Motivational evaluation, sense of cooperation and teachers' knowledge development in selected China universities

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Abstract

This descriptive research explored the relationships between and among the variables motivational evaluation, sense of cooperation, and teachers knowledge development in China. With a sample of 405 teachers, this paper described the profile of the respondents in terms of sex, level of education and teaching experience, identified teachers' motivational assessment in terms of application, student evaluation and feedback and impact of motivational assessment; assessed collaborative learning in terms of modelling, collaborative learning and teamwork and school participation; and identified teachers' knowledge development in terms of teaching and learning facilities and environments, teaching and learning management and teaching methods, and evaluation. Based on the results of the study, differences in respondents' answers when grouped by profile variables were tested; the relationship between motivational evaluation, collaborative awareness and teachers' knowledge development was that most of respondents were male, with a bachelor's degree and with 0- 3 years of teaching experience. The majority of respondents found the Motivational Evaluation Matrix for student evaluation and feedback in teaching as the most important. The majority of respondents claimed that the modeling in the awareness of collaboration matrix had the most impact on the respondents. Respondents rated the teaching methods and evaluation in Teacher Knowledge Development Matrix the highest. There were no significant differences in responses on motivational evaluation when grouped according to profile variable except for application and student assessment when grouped according to educational attainment. Responses did not differ on sense of cooperation except on the aspect of modelling when grouped by educational attainment and no significant differences on responses were noted in teacher knowledge development. There was a significant positive correlation among motivational evaluation, sense of collaboration and teachers' knowledge development. A faculty development program was proposed based on the results of the study.

Keywords: motivational evaluation, sense of cooperation, teachers' knowledge development

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1. Introduction

From a global perspective, the state of teaching and learning today is undergoing unprecedented changes. With the rapid development of science and technology and the deepening of globalization, the field of education has also ushered in new challenges and opportunities. Against this background, the teaching and learning situation in some Chinese colleges and universities has shown a positive trend, but at the same time, they are also facing some problems that need to be solved.

Motivational evaluation is widely used as a teaching strategy in some Chinese universities, and its core concept is to give full affirmation, motivation, and praise to students at different levels through positive language, emotions, and teaching methods. Through motivational assessment, students are psychologically able to gain the experience of self-renewal, self-confidence and success. This experience can stimulate students' motivation and induce their interest in learning, which in turn leads to more active participation in learning and growth. Motivational evaluation is not just a simple praise, it needs to be personalized according to the different characteristics and levels of students. This type of evaluation can more accurately meet students' needs and improve the relevance and effectiveness of evaluation.

In some Chinese universities, the sense of cooperation refers to the spirit in which teachers work together, support each other, and share their knowledge and experience in order to achieve common educational goals and improve the quality of teaching. This sense is reflected in teachers' willingness to work together in project research, teaching seminars, curriculum development, and other activities, and through brainstorming and mutual learning, they can continuously improve their professionalism and teaching ability, while promoting the overall educational level of the university. The sense of cooperation is of great significance in promoting teachers' knowledge development, enhancing team cohesion and cultivating innovative talents.

Teachers' knowledge development refers to the process by which individual teachers continuously improve their professional knowledge, educational theories and teaching methods through continuous learning, reflection, co-operation and communication in the practice of education and teaching. This knowledge development includes not only the deepening and updating of subject knowledge, but also the improvement of educational skills, the updating of educational concepts, and an in-depth understanding of students' learning needs. Lastly, effective teacher knowledge development is necessary for facilitating an ideal learning environment. Educational outcomes are intimately related to teachers' mastery of classroom management strategies, including materials, methods, and interactions (Akman, 2020). Management of the classroom in a Chinese institution requires flexibility and nuance to meet the needs of the wide variety of students and courses offered there. Educators can better facilitate student learning and growth by harmonizing their instructional strategies, classroom resources, and methods of evaluating students' progress.

The relationship between teachers' motivational teaching, cooperative learning and instructional management strategies has received much attention from researchers. Each of these variables is crucial in reshaping the educational landscape and has the potential to greatly affect student learning and teacher efficacy in a variety of ways. This introductory section is organized to discuss these three factors separately before presenting the rationale for the study. Overall, for college administrators, this study will provide a scientific incentive evaluation system, which will help them evaluate teachers' teaching achievements more fairly and objectively, so as to formulate more reasonable incentive policies. For teachers, this study will reveal the importance of cooperative consciousness and provide effective strategies to improve cooperative ability, which will help them form a good atmosphere of teamwork in teaching and improve the teaching level together. For

students, the development of teachers' knowledge will directly contribute to the improvement of teaching quality and provide them with better educational resources and learning environments. In addition, this study will make an important contribution to the practice of Chinese schools. By promoting and applying the results of this study, Chinese universities can further improve their teaching management systems, enhance the overall quality of their teaching teams, and promote the continuous improvement of the quality of education and teaching in their schools. At the same time, this study will also provide strong support for education policy makers, providing them with a scientific basis for formulating education policies that are more in line with China's national conditions.

Objectives of the study - This study explored the relationship between motivational evaluation, cooperative learning, and teachers' knowledge development. Specifically, the study evaluated the motivational evaluation of teachers in terms of application, student assessment, and feedback; assessed cooperative learning in terms of modeling, cooperative learning, teamwork, and school involvement; and investigated teacher knowledge development in terms of teaching facilities and environment, instructional management, and teaching methods and evaluation. The study also tested the relationship among motivational evaluation, sense of collaboration, and teacher knowledge development; and proposed a faculty development program for the enhancement of teaching based on the results of the study.

2. Methods

Research Design - This study utilized the descriptive research method that described the profile of the respondents including the motivational evaluation, sense of cooperation, and teachers knowledge development in China. Ke (2020) stated that descriptive research is a research method that attempts to collect quantifiable information for statistical analysis of a population sample. It provides a comprehensive description of the characteristics, behaviors and attributes of a particular population or phenomenon, which helps to inform future research and policy decisions.

Participants - The participants in this study were full-time teachers in the three schools selected in China were included in the study because they were able to provide the objective data needed for this paper. Participants in this study did not include part-time teachers. Raosoft calculated a sample size of 3,000 as the target population, which was later expanded with the consent of the for a total of 405 respondents for this study. The respondents were randomly selected from the school teachers using SPSS statistical software to ensure that they were participants in the school management operations. The study used random sampling method and 405 respondents were selected from the teachers of these three schools. The purpose of random sampling was to ensure that the sample was representative, i.e., that these teachers had some involvement in the management and operation of the school, and thus to ensure that the data from the survey were broad and valid. The confidence level for this study was set at 95%. At this confidence level, the sample size of 405 can provide sufficient statistical efficacy for the study to infer overall characteristics and trends from the sample.

Instrument - The instrument to gather data required by this study is a reliable and validated questionnaire. Then you can proceed with the explanation of the parts of the questionnaire, together with the number of items per variable. The questionnaire had 81 items divided into four sections to collect valuable data. The first part is personal information, The second section delved into the realm of motivational evaluation in teaching. It had 28 items drawn from a survey conducted by Fang et al. (2020). These items investigated the application and impact of motivational assessment on students. The third section was centered on students' sense of cooperation, and the items were drawn from Dyson et al.'s (2022). A total of 28 items were used to examine students' understanding of cooperation. The articles in this section evaluated how much students valued cooperation, how openly they were willing to learn with others, and how much they felt cooperation was fostered in their classroom community. The fourth section, based on research by Zhao and Fan (2022), tackled teaching management. This section contained 21 items. It probed the capacity of teachers to regulate their own emotions in the classroom, as well as their decision-making and faith in their students' emotional control. It also assessed the effectiveness of

classroom practices and the reliability of student assessments. Teachers' classroom management techniques were revealed here, along with other valuable data. The results of this reliability test previously showed the Cronbach's alpha coefficient for each indicator, which measured the high degree of internal consistency of the scale. All indicators scored above 0.9, indicating excellent reliability in all aspects of measurement, i.e., the stability and consistency of the measurements of the indicators across time and under different measurement conditions were high enough to trust the indicators as a valid tool for evaluating the program.

Reliability Test Result

Indicators	Cronbach Alpha	Remarks
Application	0.964	Excellent
Student Assessment and Feedback	0.961	Excellent
Impact	0.955	Excellent
Modelling	0.941	Excellent
Cooperative Learning and Teamwork	0.958	Excellent
School Involvement	0.960	Excellent

Data Gathering Procedure - In the study of motivational appraisal, sense of collaboration and knowledge development among teachers in selected Chinese universities, the researcher designed questionnaires and interview guides and contacted respondents through official school channels. After obtaining the respondents' consent, the researcher distributed the questionnaires in paper or electronic format, and in the process of data collection, the researcher made full use of the efficiency and convenience of the electronic platform. At the same time, the researchers always adhered to ethical principles to ensure the authenticity of the data and the privacy of the interviewees.

Data Analysis - To perform data analysis, the following statistical tools were used. Weighted means and ranking were used to assess the motivational evaluation, cooperative learning and teachers' knowledge development. Likewise, Spearman rho was used to test the significant relationship between motivational evaluation, cooperative learning and teachers' knowledge development. 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.

Ethical Consideration - During the data collection and analysis phase, all respondents' answers were anonymized, using codes or unique identifiers instead of personal identities to ensure that respondents cannot be identified in any research reports or public materials. Each respondent received a detailed informed consent form prior to participation in the study, clearly stating the purpose of the study, the methodology, the scope of data use, the expected risks and benefits, and their rights, including the right to withdraw from the study at any time without any negative consequences. Only after the respondents have fully understood and voluntarily given their consent will the collection of their data begin. All data collected were stored on an encrypted secure server and accessed only by authorized researchers. In addition, the data backup and transfer process followed strict security standards to prevent data leakage or improper use. Access to study data was strictly limited to the necessary study team members, all of whom were required to sign a confidentiality agreement promising to keep confidential all sensitive information to which they have access during the course of the study. The researcher reported regularly to the Ethics Review Committee on the progress of the study, including data collection, methods of analysis and any circumstances that may affect the rights of the respondents, to ensure that the study remained ethical. Respondents were provided with a feedback channel so that they can contact the researcher at any time if they have any questions, concerns or suggestions during the research process to ensure that their voices were heard, and concerns and issues were dealt with appropriately.

3. Results and discussion

Table 1 presents the Summary on Motivational Evaluation in Teaching. The composite mean of 3.12 indicates that the respondents assessed it as often. Among them, Student Assessment and Feedback (3.21)

ranked first. This strategy emphasizes the importance of assessment and feedback in education. By assessing students' learning outcomes and performance, teachers can understand students' learning status and problems and provide targeted feedback and advice. This strategy helps to improve students' learning outcomes and self-confidence, and also promotes communication and cooperation between teachers and students. Therefore, "student assessment and feedback" is an effective educational strategy that can help teachers guide students' learning and development.

Table 1

Summary Table on Motivational Evaluation in Teaching

Indicators	Weighted Mean	Verbal Interpretation	Rank
Application	2.96	Often	3
2. Student Assessment and Feedback	3.21	Often	1
3. Impact	3.18	Often	2
Composite Mean	3.12	Often	

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

Respondents' perception of impact (3.18), ranked second. , It emphasized the far-reaching impact of teaching strategies, assessment methods, etc. on students' learning. Zeng (2019) argues that effective educational methods and approaches can significantly enhance students' motivation, engagement and achievement, thus promoting their all-round development. Teachers should therefore give due consideration to their possible "impact" when formulating teaching and learning plans, so as to maximize the positive effects of education. Meanwhile, "Application" (2.96) ranked third among all items. It emphasized the importance of applying what is learned in practical situations. The ultimate goal of learning knowledge is to solve practical problems, not just to master theories. By applying knowledge to real-world situations, students can better understand, grasp and memorize knowledge while improving their practical skills. Teachers can guide students to apply what they have learned to real life by assigning practical projects and organizing practical activities to help them master knowledge and develop problem-solving skills. In addition, Jiang (2020) stated that the "application" strategy also emphasizes the role of teachers, who need to provide the necessary guidance and support to help students successfully complete the process of practical application. Therefore, "application" is a very effective educational strategy that can help students improve their practical skills while mastering knowledge.

Table 2

Summary Table on Sense of Cooperation

Indicators	Weighted Mean	Verbal Interpretation	Rank
Modelling	3.22	Agree	1
Cooperative Learning and Teamwork	3.10	Agree	2
3. School Involvement	2.95	Agree	3
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

Table 2 presents the summary of respondents assessment on Sense of Cooperation as to School Involvement. The composite mean of 3.05 indicates that the respondents assessed it as Agree. Among them, Modelling (3.22) ranked first. This strategy is of great importance in the field of education. Through demonstration, teachers are able to effectively transfer knowledge and skills so that students can gradually master what they learn through observation, imitation and practice. Demonstrations not only help students understand abstract concepts and methods, but also stimulate their interest and motivation. At the same time, the professionalism and educational enthusiasm shown by teachers in the process of demonstration will also have a positive impact on students and promote their overall development. Therefore, demonstration, as an intuitive and vivid educational method, is widely used in the teaching of various subjects and age groups and has achieved remarkable educational results.

Meanwhile, Cooperative Learning and Teamwork (3.10) landed in rank 2. This strategy not only emphasized personalized instruction, but also focused on cooperation and interaction between students. By working together to complete tasks and share knowledge and experiences, students are able to learn through interaction, which enhances learning and develops excellent teamwork skills. Li, et al (2022) stated that the

cooperative learning model can greatly stimulate students' interest in learning and motivate them to be more actively engaged in the learning process, help each other and make progress together. This model not only contributes to the improvement of academic performance, but also shapes students' social skills and teamwork abilities in an intangible way. These abilities are of inestimable value to students' personal growth and future career development. Therefore, "co-operative learning and teamwork" is not only an educational strategy, but also an important way to promote the all-round development of students and cultivate them to become the talents needed by the future society.

Meanwhile, School involvement (2.95) emerged to be in the third rank. This strategy emphasized the interaction and cooperation between schools, communities, and families to promote the overall development of students through joint participation in educational activities. At the same time, school participation can also help improve the standard of school operation and quality of education and lay a solid foundation for the future development of students. Therefore, "school participation" is a positive educational strategy of great significance to the development of students.

Table 3

Summary Table on Teacher Knowledge Development

Indicators	Weighted Mean	Verbal Interpretation	Rank
Teaching facilities and environment	2.97	Agree	2.5
Instructional Management and Goal Setting	2.97	Agree	2.5
Teaching methods and evaluation	3.05	Agree	1
Composite Mean	3.00	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 presents the Summary Table on Teacher Knowledge Development. The composite mean of 3.00 indicates that the respondents assessed it as Agree. Among them, teaching methods and evaluation (3.05) were an important area of concern for the respondents. Teaching methods may involve a variety of formats such as lecture method, discussion method, group work, project learning, etc., while assessment methods may include examinations, assignments, class performance, project reports, etc. Through continuous improvement of teaching methods and assessment mechanisms, respondents are able to better meet students' learning needs, enhance teaching effectiveness, and accurately measure students' academic progress and competency development.

Instructional Management and Goal Setting (2.97), nstructional management and goal setting was an important area of concern for respondents. This includes the way they organize and manage their classrooms, as well as the learning goals and expectations they set for their students. According to Laksana, et al (2024), instructional management involves maintaining order in the classroom, scheduling course content, time management, and allocation of resources, while goal setting involves the setting of clear and achievable learning goals based on students' abilities and needs. Through effective instructional management and reasonable goal-setting, respondents were able to create an organized and purposeful learning environment that helped students make more focused efforts to learn and improve their academic performance and overall development.

Teaching facilities and environment had the weighted of 2.97. Teaching and learning facilities and environment were an important area of concern for the respondents. This includes the physical environment of the classroom, such as seating arrangements, lighting, ventilation, etc., as well as the various facilities that support teaching and learning, such as blackboards, projectors, laboratory equipment, and computers. Good teaching and learning facilities and environment help to create a comfortable and productive learning space so that students can learn more attentively and effectively.

The key elements of the teaching and learning process and the ability to use appropriate teaching strategies and assessment methods based on students' learning needs and ability levels to maximize student learning and growth. Wu (2019) suggested that there is room for improvement in the areas of instructional management and goal-setting, and that there may be a need to strengthen teachers' classroom management skills and learning goal training and support. Meanwhile, the scores on teaching facilities and environment also need attention to ensure

that students can learn in a good learning environment and improve their learning outcomes.

To sum up, although remarkable achievements have been made in teaching methods and assessment, schools still need to make further optimization and improvement in teaching management, target setting, teaching facilities and environment. Refinement and standardization of teaching management is crucial to the improvement of teaching quality, which requires schools to strengthen system construction and process management. Meanwhile, Hu (2021) showed that clear and specific teaching objectives can provide students with clear learning directions and stimulate their learning motivation. In addition, perfect teaching facilities and a favorable learning environment can provide students with a better learning experience and promote their all-round development.

Table 4

Relationship between Motivational Evaluation in Teaching and Cooperative Learning

Application	rho-value	p-value	Interpretation
Modelling	.727**	0.000	Highly Significant
Cooperative Learning and Teamwork	.677**	0.000	Highly Significant
School Involvement	.710**	0.000	Highly Significant
Student Assessment and Feedback			
Modelling	.716**	0.000	Highly Significant
Cooperative Learning and Teamwork	.651**	0.000	Highly Significant
School Involvement	.740**	0.000	Highly Significant
Impact			
Modelling	.736**	0.000	Highly Significant
Cooperative Learning and Teamwork	.671**	0.000	Highly Significant
School Involvement	.727**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 4 presents the association between Motivational Evaluation in Teaching and cooperative learning. 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 and implies that the better the more motivated in teaching, the better is the sense of cooperation.

This finding of Li (2019) revealed the close connection between teacher motivation and students' sense of cooperation, which is not only a theoretical connection, but also a phenomenon in practice, which is of great significance for improving the quality of education and cultivating students' comprehensive quality. First, let the researcher delve into the reasons behind this finding. Teachers' motivation is not only reflected in their love and devotion to teaching, but also in their attention and guidance to students. When teachers teach with a proactive attitude, they pay more attention to students' needs and feedback, and will try to create a relaxed, harmonious and positive learning environment for students. In such an environment, students are more likely to feel the teachers' concern and respect, and more likely to stimulate their own enthusiasm and interest in learning. When students are willing to cooperate with others and share their ideas and achievements can cooperative learning achieve good results. And the teacher's enthusiasm is one of the key factors in cultivating students' cooperative consciousness.

Specifically, when teachers teach with enthusiasm and passion, they will pay more attention to cultivating students' cooperative ability. They will design a variety of cooperative learning activities, so that students can collaborate, communicate and share with each other in the activities. At the same time, they will give students timely feedback and guidance to help them accomplish their tasks better. In such a teaching environment, students can not only gain knowledge and skills, but also develop their cooperative consciousness and ability. In addition, the teacher's positivity can also enhance students' participation. When students feel the teacher's attention and encouragement, they will be more willing to participate in learning activities. They will be more active in expressing their views and ideas, as well as participating more actively in group discussions and cooperation. This increased participation not only enhances students' self-confidence and expression ability, but also promotes communication and cooperation among students.

Teachers' motivation plays a key role in forming classroom interaction and students' motivation to cooperate. At the same time, they should also strengthen the training and guidance for teachers to help them master more teaching methods and skills and improve their teaching level and ability. In addition, teachers themselves should also focus on improving their motivation. They should always keep their love and devotion to education work and pay attention to students' learning and development. At the same time, they should also keep learning and progressing, acquire more knowledge and skills, and improve their professionalism and comprehensive ability. This finding of Li (2019) gave a new perspective to examine the relationship between teacher motivation and students' sense of cooperation. Teacher motivation not only promotes students' cooperative learning experience, but also improves students' comprehensive quality and competence. Therefore, researchers should focus on cultivating and maintaining a high level of teacher motivation in order to promote the continuous development and progress of education.

Table 5

Relationship Between Motivational Evaluation in Teaching and Teacher Knowledge Development

Application	rho-value	p-value	Interpretation
Teaching facilities and environment	-0.017	0.741	Not Significant
Instructional Management and Goal Setting	0	0.998	Not Significant
Teaching methods and evaluation	-0.039	0.439	Not Significant
Student Assessment and Feedback			
Teaching facilities and environment	-0.022	0.662	Not Significant
Instructional Management and Goal Setting	0.011	0.823	Not Significant
Teaching methods and evaluation	0.012	0.817	Not Significant
Impact			
Teaching facilities and environment	-0.027	0.592	Not Significant
Instructional Management and Goal Setting	-0.019	0.71	Not Significant
Teaching methods and evaluation	-0.03	0.547	Not Significant

Legend: Significant at p-value < 0.01

Table 5 shows the association between Motivational Evaluation in Teaching and Teacher Knowledge Development. The computed rho-values indicates almost negligible direct/indirect correlation, and the resulted p-values were greater than the alpha level. This means that there was no significant relationship exists and the two variables were not related. This indicates that there was no significant relationship between the two variables, implying that there was no association between them. In other words, the level of motivation to teach did not seem to have a meaningful effect on the development of teachers' knowledge. This finding may suggest that factors other than motivation ratings, such as specific training programs, professional experiences, or academic backgrounds, play a more important role in affecting the development of teacher knowledge. Lin (2019) suggested that it is important for educational policymakers and practitioners to recognize this lack of correlation and focus on other ways to improve teacher knowledge, such as targeted professional development or mentorship programs.

Teachers did not show a significant correlation between their level of motivation to teach and their knowledge development. This implies that although researchers generally agree that teaching motivation is a key factor in driving teachers' continuous learning and growth, the level of such motivation does not seem to have a significant impact on teachers' knowledge development in practical situations. This finding undoubtedly has important implications for educational policy makers and practitioners. In reality, many other factors also play an important role, such as specific training programs, professional experience, academic background, school culture, educational resources, etc.

Table 6 displays the association between Cooperative Learning and Teacher Knowledge Development. The computed rho-values indicates almost negligible direct/indirect correlation, and the resulted p-values were greater than the alpha level. This means that there was no significant relationship exists and the two variables were not related. Indeed, when delving into this finding by Zhu et al. (2020), the researcher realized that the implementation of cooperative learning strategies in the classroom did not have the expected substantial impact on teachers' knowledge development directly. This finding triggered the researcher's deep reflection on the

complexity of teachers' knowledge development, as well as pointed out factors that need further attention and consideration in educational practice. Teachers' knowledge development is a complex and multidimensional process that is influenced by a variety of factors, including but not limited to teaching methods, learning resources, professional experiences, and academic background. In this context, Liu's (2024) findings indicated that although cooperative learning helped to improve students' learning environment and enhance students' ability to work together, it did not directly have a significant impact on teachers' knowledge development.

Table 6

Relationship between Cooperative Learning and Teacher Knowledge Development

Modelling	rho-value	p-value	Interpretation
Teaching facilities and environment	-0.025	0.615	Not Significant
Instructional Management and Goal Setting	-0.016	0.743	Not Significant
Teaching methods and evaluation	-0.048	0.338	Not Significant
Cooperative Learning and Teamwork			
Teaching facilities and environment	-0.071	0.154	Not Significant
Instructional Management and Goal Setting	-0.058	0.249	Not Significant
Teaching methods and evaluation	-0.083	0.095	Not Significant
School Involvement			
Teaching facilities and environment	-0.092	0.064	Not Significant
Instructional Management and Goal Setting	-0.05	0.313	Not Significant
Teaching methods and evaluation	-0.049	0.323	Not Significant

Legend: Significant at p-value < 0.01

Table 7

Proposed Faculty Development Program

Key Result Areas / Objectives	Strategies/ Activities	Success Indicators	Persons Involved
Motivational Evaluation Application To expand the social influence of the university. To enhance students' sense of social responsibility and mission To increase the academic impact and quality of research at colleges and universities	Strengthen cooperation with communities, enterprises and government to carry out social service activities. Encourage students to participate in social welfare activities and develop a sense of social responsibility and citizenship. Improve the academic level of faculty members, strengthen academic exchanges and cooperation, and promote academic innovation.	90% of the university's social visibility and reputation increased. 70% of students participated in social welfare activities. 80% influence of the university's academic research results in domestic and international academic circles increased.	Teachers/ student
Sense of Cooperation School Involvement To improve students' learning effect and application ability To strengthen practical teaching and improve students' practical application ability To promote industry-university-research cooperation and transform university research results into practical applications	Introduce practical courses and practical teaching to strengthen the practical teaching aspect. Carry out university-enterprise cooperation to provide students with internship and practical training opportunities. Encourage teachers to participate in industry-university-research cooperation projects to improve the application value of research results.	90% of students' learning effectiveness and application ability increased. 80% of students participated in university-enterprise cooperation projects and internship training. 50% of the number and quality of teachers' industry-academia-research cooperation projects are significantly improved and practically applied.	Teachers/ Student
Teacher Knowledge Development Teaching facilities and environment To develop students' teamwork and collaboration skills To increase student motivation to participate in cooperative learning To establish a positive team culture and promote teamwork	Introduce cooperative learning model and design teamwork tasks and projects. Develop students' communication skills and teamwork abilities, and conduct team building activities. Encourage teachers to adopt cooperative learning teaching strategies and provide cooperative learning resources and support. Organize regular team assessment and reflection to promote continuous team	90% of students' teamwork skills are significantly improved, with students actively participating in teamwork tasks. More than 80% of students are satisfied with cooperative learning and believe it is helpful in improving learning effectiveness. 80% of students demonstrate a positive team spirit and cooperation, reflecting a positive	Teachers/ student

	improvement.	healthy team culture.	
Instructional Management and Goal Setting To increase parent and community involvement and satisfaction with the school. To strengthen the school's collaboration with parents and the community in promoting student growth and development. To create a positive school culture and climate and to improve the overall image of the school and community recognition.	Establish mechanisms for parent and community participation in school management, such as parent committees and community partnership programs. Conduct parent education activities to improve parents' educational concepts and methods. Strengthen information communication between the school and parents and the community, and regularly release information on school news and activities.	Over 90% of parents' and community's participation and satisfaction with the school increased. At least 70% of the cooperative programs between the school and parents and the community are significantly improved and effectively implemented. Over 80% of parents are satisfied with the school's educational philosophy and methods.	Teachers/ student

4. Conclusion and recommendations

The majority of respondents claimed that the practice of motivational assessment in teaching tended to be frequent in terms of student assessment and feedback, pedagogical impact, and pedagogical application. The majority of respondents agreed that modelling had the greatest impact in fostering a sense of cooperation. The majority of the respondents considered teaching methods and evaluation to be the most important aspect of teacher knowledge development. There was a significant positive correlation among motivational evaluation, sense of collaboration and teachers' knowledge development, This means that when teachers use motivational assessment and focus on developing students' sense of co-operation in the teaching process, their own knowledge and professional competence were enhanced accordingly. A faculty development program was proposed based on the results of the study .

Colleges and universities may conduct a comprehensive review, effective implementation, and regular evaluation of proposed faculty development programs to ensure that they meet the actual needs of faculty members, promote their professional growth, and in turn enhance teaching quality. Educational administrators may strengthen incentivized evaluation systems for teachers to ensure that they are fair and invest in their professional development. At the same time, they may encourage intercollegiate collaboration to share and promote successful teaching practices in order to improve the overall quality of education. Teachers may be actively involved in motivational assessment to update their knowledge and skills through collaborative learning strategies to meet changing educational needs. Students may benefit from motivational assessment and cooperative learning methods, and by engaging in cooperative learning activities, students may improve their learning and teamwork skills. School administrators and supervisors may table, review, and implement the proposed faculty development program. Future researchers may further investigate the relationship between motivational evaluation, cooperative learning, and teachers' knowledge development, exploring new methods of motivational evaluation, and study the effective ways and effects of teachers' knowledge development in colleges and universities.

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