

# School culture, teaching behavior and quality among university teachers in China

Chen, Xing✉

Graduate School, Lyceum of the Philippines University - Batangas, Philippines

Roallos, Donabelle

Lyceum of the Philippines University - Batangas, Philippines



ISSN: 2243-7770

Online ISSN: 2243-7789

OPEN ACCESS

Received: 3 February 2025

Revised: 20 March 2025

Accepted: 1 April 2025

Available Online: 5 April 2025

DOI: 10.5861/ijrsm.2025.25037

## Abstract

This paper examined the mechanisms of school culture, teaching behavior and quality improvement in Chinese universities. The research adopted a descriptive correlational research design, and data was collected from 500 teachers and students at three universities through an effective questionnaire survey. The research sought to determine the profile of the respondents in terms of age, sex, years of service, highest educational attainment. It also sought to identify the school culture in terms of shared leadership and vision, collegial teaching, professional commitment. It described the teaching behavior in terms of instructional behavior, socio-emotional behavior and organizational behavior. It assessed the teaching quality in terms of learners' performance, learners' achievement, competitive learners, it tested the significant difference between school culture and teachers' behavior and teaching quality when grouped according to demographic profile and tested the significant relationship between school culture and teachers' behavior and teaching quality. The research results showed that there was a positive and significant relationship between school culture, teaching behavior and student performance, and optimizing school culture and improving the quality of teaching and learning behavior are keyways to promote students' higher achievement. Recommendations were made, first, Chinese universities may prioritize school culture development through various activities, strengthen teacher training, and promote various teaching methods. Second, teachers may update their teaching concepts, align course offerings with industry needs, and focus on cultivating students' innovative thinking and practical abilities. Lastly, universities may recognize the interconnectedness of culture, teaching, and quality, and strive to achieve coordinated development of the three through the formulation of supportive policies, the provision of resources, and the support of interactions. These efforts will promote educational innovation, promote teacher-student collaboration, and promote sustainable progress in China's education sector.

**Keywords:** school culture, teaching behavior, quality of teaching, classroom management

## **School culture, teaching behavior and quality among university teachers in China**

### **1. Introduction**

In the context of globalization, the quality of education has become an important indicator for measuring a country's competitiveness. As the world's second-largest economy, the level of development of higher education in China directly affects the overall competitiveness of the country. In the Incheon Declaration 2030 Education Action Framework released by UNESCO in 2016, it was pointed out that quality education, as the main driving force for social development, is a common pursuit of education reform in countries around the world. Ensuring the development of peaceful, tolerant, and equitable quality education is crucial for self-realization and sustainable development and providing learning opportunities for all is the foundation and prerequisite for ensuring the achievement of sustainable development goals (Chen, 2024). The Chinese government attaches great importance to education reform. In the report of the 19th National Congress of the Communist Party of China, it was pointed out that socialism with Chinese characteristics has entered a new era, and education is a social activity that affects economic development. The State Council further proposed in "China's Education Modernization 2035" that one of the strategic tasks of education in China is to improve the quality of education, promote educational equity, and develop high-quality education with Chinese characteristics and world advanced level.

School culture is formed through long-term educational practice, reflecting the school's educational philosophy, value pursuit, and behavioral norms. It is a key factor influencing teacher behavior and student development (Wang, 2023). A positive school culture can inspire teachers' teaching enthusiasm and improve teaching quality. Teaching behavior, as one of the dependent variables, directly reflects the orientation and values of school culture. Teaching behavior has diversity, and it needs to pay attention to individual differences of students and constantly innovate teaching methods. Teaching behavior not only includes traditional lectures, but also new teaching models such as interactive teaching, flipped classroom, micro classroom, project-based learning, and case teaching (Zhu, 2024). Different teaching behaviors have different impacts on students' academic and personal development. The teaching style, classroom interaction, and response to students' learning needs of teachers are all concrete manifestations of school culture in teaching practice. Instructional behaviors are a critical component of the educational process and affect student engagement and learning outcomes. Effective instructional behaviors encompass a range of skills and attributes that promote a positive learning environment and foster student success. These behaviors are determined by a variety of factors, including teacher characteristics, environmental conditions, and the specific tasks involved in teaching.

Understanding and implementing effective teaching behaviors can significantly enhance students' educational experiences. Effective teachers exhibit behaviors such as enthusiasm, clarity, organization, and interpersonal skills that are critical to motivating students and creating a supportive learning environment. Instructional behaviors include actions and strategies that educators employ in the classroom that impact student learning and engagement. Instructional behavior includes educators' behaviors and attitudes that can have a significant impact on student learning outcomes. It is determined by the characteristics of the teacher, the educational environment and the specific tasks undertaken. Positive behaviors include respect, enthusiasm, and integrity, which create a conducive learning atmosphere. Conversely, negative behaviors such as absenteeism, lack of preparation, and resistance to change may hinder student engagement and achievement. Understanding the underlying factors that contribute to these behaviors, such as economic status and work-related stress, is critical to promoting effective teaching practices and enhancing student motivation (Mary et. al.,2023). While effective teaching behaviors are critical to student success, it is important to recognize the broader context in which these behaviors occur. Factors such as economic status, cultural diversity, and job-related stressors can affect a teacher's ability to maintain effective behaviors.

Teaching quality is a multifaceted concept that can significantly affect student achievement, engagement and overall educational outcomes. The evaluation of teaching quality not only focuses on students' exam scores, but also includes their critical thinking, innovation ability, practical skills, and so on. Teacher behavior is a key factor affecting teaching quality, and it is necessary to pay attention to teachers' professional development/teaching level and mental health status, strengthen the construction of the teacher team, improve teachers' comprehensive quality and teaching ability, which are important guarantees for improving teaching quality (Li, 2024). It encompasses a variety of elements, including instructional delivery, teacher commitment and the educational environment. Research has shown that high-quality teaching is associated with improved student performance, motivation and well-being. Effective teaching is critical to student success. It involves clear communication, engaging questioning techniques, and adaptability of teaching methods. Teacher commitment is an important component of teaching quality. It involves a commitment to continuing professional development, ethical behavior, and innovative teaching strategies. Quality teacher education programs are characterized by coherence and integration, transformative partnerships with schools, and a strong base of expertise. School culture, teaching behavior and teaching quality are three closely related variables in school education, and there are certain gaps or problems between them, as well as important practical implications of studying these variables.

Disconnection between school culture and teaching behavior. Sometimes schools develop clear cultural concepts but fail to fully reflect these concepts in their actual teaching behaviors. For example, the school may emphasize innovation, autonomy, and critical thinking, but teachers' teaching styles remain lecture-based and lack sufficient interaction and inquiry-based learning. The values and codes of conduct in the school culture may not be fully understood and internalized by teachers, resulting in a gap between teaching behaviours and the school culture. Mismatch between teaching behavior and teaching quality. Teachers' teaching behavior directly affects teaching quality. However, in actual teaching, some teachers may adopt teaching methods and strategies that are not suitable for students' learning needs, leading to poor teaching results. Meanwhile, teachers' teaching mood and classroom management ability also affect teaching quality. For example, teachers' lack of passion and classroom disorder will reduce students' motivation and learning effectiveness. Indirect influence of school culture and teaching quality. In China, although school culture does not directly determine the quality of teaching, it can indirectly affect the quality of teaching by influencing teachers' teaching behavior and students' learning attitudes. For example, a positive school culture can stimulate teachers' enthusiasm for teaching and students' motivation for learning, thus improving teaching quality.

The significance of this research is to explore the intricate linkages between school culture, teaching behaviors and quality of teaching and learning, a profound journey to understand the nature of education. This exercise will peel back the layers to reveal the underlying principles and mechanisms that govern the educational landscape. By conducting empirical research, we not only test and refine existing theories of education, but also reinforce them with concrete evidence that paves the theoretical way to support educational reform. In addition, the insights gained from this study are translated into practical strategies and approaches for schools. They enhance the capacity of educational institutions to strengthen teaching and learning practices and improve the quality of education. By fostering a positive school culture and creating a favorable learning environment, teachers are motivated to teach and students are inspired to learn. This study thus serves as a valuable compass for educational administrators. It provides them with a powerful decision-making framework to guide them through the complex process of planning and implementing reform measures that promise to revolutionize education.

**Objectives of the Study** - This study aims to determine the school culture, teaching behavior and quality among university teachers in China. Specifically, it sought to identify the school culture in terms of: shared leadership and vision, collegial teaching, professional commitment. It described the teaching behavior in terms of: instructional behavior, socio-emotional behavior and organizational behavior. It assessed the teaching quality in terms of: learners' performance, learners' achievement, competitive learners, it tested the significant relationship between school culture and teachers' behavior and teaching quality. Based on the findings, development program is recommended that could that could inform school improvement efforts and contribute

to a deeper understanding of factors that contribute to effective teaching success.

## 2. Methods

**Research Design** - The descriptive approach of this study described the school culture, teaching behavior and quality of Chinese universities. Descriptive research was the basis of analytical research, provided clues and direction for follow-up research by providing basic data and preliminary inferences (Lei, 2022). The teacher gained knowledge about the present status of academic research, theoretical underpinnings, and innovative tendencies in school culture, teaching behavior, and teaching quality at three Chinese universities by reading and evaluating the body of extant literature. Academic papers, monographs, reported and policy documents in related fields were collected through libraries, databases (such as CNKI, Springer, Google Scholar, etc.) and Internet resources. Three Chinese schools were selected as a sample for this study. As the researcher's aim was to conduct a descriptive study, the overall objective of this study was to obtain systematic and authentic data. The quantitative methods used for the analysis would be determined in a basic way to demonstrate the correlation between school culture, teaching behavior and teaching quality with the support of the survey method.

**Participants of the Study** - There were three research subjects in this study from the three Chinese universities. This unique cultural atmosphere helps students understand different ethnic cultures and cultivate talents with an inclusive and collaborative spirit. Selecting teachers and students from these three universities as the survey subjects can cover different types and levels of universities, making the survey results more comprehensive and representative. At the same time, by comparing the relationship between different school cultures, teaching behaviors and teaching quality, the impact of these factors on the quality of education can be explored in greater depth. The sampling technique was applied while choosing participants. The schools surveyed for this study included more than 500 teachers and students from these three schools. After excluding questionnaires with missing values and duplicate questionnaires, valid data from 500 people was obtained. As participants in this study, teachers were divided according to age, gender, years of service and educational background. Based on theories of school culture, teaching behavior and teaching quality, and from the basic conditions of the three schools, such as shared leadership and vision, instructional behavior, and current assessment methods for learners' performance, the survey was used to understand the current state of teaching in the three schools. Inclusion criteria included demographic and professional characteristics of the teachers, and exclusion criteria included teachers with incomplete or inaccurate information and teachers who did not meet the requirements of the research design. The results provide an empirical basis for teacher education and school management, and help to formulate more scientific and reasonable education policies and management measures, providing direction and goals for educational reform. The research may provide strong support for improving teaching quality, optimizing the allocation of educational resources, and promoting educational reform.

**Data Gathering Instruments** - This study used an improved survey questionnaire for data collection. The questionnaire design of this research is divided into four parts. The first part collected demographic data of the respondents, while the second, third, and fourth parts respectively involved research variables such as school culture, teaching behavior, and teaching quality. Each dimension consists of fifteen statements and is quantitatively measured using a four-point scale, namely strongly agree, agree, disagree, and strongly disagree. We have established reliability testing and obtained the following results after the second round of pilot investigation:

Part I will be the profile of the respondents as to: the Age, sex, years of service and highest educational attainment of the respondents. Part II is an adapted Questionnaire on School culture by Olivier (2001). Teacher personal and school culture characteristics in effective schools: Toward a model of a professional learning community. Dissertation Abstracts International Section A: Humanities and Social Sciences. It is a 20 itemed questionnaire comprised of the following subdomains; Shared Leadership and vision; collegial teaching; professional commitment. Part III of the questionnaire is on teaching behavior adapted to the paper of Possel et al. (2013). Teaching behavior and well-being in students: development and concurrent validity of an instrument to

measure student-reported teaching behavior. It consists of 25 questions with teachers dimensions on behavior which includes; instructional behavior, socio-emotional behavior; and organizational behavior. Part IV is on Teaching quality adapted from Zhao et al. (2011). Evaluation of Teaching Quality from a Student Perspective: A Scale Development and Evaluation of Higher Education, it consists of 30 items with the domains that includes; Learner's performance, learners achievement and competitive Learners.

**Table 1**  
*Reliability Test Summary*

Indicators	Cronbach Alpha	Remarks
Shared Leadership and Vision	0.888	Good
Collegial Teaching	0.839	Good
Professional Commitment	0.867	Good
Instructional Behavior	0.895	Good
Socio-Emotional Behavior	0.861	Good
Organizational Behavior	0.885	Good
Learners' Performance	0.864	Good
Learners' Achievement	0.701	Acceptable
Competitive Learners	0.862	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 indicators are all key factors in assessing the effectiveness of the quality of education, school climate, quality of teaching, and quality of student learning. As can be seen from the table, the Cronbach's alpha values for all the indicators exceeded 0.8, which indicates that the internal consistency of these scales or questionnaires is very good. This means that the items in these scales are consistent in measuring their respective concepts and it can be assumed that they effectively measure what is intended to be studied. “Instructional Behavior” has the highest Cronbach's alpha of 0.895. This indicates that the scale is well designed, comprehensive in its coverage and clear in its item presentation. The Cronbach's alpha value of 0.701 for “Learners' Achievement”, although lower than 0.8, is usually considered acceptable. This may be due to the fact that the items measuring Learners' Achievement have some diversity in content, but are still consistent within acceptable limits. High Cronbach's alpha values not only indicate a high degree of internal consistency within the scales, but also imply that these scales are stable and reliable in measuring the same concept. This is important for educational research and organizational assessment because it ensures that the results are accurate and reproducible.

**Data Gathering Procedure** - This study used the Questionnaire Star platform to distribute and collect data, and SPSS statistical software to calculate descriptive statistics such as frequencies and percentages. The researchers applied this technique to the data assessing school culture, teaching behavior and teaching quality. The researchers used statistical tools such as linear regression analysis to examine the relationship between school culture, teaching behavior and teaching quality in Chinese schools. These statistical analyses scrutinized and compared the data to reveal any substantive relationships between the variables under study. To determine whether there were significant differences between school culture, teaching behavior and teaching quality in the selected Chinese schools, the researchers used one-way ANOVA analysis and Pearson correlation analysis. This statistical method is used to assess the degree and direction of the relationship between two variables in a study. The regression analysis method is used as the core analytical tool for studying the dependence between two or more variables, especially when changes in one dependent variable can be attributed to changes in one or more independent variables. In the regression analysis, the research established a regression equation to study whether there are significant differences between school culture, teaching behavior and teaching quality, and to reveal the inherent laws and interaction mechanisms between them. This helps educators better grasp the key factors in the education process, so as to formulate more effective education strategies and policies.

**Data Analysis** - The weighted average is used to evaluate the school culture in terms of shared leadership and vision, collegiate teaching, and professional commitment; Determine teachers' teaching behavior from the perspectives of teaching behavior, social emotional behavior, and organizational behavior; Determine the teaching quality of teachers based on the performance, achievements, and competitive nature of learners. The

results of the Shapiro Wilk test indicate that the p-values of all variables are less than 0.05, which means that the data set is not normally distributed. Spearman rho is used to test for significant relationships. All analyses were conducted using SPSS version 28.

**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. Participants were well-informed about instructions, procedures, and survey objectives. The voluntary investigation approach further safeguarded respondents' rights. Confidentiality was paramount during data collection. Ethical approval was obtained from the research center at the University of the Lyceum in the Philippines.

### 3. Results and discussion

**Table 2**

*Summary Table on School Culture*

Indicators	Weighted Mean	Verbal Interpretation	Rank
Shared Leadership and Vision	2.99	Agree	2
Collegial Teaching	2.98	Agree	3
Professional Commitment	3.28	Agree	1
Composite Mean	3.08	Agree	

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

With a score of 3.28, "Professional Commitment" topped the list in this data set, suggesting that respondents really appreciated and acknowledged teachers' dedication and commitment to their careers. Teachers who are highly committed to their work are more likely to put in more time and effort to develop their teaching skills, monitor their pupils' progress, and take an active part in a variety of school-related activities. Students' learning experiences and results are improved by this high degree of professional dedication, which also contributes to better teaching quality.

Shared leadership and vision came in a close second with a score of 2.99, showing that teachers generally believe that shared leadership and shared vision are essential to promoting teamwork and overall development in a school or educational institution. Shared leadership and vision emphasize collaboration and consensus among different levels and roles within a school or educational institution. When teachers and administrators work together to set school development goals and work together to achieve these goals, they can develop strong team cohesion and execution. This kind of shared leadership and shared vision not only helps promote teamwork, but also ensures that the school's development direction is consistent with teachers' personal career goals, thereby stimulating teachers' enthusiasm and creativity.

With a score of 2.98, "Collegial Teaching" came in third place, suggesting that educators valued working together to improve teaching and learning and thought they could do so by supporting and learning from one another. Collegial teaching places a strong emphasis on instructors supporting and learning from one another. Teachers may enhance the quality of instruction and learning outcomes by discussing and resolving issues in the classroom together, as well as by sharing resources and teaching experiences. Furthermore, collaborative teaching fosters teacher contact and communication while strengthening team cohesiveness. Meanwhile, Teachers enjoy teaching collaboratively with one another and think that by learning from and supporting one another, they may both increase the quality of teaching and learning. Teachers' value of collaborative teaching is a reflection of their commitment to ongoing learning and partnership (Zhao, 2024).

Overall, these data reflect the positive attitudes and value teachers place on professional commitment, shared leadership, and collaborative teaching, which together constitute a healthy and positive educational work environment.

In the summary of teaching behavior shown in table 3, the ranking of the indicators and their mean values reveal the importance and implementation of different instructional behaviors in educational practice. Firstly, “Instructional Behavior” ranked first with a mean value of 3.13, which clearly indicates that teachers place a high value on and focus on the transfer of knowledge and development of skills. The effort and commitment of educators who are dedicated to enhancing their pupils' academic and cognitive abilities through efficient teaching techniques and tactics is reflected in the high mean score.

**Table 3**

*Summary Table on Teaching Behavior*

Indicators	Weighted Mean	Verbal Interpretation	Rank
1.Instructional Behavior	3.13	Agree	1
2.Socio-emotional Behavior	2.97	Agree	3
3.Organizational Behavior	3.08	Agree	2
Composite Mean	3.06	Agree	

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

Next, organizational behavior followed with a mean value of 3.08, indicating that teachers place equal importance on classroom organization and management. Effective teaching and learning depend on a well-organized classroom, which fosters a disciplined and encouraging learning atmosphere where students can concentrate and engage fully in class activities. Teachers ensure that classrooms run smoothly by setting clear classroom rules, rationalizing instructional time and resources, and effectively managing student behavior.

With a mean score of 2.97, Socio-emotional Behavior came in third place. This is little lower than the previous two, but it still shows that instructors are somewhat concerned with their pupils' emotional needs and the growth of their social skills. This low mean may reflect the fact that in actual teaching, teachers invest relatively little in social-emotional behaviors due to limitations in time, resources, or teaching philosophies. This suggests that attention and investment in this area should be further strengthened in future educational practices to achieve the holistic development of students.

**Table 4**

*Summary Table on Learners' Performance*

Indicators	WM	VI	Rank
I consistently monitor my students' performance to provide timely feedback and guidance.	3.21	Agree	8
I employ various assessment tools to evaluate the performance of my students accurately.	3.24	Agree	5
The feedback I provide to students is directly related to their performance on assignments and tests.	3.26	Agree	3
I often group students based on their performance levels to provide targeted instruction.	3.31	Agree	1
I use real-time performance data to adjust my teaching strategies, ensuring maximum student comprehension.	3.25	Agree	5
I encourage students to self-assess their performance, promoting self-awareness and ownership of their learning.	3.28	Agree	2
I regularly discuss performance outcomes with students, setting clear goals for future improvement.	3.15	Agree	9.5
Assignments I give are tailored to challenge students based on their current performance levels.	3.24	Agree	5
My teaching strategies incorporate tasks for various skill levels, ensuring that all students are adequately challenged.	3.23	Agree	7
I consistently rely on established performance metrics to gauge the effectiveness of my teaching methods in relation to student outcomes.	3.15	Agree	9.5
Composite Mean	3.23	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 4 shows the summary table on learners' performance. In the first rank is “I often group students based on their performance levels to provide targeted instruction” with a mean value of 3.31. The verbal interpretation is agreement. The reason for this practice is that there are variations in the learning abilities and progress of

different students, and by grouping students according to their performance levels, teachers can more effectively identify the needs of each student and tailor their teaching strategies and content accordingly. This type of tiered teaching helps to ensure that each student learns at a pace and level of difficulty that is appropriate for him or her, thereby improving learning efficiency and outcomes. At the same time, group teaching also promotes cooperation and communication among students so that they can make progress together in helping each other.

In second rank is “I encourage students to self-assess their performance, promoting self-awareness and ownership of their learning”. The mean value is 3.28 and the verbal interpretation is agree. This implies that in educational practice, teachers generally value and encourage students to self-assessment as a way to promote self-awareness and ownership of their learning. The reason for this practice is that self-assessment is an important part of students' self-reflection and learning growth. Through self-assessment, students can have a clearer picture of their learning status, strengths and weaknesses, thus motivating them to take the initiative to improve and upgrade themselves. In addition, self-assessment fosters critical thinking and autonomous learning skills in students, enabling them to take charge of their education on their own. Therefore, teachers generally agree with and practice this teaching strategy, with a view to helping students develop positive learning attitudes and enhancing their learning efficiency and effectiveness.

In the third rank is “The feedback I provide to students is directly related to their performance on assignments and tests” The mean value is 3.26, and the verbalization is 3.26. interpreted as agreement. This implies that in educational practice, teachers generally tend to provide students with feedback that is directly related to their performance on assignments and tests. The reason for this practice is that providing feedback directly related to a student's specific performance helps students to have a clearer picture of what they are doing well and where they need to improve. Students are able to identify their learning objectives and modify their learning tactics in order to improve their learning thanks to this precise and focused feedback. At the same time, by providing feedback that is directly related to assignments and tests, teachers can also ensure that the feedback is timely and relevant so that students can quickly apply it to their subsequent learning. In order to support students' learning development by giving them useful feedback, teachers often acknowledge and implement this instructional method.

The lowest rank “I regularly discuss performance outcomes with students, setting clear goals for future improvement“ ”I consistently rely on established performance metrics to gauge the effectiveness of my teaching methods in relation to student outcomes”. The two entries were ranked together in the last position with a mean value of 3.15, which was interpreted verbally as agreement. This implies that in educational practice, teachers generally recognize and practice discussing learning outcomes with students, setting goals for improvement, and utilizing performance metrics to assess the effectiveness of their teaching methods. This common result is explained by the fact that, firstly, discussing learning outcomes with students and setting improvement goals on a regular basis is a crucial part of the educational process. At the same time, by setting clear objectives, students can plan their learning paths in a more focused manner, thereby enhancing their learning outcomes. Second, assessing the efficacy of instructional strategies using recognized performance indicators is a crucial way for educators to keep raising the standard of instruction. These performance metrics can accurately represent the true efficacy of instructional strategies and are typically strongly correlated with students' academic achievement, learning attitudes, skill mastery, and other factors. Teachers may quickly spot issues and shortcomings in the teaching process and modify their methods to better suit the requirements of their pupils by routinely evaluating these signs.

The second lowest is “I consistently monitor my students' performance to provide timely feedback and guidance”. The mean value is 3.21, and the verbal interpretation is agreement. This approach is justified by the fact that prompt and useful feedback is essential to the learning process for students. Teachers can quickly detect students' learning challenges and issues and offer tailored comments and support by continuously monitoring their performance. In addition to helping students learn better and remedy their errors, this prompt feedback boosts their drive and self-esteem. Simultaneously, tracking pupils' academic progress serves as a crucial



foundation for teachers to assess and modify their methods. By understanding students' learning progress and problems, teachers can more accurately grasp students' learning needs, so as to formulate teaching strategies that are more in line with students' realities and improve teaching quality.

The third rank is "My teaching strategies incorporate tasks for various skill levels, ensuring that all students are adequately challenged". The mean value was 3.23, and the verbal interpretation was agreement. The reason for this is that there are significant individual differences among students, including learning abilities, interest preferences, and learning speeds. In order to meet these diverse learning needs, teachers must adopt differentiated teaching strategies and provide students of different skill levels with learning tasks of appropriate difficulty. In addition to avoiding the problems of a "one-size-fits-all" teaching approach and guaranteeing that every student may learn at a degree of difficulty that works for them, this also encourages students' motivation and interest through suitable challenges and supports their overall growth. As a result, this teaching method may enhance instruction and provide every student a sense of accomplishment and learning pleasure.

The overall mean of the Student Learning Achievement Matrix (SLAM) was 3.23, which was verbally interpreted as agreement. This implies that in the overall assessment of students' academic performance, a weighted average of all students' performance was calculated to produce a moderately high score. The majority of students have attained a comparatively constant level of performance in a variety of disciplines or assessment items, with neither exceptionally high nor significantly low results. This average represents the students' overall academic achievement. There are a number of potential causes for this, including the caliber of instruction provided by teachers, the attitudes of students toward learning, the complexity of the course material, and the criteria for evaluation. When evaluating the quality of instruction, the efficacy of student learning, and the creation of future lesson plans, this average value can serve as a crucial benchmark.

**Table 5**  
*Summary Table on Teaching Quality*

Indicators	Weighted Mean	Verbal Interpretation	Rank
Learners' Performance	3.23	Agree	1
Learners' Achievement	3.19	Agree	2
Competitive Learners	3.09	Agree	3
Composite Mean	3.17	Agree	

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

In terms of Teaching Quality, "Learning Performance in terms of Teaching Quality" ranked first with a mean value of 3.23 and verbalized as agree. This indicates that the respondents in the first sample or measurement situation very strongly agree with the learning motivation based on altruism. "Learners' Achievement in terms of Teaching Quality" ranked second with a mean of 3.19 and a verbal explanation of agreement. This indicates that respondents generally agree with learning motivation based on altruism. Possible sources of variation include sample differences such as age, gender, cultural background, etc., differences in the point in time of measurement such as changes in learning stages or nuances in the measurement instrument. In this sample or context, while altruistic motivation remains important, it may be influenced by other motivations, such as personal interest, career development, etc., making the overall agreement slightly lower. "Competitive Learners in Terms of Teaching Quality" came in third with a mean of 3.09 and a verbal explanation of agreement. This could mean that in the third sample or measurement context, although respondents still agreed with learning motivation based on altruism, the level of agreement was relatively low.

The relationship between teaching behavior and school culture is displayed in table 6. Only the association between school culture and instructional conduct is meaningful, according to the calculated r-values, which demonstrate a high to almost insignificant direct correlation. This indicates that there was a substantial correlation and suggests that organizational behavior improves with school culture.

This is because the schools surveyed have good school cultures, and good school cultures are usually based on a set of clear, shared values. These values provide a code of conduct for staff and students that guides them in

making decisions and taking actions that are consistent with the expectations of the school culture. When staff identify with and live these values, their behavior is more consistent and predictable, contributing to a positive organizational climate. A strong school culture enhances cohesion among staff and makes them feel part of the school family. This sense of belonging motivates staff to participate more actively in school affairs and to be more willing to contribute to the common goals of the school. In schools with a good culture, there is usually better communication and cooperation among staff. Such positive interactions help to resolve conflicts, improve decision-making efficiency, and foster innovative thinking. Teachers' morale is higher when they feel respected and recognized for their work. Good school cultures often include recognition and rewards for teachers' achievements, which can help motivate teachers and stimulate creativity. School culture not only affects staff, but also profoundly influences student behavior. Students are more likely to acquire good study habits and social skills in a supportive school setting. A positive feedback loop is produced when school culture is properly fostered: better conduct from staff and students reinforces and fortifies the school culture. This positive feedback loop raises the standard of education generally and helps the institution remain stable over the long run.

**Table 6**  
*Relationship Between School Culture and Teaching Behavior*

Shared Leadership and Vision	r-value	p-value	Interpretation
Instructional Behavior	.505**	0.000	Highly Significant
Socio-emotional Behavior	.140**	0.002	Significant
Organizational Behavior	0.01	0.818	Not Significant
Collegial Teaching			
Instructional Behavior	.412**	0.000	Highly Significant
Socio-emotional Behavior	0.039	0.388	Not Significant
Organizational Behavior	-.092*	0.040	Significant
Professional Commitment			
Instructional Behavior	.309**	0.000	Highly Significant
Socio-emotional Behavior	0.055	0.217	Not Significant
Organizational Behavior	-0.013	0.772	Not Significant

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

**Table 7**  
*Relationship Between School Culture and Teaching Quality*

Shared Leadership and Vision	r-value	p-value	Interpretation
Learners' Performance	.229**	0.000	Highly Significant
Learners' Achievement	0.036	0.420	Not Significant
Competitive Learners	0.015	0.740	Not Significant
Collegial Teaching			
Learners' Performance	0.055	0.218	Not Significant
Learners' Achievement	-0.057	0.202	Not Significant
Competitive Learners	0.011	0.804	Not Significant
Professional Commitment			
Learners' Performance	.172**	0.000	Highly Significant
Learners' Achievement	-.105*	0.019	Significant
Competitive Learners	-0.079	0.078	Not Significant

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

The relationship between school culture and teaching quality is seen in table 7. Only the association between school culture and students' performance is meaningful, according to the calculated r-values, which demonstrate a modest to almost insignificant direct correlation. This indicates that a strong correlation exists and suggests that students' performance improves as school culture improves.

Because a positive school culture can foster students' learning motivation, develop their learning habits, create a positive learning environment, build strong teacher-student relationships, and create a positive academic atmosphere, students perform better academically when their school has a positive culture. Together, these elements support pupils' academic performance growth. First, a good school culture can stimulate students' motivation to learn. Students will remain engaged and motivated if their school culture supports active learning and acknowledges their accomplishments. To encourage students to work hard in their studies, schools might implement a system for recognizing students who have made progress in their studies and those who have

demonstrated exceptional academic performance. At the same time, schools can also organize various kinds of academic competitions, knowledge competitions and other activities to increase students' learning fun and motivation. Secondly, school culture also plays a key role in cultivating students' good study habits. A school culture that emphasizes students' learning methods and guides them to form good learning habits can help students establish correct learning attitudes and methods. Schools can educate students on how to study efficiently, how to make study plans and how to arrange their study time reasonably by offering courses on study methods and organizing training on study skills. To further foster students' positive learning habits, schools might also organize study groups where students can talk about and share their experiences and strategies.

Furthermore, an excellent school culture not only includes educational philosophy and teaching methods, but also needs to provide students with a good learning environment. Schools can build comfortable classrooms and libraries and provide a full range of learning resources, such as books and the Internet, for students to study and research. In addition, schools can organize rich and diversified cultural activities, such as calligraphy exhibitions and art festivals, etc., to cultivate students' artistic cultivation and comprehensive quality, and to improve their interest in learning and learning ability. A good learning environment can make students study more attentively and peacefully, and ultimately improve their academic performance. In conclusion, a healthy school culture contributes to the quality of education by improving the academic atmosphere. A positive school culture fosters creativity and discovery and motivates educators and learners to investigate and develop new information. A good school culture combines competition and cooperation and focuses on fostering a sense of cooperation and teamwork as well as competition for individual competence. Such a balance helps to create an environment that is both challenging and supportive, promoting knowledge sharing and effective interaction. School culture should also establish a favorable academic atmosphere and provide students with a good platform for academic exchange. Schools can regularly organize academic seminars, academic presentations and other activities, and invite experts and scholars to the school for academic exchanges, providing students with opportunities to learn about the latest academic developments and publish their own research results.

**Table 8**  
*Relationship Between Teaching Behavior and Teaching Quality*

Instructional Behavior	r-value	p-value	Interpretation
Learners' Performance	.096*	0.031	Significant
Learners' Achievement	-0.017	0.697	Not Significant
Competitive Learners	0.037	0.404	Not Significant
Socio-emotional Behavior			
Learners' Performance	.377**	0.000	Highly Significant
Learners' Achievement	.110*	0.014	Significant
Competitive Learners	0.009	0.840	Not Significant
Organizational Behavior			
Learners' Performance	.547**	0.000	Highly Significant
Learners' Achievement	.261**	0.000	Highly Significant
Competitive Learners	0.028	0.528	Not Significant

Legend: Significant at  $p\text{-value} < 0.05$

The relationship between teaching behavior and quality is displayed table 8. Only the association between teaching behavior and students' performance is significant, according to the calculated r-values, which demonstrate a moderate to almost insignificant direct correlation. This suggests that there was a substantial association and that students' performance improves with improved teaching practices. The main reason why students perform better academically is because good teaching behavior can increase students' motivation and interest, maximize their learning strategies and methods, encourage their commitment and participation in the learning process, improve the learning environment and atmosphere, and increase the effectiveness and quality of teachers' instruction.

First and foremost, effective teaching practices entail constructive classroom interactions like debate and inquiry, which may pique students' curiosity and increase their level of participation in the learning process. Students' intrinsic drive to study is increased by this sense of involvement, which raises their academic

achievement. Students can become more focused and involved in their education by understanding the direction and purpose of their learning when teachers establish explicit learning objectives early in the teaching process. Clear objectives also provide students with a clear learning path, which helps them to better master knowledge and skills. Secondly, good teachers will guide students to master effective learning strategies, such as memorization techniques and note-taking methods, which can help students learn more efficiently and improve their learning effectiveness. Diverse teaching strategies, such as multimedia instruction, experimental instruction, etc., are used by teachers to enhance their students' learning experiences and assist them in comprehending and mastering material from a variety of angles. Students' excitement for learning can be increased and their interest in learning stimulated by this varied teaching approach.

Third, encourage student engagement and learning input. By encouraging students to actively participate in class activities like role-playing and group discussions, teachers may raise their students' level of learning engagement. Students that participate in this type of activity improve their communication and collaboration abilities in addition to their understanding of the material. Students' self-confidence and drive to study can be increased when teachers provide them with timely feedback and encouragement. Teachers' support and encouragement will motivate pupils to work harder and produce greater outcomes when they advance or perform well in their studies.

Fourthly, good teaching behavior helps to establish a harmonious teacher-student relationship, which leads to positive interaction and communication between teachers and students. This harmonious teacher-student relationship can create a relaxed and pleasant learning atmosphere, which helps students learn and grow better. Teachers who practice effective classroom management can keep things in order and give pupils a calm, concentrated learning atmosphere. In this environment, students can concentrate more on learning, reduce interference and distraction, thus improving learning efficiency. Fifthly, it enhances the effectiveness and quality of teachers' teaching. Excellent teachers will continue to learn and improve their teaching skills and methods to adapt to changing teaching needs and student characteristics. This spirit of continuous learning and progress can enhance teachers' teaching effectiveness and quality, thus providing better teaching services for students. Throughout the teaching process, teachers take into account each student's unique characteristics and modify their instruction to fit each student's requirements.

**Table 9**  
*Action Plan to Improve School Culture, Teaching Behavior and Quality*

Key Results Area	Objectives	Strategies	Expected Outcome	Responsible Persons Involved
1.School Culture	Enhance teachers' ability to teach cooperatively; optimize the composition and efficiency of group cooperation; establish a scientific evaluation mechanism for cooperative teaching; and promote the deep integration of technology and cooperative teaching.	Provide analysis of successful cases of cooperative teaching so that teachers can understand how to apply cooperative teaching strategies in actual teaching. Through role-playing and simulation teaching, teachers can experience the process of cooperative teaching first-hand so as to deepen their understanding and application. Provide e.g. video tutorials, e-books, webinars, etc. for teachers' independent learning.	The theory of educational ecology emphasizes that school culture, as an important part of the educational ecosystem, has a significant impact on the sustainable development of education, and significantly improving the effectiveness of cooperative teaching by 30% in the expected outcome is crucial.	Principal; Head Teacher
2.Teaching Behavior	Measuring teachers' affective behaviors can also reveal the emotional interaction between teachers and students. This in turn optimizes teaching interaction strategies and improves teaching effectiveness.	Design classroom activities, such as emotion face puzzles and emotion journal sharing, to help students identify, understand, and express their emotions. Each day, select a student in the classroom who demonstrates positive social-emotional behaviors as the "Star of the Day" and set up a "Team Wall of Honor" with rewards, such as small prizes, certificates of merit, or special seating.	Sociological and cultural theories contribute to an understanding of the meaning and role of instructional behaviors in a sociocultural context. Students' social and emotional skills improved by 50 percent; school climate was more harmonious, and students' sense of community involvement and responsibility increased by 85 percent.	Principal; Head Teacher

3. Teaching Quality	Enhance teachers' ability to teach cooperatively; optimize the composition and efficiency of group cooperation; establish a scientific evaluation mechanism for cooperative teaching; and promote the deep integration of technology and cooperative teaching.	Organize team relay races, such as sports relay and knowledge relay, so that students can feel the power of teamwork during the relay process. Organize knowledge competitions, but emphasize teamwork rather than individual competition. For example, set up team compulsory questions and team robbing questions to encourage students to collaborate and think together.	The theory of educational ecology emphasizes that school culture, as an important part of the educational ecosystem, has a significant impact on the sustainable development of education, and significantly improving the effectiveness of cooperative teaching by a certain percentage (as mentioned before) while enhancing students' sense of cooperation and win-win situation by 25%, improving the balance between competitive and cooperative relationships by 20%, and enhancing students' ability to manage emotions and relieve stress by 35% in the expected outcome are all crucial aspects.	Principal; Head Teacher
---------------------	--	--	---	----------------------------

---

The formulation of the action plan to improve school culture, teaching and learning behavior and quality aims at comprehensively upgrading the overall educational standard of schools and creating a better and more harmonious learning environment for students. By strengthening school principles, creating a pleasant school atmosphere, and improving unity among students, staff, and parents, the strategy aims to create a unique school culture. Furthermore, in terms of maximizing teaching behaviors, it raises students' enthusiasm and involvement in learning, stimulates instructors to use creative teaching strategies, and strengthens their professionalism and teaching abilities. Lastly, by boosting practical instruction, upgrading the curriculum system, and strengthening the teaching quality evaluation and feedback mechanism, we can increase the overall quality of instruction and guarantee that students thoroughly understand the material.

#### 4. Conclusions and recommendations

The study's findings lead to the following conclusions: Respondents agreed on the importance of school culture. The overall composite average reflects respondents' agreement on the importance of Shared Leadership and Vision, Collegial Teaching and Professional Commitment. Respondents agreed on the importance of teaching behaviors. They also recognize the value of quality and outcomes, and all indicators reflect their general agreement on the role of effective teaching performance. Respondents agreed on the importance of teaching quality. The overall composite average reflects respondents' agreement on the importance of Learner Performance, Learner Achievement and Competitive Learners. The findings for the test of relationship in school culture and classroom management showed a moderate to almost negligible direct correlation, but only school culture and learner performance show a significant correlation. Teaching behavior and classroom management show a moderate to almost negligible direct correlation, but only teaching behavior and learner performance show a significant correlation. Developed an action plan based on the results and findings of the study.

Chinese Teachers may engage in campus culture and enhance their teaching skills. The involvement of teachers on shared leadership and vision, collegial teaching and professional commitment. School Administrators may promote campus culture and support teacher training. They may ensure a balance between campus culture, teaching quality, and pedagogy. Human Resource departments may provide resources for teacher training and develop policies for teacher growth. HR can also enhance campus culture through various initiatives. Education Department of China may encourage educational innovation and teacher-student collaboration. It may support sustainable educational development. China Universities may strengthen campus culture and implement teacher training programs. They may update curricula to meet industry demands. Future Researchers may study the impact of campus culture on students. They may analyze teacher training effectiveness and evaluate educational innovations.

## 5. References

- Chen. (2024). Research on Stimulating the Internal Motivation of High School Students' Ideological and Political Course Learning [D]. Shaanxi University of Technology, 2024. DOI: 10.27733/d.cnki.gsxlg.2024.000344.
- Lei. (2022). English Teaching Theory, Research Methods, and Practice in the Context of Globalization - Review of "Research on New Developments in English Teaching". Foreign Language Electronic Teaching (03), 99.
- Li. (2024). Exploration of Cultivating Students' Thinking Ability in Junior High School Physics Teaching [J]. New Wisdom, (08): 83-84.
- Mary, et. al (2023). Teacher's Basic Behaviour as Motivation for Student Learning. International journal of multidisciplinary research and analysis, doi: 10.47191/ijmra/v6-i9-33.
- Olivier, D. F. (2001). Teacher personal and school culture characteristics in effective schools: Toward a model of a professional learning community. Dissertation Abstracts International Section A: Humanities and Social Sciences, 62(6-A), 2001.
- Possel, P., Rudasill, K. M., Adelson, J. L., Bjerg, A. C., Wooldridge, D. T., & Black, S. W. (2013). Teaching behavior and well-being in students: development and concurrent validity of an instrument to measure student-reported teaching behavior.
- Wang. (2023). Creating a Craftsmanship Culture and Cultivating Craftsmanship Spirit - Exploration and Practice of the "Craftsmanship" Culture in Lanshan County Vocational and Technical School, Hunan Province. Educational Perspective (50), 6-12.
- Zhao Hui and Shen Yueqin (2011). Evaluation of Teaching Quality from a Student Perspective: A Scale Development Development and Evaluation of Higher Education (06), 39-47+134-135
- Zhao. (2024). The Impact of Collaborative Learning on Teacher Professional Development and Individual Growth Within Team Collaboration. Research and Advances in Education, doi: 10.56397/rae.2024.02.03
- Zhu. (2024). From Self study to Mutual Learning: A Study of the Spatiotemporal View of Adult Education from the Perspective of Artificial Intelligence [J]. Adult Education, 44 (04): 20-25.