative development.	Integrate student feedback into teaching practices		Committee
VI. Teaching Method of Chinese College Teachers as to Effectiveness <i>1. The choice of teaching methods has a great influence on students' learning.</i> <i>2. I think the teaching method is conducive to cultivating students' creative ability.</i> <i>3. In my teaching method, I pay much attention to the students' feelings.</i> Name of the Program: Enhancing Teaching Effectiveness through Student-Centered Methods Objective: Improve the effectiveness of teaching methods used by Chinese college teachers, focusing on their influence on students' learning outcomes, creative abilities, and emotional well-being.	Design and implement student-centered learning activities Incorporate creative problem-solving tasks Prioritize emotional and psychological support Utilize regular feedback and adaptation Promote collaborative learning environments	Improved student learning outcomes, Enhanced creative abilities, Increased student engagement, Positive student feedback on emotional well-being, Effective implementation of teaching strategies	Program Director, Professional Development Coordinator, Curriculum Development Team, Assessment and Evaluation Team, Mentorship and Support Team, Resource Center Manager, Recognition and Awards Committee
VII. Teaching Motivation of Chinese College Teachers in terms of Attitude <i>1. The university teaching job suits me well.</i> Name of the Program: Enhancing Teacher Motivation and Job Satisfaction Program Objective: Support and improve the motivation and job satisfaction of Chinese college teachers	Provide professional development opportunities Implement a recognition and reward system Foster a supportive work environment Enhance work-life balance Conduct regular feedback and improvement surveys	Increased job satisfaction, Enhanced motivation levels, Improve teacher retention rates, Increased recognition and rewards satisfaction, Positive changes in work-life balance	Program Director, Professional Development Coordinator, Well-being and Work-Life Balance Team, Recognition and Rewards Committee, Teacher Engagement and Communication Team, Resource and Support Staff
VIII. Teaching Motivation of Chinese College Teachers in terms of Behavior <i>1. I will record the successes and shortcomings of the classroom teaching.</i> <i>2. I will carefully design the content of teaching activities before class.</i> Name of the Program: Reflective Teaching Practices and Continuous Improvement Program Objective: Cultivate a culture of self-reflection and continuous professional development among Chinese college teachers	Establish a structured reflection framework Provide training on reflective practices Facilitate peer observation and feedback Encourage evidence-based improvement plans Incorporate technology for reflection and feedback	Increased frequency of reflection, Improved teaching practices, Enhanced professional development engagement, Positive feedback from peer observations, Successful implementation of improvement plans	Program Director, Reflective Practice Coordinator, Peer Observation and Feedback Team, Technology and Resource Team, Faculty Learning Community Facilitators, Recognition and Incentives Committee
IX. Teaching Motivation of Chinese College Teachers in terms of Cognitive <i>1. I think teaching can give full play to your creativity.</i> Name of the Program: Creative Teaching Excellence Initiative Objective: Enhance teachers' cognitive engagement by fostering an environment that stimulates and values creativity in teaching practices	Develop and implement creative teaching workshops Create a resource hub for creative teaching ideas Promote collaborative teaching projects Recognize and reward creative teaching practices Incorporate student feedback on creative thinking	Increased adoption of creative teaching methods, Positive Feedback from students, Enhanced teacher creativity and motivation, Successful implementation of collaborative projects, Recognition and reward program effectiveness	Program Director, Professional Development Coordinator, Support Services Manager, Technology Integration Specialist, Policy Advocacy Team

4. Conclusions and recommendations

College teachers agree on the effectiveness of their teaching ability, cognitive ability and achievement. College teachers confirmed agreement on teaching method as to attitude, cognitive and effectation. College teachers agree on teaching motivation as to attitude, behavior and cognitive. The relationship between teaching ability and method was highly significant; teaching ability and motivation was highly significant; and the relationship between teaching method and motivation was highly significant. A faculty development plan was designed and proposed for implementation. Educational institutions may integrate teaching methods and motivational strategies into their professional development programs, focusing on cognitive skill development, critical thinking, and problem-solving. Educational leaders and policymakers are encouraged to support tailored professional development by allocating resources for training programs based on teachers' educational backgrounds and experience levels. Teachers themselves may actively engage in continuous professional

development, leveraging available training opportunities to enhance their skills and stay abreast of the latest educational strategies and technologies. Academic researchers may explore further studies on the relationship between teaching methods and motivational factors, investigating how different strategies impact student outcomes and teacher satisfaction. Additionally, students and parents may support teacher development by encouraging teachers' participation in professional development programs and fostering a positive learning environment at home and in school.

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