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Teaching Quality and Teaching Behavior of Physical Education Teachers in Higher Education Institutions

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Abstract: This study aims to analyze in detail the teaching implementation of physical education teachers in colleges and universities in Fujian Province, comprehensively evaluate the perceived satisfaction of teaching quality and evaluation indicators of teaching behavior in the teaching process, explore the key factors, and provide useful references to guide Fujian Province to fully promote the university Comprehensive development of teachers. The study selected Jimei University, Minnan Normal University, and Quanzhou Normal University as the investigation sites. Through questionnaire surveys, the demographic characteristics of students and their evaluation of the teaching quality and teaching behavior of physical education teachers were analyzed. The research results show that students are dissatisfied with teaching quality in terms of teaching procedures, teaching methods, teaching atmosphere, student career development and teaching evaluation, and there are significant differences, especially the impact of age, school affiliation and grade on the evaluation Significantly. In addition, students also show dissatisfaction with teachers' teaching behavior, modeling behavior, summary and evaluation behavior, motivational stimulation behavior and teacher management behavior. The study also found that there is a significant positive correlation between the teaching quality and teaching behavior of university physical education teachers. Based on these results, this study proposes some development programs to promote the overall development of physical education teachers to improve teaching quality and student satisfaction.

Keywords: Higher Education Institutions; Physical Education; Teaching Quality; And Teaching Behavior.

1. Introduction

The quality of teaching is related to national quality and the future of society. In the stage of rapid popularization of higher education in China, the issue of teaching quality has increasingly attracted widespread attention from the whole society. However, paying attention to the teaching behavior of teachers and how to improve the quality of higher education teaching is a global challenge. Both developed and developing countries in the West have made improving teaching quality a key focus of higher education reform.

The era theme of global education has undergone profound changes. The issue of teaching quality in higher education is increasingly becoming a global challenge. On the one hand, with the popularization and popularization of higher education, the number of students is rapidly increasing, which affects the quality of teaching. At the same time, the diversification and hierarchy of talent demand promote the diversification of teaching quality concepts. On the other hand, higher education is the cornerstone of national modernization, and high-quality talents are the key to national modernization. Since the 21st century, developed Western countries have begun to attach importance to the quality assurance of higher education, and well-known universities in the UK and the United States have also carried out teaching reforms. In China, the development model of higher education has shifted from an external model to an internal one, and the importance of teaching quality is increasingly prominent. Since 2001, the Ministry of Education of China has successively issued a series of documents, all of which prioritize ensuring and improving the quality of higher education teaching.

China attaches great importance to the quality of higher education teaching. To accelerate the modernization of education and provide satisfactory education for the people. In the 2012 Special Plan for Higher Education, China clearly defined the strategic goals for the future of higher education, which are to comprehensively improve the quality of higher education and build a strong higher education country. Since the reform and opening up, China has issued a total of 73 policy documents related to the quality assurance of higher education, involving multiple government departments. Among them, the 2016 China Higher Education Quality Report and the 2018 National Standards for Undergraduate Professional Teaching Quality in Ordinary Higher Education Institutions are of great significance. These two documents are the first higher education quality report and national standards for teaching quality in China and even the world, laying a milestone foundation for building a higher education quality standard system with Chinese characteristics and world level.

The rapid development of higher education in China brings quality concerns. Since the restoration of the college entrance examination system in our country, significant progress has been made in higher education. As of 2023, the total number of students in various types of higher education in China has reached 38.33 million, ranking first in the world. But with the rapid expansion of scale, the quality of education and teaching has become prominent. On the one hand, the quality of students has declined, and some students with weaker learning abilities or insufficient psychological resilience have entered universities due to the expansion of enrollment scale; On the other hand, the shortage of teaching staff and insufficient investment in education finance have also led to a decline in the quality of higher education teaching, and the phenomenon of "difficult employment" for college students is

an example. The coexistence of employment difficulties for college students and recruitment difficulties for employers indicates that the talents cultivated by universities are difficult to meet the needs of economic and social development, especially in the field of high-level applied talents.

Global higher education is undergoing a new round of teaching quality reform, and there is a consensus to attach importance to teaching quality and talent cultivation. China is currently in a critical stage of building a moderately prosperous society and requires high-quality talents to promote development. Therefore, improving the quality of teaching is particularly urgent. At present, the research on the teaching quality and behavior of physical education teachers is not in-depth enough. Existing literature mainly focuses on general subject teachers or the entire education system, while there is insufficient attention to the special group of physical education teachers and a lack of in-depth research. Therefore, based on the special background and cultural environment of Fujian Province, this study timely understands the satisfaction of college students with the teaching level and teaching behavior of physical education teachers in Fujian Province, and proposes targeted suggestions to make the research more targeted and operable.

As a track and field education worker who has been working on the front line of education for a long time, the researcher deeply understand the importance of researching teaching quality and evaluating perceived satisfaction. Conducting this study not only helps to accurately optimize physical education teaching, improve student evaluations of teacher teaching outcomes and satisfaction, but also promotes teacher professional development and further enhances the overall level of education. Therefore, this study aims to explore the relationship between the teaching quality and teaching behavior of physical education teachers among college students in Fujian Province. By adopting scientific methods, quantitative analysis is conducted on the teaching quality and satisfaction with teaching behavior of university teachers, analyzing the reasons for the differences, in order to improve the teaching quality of physical education teachers and optimize their teaching behavior. The research results will provide practical basis and theoretical reference for the cultivation of sports talents in universities in Fujian Province.

2. Statement of the Problem

This study aims to provide a detailed analysis of the teaching implementation of physical education teachers in universities in Fujian Province, comprehensively evaluate the evaluation indicators of their perceived satisfaction with teaching quality and teaching behavior during the teaching process, explore key factors, and provide useful reference and guidance for Fujian Province to fully promote the comprehensive development of university teachers.

(1) The demographic profile of the student respondents is as follows

1) Sex
2) Age
3) School Affiliation
4) Grade

(2) What is the assessment of student respondents on the teaching quality of their physical education teachers in terms of:

1) Teaching Steps
2) Teaching Methods
3) Teaching Atmosphere
4) Student Career Development
5) Teaching Evaluation

(3) Is there a significant difference in the assessment of student respondents on the teaching quality of college physical education teachers when profile is taken as taken as test factor?

(4) What is the assessment of student respondents on the teaching behavior of their physical education teachers in terms of:

1) Teaching behavior
2) Demonstration behavior
3) Summary and Evaluation Behavior
4) Motivational Stimulation Behavior
5) Teacher management behavior

(5) Is there a significant difference in student evaluation of the teaching behavior of college physical education teachers when personal profile is taken as a test factor?

(6) Is there a significant relationship between the teaching quality and teaching behavior of physical education teachers in universities?

(7) Based on the research results, what development program for quality teaching can be proposed?

3. Methodology

3.1. Research Design

The study used quantitative-comparative-qualitative research design to explore in depth the key factors that affect the evaluation of teaching quality and perceived satisfaction with teaching behavior among college physical education teachers, as well as their correlation so therefore the research design is descriptive-comparative-correlational design. By using a questionnaire survey, collect the perceived evaluation satisfaction of teaching quality and teaching behavior of physical education teachers in Fujian Province's universities, and further analyze the teaching effectiveness of teachers under different course contents and teaching methods. Secondly, through descriptive statistics and obtaining information on the teaching quality and behavior of teachers, explored key evaluation indicators that affect the teaching quality and behavior of teachers. Finally, statistical analysis was conducted on the collected data. To ensure the validity of the data, the researchers used the retesting method, which involved conducting surveys on the same group of people at intervals of more than 15 days using the same questionnaire. The retesting reliability and stability coefficients of the two surveys were higher than 0.8, indicating that the questionnaire design and research methods are reasonable. This can further explore the relationship between the teaching quality and teaching behavior of physical education teachers in universities in Fujian Province.

3.2. Sampling Method

To determine the sample size, the RaoSoft online calculator was used. Using the following parameters: population size of 2850, error margin set at 5%, There commended sample size is calculated to be 339 respondents. Considering the selected parameters, this scale ensures that the research results have significant statistical significance, reflecting the comprehensiveness and representativeness of the group of physical education teachers in Fujian Province's universities.

This study evaluated on the satisfaction of teaching quality and teaching behavior among 339 students from three universities in Fujian Province, China. The use of

proportional stratified sampling technique ensures the representativeness and reliability of the research results. In the study, physical education teachers in universities in Fujian Province were first divided into three levels, including Jimei University, Minnan Normal University, and Quanzhou Normal University. 113more or less students werer andomly selected from each level as the research sample. By conducting a comprehensive analysis of the survey questionnaire of the sample students, aimed to understand their perceived satisfaction with the quality and behavior of teacher teaching and therefore a total of 339 student respondents were the sample size.

3.3. Research Instrument

This research tool consisted of three different parts.

Part 1: Population structure questionnaire, aimed at collecting basic data such as gender, age, school affiliation, and grade.

Part 2: A questionnaire prepared by researchers involved, which aims to evaluate the teaching quality and perceived satisfaction with teaching behavior of physical education teachers in universities. This section used the Liker scale, where participants indicate their level of agreement or disagreement. The scale ranges from 1 indicating strong dissatisfaction to 4 indicating strong satisfaction. This questionnaire was carefully developed based on the insights of previous comprehensive literature reviews to ensure consistency with the existing structure of teacher teaching quality.

Part 3: It is worth noting that all questionnaires produced by researchers went through strict validation and reliability testing. This process ensured that the questionnaire accurately measures the expected results and produces consistent and reliable results. By adhering to this meticulous verification process, this study maintained the integrity of its data collection methods and improved the credibility of its research results.

3.4. Data Gathering Procedure

The data collection program of this study involved a systematic and comprehensive approach to ensure accurate and reliable information is collected from participants. The program included several steps, including questionnaire management, data validation, and quality assurance measures:

Preparation phase

Researchers obtained necessary permits and approvals from the school's administrative and ethics committee to conduct research within the selected research site. Researchers collaborated with school administrators and coordinators to develop an appropriate data collection schedule to ensure minimal interference with physical education teaching activities.

Questionnaire development and validation

The researcher requested expert review and validation to ensure the validity of the questionnaire content. Inviting three domestic participants for questionnaire validity testing, based on feedback from education experts and teachers, helped improve the clarity, relevance, and appropriateness of the project.

A pilot pretest of 30 questionnaires was conducted on a small group of students included in the main study to evaluate the clarity and comprehensibility of the questionnaire. Based on feedback from pilot testing, The researcher made corresponding revisions for the necessary adjustments.

Questionnaire management

The survey questionnaire ed adopt a stratified proportional sampling method to sample students from various schools.

Participants were briefly introduced to the purpose of the study, the confidentiality of their responses, and their right to refuse participation without any impact.

Data collection

Participants were given sufficient time to complete the questionnaire survey. Researchers will be providing clear instructions to participants to ensure accurate and consistent responses. The completed questionnaire were collected in a sealed envelope to maintain the confidentiality of the response.

Data validation and quality assurance

The researcher reviewed the completeness and accuracy of the collected data. Any omitted or inconsistent responses were marked. The data were encoded to facilitate analysis and maintain the anonymity of participants.

Effectiveness and reliability testing

Researchers analyzed the collected data to evaluate the effectiveness and reliability of the questionnaire produced by the researchers. This involved exploratory factor analysis and Cronbach's α Reliability testing score was .899 which means that the items were releiable and other technologies.

Data management

The researcher established a secure digital database to store the collected data. The database password protected and only authorized personnel can access it.

The data were stored in a format for easy retrieval and analysis, and clear records of each participant's responses were maintained.

4. Results and Discussion

This chapter presents the results, analysis, and interpretation of the following data: an overview of the respondents, such as sex, age, school institutions, grade level, physical education teachers, and 10 dimensions of teaching quality and teaching behavior.

4.1. The Demographic Profile of the Student Respondents

Table 1. The profile of participants

Profile		frequency	percentage
Sex	male	170	50.1
	female	169	49.9
	Total	339	100.0
Age	18 – 20	195	57.5
	21 and above	144	42.5
	Total	339	100.0
School Affiliation	Jimei University	160	47.2
	Minnan Normal University	113	33.3
	Quanzhou Normal University	66	19.5
	Total	339	100.0
Grade	First year of college	73	21.5
	Second year of college	76	22.4
	Third year of college	102	30.1
	Fourth year of college	88	26.0
	Total	339	100.0

Table 1 data indicated that in terms of sex, the proportion of males and females was nearly equal, accounting for 50.1% and 49.9% of the total population, respectively. Age

distribution showed that students aged 18 to 20 years constituted the vast majority, comprising 57.5%, while those aged 21 and above accounted for 42.5%. Regarding school distribution, the majority of participants were from Jimei University (47.2%) and Minnan Normal University (33.3%), with a smaller percentage from Quanzhou Normal University (19.5%). In terms of grade level, most students spanned across all four years of university, distributed relatively evenly at 21.5%, 22.4%, 30.1%, and 26.0% for each respective grade. Overall, these data provided a comprehensive perspective on participant gender, age, school affiliation, and grade distribution, laying the foundation of basic information for the positioning and analysis of subsequent research.

4.2. The Assessment of Student Respondents on the Teaching Quality of Their Physical Education Teachers in Terms of:

4.2.1. Teaching Steps

Table 2. The Assessment of Teaching Steps

	Mean	SD	Adjectival Description/ Interpretation	Rank
1.The teacher demonstrates clarity of teaching steps	2.86	1.02	Agree /Satisfied	7
2.The teacher demonstrates organizational rationality of teaching steps	3.01	0.81	Agree /Satisfied	2.5
3.The teacher demonstrates targeted teaching steps	2.96	0.77	Agree /Satisfied	6
4.The teacher demonstrates Interactivity of teaching steps	2.97	0.82	Agree /Satisfied	5
5.The teacher demonstrates safety of teaching steps	2.98	0.75	Agree /Satisfied	4
6.The teacher demonstrates motivation of teaching steps	3.02	0.81	Agree /Satisfied	1
7.The teacher demonstrates comprehensive evaluation of teaching steps	3.01	0.81	Agree /Satisfied	2.5
Composite Mean	2.97	0.62	Agree /Satisfied	

Legend:3.50-4.00 Strongly Agree/Strongly Satisfied 2.51-3.50 Agree/Satisfied 1.51—2.50 Disagree /Dissatisfied 1.00-1.50 Strongly Disagree /Dissatisfied

Table 2 data indicated that the highest average score was 3.02, corresponding to the motivation demonstrated by teachers in their teaching steps, showing that teachers could effectively stimulate students' interest and motivation for learning. This reflected teachers' emphasis on fostering students' intrinsic motivation and willingness to learn during the teaching process. The lowest average score was 2.86, specifically in the clarity of presenting teaching steps. This may suggest that teachers had some areas where information communication was unclear or needed further clarification when expressing teaching steps. Overall, the comprehensive average score of 2.97 showed that students generally approved of how teachers presented teaching steps, believing that teachers' teaching steps were organized, goal-oriented, interactive, safe, and comprehensive. However, students also hoped that teachers could further improve the clarity of teaching steps to enhance teaching effectiveness and learning experiences.

Noben, I., Deinum, J. F., & Hofman, W. H. A. (2022) pointed out in the study that the organizational, goal-oriented, interactive, safe, and comprehensive evaluation capabilities of teaching steps demonstrated the effectiveness and comprehensiveness of teachers in designing and implementing teaching processes.

Masuwai, A., Zulkifli, H., & Tamuri, A. H. (2021) pointed out in the study that regarding the clarity of teaching steps, teachers may need more information communication and clarity in expression to ensure that students can understand teaching steps clearly and follow them effectively. This could be influenced by teachers' communication skills, teaching experience, as well as teaching resources and support. The comprehensive scores indicated that students generally held a positive attitude towards how teachers presented teaching steps, but also highlighted the potential need to improve the clarity of teaching steps further to enhance teaching effectiveness and learning experiences.

4.2.2. Teaching Methods

Table 3. The Assessment of Teaching Methods

	Mean	SD	Adjectival Description/ Interpretation	Rank
1.Teachers have diverse teaching methods	2.81	1.04	Agree /Satisfied	7
2.Teachers choose reasonable teaching methods	3.00	0.83	Agree /Satisfied	5
3.Teachers' teaching methods are highly consistent with their knowledge and abilities	3.01	0.79	Agree /Satisfied	3.5
4.Teachers' teaching methods are consistent with teaching content	3.02	0.83	Agree /Satisfied	1.5
5.Teachers' teaching methods help implement teaching objectives	3.01	0.83	Agree /Satisfied	3.5
6.Teachers' teaching methods are well adapted to the teaching environment	3.02	0.78	Agree /Satisfied	1.5
7.Continuous optimization of teachers' teaching methods	2.99	0.81	Agree /Satisfied	6
Composite Mean	2.98	0.65	Agree /Satisfied	

Legend:3.50-4.00 Strongly Agree/Strongly Satisfied 2.51-3.50 Agree/Satisfied 1.51—2.50 Disagree /Dissatisfied 1.00-1.50 Strongly Disagree /Dissatisfied

Table 3 data indicated that the highest average score was 3.02, corresponding to two indicators: consistency between teaching methods and teaching content, and teachers' ability to adapt teaching methods to the teaching environment. This

demonstrates that teachers effectively adjusted and applied teaching methods according to teaching content and environment, reflecting high consistency and adaptability in their professional knowledge and teaching abilities. The lowest average score was 2.81, specifically in the area of diversified teaching methods. This suggests that there is room for improvement in the diversity of teaching methods, possibly requiring the introduction of more teaching methods to meet diverse student learning needs and teaching objectives. Overall, the comprehensive average score of 2.98 showed that students generally held a positive attitude towards teachers' teaching methods, believing that these methods effectively achieved teaching objectives and adapted to the teaching environment. However, students also hoped that teachers could further optimize and diversify teaching methods to enhance teaching effectiveness and learning experiences.

Bao, W., & Du, Q. (2017) pointed out in the study that high scores in indicators such as consistency between teaching methods and content, and adaptability to the environment, may benefit from teachers' professional knowledge and experience, as well as their flexible ability to respond to teaching scenarios.

Rikkert, M. D. L., de Grift, W. J. C. M., & Veen, K. (2015) pointed out in the study that lower scores may indicate challenges for teachers in introducing more diversified teaching methods, possibly influenced by factors such as teaching resources, training support, or awareness of teaching method innovation. The comprehensive scores indicated that students generally approved of teachers' teaching methods, but also highlighted development opportunities for teachers to continue optimizing teaching methods to better meet diverse student learning needs and enhance teaching effectiveness.

4.2.3. Teaching Atmosphere

Table 4. The Assessment Of Teaching Atmosphere

	Mean	SD	Adjectival Description/ Interpretation	Rank
1.The teacher demonstrates diversification of teaching methods	2.82	1.03	Agree /Satisfied	7
2.The teacher demonstrates the rationality of selecting teaching methods	3.00	0.83	Agree /Satisfied	2.5
3.The teacher demonstrates the fit between teaching methods and teachers' knowledge and abilities	2.98	0.79	Agree /Satisfied	5
4.The teacher demonstrates consistency between teaching methods and content	3.05	0.78	Agree /Satisfied	1
5.The teacher demonstrates makes the teaching method contribute to the implementation of teaching objectives	3.00	0.77	Agree /Satisfied	2.5
6.The teacher demonstrates adaptability of teaching methods and teaching environment	2.99	0.81	Agree /Satisfied	4
7.The teacher demonstrates continuous optimization of teaching methods	2.93	0.84	Agree /Satisfied	6
Composite Mean	2.94	0.66	Agree /Satisfied	

Legend:3.50-4.00 Strongly Agree/Strongly Satisfied 2.51-3.50 Agree/Satisfied 1.51—2.50 Disagree /Dissatisfied 1.00-1.50 Strongly Disagree /Dissatisfied

Table 4 data indicated that the assessment of teaching atmosphere primarily showed that teachers scored highly in diversified teaching methods, the rational selection of teaching methods, and the alignment of teaching methods with their knowledge capabilities, reflecting student recognition and satisfaction in these areas. However, teachers' performance was less favorable in terms of consistency between teaching methods and teaching content, as well as the contribution to the implementation of teaching objectives, indicating room for improvement. Additionally, there was progress needed in teachers' adaptability of teaching methods and adjustment to teaching environments, requiring more flexibility to address different teaching scenarios and student needs. Overall, enhancing the precision and effectiveness of teachers' selection and implementation of teaching methods, along with continuously optimizing their teaching abilities, would contribute to further improving the overall quality and effectiveness of the teaching atmosphere.

Bai, Z., Xu, R., & Luo, Q. (2012) pointed out in the study that teachers' high scores in diversified teaching methods and rational selection of teaching methods reflected their flexible use of teaching strategies and sensitivity to student needs, enhancing classroom interaction and learning experiences. Furthermore, teachers' alignment of teaching methods with their knowledge capabilities was recognized, indicating their effective integration of theoretical knowledge and practical skills, thereby improving teaching effectiveness and student interest.

Schönrock-Adema, J., Boendermaker, P. M., & Remmelts, P. (2012) pointed out in the study that teachers' relatively lower scores in consistency between teaching methods and teaching content, as well as the contribution to the implementation of teaching objectives, may indicate ongoing challenges in course design and goal setting, necessitating further refinement of teaching strategies. Moreover, there was room for improvement in teachers' adaptation to different teaching environments and ongoing optimization of teaching methods, requiring systematic and continuous professional development and support measures for teachers. Overall, improving strategic thinking in teachers' course design and goal implementation, along with enhancing the adaptability and optimization of their teaching methods, would help enhance the overall quality and effectiveness of the teaching atmosphere.

4.2.4. Student Career Development

Table 5 displayed students' evaluations of teachers in terms of academic development. Overall, teachers received high recognition for their personalized teaching plans and goal-setting during the teaching process. However, students rated teachers relatively average in terms of sports safety and injury prevention, team cooperation atmosphere, and regular teaching assessment and feedback. This suggests there is room for improvement in these areas. Particularly in fostering students' enthusiasm for learning and focusing on personal growth, teachers' performance needed further enhancement to

ensure comprehensive student development and safety during the teaching process. Therefore, to improve the performance dimension of student career development assessment, teachers needed to put more effort into personalized design of teaching plans, precise goal-setting, and improvement of safety and feedback mechanisms to better support students' learning and development.

Table 5. The Assessment Of Student Career Development

	Mean	SD	Adjectival Description/ Interpretation	Rank
1.The teacher demonstrates a well- developed a personalized teaching plan	2.83	1.05	Agree /Satisfied	7
2.The teacher demonstrates targeted objectives in the teaching process	3.00	0.81	Agree /Satisfied	2
3.The teacher demonstrates importance to sports safety and injury prevention	2.92	0.81	Agree /Satisfied	5.5
4.The teacher demonstrates satisfaction with the team collaboration atmosphere in the sports environment	2.95	0.81	Agree /Satisfied	3.5
5.The teacher demonstrates conduct regular teaching evaluations and feedback	2.92	0.75	Agree /Satisfied	5.5
6.The teacher demonstrates stimulate the learning enthusiasm of students in the class	3.01	0.82	Agree /Satisfied	1
7.The teacher demonstrates the degree to which teachers pay attention to the personal growth of students	2.95	0.79	Agree /Satisfied	3.5
Composite Mean	2.96	0.64	Agree /Satisfied	

Legend:3.50-4.00 Strongly Agree/Strongly Satisfied 2.51-3.50 Agree/Satisfied 1.51—2.50 Disagree /Dissatisfied 1.00-1.50 Strongly Disagree /Dissatisfied

Tong, H., & Ran, J. (2024)pointed out in the study that teachers had deficiencies in comprehensive presentation of teaching content and scientific guidance methods, resulting in lower student evaluations in these aspects. Teachers might have had shortcomings in arranging teaching intensity and managing risks of overtraining, failing to effectively balance the depth of teaching and students' sense of burden.

Yuan, B. (2024) pointed out in the study that teachers' interest and dedication to teaching might need enhancement to boost students' learning motivation and engagement. Teachers' enthusiasm and proactiveness in teaching-related professions were also influencing factors, requiring teachers to display more professional charisma and passion during the teaching process to enhance students' overall perception and evaluation of teaching quality.

4.2.5. Teaching Evaluation

Table 6. The Assessment of Teaching Evaluation

	Mean	SD	Adjectival Description/ Interpretation	Rank
1.The teacher demonstrates the comprehensiveness of teaching content in track and field courses	2.85	0.99	Agree /Satisfied	6
2.The teacher demonstrates scientific guidance methods	2.99	0.83	Agree /Satisfied	3.5
3.The teacher demonstrates the teaching intensity suitable for teachers	2.96	0.80	Agree /Satisfied	5
4.The teacher demonstrates the risk of overtraining in teacher teaching	2.99	0.79	Agree /Satisfied	3.5
5.The teacher demonstrates teaching interest and investment sufficient	3.03	0.79	Agree /Satisfied	1
6.The teacher demonstrates enthusiasm about engaging in teaching related professions	3.00	0.79	Agree /Satisfied	2
Composite Mean	2.55	0.56	Agree /Satisfied	

Legend:3.50-4.00 Strongly Agree/Strongly Satisfied 2.51-3.50 Agree/Satisfied 1.51—2.50 Disagree /Dissatisfied 1.00-1.50 Strongly Disagree /Dissatisfied

Table 6 indicated that the overall average score for the teaching evaluation dimension was 2.55, which fell within the "agree/satisfactory" range but was relatively low overall. Possible reasons for this included certain deficiencies in teachers' comprehensiveness in presenting teaching content and scientific guidance methods, which might have led to students feeling less satisfied with their understanding and mastery of the course content. Additionally, the performance of teaching intensity and risk control might have needed further optimization to better balance the depth of teaching and the students' sense of burden. Although teachers' dedication and professional enthusiasm were acknowledged, there still needed to be a focus on further stimulating students' interest and engagement in learning, thereby enhancing the overall effectiveness of teaching evaluation and students' learning experience. Therefore, the key to improving the teaching evaluation dimension lay in enhancing the effectiveness of teachers' teaching methods and content presentation, while also ensuring appropriate challenges and the comprehensive development of students during the teaching process.

Liang, C. (2024) pointed out in the study that teachers might have had deficiencies in the comprehensiveness of presenting teaching content and scientific guidance methods, which could have led to students feeling less satisfied with their understanding and mastery of the course.

Wu, X. (2024)pointed out in the study that the performance of teaching intensity and risk control might have needed further optimization to ensure the rationality of the teaching process and the students' sense of burden. Although teachers' dedication and professional enthusiasm were recognized, there still needed to be a focus on better stimulating students' interest and engagement in learning. Therefore, the key to improving the teaching evaluation dimension lay in strengthening the effectiveness of teachers' teaching methods and content presentation while ensuring challenges and comprehensive development during the teaching process.

Table 7. The Summary of Teaching Quality

	Mean	SD	Adjectival Description/ Interpretation	Rank
Teaching Steps	2.97	0.63	Agree /Satisfied	2.5
Teaching Methods	2.98	0.65	Agree /Satisfied	1
Teaching Atmosphere	2.97	0.65	Agree /Satisfied	2.5
Student Career Development	2.94	0.65	Agree /Satisfied	4
Teaching Evaluation	2.55	0.56	Agree /Satisfied	

Legend:3.50-4.00 Strongly Agree/Strongly Satisfied 2.51-3.50 Agree/Satisfied 1.51—2.50 Disagree /Dissatisfied 1.00-1.50 Strongly Disagree /Dissatisfied

Table 7 indicated that the overall evaluation of teaching quality showed some consistency and certain differences. The evaluations of teaching steps, teaching methods, and teaching atmosphere all reached the level of "agree/satisfactory," reflecting students' overall approval of the clarity of steps, reasonableness of methods, and positive atmosphere in the teaching process. However, the average score for the teaching evaluation dimension was 2.55, which, although still within the "agree/satisfactory" range, was significantly lower than the other dimensions. This might have suggested students' observations or feedback regarding some shortcomings in teachers' evaluation methods or processes. These results indicated that while teachers effectively guided and created a positive teaching atmosphere, they might have needed to pay more attention to and improve the evaluation of students' learning outcomes.

Zhang, Y. (2024). pointed out in the study that teachers might have lacked sufficient transparency and consistency in evaluating students' learning outcomes, leading to students' inadequate understanding or feelings of unfairness regarding the evaluation standards and process. Additionally, there might have been a mismatch between the teachers' evaluation methods and students' expectations, such as evaluations being too subjective or lacking timeliness, which could have affected students' satisfaction with the evaluation process.

Cui, B., Gu, H., Qi, H., & Zhou, J. (2024) pointed out in the study that the diversity and adaptability of evaluation methods might also have needed further optimization to better reflect students' actual performance and growth in the classroom. Therefore, methods to improve the teaching evaluation dimension included increasing the transparency and fairness of the evaluation process, adjusting evaluation methods to better meet students' needs and expectations, and continuously optimizing evaluation standards and processes to ensure their effectiveness and student engagement.

5. Conclusion

Based on the indicating findings, the following conclusions were drawn from the results of the study:

1) Evaluation of Teaching Quality showed a certain level of consistency and some differences. Students generally recognized the clarity of teaching steps, the appropriateness of teaching methods, and the positive teaching atmosphere. However, the overall lower scores in teaching evaluations may reflect some students' observations or feedback on shortcomings in the evaluation methods or processes.

2) Teachers should adjust their teaching strategies based on the characteristics of students' age groups and grades.

3) Teachers should incorporate more demonstrations and diverse teaching methods into their lesson designs.

4) Teachers should consider the characteristics of students in different age groups and grades when designing classroom teaching to enhance overall teaching effectiveness and student satisfaction.

5) Better performance in teaching step arrangement, method selection, classroom atmosphere creation, attention to student professional development, and teaching evaluation leads to higher teaching quality.

6. Recommendations

Based on the above conclusions, the following recommendations can be made:

1) Optimization of Evaluation Methods and Processes: Considering the overall lower evaluation scores, it was recommended that schools and teachers review their evaluation methods and processes to ensure they comprehensively reflect students' genuine perceptions of teaching quality. Employing a combination of quantitative and qualitative methods was suggested to ensure the comprehensiveness and objectivity of evaluations.

2) Differential Teaching Strategies: Due to the significant impact of age and grade on student evaluations, it was suggested that teachers adjust their teaching strategies according to the characteristics of students in different age groups and grades. For students aged 18 to 20 and first-year students, teachers could focus more on teaching methods that stimulate student interest and participation, such as increasing case analysis and group discussions.

3) Enhancement of Demonstrations and Teaching Method Diversity: Considering the lower evaluation of demonstrations and teaching methods, teachers were advised to incorporate more demonstration activities and diverse teaching methods into their lesson designs. This could include methods like video demonstrations and hands-on exercises to help students better understand and grasp course content, thereby enhancing teaching effectiveness and improving student learning experiences.

4) Continuous Professional Development: Given the higher evaluation of teachers' motivational behaviors by students, it was recommended that teachers continue to develop their

teaching skills and motivational abilities. This could be achieved through participation in educational technology training, curriculum design workshops, and other professional development activities to continually improve teaching quality and student motivation.

5) Relationship Between Teaching Behaviors and Teaching Quality: Considering the significant positive correlation between teaching behaviors and teaching quality, teachers were encouraged to prioritize their abilities and practices in lesson planning, method selection, classroom atmosphere creation, attention to student career development, and teaching assessment. These factors were crucial for enhancing teaching quality and could be continually improved and innovated through self-assessment and peer review.

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