Teacher experience, accountability and performance of vocational college teachers in Shaanxi China

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Abstract

This study explores the demographic characteristics and perceptions of teachers regarding their experience, accountability, and performance. The majority of respondents are aged 26-35, female, with 1-5 years of service, and hold a Master's degree, with a notable portion aged 25 or younger and around 20% possessing a Bachelor's degree. The findings highlight that teachers generally agree on the importance of key factors in their teaching experience, including guidance, work ethic, and lesson planning. These factors are seen as essential in enhancing teaching effectiveness. In terms of teaching accountability, respondents strongly agree on the significance of professionalism, responsibility, and duties. The composite mean reflects a strong consensus on the importance of these factors in ensuring effective teaching practices. Regarding teaching performance, accuracy is highly valued, along with quality and outcome, with all indicators showing general agreement on their role in effective teaching. Furthermore, the study identifies significant differences in responses when grouped by demographic factors such as age, sex, years of service, and educational attainment. These factors notably influence perceptions of teacher experience, with age and educational level being particularly impactful. Teaching accountability also varies significantly based on these factors, though sex appears to have a lesser influence on certain aspects of accountability. The results suggest that tailored approaches to teacher development may be necessary to address the varied perceptions influenced by demographic characteristics.

Keywords: accountability, accuracy, experience, outcome, performance, professionalism, teacher

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1. Introduction

In recent years, the landscape of vocational education in China has undergone significant transformation, driven by the country's ambitious goals for economic development and the urgent need for a skilled workforce. As vocational colleges play a pivotal role in bridging the skills gap and aligning educational outcomes with industry demands, the performance of their educators becomes a critical focus. Teacher experience, accountability, and performance are crucial elements influencing the effectiveness of vocational education and, consequently, the quality of vocational training provided to students. Research indicates that the experience of vocational college teachers is a key determinant of educational outcomes. Experienced educators are often better equipped with practical knowledge and pedagogical skills that enhance the learning environment (Wu, 2020). However, challenges such as limited professional development opportunities and the need for industry-relevant training persist (Li et al.,2019). Consequently, the evaluation and improvement of teacher performance and accountability mechanisms are vital to ensure high standards in vocational education (Chen et al.,2021).

Accountability in vocational education involves not only assessing teachers' adherence to institutional and governmental standards but also ensuring that their teaching practices align with the needs of the labor market. Effective accountability systems can drive improvements in teaching quality and student outcomes, but they require robust evaluation frameworks and support structures (Zhao, 2022). Performance metrics, peer reviews, and student feedback are among the tools used to gauge and enhance teacher effectiveness (Yang et al.,2023). One of the primary issues concerning teacher experience in Chinese vocational colleges is the mismatch between educators' practical experience and the evolving industry requirements. Many vocational teachers come from academic backgrounds rather than industry-specific roles, leading to a gap in practical knowledge and skills that are crucial for effective teaching (Li et al.,2019). Additionally, the rapid pace of technological advancement often outstrips the teachers' ability to stay updated, exacerbating the issue (Zhang, 2021). Professional development opportunities for vocational teachers are also limited. Despite the recognition of the need for continuous learning and industry engagement, many teachers face barriers to accessing relevant training programs and resources (Chen et al.,2021). This lack of ongoing professional development can hinder teachers' ability to provide current and relevant instruction.

Accountability in Chinese vocational colleges often suffers from inadequate frameworks for evaluating teacher performance. Existing evaluation systems may lack comprehensiveness and fail to adequately reflect teachers' effectiveness in the classroom (Wu, 2020). Moreover, there is a tendency for accountability measures to focus predominantly on quantitative metrics, such as student pass rates, rather than qualitative aspects of teaching, such as instructional quality and student engagement (Yang et al.,2023). The enforcement of accountability standards can also be inconsistent. Regional disparities and differences in institutional resources contribute to uneven application of accountability measures, leading to variability in teaching quality across different colleges (Zhao, 2022). This inconsistency undermines efforts to maintain high standards and improve overall educational outcomes. Performance-related challenges in vocational colleges often stem from a lack of alignment between teaching practices and industry needs. Teachers may not receive sufficient feedback on their performance, leading to missed opportunities for improvement (Li et al.,2019). Additionally, performance evaluations may not adequately consider the practical aspects of vocational training, focusing on traditional academic criteria that may not fully capture the complexities of vocational education (Chen et al.,2021).

Performance-related challenges in vocational colleges often stem from a lack of alignment between teaching practices and industry needs. Teachers may not receive sufficient feedback on their performance, leading to missed opportunities for improvement (Li et al.,2019). Additionally, performance evaluations may not

adequately consider the practical aspects of vocational training, focusing instead on traditional academic criteria that may not fully capture the complexities of vocational education (Chen et al.,2021). Furthermore, the pressure to meet administrative and bureaucratic requirements can detract from teachers' ability to focus on effective teaching. Teachers may spend a significant amount of time on administrative tasks rather than on pedagogical development and student interaction (Zhang, 2021). This shift in focus can negatively impact teaching quality and student outcomes.

The quality of education in vocational colleges directly influences student outcomes and their employability. Researching these aspects can help identify gaps in teachers' skills and knowledge, leading to targeted interventions that improve instructional practices and overall educational quality. Effective teacher performance and professional development are critical for enhancing the learning experience and ensuring that students acquire practical, industry-relevant skills (Chen et al.,2021). Continuous professional development is vital for teachers to remain effective and adapt to evolving educational demands. Investigating teacher experience and performance can highlight areas where professional development programs may be lacking, thereby informing policies and practices that support teachers in their ongoing learning and adaptation (Guskey, 2017). This research can contribute to the design of more effective training and support systems, ultimately benefiting educators and their students. Accountability systems are crucial for maintaining educational standards and improving teacher performance. By examining current accountability frameworks, this research can uncover strengths and weaknesses in the existing systems and propose improvements. Effective accountability mechanisms ensure that teachers are meeting institutional and governmental standards, which in turn supports the overall quality of vocational education (Wu, 2020).

China's vast geographical and economic diversity results in significant regional disparities in educational resources and quality. Research on teacher experience and performance can reveal how these disparities affect vocational education and identify strategies to address them. Understanding regional differences allows for more equitable distribution of resources and support, promoting a more balanced educational landscape across the country (Li et al.,2019). Policymakers and educational leaders require evidence-based insights to make informed decisions about educational reforms and resource allocation. Research on these topics provides valuable data that can guide policy development, improve institutional practices, and shape future educational strategies. By providing a clearer understanding of the factors influencing teacher effectiveness and accountability, this research supports the development of more targeted and impactful educational policies (Elder et al.,2017).

As China's vocational education system evolves, its experiences and challenges offer insights that can benefit other countries with similar educational structures. Research findings can contribute to the global discourse on vocational education and teacher effectiveness, offering lessons and strategies that may be applicable in different contexts (Desimone et al.,2015). Conducting research on teacher experience, accountability, and performance in China's vocational colleges is vital for improving educational quality, supporting teacher development, enhancing accountability systems, addressing regional disparities, and informing policy decisions. Such research provides a foundation for developing strategies that advance vocational education and ensure that it meets the needs of both students and the broader economy.

Despite the growing importance of vocational education in China's national development agenda, there remains a significant gap in research focusing on the relationship between teacher experience, accountability, and performance in vocational colleges—particularly in the context of Shaanxi province. While teacher experience and its impact on teaching quality have been well-studied in general education, the specific context of vocational education has not been thoroughly explored. Most existing studies tend to focus on traditional academic education or higher education institutions, with limited attention given to vocational colleges, which play a critical role in skill development and workforce preparation.

Additionally, teacher accountability in vocational colleges is an area that has received insufficient attention. While accountability measures are commonly discussed in terms of improving teacher performance, there is a

lack of in-depth research on how these measures are implemented, perceived, and effectively influence teaching practices in vocational education settings. Accountability systems and their direct impact on teachers' motivation, commitment, and performance are often generalized, without addressing the unique challenges faced by vocational educators, such as industry partnerships, skill-based assessments, and practical training. Furthermore, the vocational education system in Shaanxi province has not been widely researched. While research on vocational education in China often focuses on more economically developed regions like Beijing or Shanghai, there is limited understanding of the local educational dynamics and teacher performance issues in Shaanxi, a region that is undergoing significant educational reforms but faces unique socio-economic challenges. As such, the specific challenges and opportunities within vocational colleges in Shaanxi remain largely unexplored.

This study aims to fill these gaps by examining the interconnections between teacher experience, accountability, and performance specifically within the context of Shaanxi vocational colleges, offering new insights that can contribute to improving teaching practices and educational policies in the region. The topic of Teacher Experience, Accountability, and Performance of Vocational College Teachers in Shaanxi, China is crucial in the context of China's ongoing educational reforms, particularly in vocational education. As vocational education becomes increasingly important in preparing students for the workforce, understanding how teacher experience and accountability influence teaching performance is essential for improving educational outcomes. In Shaanxi, a province in central China, vocational colleges play a significant role in training skilled professionals for the local and national economy. Therefore, this study addresses key factors that affect the effectiveness and quality of vocational education in this region. The need for this research arises from the growing recognition that teacher experience, professional accountability, and performance are interconnected elements that shape the quality of education. While teacher experience is often linked to improved teaching effectiveness, the mechanisms of **accountability** in vocational colleges are not well understood, especially in the context of China's educational system. Moreover, the role of **teacher performance** in vocational colleges is critical, as these institutions are expected to equip students with practical skills that directly contribute to their employability. However, there is limited research focusing on how these variables—teacher experience, accountability, and performance—interact within the specific context of vocational colleges in Shaanxi, China. This study aims to fill this gap by investigating how these factors influence each other and how they ultimately affect the quality of vocational education in the region.

This research is significant because it explores the foundational factors that directly impact the quality of vocational education in China. Vocational colleges are pivotal to China's skill development agenda, and understanding how teacher experience and accountability affect teaching performance can lead to improved policies, teacher training programs, and institutional practices. By focusing on **teacher performance** and **accountability**, the study can provide insights into the challenges and opportunities within vocational education, particularly in a rapidly developing region like Shaanxi. These insights can inform decision-makers, administrators, and educators about the best practices for fostering accountability, improving teacher performance, and enhancing the overall effectiveness of vocational colleges. This study contributes to the academic literature on vocational education by examining the unique dynamics between **teacher experience**, **accountability**, and **performance** in the context of vocational colleges in China. It will provide new insights into how **accountability measures** influence teachers' commitment and performance in vocational education settings, and how teachers' experiences shape their teaching effectiveness. The study also fills a gap in research on vocational colleges in **Shaanxi**, a region that has been underexplored in terms of its vocational education system, despite its importance in China's broader educational landscape. Furthermore, the findings of this study could contribute to the development of **evidence-based policies** that enhance teaching quality, promote professional growth among vocational teachers, and improve the employability of graduates.

The intended outcome of this study is to provide a comprehensive understanding of the relationship between teacher experience, accountability, and performance in vocational colleges in Shaanxi. Specifically, the study aims to identify how teacher experience influences teaching performance in these colleges and examine the role of accountability measures in improving both teacher performance and professional responsibility. The research

will also offer recommendations for enhancing teacher performance through targeted professional development programs, more effective accountability structures, and potential policy changes. By exploring these factors, the study intends to contribute to the improvement of vocational education in Shaanxi, shedding light on elements that influence the quality of teaching and student outcomes. Ultimately, the findings of this study will provide practical solutions for enhancing teacher performance, fostering a more accountable teaching environment, and supporting the development of vocational education in the region. These outcomes are vital for addressing the demands of the regional labor market and contributing to China's broader national economic development goals.

Objectives of the Study - This study aimed to investigate the state of teaching experience, teacher accountability, and teacher performance within Vocational Colleges in Shaanxi, China, and proposed optimization strategies for these areas. It sought to address the following objectives: to evaluate teaching experience in terms of teaching guides and competitions, lesson planning and teaching practice, and work ethics and satisfaction. It also aimed to determine teaching accountability through teacher professionalism, teacher responsibility, and teacher duties. The study analyzed teacher performance, focusing on accuracy, quality, and outcomes. It examined the significant relationships among the variables of teaching experience, teaching accountability, and teaching performance. Finally, the study developed a plan or proposed a program grounded in the research findings to enhance and contribute to institutional initiatives, deepening the insights into the study's scope.

2. Methods

Research Design - In order to investigate the association between teaching experience, teaching accountability, and teaching performance among Vocational College teachers, this study used a descriptive research approach. Teachers from vocational colleges will complete a verified questionnaire survey that collected quantitative data. Descriptive research aims to systematically gather and analyze data to identify patterns and characteristics within a given population (Li, 2019). In this context, the study seeks to provide a detailed understanding of how student engagement in sports influences their motivation and overall performance. To achieve this, quantitative data was collected through questionnaires, allowing for a structured examination of the connections between these variables.

Participants of the Study - To explore the relationship of teaching experience, teaching accountability, and teaching performance in Chinese vocational colleges, the research will include Teachers from the following vocational college in Shaanxi Province; Shaanxi Polytechnic institute, Shaanxi Technical College of Finance and economics and Shaanxi College of Communication and Technology. The teachers in the college will be taken as samples of the study. They are comprised of a total of 3000 teachers, so there will be a minimum of 425 teachers as participants of this research. As participants in this study, teachers have been selected by sex, age, length of service and highest educational attainment.

Based on the theories of teaching experience, teaching accountability and teaching performance all of them shall be responding through the questionnaires that will be given to them. In a study examining the relationships between teachers' experience, teaching accountability, and teaching performance, the inclusion and exclusion criteria for respondents should be meticulously defined to ensure the sample is representative and relevant. Inclusion criteria might specify that participants are full-time teachers currently employed in educational institutions, as this ensures they have direct experience with teaching practices and accountability measures. Age could be set to include teachers within a practical range, such as those between 25 and 60 years old, ensuring a mix of early-career and experienced educators (Hsu et al.,2020). Gender should not be a restrictive factor to maintain inclusivity, but ensuring a balanced representation of both sexes can be important for comprehensive analysis (Smith et al.,2019). Length of service might be categorized to capture a range of experience levels, for instance, including teachers with at least one year but no more than 30 years of service, allowing the study to explore how varying lengths of service influence teaching performance and accountability (Johnson et al.,2021). Educational attainment should also be considered, requiring participants to have at least a bachelor's degree in

education or a related field to ensure they have a baseline level of professional training and knowledge (Nguyen et al.,2018).

Exclusion criteria would involve eliminating respondents who do not meet these specific conditions. For example, teachers under 25 or over 60 years old would be excluded to maintain focus on those within the defined age range. Similarly, individuals who are not currently employed as full-time teachers, those without a relevant educational background, or those who cannot provide complete information regarding their length of service and teaching practices would be excluded. Additionally, individuals who are involved in administrative roles or who do not directly engage in classroom teaching may be excluded to ensure that the study's focus remains on active teaching practices and experiences (Brown et al.,2019).

Data Gathering Instrument - This study utilized a reliable validated questionnaire as the instrument to gather quantitative data. The instrument-questionnaire has four parts. The research instruments consist of three questionnaires, each designed to collect specific data related to the research objectives. Relevant background information of the participants, including sex, age, years of service, highest educational attainment will be collected before the questionnaires.

The Questionnaire on Teaching experience was developed 2019 was used, which has good reliability in previous studies and has been used many times in the literature of core journals. A total of 20 entries are scored on a 4-point scale, and the higher the score, the higher the teaching experience. The questionnaire was divided into three dimensions: teaching guidance and competition (5 questions), lesson planning and teaching (8 questions) and work ethic and satisfaction (7 questions). The Teaching Accountability Questionnaire was modified from Rahmatollahi et al. (2021) was used, which consisted of a total of 30 questions including three dimensions. There were (10 questions) measuring teacher professionalism, (10 questions) for teacher responsibility, and 1(0 questions) measuring teacher duties, and the scale was scored on a 4-point scale, with higher scores indicating the better the teaching accountability. The Teaching Performance Questionnaire was adapted from Huang (2022), Research on the influence mechanism of traditional Chinese culture on teachers' performance under the background of national self-confidence was used. All items were rated on a four-point Likert scale, ranging from 1 (strongly disagree) to 4 (strongly agree). The questionnaire consists of 24 items, which are classified into three dimensions, accuracy, quality and outcome, with higher scores indicating the more profound the teaching performance.

To ensure the reliability of the questionnaire, a pilot study will be conducted among 30 teachers from selected vocational college schools in China specifically in Shaanxi Province. Data from these participants will be collected via "Questionnaire Star" (www.wjx.cn), and then were coded and entered into SPSS 27.0 for analysis. The Cronbach Alpha coefficients of the subscales as well as that of the whole questionnaire were calculated. Reliability results for three variables under investigation, which illustrated that the Cronbach Alpha coefficients of all the sub-scales ranged from 0.915 to 0.936. Also, the Cronbach Alpha of the whole questionnaire reached 0.936.

Table 1
Reliability Test Results

Indicators	Cronbach Alpha	Remarks
Teaching Guidance and Competitions	0885	Good
Lesson Planning and Teaching Practice	0.840	Good
Work Ethic and Satisfaction	0.828	Good
Teacher Professionalism	0.902	Excellent
Teacher Responsibility	0.884	Good
Teacher Duties	0.892	Good
Accuracy	0.931	Excellent
Quality	0.926	Excellent
Outcome	0.897	Good

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

The reliability scores of various teaching performance indicators measured using Cronbach's Alpha, which is an index of internal consistency or reliability for scale items. Cronbach's Alpha values above 0.9 indicate "Excellent" reliability, values between 0.8 and 0.9 are considered "Good," values between 0.7 and 0.8 are "Acceptable," and values below 0.7 may suggest reliability issues. Teacher Professionalism, with a Cronbach's Alpha of 0.902, is classified as Excellent. This indicates a high degree of internal consistency, suggesting that the items measuring this indicator are strongly aligned in capturing the concept of teacher professionalism. Similarly, the indicators Accuracy and Quality, with Cronbach's Alpha values of 0.931 and 0.926, are also rated as Excellent. These indicators show an exceptionally high level of consistency, meaning that the assessments of accuracy in teaching methods and the overall quality of teaching are reliable. Indicators such as Teaching Guidance and Competitions (0.885), Teacher Duties (0.892), and Teacher Responsibility (0.884) fall into the Good category, as their Cronbach's Alpha values are above 0.8 but below 0.9. These results suggest that these indicators are also highly reliable, but with slightly less consistency than the "Excellent" categories. Other indicators, including Lesson Planning and Teaching Practice (0.840), Work Ethic and Satisfaction (0.828), and Outcome (0.897), also fall under the Good category, with Cronbach's Alpha values ranging between 0.828 and 0.897. These values still indicate good internal consistency, suggesting that the constructs of lesson planning, work ethic, teacher satisfaction, and educational outcomes are reliable, though slightly less consistent compared to the highest-ranking indicators.

In conclusion, the table demonstrates that most of the indicators assessing teaching performance have good to excellent reliability. This means that the measurement tools used to assess various aspects of teaching—such as professionalism, accuracy, quality, and responsibility—are consistently providing reliable data. These high levels of reliability enhance the validity and trustworthiness of the conclusions drawn from the data.

Data Gathering Procedure - The main purposes of the study are to evaluate teachers in Chinese vocational college in Shaanxi China about teaching experience, teaching accountability and teaching performance. The data gathering procedure for this study involved a systematic and rigorous approach to ensure the reliability, validity, and integrity of the collected information. First, the questionnaires used in the study underwent reliability testing to assess their consistency and dependability. This was done by conducting a pilot test on a small sample, and the resulting data were analyzed using statistical measures such as Cronbach's alpha to ensure that the items in the questionnaire reliably measured the intended constructs. An ethics review was conducted prior to the commencement of the study to ensure that all research procedures adhered to ethical standards and protected the rights and well-being of the participants. The review process involved submitting the research proposal, including the data collection methods and informed consent procedures, to an institutional review board (IRB) for approval. The IRB carefully assessed the study to ensure that it complied with ethical principles, such as respect for participants' autonomy, confidentiality, and voluntary participation. Additionally, the review ensured that the study minimized potential risks to participants and included appropriate measures to address any unforeseen ethical concerns that could arise during the research process.

Participants were fully informed about the nature of the study, the data collection methods, and their right to withdraw at any time without penalty. This ethical oversight guaranteed that the research was conducted with the highest standards of integrity and responsibility, safeguarding both the participants and the validity of the study's outcomes. Following this, the questionnaires were validated by experts in the field to confirm that the questions accurately reflected the research objectives and were contextually relevant to the target population. To facilitate widespread participation, the questionnaires were administered through various Chinese platforms, including WeChat and QQ, which are commonly used by the target respondents. This method enabled the researchers to reach a large and diverse sample across different regions. A large data collection approach was employed to gather a substantial volume of responses, enhancing the generalizability of the findings. Once the data were collected, they were thoroughly reviewed and passed to a professional statistician for detailed analysis and scrutiny. The statistician employed advanced statistical techniques to check for any inconsistencies or anomalies, ensuring the data's accuracy and robustness before it was used for further analysis. This meticulous data gathering process helped to ensure the quality and credibility of the research findings.

Data Analysis - During the data analysis, various statistical tools were employed to understand the respondents' profiles and the relationships between variables. Initially, a frequency distribution analysis was conducted to comprehend the respondents' basic characteristics, such as age, sex, years of service and highest educational attainments. This provided a clear understanding of the population composition, forming a basis for further analysis. The Shapiro-Wilk test was performed to check the normality of the data distribution. With p-values for the main variables under 0.05, the data set was found to be non-normally distributed, necessitating non-parametric statistical methods for further analysis. To evaluate significant relationships among Teacher experience, teacher accountability, teacher performance, the Spearman rho correlation coefficient was used. This method effectively assessed correlations between non-normally distributed variables, determining the significance, direction, and strength of their relationships. A Likert scale was employed to capture respondents' attitudes and opinions in detail, providing richer information for data analysis. Verbal interpretation ranges were: "Strongly Agree" (3.50-4.00), "Agree" (2.50-3.49), "Disagree" (1.50-2.49), and "Strongly Disagree" (1.00-1.49). All analyses were performed using SPSS version twenty-eight software, with an alpha level of 0.05 for interpreting results. This comprehensive approach allowed the researcher to understand the data set's characteristics and patterns, providing a reliable basis for interpreting and applying the research results. To study teacher experience, accountability, and performance, a mixed-methods data collection approach is ideal, combining both quantitative and qualitative techniques. For teacher experience, data can be gathered through structured surveys or questionnaires, where teachers self-report the number of years they've been teaching, the educational level they teach, and their participation in professional development activities. Secondary data, such as employment records, can further complement this information. In addition, semi-structured interviews allow for deeper insight into how teachers perceive the evolution of their teaching methods and the challenges they've faced over their careers.

Ethical Considerations - This study rigorously adhered to ethical principles to safeguard the rights and privacy of Chinese higher education college teachers who participated. Legitimacy was established by obtaining consent from schools and teachers during data collection. All questionnaires and interviews were conducted anonymously, with personally identifiable information strictly confidential. The researcher provided comprehensive information about the study's purpose and ensured voluntary participation. Potential risks were minimized, and research results were solely used for academic purposes. These ethical considerations ensured both moral compliance and the protection of participating teachers' rights. Regarding confidentiality, respondents' personal information remained undisclosed, except for sex, age, length of employment, and educational background. Throughout the study, participants were well-informed about instructions, procedures, and survey objectives. The voluntary investigation approach further safeguarded respondents' rights. Confidentiality was paramount during data collection. Additionally, the study underwent a rigorous ethics review process and was approved by the Lyceum of the Philippines University – Batangas Ethics Review Committee.

3. Results and discussion

Table 2
Summary Table on Teacher Experience

Indicators	Weighted Mean	Verbal Interpretation	Rank
Teaching Guidance and Competitions	3.49	Agree	1
Lesson Planning and Teaching Practice	3.38	Agree	3
Work Ethic and Satisfaction	3.40	Agree	2
Composite Mean	3.42	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 provides an evaluation of teacher experience in terms of work ethic and satisfaction, based on a set of indicators with corresponding weighted means and verbal interpretations. The overall composite mean of 3.40, which falls within the "Agree" range, suggests that teachers generally have a positive attitude toward their work, their relationships, and the evaluations they face. The indicators assess different dimensions of work ethic and satisfaction, such as attendance, job commitment, workload, passion, relationships, pride, and how performance

evaluations affect their teaching commitment.

The table provides an insightful assessment of teacher experience in terms of work ethic and satisfaction, with indicators ranking from highest to lowest based on their weighted mean scores. The highest-ranked indicator, with a weighted mean of 3.53, is "Teaching appraisal or title evaluation have not affected my commitment to teaching", where teachers strongly agree that their commitment to the profession remains unaffected by external evaluations. This reflects the resilience of teachers' intrinsic motivation, as studies have found that Chinese teachers often value their personal commitment to teaching over formal evaluations or title appraisals (Wu, 2020). Following closely is "I have had far more teaching workload than required for title evaluation or appraisal" (3.52), which highlights teachers' willingness to take on additional work beyond what is necessary for formal evaluations. This indicates a strong work ethic, where teachers are motivated to go beyond expectations to provide quality education, even if it is not formally recognized in appraisals. Similar research shows that teachers in China frequently overburden themselves with extra duties, driven by professional pride and dedication (Wang et al.,2020).

The third indicator, "I have taken pride in my work" (3.44), reflects that teachers generally feel a sense of pride in their profession, which is a key driver of job satisfaction and performance. Taking pride in one's work is closely associated with job retention and effectiveness, a sentiment echoed in studies that emphasize the positive impact of professional pride on teaching quality (Zhang et al.,2021). "I have been attending classes" (3.43) ranks fourth, suggesting that teachers are generally consistent in attending their classes, a crucial factor for maintaining teaching effectiveness and fostering student engagement. This finding aligns with research in China that shows a direct connection between teacher presence and student outcomes (Li et al.,2021).

With a slightly lower score of 3.35, "I have been passionate about my work" ranks fifth, showing that while teachers express a general sense of passion, this enthusiasm may be tempered by the pressures and challenges inherent in the profession. Passion for teaching is a well-documented motivator, but factors such as workload and administrative demands can dampen this passion, particularly in highly demanding educational environments like those in China (Li, 2019). "Teaching is my job and the foundation of my career" (3.28) ranks sixth, indicating that while teaching is seen as a central part of their career, it may not be as defining or fulfilling for all teachers, possibly due to external career pressures or aspirations beyond the classroom. This reflects broader trends in professional identity among Chinese teachers, where career progression and administrative roles sometimes compete with teaching itself (Chen, 2023).

Finally, the lowest-ranked indicator, "I have been more than satisfied with the relationships around me" (3.25), suggests that while teachers generally report positive relationships with colleagues, students, and administrators, there is still some room for improvement in the social dynamics of their work environment. Research suggests that while Chinese teachers value their professional relationships, the hierarchical nature of Chinese schools and the heavy workload can hinder deeper collaboration and satisfaction (Zhao et al.,2024).

The table reflects a generally positive outlook on teacher experience in terms of work ethic and satisfaction. Teachers express a strong commitment to their work, with a notable emphasis on going beyond required workloads, taking pride in their work, and maintaining their commitment to teaching despite external evaluations. The lower satisfaction with relationships suggests an area for improvement in fostering more collaborative and supportive environments. The data reflects the complex nature of teaching in China, where dedication to the profession is often balanced with significant workload demands, and professional relationships and work-life balance remain ongoing challenges.

Overall, the findings from the table demonstrate that teachers in this sample are highly dedicated, take pride in their work, and remain committed to the profession despite the challenges they face, such as heavy workloads and the complexities of professional relationships. The relatively lower satisfaction with relationships and passion for teaching points to areas where further support could enhance teacher experience and well-being. These findings mirror the broader context of Chinese education, where teachers are motivated by intrinsic factors

but also contend with the demands of the profession and the institutional environment.

Table 3
Summary Table on Teaching Accountability

Indicators	Weighted Mean	Verbal Interpretation	Rank
Teacher Professionalism	3.62	Strongly Agree	1
Teacher Responsibility	3.51	Strongly Agree	3
Teacher Duties	3.56	Strongly Agree	2
Composite Mean	3.56	Strongly 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 reflects the teaching accountability indicators, which encompass key elements of the teaching profession, including teacher professionalism, teacher responsibility, and teacher duties. Each of these indicators plays a crucial role in shaping the educational experience and the overall success of the teaching-learning process. The results from the table show that all three indicators fall under the "Strongly Agree" category, with weighted means above 3.50. Specifically, Teacher Professionalism ranks highest with a mean of 3.62, followed by Teacher Duties at 3.56, and Teacher Responsibility at 3.51. This suggests that, in the context of the study, teachers are largely perceived to demonstrate high levels of professionalism, responsibility, and fulfillment of their duties. However, the slight variation in the rankings indicates subtle differences in how these aspects are perceived in the teaching environment.

Teacher professionalism, with the highest rank and weighted mean of 3.62, is a reflection of the teachers' adherence to ethical guidelines, commitment to continuous professional development, and ability to maintain high standards in their teaching practices. This suggests that teachers are highly regarded for their professional conduct, ensuring they meet the expected standards in their roles. In Chinese education, professionalism is deeply embedded in cultural values that prioritize discipline, respect for authority, and continuous self-improvement. According to Li et al. (2020), professionalism in Chinese teachers is viewed as a key driver of educational quality, where teachers are expected to balance technical knowledge with a high level of personal integrity and continuous growth. Teachers' adherence to professional standards also extends to their involvement in activities such as seminars, workshops, and further studies, which enhance their teaching skills and broaden their expertise. Zhao et al. (2020) support this notion by asserting that professional development in China is increasingly viewed as critical to fostering educational excellence. Teachers are encouraged to maintain lifelong learning to stay up-to-date with pedagogical innovations and industry standards.

Ranked second, Teacher Duties with a weighted mean of 3.56, reflects teachers' commitment to fulfilling their roles and responsibilities within the educational system. This includes the proper delivery of curriculum, assessment of students' progress, and the maintenance of a positive classroom environment. In China, teachers are often seen as gatekeepers of academic success, especially in a competitive educational system where performance is closely linked to students' futures. Wang et al. (2019) highlight that Chinese teachers' duties are not confined solely to teaching academic subjects but also involve socializing students, promoting ethical values, and contributing to community welfare. Despite the recognition of teacher duties, there is also a growing awareness that these responsibilities are becoming increasingly complex. Yang et al. (2020) suggest that as China modernizes its education system, teachers are expected to balance traditional duties with new demands, such as integrating technology into classrooms and addressing the mental and emotional well-being of students. This growing complexity may reflect the evolving perception of what constitutes teacher duties, as education shifts to meet the needs of a rapidly changing society.

Finally, Teacher Responsibility ranks third with a weighted mean of 3.51, reflecting teachers' sense of accountability to students, parents, and the wider community. This includes responsibilities such as maintaining discipline, ensuring equitable educational opportunities for all students, and preparing students for their future roles in society. In China, where education is often viewed as the primary means of social mobility, teacher responsibility is considered paramount. Liu et al. (2019) emphasize that teachers in China are not only responsible for delivering content but also for shaping students' moral character and their approach to life.

Teachers' responsibilities extend beyond the classroom to interactions with parents and the broader community. Zhang (2021) argues that in China, teachers' roles are highly respected and come with societal expectations that go beyond academic duties to include guiding students in their social and moral development. As such, teachers are not just educators but also mentors and role models, with their responsibilities encompassing a wide range of student needs.

The Composite Mean of 3.56, which falls under the "Strongly Agree" category, indicates that, overall, teachers in this study are perceived to be highly accountable in their professionalism, duties, and responsibilities. This suggests that the participants believe teachers are fulfilling their roles effectively, contributing to a positive and productive educational environment. The relatively high ratings across all three areas—professionalism, duties, and responsibility—demonstrate a broad commitment to the teaching profession, despite the challenges teachers may face.

The results from the table align with recent research on teaching accountability and professionalism in Chinese education. According to Chen et al. (2020), the focus on teacher professionalism is growing in China as educational reforms emphasize the importance of high-quality teaching and holistic student development. Teachers are expected to meet high standards of professional behavior, engage in continuous learning, and demonstrate ethical conduct in their interactions with students and colleagues. These expectations align with the high ranking of Teacher Professionalism in the present study.

In terms of teacher duties, research by Li et al. (2018) underscores the multifaceted nature of a teacher's role in China, noting that teachers are not only educators but also mentors, counselors, and community leaders. This complex view of the teacher's role is reflected in the high ranking of Teacher Duties in the study. Teachers are tasked with preparing students for academic success while simultaneously fostering personal and social development, ensuring that students are well-rounded individuals ready to contribute to society. The concept of teacher responsibility in China is also closely linked to national goals of social stability and moral development. Yang et al. (2020) emphasize that teachers in China are not only responsible for imparting knowledge but also for nurturing the moral and ethical values of their students. The strong emphasis on teacher responsibility is consistent with the findings of this study, where teachers are perceived to uphold high levels of accountability in their roles.

The results of this study provide a strong endorsement of the accountability of teachers in China, with high levels of professionalism, fulfillment of duties, and responsibility toward students and society. The rankings suggest that while teachers excel in their professional conduct and duties, there are still areas of growth, particularly in how they manage their responsibilities in an increasingly complex and demanding educational landscape. These findings align with recent literature that underscores the challenges and expectations placed on Chinese teachers as they navigate the evolving educational system.

Table 4
Summary Table on Teaching Performance

Indicators	Weighted Mean	Verbal Interpretation	Rank
Accuracy	3.51	Strongly Agree	1
Quality	3.33	Agree	3
Outcome	3.45	Agree	2
Composite Mean	3.43	Agree	

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

Accuracy, quality, and outcomes are critical dimensions of teaching performance that shape student learning. Accuracy in teaching refers to the precision with which a teacher conveys information, aligns with curriculum standards, and assesses student progress. It ensures that content is delivered correctly and that assessments are meaningful in evaluating students' understanding (Hattie, 2019). Quality in teaching, on the other hand, involves the overall effectiveness of instruction in fostering student learning and engagement. High-quality teaching includes clear and engaging instruction, the ability to cater to diverse learning needs, and the implementation of

evidence-based teaching strategies. Darling-Hammond (2020) emphasizes that quality teaching is not just about content delivery but also about inspiring and motivating students to reach their full potential. Finally, outcomes in teaching performance refer to the tangible results of the instructional process, including student achievement and growth. These outcomes can be measured through tests, assessments, or even student engagement. As Hattie (2021) suggests, teaching outcomes are closely tied to the quality of feedback, teacher-student relationships, and the alignment of teaching strategies with student needs. Together, these dimensions form the foundation for evaluating and improving teaching practices to enhance student success.

Accuracy ranks highest with a weighted mean of 3.51, which falls in the "Strongly Agree" category. This suggests that teachers perceive themselves as performing very accurately in their teaching practices, indicating a high level of precision in their lesson delivery, student assessments, and overall instructional methods. Accuracy is often considered a fundamental aspect of teaching effectiveness, as it directly impacts students' understanding and achievement (Hattie et al.,2018). The strong endorsement of accuracy aligns with the understanding that teachers who are confident in their subject matter expertise tend to exhibit better pedagogical practices and clearer communication (Zhang et al.,2021). The Outcome indicator ranks second with a weighted mean of 3.45, which corresponds to the "Agree" category. This result indicates that teachers generally agree that their teaching produces positive outcomes, likely in terms of student learning, achievement, and overall classroom success. Positive teaching outcomes are typically associated with effective instructional strategies and a supportive classroom environment (Cheng et al.,2020). The fact that outcomes are rated highly suggests that teachers recognize the importance of their influence on students' academic success, a finding that is supported by studies emphasizing the link between teacher performance and student achievement (Leung et al.,2019).

Quality ranks third, with a weighted mean of 3.33, also falling within the "Agree" category. While slightly lower than accuracy and outcomes, this still indicates that teachers believe they are providing a high-quality learning experience. This could encompass various factors, such as the relevance of their teaching materials, engagement techniques, and responsiveness to student needs. Quality teaching is a multi-dimensional concept, and studies have shown that teachers who prioritize quality, including personalized learning and student-centered approaches, often achieve better engagement and satisfaction from their students (Chen et al., 2023; Zhang et al.,2021). The Composite Mean of 3.43, also in the "Agree" range, reinforces the general consensus that teachers feel positive about their overall teaching performance. This suggests that, on average, teachers believe they are performing effectively across all areas evaluated, although there is still room for improvement in areas like teaching quality, which could further enhance the learning experience for students (Wang et al.,2022).

In conclusion, the table reflects a generally favorable self-assessment of teaching performance, with teachers indicating strong agreement on their accuracy, moderate agreement on their outcomes, and a slightly lower, though still positive, perception of teaching quality. These findings are consistent with the growing body of literature emphasizing the importance of teacher self-efficacy and continuous professional development to improve all aspects of teaching (Hattie, 2019; Leung et al.,2019).

Table 5 displays the association between Teacher Experience and Teaching Accountability. The computed r-values indicates a strong direct correlation and the resulted p-values were less than the alpha level. This means that there was significant relationship exists and implies that the better is the teacher experience, the better is the teaching accountability. The table explores the relationship between teacher experience and teaching accountability, focusing on three key factors: Teaching Guidance and Competitions, Lesson Planning and Teaching Practice, and Work Ethic and Satisfaction. These factors are examined in terms of their impact on Teacher Professionalism, Teacher Responsibility, and Teacher Duties, with all relationships showing highly significant correlations, as indicated by the p-value of 0.000.

In the area of Teaching Guidance and Competitions, there are strong positive correlations with all three aspects of teaching accountability. Teacher Professionalism shows a significant correlation of r=0.767, while Teacher Responsibility (r=0.860) and Teacher Duties (r=0.885) demonstrate even stronger positive relationships.

These findings suggest that teacher experience in guidance and competitions is closely linked to higher levels of professionalism, responsibility, and the fulfillment of duties, highlighting the importance of such experiences in fostering accountability in teaching. When it comes to Lesson Planning and Teaching Practice, the correlations remain positive and significant, with r-values ranging from 0.631 for Teacher Professionalism to 0.792 for Teacher Duties. This indicates that teachers with greater experience in lesson planning and teaching practice are more likely to demonstrate higher levels of professionalism, responsibility, and adherence to their duties. These correlations suggest that well-planned lessons and practical teaching experiences contribute substantially to a teacher's overall accountability.

Table 5
Relationship Between Teacher Experience and Teaching Accountability

Teaching Guidance and Competitions	r-value	p-value	Interpretation
Teacher Professionalism	.767**	0.000	Highly Significant
Teacher Responsibility	.860**	0.000	Highly Significant
Teacher Duties	.885**	0.000	Highly Significant
Lesson Planning and Teaching Practice			
Teacher Professionalism	.631**	0.000	Highly Significant
Teacher Responsibility	.718**	0.000	Highly Significant
Teacher Duties	.792**	0.000	Highly Significant
Work Ethic and Satisfaction			
Teacher Professionalism	.566**	0.000	Highly Significant
Teacher Responsibility	.652**	0.000	Highly Significant
Teacher Duties	.691**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Finally, Work Ethic and Satisfaction show moderate yet still highly significant correlations across all three accountability factors. The correlation between Teacher Professionalism and work ethic is r=0.566, while Teacher Responsibility (r=0.652) and Teacher Duties (r=0.691) show slightly stronger relationships. These results emphasize that a teacher's work ethic and job satisfaction, while influential, have a slightly less powerful effect on teaching accountability compared to guidance, competitions, and teaching practice. Overall, the data underscores that teacher experience in Teaching Guidance and Competitions, as well as Lesson Planning and Teaching Practice, plays a critical role in enhancing teaching accountability, particularly in terms of professionalism, responsibility, and fulfilling teaching duties. While Work Ethic and Satisfaction also influence accountability, their impact is somewhat less pronounced but still significant.

Table 6
Relationship Between Teacher Experience and Teaching Performance

Teaching Guidance and Competitions	r-value	p-value	Interpretation
Accuracy	.813**	0.000	Highly Significant
Quality	.833**	0.000	Highly Significant
Outcome	.959**	0.000	Highly Significant
Lesson Planning and Teaching Practice			
Accuracy	.606**	0.000	Highly Significant
Quality	.756**	0.000	Highly Significant
Outcome	.773**	0.000	Highly Significant
Work Ethic and Satisfaction			
Accuracy	.488**	0.000	Highly Significant
Quality	.648**	0.000	Highly Significant
Outcome	.648**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 6 illustrates the association between Teacher Experience and Teaching Performance. The computed r-values indicates a strong direct correlation and the resulted p-values were less than the alpha level. This means that there was significant relationship exists and implies that the better is the teacher experience, the better is the teaching performance. The table illustrates the relationship between teacher experience and teaching performance, with a particular focus on three key factors: Teaching Guidance and Competitions, Lesson Planning and Teaching Practice, and Work Ethic and Satisfaction. Each of these factors is assessed in terms of its relationship with teaching performance indicators: Accuracy, Quality, and Outcome.

In terms of Teaching Guidance and Competitions, all correlations are highly significant, as indicated by the p-value of 0.000. The r-values reveal very strong positive correlations, particularly between Teaching Guidance and Competitions and Outcome (r=0.959), which suggests that teacher involvement in guidance and competitions is strongly linked to improved teaching outcomes. This factor also shows a high positive correlation with Quality (r=0.833) and Accuracy (r=0.813), indicating that teachers engaged in such activities tend to demonstrate higher teaching accuracy and quality. Regarding Lesson Planning and Teaching Practice, the relationships are again highly significant, with r-values ranging from 0.606 for Accuracy to 0.773 for Outcome. This shows that effective lesson planning and practical teaching experience have a notable positive impact on teaching performance, especially in terms of improving teaching quality and outcomes.

Lastly, Work Ethic and Satisfaction exhibits moderate yet still highly significant positive correlations, with r-values of 0.488 for Accuracy, 0.648 for both Quality and Outcome. These results suggest that a strong work ethic and job satisfaction, while important, have a slightly lesser but still significant effect on teaching performance compared to the other factors. Overall, the data emphasizes that Teaching Guidance and Competitions have the strongest influence on teaching performance, particularly in terms of outcomes, while Lesson Planning and Teaching Practice also play a crucial role in enhancing teaching accuracy, quality, and results. Work Ethic and Satisfaction, while impactful, appears to be somewhat less influential, though still contributing positively to teaching performance.

Table 7
Relationship Between Teaching Accountability and Teaching Performance

Teacher Professionalism	r-value	p-value	Interpretation
Accuracy	.783**	0.000	Highly Significant
Quality	.696**	0.000	Highly Significant
Outcome	.736**	0.000	Highly Significant
Teacher Responsibility			
Accuracy	.761**	0.000	Highly Significant
Quality	.744**	0.000	Highly Significant
Outcome	.872**	0.000	Highly Significant
Teacher Duties			
Accuracy	.799**	0.000	Highly Significant
Quality	.735**	0.000	Highly Significant
Outcome	.868**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 7 shows the association between Teaching Accountability and Teaching Performance. The computed r-values indicates a strong direct correlation and the resulted p-values were less than the alpha level. This means that there was significant relationship exists and implies that the better is the teaching accountability, the better is the teaching performance. The table provides an analysis of the relationship between teaching accountability and teaching performance, with a focus on three key dimensions of teacher professionalism: Teacher Professionalism, Teacher Responsibility, and Teacher Duties. For each of these dimensions, the relationship with teaching performance factors—Accuracy, Quality, and Outcome—has been examined.

In terms of Teacher Professionalism, all the correlations with teaching performance factors are highly significant, as indicated by the p-values of 0.000, which are well below the 0.01 threshold for statistical significance. Specifically, the correlation between Teacher Professionalism and Accuracy is quite strong (r = 0.783), suggesting that professional teachers tend to be more accurate in their teaching. Similarly, the relationship between Teacher Professionalism and Quality (r=0.696) and Outcome (r=0.736) are also positively significant. These results imply that a teacher's professionalism is closely linked to both the quality of their teaching and the outcomes they achieve, with more professional teachers likely to provide higher quality instruction and achieve better educational outcomes.

Overall, the data highlights the importance of Teacher Professionalism in enhancing teaching performance, reinforcing the idea that professionalism directly impacts critical aspects of teaching, including accuracy, quality, and the final outcomes of the educational process.

This proposal aims to address the lowest-ranked indicators across teacher experience, accountability, and performance by providing targeted enhancement activities to boost teaching effectiveness, responsibility, and quality.

Table 8
Proposed Training Program focusing on Improving Lesson Planning, Teaching Experience and Practice

KRA Result	Project Objective	Enhancement Activity	Success Indicator	Human Participation
Lesson Planning and Teaching Practice (3.38)	To enhance the quality of lesson planning and teaching practices among educators.	- Conduct workshops on effective lesson planning.- Provide regular feedback and coaching on teaching practices.- Create peer review groups for lesson plans.	- Improvement in lesson planning ratings in subsequent evaluations.- Positive feedback from teachers on the effectiveness of coaching. At least 80%	Teachers, School Heads, Curriculum Developers
Teacher Responsibility (3.51)	To improve teachers' sense of responsibility and accountability in their duties.	- Organize seminars on the importance of teacher responsibility.- Develop a tracking system to monitor teachers' responsibilities and duties.- Introduce a recognition program for teachers with high responsibility.	- Increased teacher participation in school activities at least 80-90 % participation. Higher teacher ratings on responsibility in future assessments. 90- 95% on evaluation standards	Teachers, School Administrators, Recognition Committee
Quality (3.33)	To raise the quality of teaching and learning outcomes.	- Establish a quality assurance team to evaluate and enhance teaching methods.- Offer training on advanced teaching methodologies.- Encourage collaborative teaching sessions.	- Higher ratings for teaching quality in future assessments.- Improvement in student performance outcomes. About 80-90%	Teachers, Quality Assurance Team, Department Heads

4. Conclusion and recommendations

The results highlight the significance of guidance, work ethic, and lesson planning in teaching experience. The teachers generally agree on the importance of the three factors evaluated. The respondents strongly agree on the importance of teaching accountability. The overall composite mean reflects strong agreement with the significance of professionalism, responsibility, and duties in teaching accountability. The respondents strongly agree on the importance of accuracy in teaching, they also recognize the value of quality and outcome, with all indicators reflecting a general agreement on their role in effective teaching performance. A training program for teachers is proposed to enhance key areas of teaching experience, accountability, and performance.

Teachers should be provided with continuous professional development opportunities that focus on advanced teaching methodologies, lesson planning, and strengthening work ethics. Mentoring programs, where experienced teachers guide younger ones, can foster collaboration and enhance teaching practices. Administration should support teachers by investing in programs that improve lesson planning, teaching practices, and work ethics, as these are crucial for teacher development. Regular performance reviews focusing on accuracy, quality, and teaching outcomes can help identify areas for improvement and provide constructive feedback to teachers. School heads should create an inclusive environment that meets the diverse needs of teachers, considering their age, experience, and educational backgrounds. They should lead by example in promoting accountability and professionalism, setting high expectations for all teaching staff.

To improve student outcomes, schools should encourage teaching practices that are engaging and student-centered. Teachers should focus on accuracy and quality, while actively involving students in their learning process. Human Resources should tailor professional development programs to meet the diverse needs of teachers based on their age, experience, and educational background. They should also focus on offering career advancement pathways that cater to both new and experienced teachers. The Education Department should provide targeted resources and guidelines that address the specific needs of teachers according to their demographic characteristics. Establishing clear performance standards for professionalism, accuracy, and work

ethic can help set expectations. The department should continue gathering feedback from teachers and students to ensure policies remain effective and responsive to their needs. Future researchers should consider exploring the long-term impact of professional development programs on teaching effectiveness, focusing on how different demographic factors (age, years of service, educational attainment) influence the success of these programs.

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