

THE IMPACT OF TEACHERS' CARING BEHAVIOURS ON STUDENTS' LEARNING ENGAGEMENT IN SHANDONG VOCATIONAL COLLEGES

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Abstract

The purpose of this study was to understand how teachers' caring attitudes affect students' engagement in learning in higher vocational colleges and to suggest ways to improve teachers' caring attitudes in higher vocational colleges. Data were collected from 258 education students (freshmen, sophomores and juniors) at Technological Vocational College of Dezhou in Shandong Province using a two-dimensional code sweep to fill in a questionnaire. The data were subjected to statistical analysis methods such as descriptive analysis, correlation analysis and regression analysis using SPSS 26.0 to test the relationships between data variables and test hypotheses. Data analysis revealed that: 1. Caring behaviour of teachers in higher vocational colleges was positively correlated with students' engagement in learning and had a positive predictive value for engagement in learning; 2. Female students had a higher impact on the caring behaviour of teachers in higher vocational colleges and student engagement in learning than male students; 3. Sophomore students had a higher impact on the caring behaviour of teachers in higher vocational colleges and engagement in learning than freshmen and juniors. The findings of this study suggest that a key strategy to improve student engagement in learning is to improve the caring behaviours of teachers in higher vocational colleges.

Keywords: teachers' caring behaviours, students' learning engagement, Shandong vocational colleges

Introduction

Problem statement

Exploring the variability of caring behaviour among teachers in higher vocational colleges, Exploring the impact of teachers' caring behaviour on students' engagement in higher vocational colleges, Exploring the development of strategies to optimise the caring behaviour of teachers in higher vocational colleges.

Research Questions

1). What distinguishes the variables of teachers' caring behaviors at higher vocational colleges?

2). In what ways do teachers' caring actions influence students' academic engagement in higher vocational colleges?

3). How can strategies be made to make teachers more caring people?

Research Objective

1). to investigate the variations in the variables that influence teachers' caring behaviour in higher vocational schools.

2). to investigate the relationship between the caring attitudes of teachers and the engagement of students in learning at higher vocational colleges.

3). to investigate the development of strategies to improve the caring behaviour of teachers in higher vocational schools.

Research Hypothesis

X: Teacher caring behaviour of teachers in higher vocational colleges

Y: Student engagement in learning

Item1: Teachers' dutiful caring behaviour

Item2: Teachers' inclusive caring behaviour

Item3: Teachers' supportive caring behaviour

Item4: Cognitive engagement in student learning

Item5: Behavioural engagement in student learning

Item6: Students' emotional engagement with learning

H1: There is a direct and significant positive relationship between teachers' caring behaviour and students' engagement in learning in higher vocational colleges, and teachers' caring behaviour in higher vocational colleges has a positive predictive effect on their student's engagement in learning.

Research Benefit and Significant

Research Benefit

Through a questionnaire survey of teachers' caring behaviours on students' learning engagement in higher vocational colleges in Shandong Province, this study aims to comprehend the current situation regarding teachers' caring behaviours and student learning engagement.

Significant

This study is novel in that it combines the current situation regarding teachers' caring behaviour with strategies to improve teachers' caring behaviour in teaching practice. It provides direction for the work that teachers will do in the future.

1). to comprehensively summarize the connection between students' engagement in learning and teachers' caring attitudes in higher vocational colleges

2). to find precisely the measures and approaches that can effectively improve the engagement of teachers and students in higher vocational colleges and to optimize the caring behaviour strategies of higher education teachers.

Literature reviews

This paper based on theories of Noddings Theory of Caring Behaviour, According to scholar Yang (2017), American educationalist Noddings' theory of caring emphasises the importance of 'caring' relationships in education and teaching. According to Noddings, the benefits and well-being that people derive from education are what make it valuable. In addition, the theory emphasises individual differences and needs.

Definition of teacher care in higher vocational colleges

Based on Lei's (2015) view , this study defines teacher caring behaviour in higher vocational colleges as higher education teachers' conscientiousness in doing their job to the best of their ability, inclusiveness in caring for students and support for their development.

Definition of student learning engagement in higher vocational colleges

Based primarily on Kong's (2014) perspective and previous scholars' views, this study defines higher education student learning engagement as students using strategies in their learning and actively participating in various classroom activities under the guidance of their teachers.

The process of research on caring behaviour of teachers in higher vocational colleges

Lei, a Chinese researcher, (2014) defines caring behaviour using Noddings' idea of caring in education. A teacher's commitment to teaching and learning, time spent supporting students' development, and student engagement are all components of caring behaviour.

Research process on student learning engagement in higher vocational colleges

The author decided to use Kong's (2014) definition of student engagement. In higher vocational colleges' education research, there are three types of engagement: engagement on a behavioural, cognitive, and emotional level.

The influence of teachers' caring behaviour on students' engagement in higher vocational colleges

Scholar Wang (2022) suggests in another study that physical education teachers in higher vocational colleges should demonstrate their own practice in order to convey emotions and knowledge to their students, as well as to inspire students' desire to learn by demonstrating what they can do and teaching them according to their ability to achieve. Students' engagement, behaviour, and development depend on supportive and caring teachers in higher vocational colleges. In a similar vein, some researchers have examined students enrolled in higher education.

Strategies for optimizing the caring behaviour patterns of teachers in higher vocational colleges

Improving the professionalism of teachers' caring behaviour

He (2012) says that all of these professional literacies look at teachers as competent people and emphasize how important each teacher is to the growth of professional literacy. They emphasize the developmental requirements, motivations, and enhancements in caring behaviours experienced by teachers as a result of professional development. Cao (2018) asserts that raising teachers' core literacy levels in higher vocational colleges will not only assist students in achieving academic success but also raise students' overall quality. It is essential that university teachers also receive appropriate professional training because university students will eventually serve as the foundation for constructing society in the future. For higher education teachers to exhibit more compassionate behaviour, they need to practice professionalism.

Building a good classroom climate of care

It has been argued that the term "classroom climate" refers to a predominant psychological state that emerges between students and teachers or students and the classroom's objectives. According to researchers Li, Feng, Dong, and Xu (2013), a conducive classroom atmosphere encourages both teachers and students to realize their full potential. Both the level of student motivation and enthusiasm to participate in the classroom and the level of teacher care are increased as a result.

Conceptual Framework

The research framework, which is primarily based on Lei (2014) and Kong (2014), is built around the independent variable of teacher care behaviour in higher vocational colleges and the dependent variable of student learning engagement in higher vocational colleges. The following ideas served as the foundation for this study's design:

- 1). Conduct a comparative analysis of the literature to investigate the impact of teachers' caring behaviours on students' learning engagement in higher vocational colleges and the differences between teachers' caring behaviours at home and abroad.
- 2). Utilizing a questionnaire for education students at Technological Vocational College of Dezhou in Shandong Province, China, investigated the effect that caring teachers' actions have on their students' engagement in learning.
- 3). Investigated the impact of caring behaviours on students' learning engagement in education majors at Technological Vocational College of Dezhou in Shandong Province, China, and provided relevant recommendations for the selection of optimum strategies, the development of harmonious teacher-student relationships, and future teacher caring models.

Research result

Correlation analysis of teachers' caring behaviours and students' learning engagement in higher vocational colleges in Shandong Province

Pearson correlation analysis was used to test the correlation between teachers' caring behaviours and the three dimensions in higher vocational colleges and students' learning engagement and the three dimensions in higher vocational colleges. The results are shown in Table 7.1 below.

Table 7.1 Results of the correlation analysis between teachers' caring behaviour and students' engagement in learning in higher vocational colleges

	Caring behaviour of teachers in higher vocational colleges	Teachers' dutiful caring behaviours	Teachers' supportive caring behaviours	Teachers' inclusive caring behaviours	Student Learning Engagement in higher vocational colleges	Cognitive engagement in student learning	Student engagement in learning behaviour	Emotional engagement in student learning
Caring behaviour of teachers in higher vocational colleges	1							
teachers' dutiful caring behaviours	.913**	1						
teachers' supportive caring behaviours	.921**	.774**	1					
teachers' inclusive caring behaviours	.909**	.735**	.751**	1				
Student Learning Engagement in higher vocational colleges	.801**	.724**	.717**	.755**	1			
Cognitive engagement in student learning	.736**	.715**	.655**	.648**	.908**	1		
Student engagement in learning behaviours	.729**	.614**	.660**	.721**	.920**	.755**	1	
Emotional engagement in student learning	.736**	.661**	.654**	.702**	.919**	.747**	.773**	1

Note: ***, **, * represent 1%, 5%, 10% level of significance respectively

Discussion and Conclusion

Discussion of the relationship between teachers' caring behaviours and students' engagement in learning in higher vocational colleges in Shandong Province

The correlation between teachers' caring behaviours and students' engagement in learning in higher vocational colleges in Shandong Province was found to be significant and positive, with the correlation coefficients of 0.715, 0.614 and 0.661 ($p < 0.05$) between teachers' dutiful caring behaviours and students' cognitive engagement in learning, students' behavioural engagement in learning and students' affective engagement in learning respectively, which were significantly The correlation coefficients between teachers' supportive caring behaviours and students' cognitive engagement in learning, students' behavioural engagement in learning and students' emotional engagement in learning were 0.655, 0.660 and 0.654 ($p < 0.05$) respectively, which were significant and positive; the correlation coefficients between teachers' inclusive caring behaviours and students' cognitive engagement in learning, students' behavioural engagement in learning and students' emotional engagement in learning were the

correlation coefficients between teachers' inclusive caring behaviour and students' cognitive engagement in learning, students' engagement in learning behaviour and students' emotional engagement in learning were 0.648, 0.721 and 0.702 respectively ($p < 0.05$), with significant positive predictive effects. The Durbin-Watson value of 1.782 was close to 2, indicating that the fitted model was significant. All three dimensions of teacher care in higher vocational colleges were good predictors of student engagement in higher vocational colleges.

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