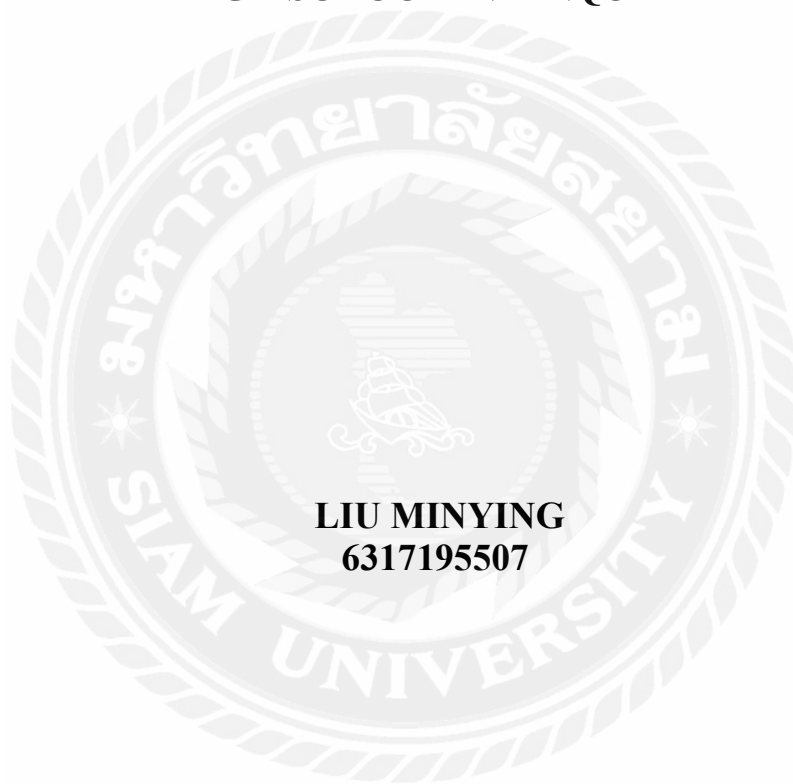




**THE INFLUENCING FACTORS OF EFFICIENT CLASSROOM -  
A CASE STUDY OF ART APPRECIATION CLASS AT HAIYUE  
HIGH SCHOOL IN LINQU**



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**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE DEGREE OF  
MASTER OF BUSINESS ADMINISTRATION  
GRADUATE SCHOOL OF BUSINESS  
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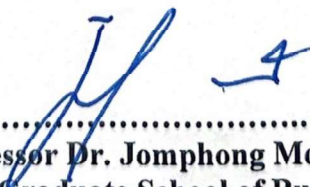
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**Title:** The Influencing Factors of Efficient Classroom - A Case Study of Art Appreciation Class at Haiyue High School in Linqu

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**Degree:** Master of Business Administration

**Major:** Educational Management

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### ABSTRACT

Classroom teaching is an important aspect of senior education. To achieve the desired goals within limited class hours, improving classroom efficiency is essential for ensuring teaching quality. Therefore, reforming classroom teaching and enhancing classroom efficiency are crucial measures for advancing compulsory education in China, with the effective classroom being a key component of these reforms. This study used art appreciation class at Haiyue High School in Linqu as a case study to explore the key factors influencing the efficient classroom. The research objectives of this study were: 1) To explore whether the teaching model affects the art appreciation efficient classroom at Haiyue High School; 2) To explore whether the teacher professional qualities affect the art appreciation efficient classroom at Haiyue High School and 3) To explore whether student engagement affects the art appreciation efficient classroom at Haiyue High School.

This study employed the quantitative method and conducted a questionnaire survey of 210 students from Haiyue High School, resulting in 202 valid responses. After analyzing the data, the following conclusions were drawn: 1) The teaching model positively affects the art appreciation efficient classroom at Haiyue High School; 2) The teacher professional qualities positively affect the art appreciation efficient classroom at Haiyue High School and 3) Student engagement positively affects the art appreciation efficient classroom at Haiyue High School.

For recommendation, Haiyue High School can enhance the quality of art education by improving the provision of art teaching equipment, employing diverse instructional methods, and establishing high-quality teaching evaluation mechanisms. Additionally, continuously refining classroom teaching methods and management systems will ensure that students enjoy learning experiences and achieve more fruitful educational outcomes.

**Keywords:** efficient classroom, art appreciation class, teaching model, student engagement

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## Declaration

*I, Liu Mingyong, hereby certify that the work embodied in this independent study entitled “The Influencing Factors of Efficient Classroom - A Case Study of Art Appreciation Class at Haiyue High School in Linqu” is result of original research and has not been submitted for a higher degree to any other university or institution.*

.....Liu Mingyong.....

(Liu Mingyong)

June 20, 2024



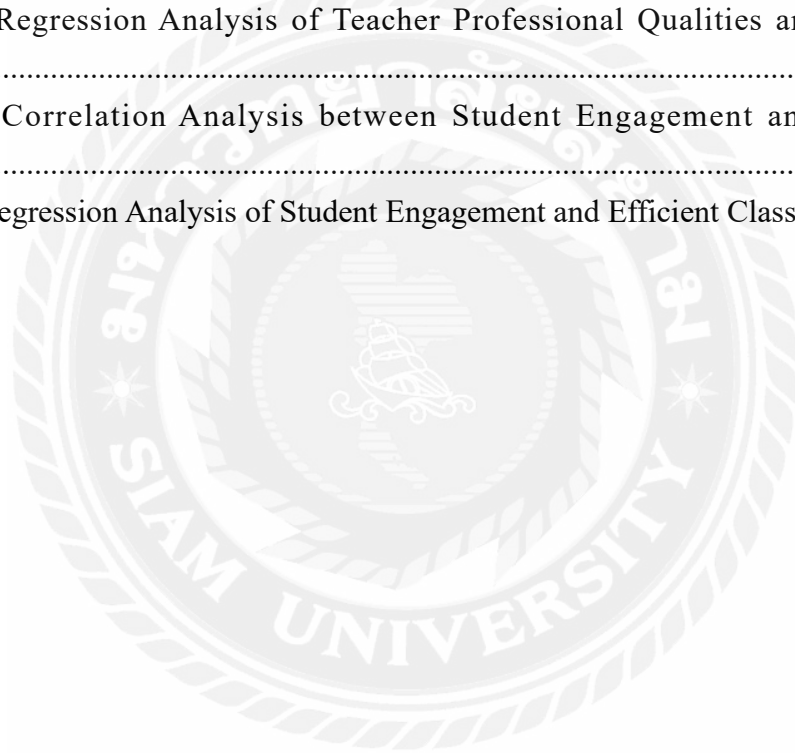
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# Chapter 1 Introduction

## 1.1 Background of the Study

The primary vehicle for implementing quality education is the classroom. Classroom teaching is a crucial component of school education and a key platform for enhancing students' scientific and cultural literacy as well as developing their comprehensive abilities. To ensure that both teaching and learning achieve their intended goals within the limited class hours, improving classroom efficiency is essential for guaranteeing the quality of instruction. The ultimate educational outcomes of the classroom significantly impact students' overall quality (Lu & Zhang, 2021). Therefore, conducting classroom teaching reforms and enhancing classroom efficiency are vital means of advancing compulsory education in China. Among various reforms, creating highly effective classrooms is the most critical aspect. Research on effective classrooms will contribute to continuously improving the overall quality of education, enriching the concept of effective classrooms, and enhancing students' comprehensive competencies. More importantly, in-depth research on effective classrooms will promote the modernization of education in China (Zhang, 2012).

As the concept of efficient classroom gains widespread acceptance across the country, the enthusiasm for the basic education curriculum reform initiated by the Ministry of Education is deepening nationwide. Both teaching methods and students' learning approaches are gradually transforming. Art education, as an important component of quality education, has long been influenced by traditional teaching concepts, resulting in a strong tendency toward imitation (Zhang, 2007). Due to the impact of exam-oriented education, art appreciation classes are often overlooked by many schools since they are not part of the examination subjects. Haiyue Middle School is a typical example of this. Firstly, in past teaching practices, teachers often employed a filling method, which forced students to passively and mechanically absorb theoretical knowledge. This greatly diminished students' interest in learning and hindered the full development of their creativity, free thinking, and imagination, thereby limiting the effectiveness of teaching. Secondly, due to the prolonged lack of attention, the professionalism of art appreciation teachers needs improvement. Some art teachers may lack a systematic background in art education and professional training, leading to deficiencies in understanding the relationship between art, society, and nature, which affects the quality of art education (Peng, 2010). Currently, art appreciation courses also face the challenge of students' reluctance to engage, primarily because they generally

perceive the course as lacking practicality. Students may feel that art appreciation is not closely related to their future career development or cannot be directly applied to real life.

Art appreciation classes hold significant importance and play a vital role, making it essential to approach them correctly. Given the numerous challenges, it is urgent to construct efficient art appreciation classrooms. This requires a deep understanding of the influencing factors and the implementation of targeted and purposeful reform measures.

## **1.2 Questions of the Study**

In practical teaching, while teachers enhance their professional qualities, they should also focus on constructing effective classroom teaching models. This is not only a priority but also a challenge. Numerous educational methods have demonstrated that students are more enthusiastic about participating in learning activities, concentrate better, and develop a desire for knowledge when they are in an environment that fosters strong interest. This leads to improved learning effectiveness.

Therefore, this study analyzed the factors affecting art appreciation classes at Haiyue High School and proposes strategies for schools and art teachers to consider. These strategies aim to provide a favorable teaching environment for both students and teachers, improve the effectiveness of classroom teaching and create a conducive mechanism for the broader and faster implementation of quality education. Consequently, this study proposes the following questions:

- 1) Does the teaching model affect the art appreciation efficient classroom at Haiyue High School?
- 2) Does the teacher professional qualities affect the art appreciation efficient classroom at Haiyue High School?
- 3) Does student engagement affect the art appreciation efficient classroom at Haiyue High School?

## **1.3 Objectives of the Study**

Conducting efficient art appreciation classes lays the foundation for cultivating art professionals. However, the primary task is to enhance the ability of students to think

visually, foster their healthy and positive aesthetic taste, and develop their distinct and independent creative personalities. This promotes the formation of well-rounded, excellent character and qualities in students (Wu, 2018). Therefore, constructing efficient art appreciation classroom is particularly important. Based on this, the study aimed to achieve the following research objectives:

- 1) To study whether the teaching model affects the art appreciation efficient classroom at Haiyue High School.
- 2) To study whether the teacher professional qualities affect the art appreciation efficient classroom at Haiyue High School.
- 3) To study whether student engagement affects the art appreciation efficient classroom at Haiyue High School.

## **1.4 Scope of the Study**

This study aimed to investigate the factors affecting the construction of efficient art appreciation classrooms at Haiyue High School in Linq. The research involved 210 students from the school and analyzed factors such as the teaching model, teachers' professional quality, and student participation. It explored their impact on the efficiency of the classroom.

Based on the theory of effective learning, this study will review and analyze existing literature by reading a number of relevant papers. It seeks to find effective teaching strategies and methods to cultivate students' sensitivity to artworks and their aesthetic abilities, enabling them to better understand and appreciate the beauty of art. This not only contributes to the personal growth and development of students but also helps in nurturing citizens with greater artistic literacy, thereby injecting new vitality and momentum into cultural heritage and development.

## **1.5 Significance of the Study**

### **1.5.1 Theoretical Significance**

Current research on efficient classrooms in China is significantly influenced by several effective teaching models, including John Dewey's "pragmatic classroom teaching theory" and Johann Friedrich Herbart's "traditional classroom teaching theory." Additionally, theories such as "meaningful learning theory" and "mastery learning theory" have also impacted current classroom teaching in China (Yu, 2013).

Due to differences in national conditions, culture, and education systems, research on efficient teaching may lack specific relevance.

Therefore, this study takes the art appreciation class at Haiyue High School as an example and conducts an in-depth investigation based on the actual situation in China. The aim is to develop teaching strategies and methods that are suited to the domestic educational environment and the needs of Chinese students.

### **1.5.2 Practical Significance**

Through this study, we aim to enhance awareness and understanding of effective classroom practices. By using this as a foundation, we will summarize and develop practical teaching strategies. Our goal is to improve and innovate the current art teaching model at Haiyue High School, thereby significantly enhancing the effectiveness of teaching. This will enable the humanization and sustainable development of art education. Under the new curriculum standards, art education should place greater emphasis on the orderly cultivation of students' aesthetic literacy and taste, fully leveraging the educational advantages of the art discipline. As an extension of the evaluative and appreciative levels of compulsory education, art education is a mandatory artistic course. Therefore, conducting research on building effective art classrooms holds significant practical importance.

## **Chapter 2 Literature Review**

### **2.1 Introduction**

This chapter delves into the theory of effective teaching and, in conjunction with research findings from academia, systematically summarizes the three key factors influencing the efficient classroom: teaching model, teacher professional quality, and student engagement. The analysis of these factors not only provides a solid theoretical foundation for the construction of efficient classrooms at Haiyue High School in Linqu but also offers guidance for practical exploration. Haiyue High School in Linqu can improve classroom teaching models, enhance teachers' teaching proficiency, and stimulate students' interest in learning by thoroughly researching these factors and integrating them into actual teaching practices. This continuous optimization aims to create a more efficient educational environment and promote students' comprehensive development.

### **2.2 Theoretical Foundation**

#### **2.2.1 Theory of Effective Teaching**

Effective teaching is the core pursuit of teaching reform in the current context of curriculum reform. It aims to improve teachers' work efficiency, strengthen process evaluation, and enhance target management as a modern teaching theory. The essence of effective teaching theory lies in guiding students actively and positively in general classroom teaching, enabling them to think critically about learning problems. Within limited time, teachers strive to achieve the highest teaching efficiency, utilize teaching resources rationally, accomplish expected teaching tasks, and further enhance students' learning abilities (Zhou, 2016). Effective teaching advocates for achieving the shortest time consumption, lightest teaching tasks, and best teaching outcomes (Fang, 2021). Effective teaching is characterized by the following features:

##### 1) Initiative

Initiative refers to spontaneous actions driven by one's own will and needs, without relying on external forces. In the current curriculum standards, teaching is aimed at fostering students' lifelong development, which reflects the cultivation of students' initiative in teaching. Teachers should focus on teaching students how to learn and develop good study habits (Lv, 2017). Therefore, enhancing students' sense of participation is particularly important. Teachers should detach themselves from their traditional roles in the classroom, truly returning the classroom to the students. This

allows students to maximize their subjective initiative in their zone of proximal development and actively engage in and learn to take charge of their own learning.

## 2) Vivacity

In China's new curriculum, it is emphasized that the teaching process should be a collaborative endeavor between teachers and students, fostering active interaction and mutual development. Teachers are no longer merely conveyors of knowledge but are instead seen as guides in students' growth journey (Lu, 2013). To achieve the desired teaching objectives more efficiently, higher demands are placed on teachers' professional qualities. Teachers' professional qualities not only facilitate effective teaching but also create a conducive learning environment for students, nurturing their self-directed learning abilities and innovative spirit.

As part of the theory of urban-rural integration, the integration of urban and rural education emphasizes its distinctly social nature. To achieve urban-rural integration, it is necessary to implement comprehensive planning in the field of education, update educational concepts, improve education policies and measures, and reform the education management system. The essence of urban-rural educational integration lies in leveraging the advantages of high-quality education, expanding the reach of urban educational resources to ensure universal access to their benefits, sharing and complementing educational resources between urban and rural areas, thereby fostering the development of community members and advancing community progress. Furthermore, it aims to enhance educational equity, representing the ultimate goal of urban-rural educational integration. This study introduces education into the theory of urban-rural integration to provide new ideas for the development of education in the No.58 High School and to promote the education of the No.58 High School to a higher level.

## 3) Generativity

The practice of generative teaching requires the utilization of appropriate teaching models. Generativity emphasizes students' active participation and self-directed learning. Therefore, when selecting teaching models, teachers tend to favor those that stimulate student thinking and encourage exploration (Tang et al., 2019).

Based on effective teaching theory, the construction of efficient classrooms in high school art appreciation courses refers to classrooms where teaching efficiency or effectiveness can achieve relatively high target attainment (Yang, 2013). Specifically, it refers to classrooms that, based on effective teaching principles, efficiently accomplish art appreciation teaching tasks and achieve art appreciation teaching

objectives. These classrooms demonstrate high efficiency, effectiveness, and social impact in teaching, contributing to students' future lives and promoting their physical, mental, and overall well-being.

## **2.3 Efficient Classroom**

Nowadays, pursuing high-quality education is not only a concern for educational scholars but also a topic of interest for educators from all walks of life. The 17th National Congress emphasized the importance of focusing on the quality of classroom teaching, striving to improve the overall quality of education as much as possible. Therefore, it is necessary to delve deeply into the construction of "efficient classrooms." Teacher professional quality and teaching ability, classroom atmosphere and culture, teaching methods, and student participation all have varying degrees of impact on the construction of efficient classrooms. It requires joint efforts from teachers, students, and the teaching environment to achieve efficient classroom teaching and effectively enhance student learning (Hu, 2017).

### **2.3.1 Teaching Model**

The "Education Informatization 2.0 Action Plan" and "China's Education Modernization 2035" strongly advocate for promoting innovative educational concepts, transforming educational models, enriching educational content, and enhancing educational effectiveness (Bi, 2022). Consequently, an increasing number of schools are beginning to experiment with changing teaching models. Some scholars have combined teaching with models to form the current official term "teaching mode," which has later been widely used in the education field. In the "Encyclopedia of Education," the explanation of teaching model is: "Reflecting a specific teaching theory, it is a stable teaching structure formulated to achieve certain teaching objectives" (Jing et al., 2002). This viewpoint has gained widespread recognition.

One of the significant factors influencing classroom construction in higher education institutions is the teaching model. Due to the relatively monotonous teaching mode in current art appreciation courses and the prominent tendency towards homogeneity, it has become a bottleneck for further development (Yang, 2013). The prevalent teaching method is traditional lecturing, where teachers speak and students listen. This teaching method hampers the students' initiative, fails to stimulate their learning interests, and restricts the development of their thinking and creativity (Feng et al., 2018). Appropriate teaching models help students master the learned content more solidly, deepen their understanding of the content, strengthen knowledge transfer, enhance students' comprehensive abilities, and aid in constructing efficient classrooms



(Zeng, 2011). As there are various teaching methods in art education, selecting the appropriate ones is crucial. Furthermore, flexible application of various teaching methods is necessary to achieve efficient teaching.

The teaching model is an organic whole formed by optimizing and combining various teaching elements, containing a systematic and complete logical structure and operational mechanism. Generally, a perfect teaching model requires significant breakthroughs in teaching objectives, teaching content, and teaching design (Pan, 2022). Teaching content is the core and foundation of instructional models. The selection and organization of teaching content not only affect student learning outcomes but also influence the implementation and optimization of the entire teaching process (Sun, 2011). Different disciplines have distinct knowledge systems and methodologies; thus, the choice of teaching content should align with the characteristics of the subject and the instructional goals. For example, humanities courses emphasize the breadth of knowledge and the humanistic aspects.

Teaching objectives serve as the guide for instructional models, providing a clear direction for both teachers and students. Well-defined teaching objectives enhance the focus and effectiveness of teaching. Determining the teaching content is the foundation for clarifying teaching methods. Teachers should establish corresponding teaching objectives based on the characteristics of teaching content at different stages and students' developmental abilities. These objectives aim to help students master the learned knowledge and skills more clearly and proficiently. Through clear objectives, students can better understand the focus and direction of their learning, thus stimulating their interest and motivation to learn (Thornton & Yoong, 2011). Teaching objectives should be developmental, focusing not only on the immediate outcomes of teaching but also on the long-term growth of students.

Teaching models provide a macro framework and theoretical guidance, while teaching design involves the specific implementation and operationalization within this framework (Wang et al., 2012). Teaching design is a crucial means for realizing the development of teaching models, serving as the concrete strategies for teachers to organize and conduct teaching activities. Teachers can design and implement teaching activities and strategies according to these objectives, effectively promoting students' learning outcomes and growth. Therefore, the clarity of teaching content and objectives, along with teaching design, are crucial aspects in constructing an effective teaching model.

In summary, the elements of the teaching model include teaching content, teaching objectives, and teaching design. These three elements are interrelated and mutually supportive, forming the basic framework of the teaching model, which ensures the smooth progress of teaching and effective learning for students.

### **2.3.2 Teacher Professional Qualities**

Teachers are the main agents in implementing educational reforms, and their abilities directly impact the quality of building an efficient classroom (Nilsen & Gustafsson, 2016). With the continuous innovation of contemporary teaching models, the demand for teachers has gradually shifted from traditional theoretical educators or practice instructors to "dual-qualified" teachers. Teacher professional qualities can be understood as attributes gained through specialized training and experience, characterized by professionalism and technical skills. This is a structured, dynamic process in which teachers continuously improve their own qualities (Tong & Huang, 2004). These qualities are the basic requirements essential for the teaching profession. They are foundational and general competencies and qualities developed from an individual's general qualities, necessary for effectively carrying out educational and teaching duties (Jing, 2012). It is noteworthy that the number of art teachers is insufficient, and their quality is often lacking. There is a significant gap between the quality of teachers and the students' demands for teacher quality. Many teachers lack strong professional competence, leading to subpar teaching effectiveness. This directly impacts the overall improvement of teaching quality and hinders the construction of an efficient classroom.

Nilsen and Gustafsson (2016) proposed that teacher qualities encompass various indicators of teacher qualifications, particularly educational background, teaching experience, professional development, and personal traits such as self-efficacy. They believe that teacher qualities directly impact students' academic performance and overall teaching effectiveness. Stronge (2002) found that a teacher's personal qualities, classroom management and organization, attitude toward students, and professional spirit significantly influence teaching outcomes. Faroun (2020) holds a similar view, focusing on both personal and professional qualities of teachers. He asserts that a good teacher should possess professional knowledge, effective communication skills, and the ability to listen well. Li and Li Hongyin (2014), in discussing the professional qualities of international Chinese language teachers, emphasize the need for teachers to understand the essence of cultivation and master educational methods. They also believe teachers should have knowledge of Chinese language teaching, pedagogy, self-reflection, research capabilities, the ability to integrate diverse teaching methods, and the skill to guide interns in practice. Reimers (2003) mentioned that general teacher

professional qualities include knowledge of the learning environment, teaching strategies, classroom management, and understanding student cognition.

In summary, teacher professional qualities have a significant impact on the efficient classroom. High levels of professional knowledge and skills enable teachers to impart knowledge more effectively, enhancing student learning outcomes. Additionally, excellent classroom management skills create a positive learning environment, improving teaching efficiency and increasing student engagement and focus. Therefore, teacher professional qualities are the foundation and key to building efficient classroom.

### **2.3.3 Student Engagement**

The overall framework and requirements outlined in the 2016 publication "Core Competencies for Chinese Student Development" emphasize that addressing the lack of student engagement is a key focus of current classroom reforms (Zhang & Yang, 2017). Engagement refers to participation in planning, discussing, and handling activities. In the educational context, it primarily means that schools, teachers, or students actively participate in educational activities, including curriculum development, school-based research, and classroom learning (Shi & Wang, 2022). This study refers to student engagement as their participation in classroom activities. Teachers guide students to engage in teaching activities, helping them acquire knowledge and beliefs. In this process, students must participate in teaching activities to gain knowledge. The "Compulsory Education Science Curriculum Standards" (2022 edition) also clearly state that students should actively participate, positively experience, and go through the processes of scientific inquiry and technological and engineering practices.

The level of students' physical and mental engagement in the classroom is a key factor in their academic development and the construction of an efficient classroom. There is a positive correlation between student engagement and academic performance; students with lower levels of engagement often have less impressive academic achievements, which affects the quality of an efficient classroom (Marks, 2000). Thus, increasing students' active participation in the classroom can significantly improve their academic performance and classroom effectiveness. Whether based on the need for reforming teaching methods or the requirements for students' academic development, it all comes down to the importance of student engagement.

Teacher-student relationships are recognized as one of the most important factors influencing student engagement (Liang & Zhang, 2020). A positive teacher-student

relationship makes students feel welcomed, accepted, and supported in the classroom, leading them to actively participate in classroom activities (Robert et al., 2012). However, in a classroom-based teaching model, establishing caring, trusting, and supportive teacher-student relationships can be challenging for both students and their teachers. Despite potential issues in teacher-student relationships, the need for caring and supportive relationships from students does not diminish. If teachers show personal concern for their students, the students will learn more (Jia, 2022).

Student motivation is a positive factor influencing student engagement in classroom activities (Ma & Li, 2020). Motivation is the force that stimulates and directs behavior. Student learning motivation is closely linked to their goals of self-development, self-transcendence, or self-actualization. When students are guided by high-level goals, they tend to be more engaged (Tu & Liu, 2021).

Therefore, the importance of student engagement in building efficient classroom cannot be overstated. Student engagement directly affects the liveliness of the classroom atmosphere and the improvement of learning outcomes. To construct efficient classroom, teachers need to design inspiring teaching content and methods, as well as focus on stimulating students' learning motivation and fostering positive teacher-student relationships. This, in turn, will boost student engagement, enhance classroom effectiveness, and promote efficient classroom.

## **2.4 Introduction to Haiyue High School in Linqu**

Founded in 2010, Haiyue High School is situated in the picturesque and beautiful landscape of the Shandong Province, China. It boasts modern teaching facilities and comprehensive educational resources. The school adheres to the philosophy of "education tailored to individual needs, providing the most suitable education for student development," actively exploring diverse teaching methods, and implementing refined management measures.

The school has a highly qualified and experienced teaching staff, with several distinguished teachers appointed as subject leaders. The age distribution of the teaching team is balanced, and the subject structure is reasonable. Among them, 37 individuals have been recognized as provincial-level outstanding teachers, teaching experts, or winners of high-quality lesson competitions, while 68 are excellent teachers or key teachers in their respective subjects.

In recent years, the school has placed great emphasis on students' artistic development. It has constructed a comprehensive arts and sports teaching building and

established several specialized classes focusing on artistic subjects to provide students with more professional arts education. This initiative not only enriches students' extracurricular activities but also effectively promotes their comprehensive development, cultivating a new generation of talent with artistic talent and creativity.

## 2.5 Conceptual Framework

This study aims to explore the efficient classroom of art appreciation classes at Linq Haiyue High School. Through literature analysis and synthesis, it has been found that teaching model, teacher professional qualities, and student engagement are key factors influencing efficient classroom. Therefore, the theoretical framework of this study, as depicted in Figure 2.1, focuses on the interaction among these three aspects, investigating how they collectively promote an efficient teaching environment. The study seeks to provide theoretical support and practical guidance for enhancing the teaching quality of art appreciation at the school.

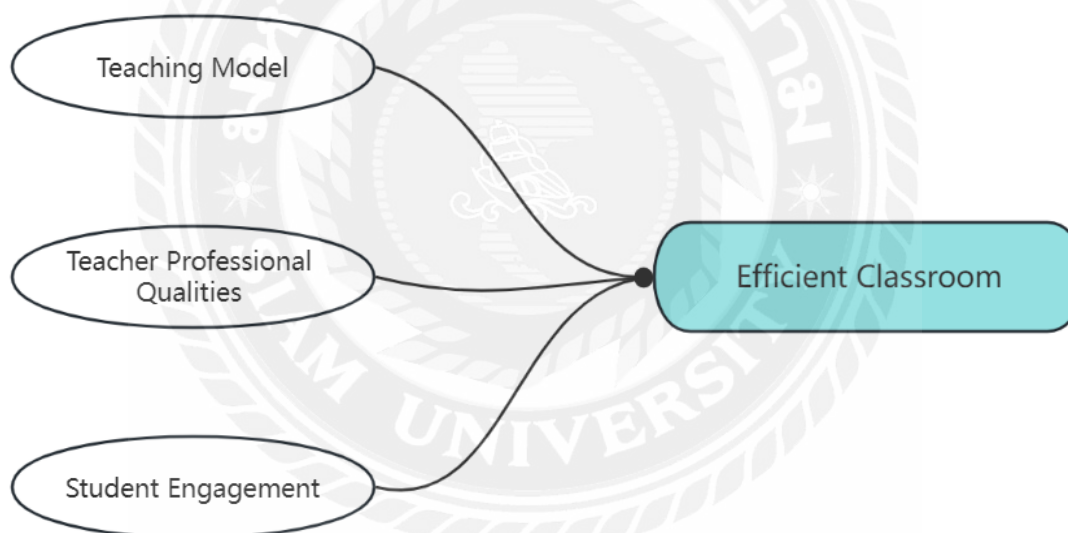


Figure 2.1 Conceptual Framework

## **Chapter 3 Research Methodology**

### **3.1 Introduction**

After exploring the research background and significance of efficient classroom in art appreciation courses, this study identified factors influencing efficient classrooms. These factors include teaching model, teacher professional qualities, and student engagement.

### **3.2 Research Design**

This study utilized a questionnaire survey method and, based on relevant literature, designed a survey questionnaire on efficient classroom. The questionnaire employs a five-point Likert scale to allow students to evaluate classroom teaching based on their own perceptions. In this scale, 5 indicates "strongly agree," 4 indicates "agree," 3 indicates "not sure," 2 indicates "disagree," and 1 indicates "strongly disagree." The purpose of this questionnaire is to gain a deeper understanding of students' perceptions and expectations regarding efficient classroom, providing valuable insights for subsequent analysis and improvement of teaching methods.

#### **3.2.1 Teaching Model Scale**

The teaching model determines the overall direction of teaching development. Teaching content, teaching objectives, and teaching design are indispensable components of the teaching model. The selection of teaching content should be based on the characteristics of the subject and the needs of students, aiming to stimulate student interest and promote deep understanding (Wu, 2023). Clear teaching objectives help guide the teaching process, enabling students to understand the direction of their learning. Rational teaching design should fully consider students' learning styles and ability levels to enhance teaching effectiveness (Fang, 2015). The interaction among these three factors determines the quality and effectiveness of the teaching model, providing important references for the efficient classroom. The specific contents of the teaching model scale designed in this study are as follows:

Table 3.1 Teaching Model Scale

Teaching Contents	<p>Does the current curriculum content match your learning needs and interests? Sometimes I question the knowledge taught in textbooks.</p> <p>Does the difficulty level of the teaching content match your learning abilities? Does the teaching content include cases or examples relevant to practical applications?</p>
Teaching Objectives	<p>Do you have a clear understanding of the teaching objectives of this course? Are the teaching objectives clearly reflected in the course content and assignment requirements?</p>
Teaching Design	<p>Does the teaching design cultivate your independent learning ability and critical thinking? Are there enough practical opportunities provided in the teaching to help you consolidate and apply the knowledge learned? Is there sufficient feedback and guidance given during the teaching process to help you improve your learning methods and enhance learning effectiveness? Are you satisfied with the teaching model of this course?</p>

### 3.2.2 Teacher Professional Qualities Scale

In the research on the structure of teacher professional qualities, Yu Bing (2020) suggests that teachers should understand the essence of education, master teaching methods, and value the process of teacher development. Additionally, they propose that teachers should possess knowledge of Chinese language teaching, educational theory, as well as the ability for self-reflection, research, integration of diverse teaching methods, and excellent classroom management skills. Wang (2011), in investigating the quality structure of primary school English teachers, divides teacher professional qualities into two main categories: (1) Basic occupational qualities, including effective classroom time management and reasonable organization of teaching interactions; (2) Subject-specific professional qualities, encompassing subject knowledge, teaching abilities and skills, and research literacy. The specific contents of the teacher professional quality scale designed in this study are as follows:

Table 3.2 Teacher Professional Qualities Scale

Professional Knowledge	<p>The teacher can clearly explain and elucidate course content, enabling you to better understand.</p> <p>The teacher is able to fully address your questions and resolve your doubts.</p> <p>The teacher can promptly correct students' mistakes and provide appropriate guidance and feedback.</p>
Classroom Management Skill	<p>The teacher can effectively manage classroom order, ensuring a positive learning atmosphere.</p> <p>The teacher can flexibly utilize various teaching methods and strategies to meet the diverse learning needs of students.</p> <p>The teacher can treat each student fairly and provide them with adequate attention and assistance.</p>

### 3.2.3 Student Engagement Scale

Positive teacher-student relationships can have a beneficial impact on student participation, helping students develop positive values and a sense of social belonging, ultimately influencing classroom outcomes. Cultivating students' learning motivation will effectively enhance their participation (Ai & Li, 2021). According to Wigfield and Eccles, motivation arises from students' perception of the benefits of completing tasks and their judgment of their own ability to successfully complete tasks (Kong, 2000).

Table 3.3 Student Engagement Scale

Teacher-student Relationship	<p>Do you feel you have a good relationship with the teacher?</p> <p>Does the teacher give you enough attention and support?</p> <p>Does the teacher provide you with timely encouragement and recognition during the learning process?</p>
Learning Motivation	<p>You have a high level of interest in the course.</p> <p>You believe you have a clear understanding of your learning goals and the significance of learning.</p> <p>You feel you can maintain a good learning state during the learning process.</p>



### **3.3 Hypothesis**

H1: The teaching model positively affects the art appreciation efficient classroom at Haiyue High School.

H2: The teacher professional qualities positively affect the art appreciation efficient classroom at Haiyue High School.

H3: Student engagement positively affects the art appreciation efficient classroom at Haiyue High School.

### **3.4 Population and Sampling Method**

The target population of this study was the students at Haiyue High School in Linqu by cluster sampling. The students were divided into 10 classes, and 4 of these classes were randomly selected..

### **3.5 Data Collection**

This study utilized online questionnaires distributed through the Wenjuanxing platform, which were sent to a total of 210 students currently enrolled in the school. After screening, 8 invalid questionnaires were excluded, resulting in a final collection of 202 valid responses, yielding a response rate of 96%.

### **3.6 Data Analysis**

This study used SPSS software to conduct reliability and validity analysis, descriptive analysis, as well as correlation and regression analysis of the collected questionnaire data. Initially, to ensure smooth distribution of the questionnaire, reliability and validity analysis of the designed questionnaire were conducted. In addition to descriptive analysis of respondents' demographics, correlation analysis and regression analysis were utilized to explore the influence of various factors on efficient classrooms.

#### **3.6.1 Questionnaire Reliability Analysis**

This study used SPSS software to conduct reliability analysis of the questionnaire content to assess the reliability level of the scales. In the reliability analysis, this study focused on the Cronbach's  $\alpha$  coefficient. When the Cronbach's  $\alpha$  coefficient exceeds 0.9, the scale is considered to have very high reliability; between 0.7 and 0.9 indicates good reliability, while between 0.6 and 0.7 is also acceptable. The results of the reliability

analysis are presented in Table 3.5, indicating that the Cronbach's  $\alpha$  coefficient for each dimension exceeded 0.7, demonstrating good reliability of the questionnaire.

Table 3.4 Questionnaire Reliability Analysis Results

Factors	N	Cronbach's $\alpha$
Teaching Model	10	0.797
Teacher Professional Qualities	6	0.812
Student Engagement	6	0.835

### 3.6.2 Questionnaire Validity Analysis

This study used the Kaiser-Meyer-Olkin (KMO) measure and Bartlett's test of sphericity to assess the validity of the selected questionnaire. A KMO value exceeding 0.6 indicates a certain degree of correlation among variables in the questionnaire, further ensuring its validity. According to the data analysis results in Table 3.6, the KMO value was found to be 0.812, and the significance level of Bartlett's test of sphericity was less than 0.001. Therefore, the questionnaire used in this study demonstrates good validity.

Table 3.5 Questionnaire Validity Analysis Results

The KMO Values and the Bartlett's Sphericity Test

Number of KMO Sampling Suitability Quantities		0.812
The Sphericity Test of the Bartlett	Approximate chi-square	2033.522
	df	178
	Sig.	0.000

## Chapter 4 Findings

### 4.1 Introduction

In this chapter, data from the survey was utilized for correlation and regression analysis to verify the impact of various factors on efficient classroom. The results of the data analysis help this study gain a deeper understanding of the interactions between different factors and their contributions to efficient classroom. Through this verification process, more targeted recommendations and improvement directions are provided for the future teaching work at Haiyue High School, thereby further promoting the practice and development of efficient classrooms.

### 4.2 Demographics of Participants

The sample for this study comes from students at Haiyue High School in Linqu. The demographics of the 202 students includes gender, age, and grade level. This study ensured the privacy and confidentiality of the participants' data. This information helps to comprehensively understand the background characteristics of the participants. According to the data in Table 4.1, there are a total of 202 participants in this study, with males and females accounting for 55.4% and 44.6%, respectively. The ages range from 16 to 19 years, with a relatively balanced distribution across each age group. The grade distribution is as follows: first-year students account for 28.7%, second-year students for 38.1%, and third-year students for 33.2%.

Table 4.1 Demographics of Participants

Items	Category	Number	Percentage (%)
Gender	Boy	112	55.4
	Girl	90	44.6
Age	16-17 years old	56	27.7
	17-18 years old	68	33.7
	18-19 years old	78	38.6
Grade	Grade 1	58	28.7
	Grade 2	77	38.1
	Grade 3	67	33.2

### 4.3 The Teaching Model Affects the Art Appreciation Efficient Classroom at Haiyue High School

The data analysis results in Table 4.2 indicate a significant positive correlation between the teaching model and efficient classroom. Specifically, positive correlations

are shown in the areas of teaching content, teaching objectives, and teaching design, with correlation coefficients of 0.821, 0.789, and 0.817, respectively. These results are validated for reliability through significance testing. This means that the more reasonable the teaching model, the more conducive it is to creating efficient classroom.

Table 4.2 Correlation Analysis between Teaching Model and Efficient Classroom

Dimension	Teaching Contents	Teaching Objectives	Teaching Design	Efficient Classroom
Teaching Contents	1			
Teaching Objectives	.749**	1		
Teaching Design	.814**	.778**	1	
Efficient Classroom	.821**	.789**	.817**	1

The data analysis results in Table 4.3 show that the model's coefficient of determination ( $R^2$ ) is 0.531, indicating that the research variables can explain 53.1% of the variance in classroom efficiency. Through the F-test, it was found that the teaching model has a significant impact on efficient classroom. Further regression analysis revealed that the teaching model coefficient (B) is 0.731, with a P-value less than 0.05, indicating a significant positive impact of the teaching model on efficient classroom, thereby validating hypothesis H1.

Table 4.3 Regression Analysis of Teaching Model and Efficient Classroom

	Non-standardize		Standardize		t	p	$R^2$	Adjusting $R^2$	F
	d coefficient	Standard Error	d coefficient	Beta					
(Constant)	.677	.079			4.774	.000			
Teaching Model	.731	.063	.646		14.892	.000	.531	.521	178.315

#### 4.4 The Teacher Professional Qualities Affect the Art Appreciation Efficient Classroom at Haiyue High School

The data analysis results in Table 4.4 indicate a significant positive correlation

between teacher professional qualities and efficient classroom. Specifically, there are positive correlations in the areas of professional knowledge and classroom management skill, with correlation coefficients of 0.747 and 0.782, respectively. These results are validated for reliability through significance testing. This means that the higher the teacher professional qualities, the more conducive it is to efficient classroom.

Table 4.4 Correlation Analysis between Teacher Professional Qualities and Efficient Classroom

Dimension	Professional Knowledge	Classroom Management Skill	Efficient Classroom
Professional Knowledge	1		
Classroom Management Skill	.821**	1	
Efficient Classroom	.747**	.782**	1

The data analysis results in Table 4.5 show that the model's coefficient of determination ( $R^2$ ) is 0.514, indicating that the research variables can explain 51.4% of the variance in classroom efficiency. Through the F-test, it was found that teacher professional qualities has a significant impact on efficient classroom. Further regression analysis revealed that the coefficient (B) for teachers' professional competence is 0.698, with a P-value less than 0.05, indicating a significant positive impact of teacher professional qualities on efficient classroom, thereby validating hypothesis H2.

Table 4.5 Regression Analysis of Teacher Professional Qualities and Efficient Classroom

	Non-standardize		Standardize	t	p	$R^2$	Adjusting $R^2$	F
	d coefficient	Standard Error	d coefficient					
	B		Beta					
(Constant)	.721	.056		5.828	.000			
Teacher Professional Qualities	.698	.061	.645	15.824	.000	.514	.556	170.289

## 4.5 The Student Engagement Affects the Art Appreciation Efficient Classroom at Haiyue High School

The data analysis results in Table 4.6 indicate a significant positive correlation between student engagement and efficient classroom. Specifically, positive correlations are shown in teacher-student relationships and learning motivation, with correlation coefficients of 0.745 and 0.721, respectively. These results are validated for reliability through significance testing. This means that the higher the level of student engagement, the more conducive it is to the efficient classroom.

Table 4.6 Correlation Analysis between Student Engagement and Efficient Classroom

Dimension	Teacher-Student Relationship	Learning Motivation	Efficient Classroom
Teacher-Student Relationship	1		
Learning Motivation	.819**	1	
Efficient Classroom	.745**	.721**	1

The data analysis results in Table 4.7 show that the model's coefficient of determination ( $R^2$ ) is 0.544, indicating that the research variables can explain 54.4% of the variance in classroom efficiency. Through the F-test, it was found that student engagement has a significant impact on efficient classroom. Further regression analysis revealed that the coefficient (B) for student engagement is 0.725, with a P-value less than 0.05, indicating a significant positive impact of student engagement on efficient classroom, thereby validating hypothesis H3.

Table 4.7 Regression Analysis of Student Engagement and Efficient Classroom

	Non-standardize d coefficient		Standardize d coefficient	t	p	$R^2$	Adjusting $R^2$	F
	B	Standard Error	Beta					
(Constant)	.691	.056		6.097	.000			
Student Engagement	.725	.074	.767	13.497	.000	.544	.580	207.554

## **Chapter 5 Conclusion and Recommendation**

### **5.1 Introduction**

In the field of secondary education, constructing efficient classroom is crucial as it directly affects students' learning outcomes and teaching quality. This chapter summarizes the research findings and provides insights and recommendations for educational practice and theoretical research, offering practical suggestions for improving teaching quality. Additionally, it aims to serve as a reference for the teaching improvements of other subjects and related teachers.

### **5.2 Conclusion**

#### **5.2.1 The Teaching Model Positively Affects the Art Appreciation Efficient Classroom at Haiyue High School**

The research results indicate a significant positive correlation between teaching models and efficient classroom. This implies that the rationality of teaching models is crucial for achieving efficient classroom. Specifically, the richness and rationality of teaching content, the clarity and effectiveness of teaching objectives, and the careful planning of teaching design all have a positive impact on classroom teaching, contributing to the improvement of student learning outcomes and teaching quality.

To construct an efficient classroom for art appreciation courses, rich and high-quality teaching content is indispensable. Educational content directly impacts the satisfaction of students' personalized learning development needs. Therefore, in the teaching of art appreciation courses, it is essential to make good use of existing art education resources and incorporate various art elements with rich regional characteristics into the teaching process according to local conditions. This creates a distinctive immersive art classroom teaching model, guiding students to fully associate and boldly imagine, experiencing the various possibilities of art learning. It establishes dynamic, diverse, and high-quality teaching resources, promoting the achievement of teaching objectives.

At the same time, goals play a significant role in student learning. Guided by learning objectives, students can analyze their current situation to identify areas for improvement. Art teachers should guide students to clarify learning purposes, establish scientific learning objectives and plans, and enhance learning initiative and planning, thus engaging in learning consciously, actively, enthusiastically, and efficiently. Setting

learning objectives should be realistic, avoiding both overly ambitious and overly conservative goals. Overly ambitious goals may lead to loss of confidence if they are difficult to achieve, while overly conservative goals may hinder self-motivation if they are too easily achievable. During the implementation process, it is important to adjust goals based on actual circumstances to improve learning quality.

The teaching design and implementation of art appreciation courses must keep pace with the times, closely following the trends of the era and continuously innovating and developing. With the continuous development of society and the increasing frequency of various cultural exchanges, this brings new challenges and opportunities to art appreciation courses. Therefore, teachers should actively draw on contemporary artworks and artistic trends when designing courses, combining students' interests and practical situations, flexibly using various teaching methods and resources, to create classroom content with contemporary characteristics and practical significance. For example, by introducing novel art forms, exploring cutting-edge artistic concepts, and utilizing internet and multimedia technologies, students' creativity and imagination can be stimulated, cultivating their understanding and appreciation of contemporary art. This makes art appreciation classes more vivid, interesting, and relevant.

### **5.2.2 The Teacher Professional Qualities Positively Affect the Art Appreciation Efficient Classroom at Haiyue High School**

The research findings indicate a significant positive correlation between teachers' professional qualities and efficient classroom. This suggests that the higher the professional ability and quality of teachers, the stronger their ability to create an efficient classroom. Teacher professional knowledge encompasses the depth and breadth of teaching content, and their understanding of the subjects they teach as well as their ability to update knowledge can all influence the effectiveness of classroom teaching. Additionally, effective classroom management skills can help teachers organize teaching activities, maintain classroom order, and increase student participation and learning efficiency. Therefore, schools should value the enhancement of teachers' professional competence, providing them with continuous professional development and training opportunities to further improve the quality of education and teaching, and promote students' learning outcomes and comprehensive development.

Teacher research is an indispensable part of building an efficient classroom. Art teachers should actively organize and participate in relevant teacher research activities, examining the problems in art teaching from a researcher's perspective, continuously reflecting on and exploring the underlying causes of these problems, and using research to drive teaching and promote education. In teacher research activities, members of the



research group can share and exchange teaching experiences with each other, promote understanding of teaching content, and enhance their own professional competence.

The teaching of high school art subjects has its own peculiarities. If teachers fail to grasp the rhythm of classroom activities and cannot guide the level and timing of student engagement effectively, it becomes difficult to improve the quality of high school art classroom activities. However, if there is an excessive pursuit of strict classroom discipline in art courses, it may to some extent inhibit students' personalized development. The organization and regulation of high school art classroom activities are essential guarantees for promoting stable student emotions, maintaining good classroom order, increasing student attention, and stimulating student enthusiasm.

### **5.2.3 The Student Engagement Positively Affects the Art Appreciation Efficient Classroom at Haiyue High School**

The research findings indicate a significant positive correlation between student engagement and efficient classroom. This implies that the level of active student participation is closely related to efficient classroom. Good teacher-student relationships and student learning motivation are crucial for creating efficient classroom. When students actively participate in classroom activities, raise questions, and engage in discussions with teachers and classmates, the classroom atmosphere becomes more vibrant, fostering a stronger learning environment and ultimately promoting knowledge transmission and improved learning outcomes.

In traditional teaching models, the teacher-student relationship often embodies an unequal dynamic where the teacher holds absolute authority and students comply with the teacher's instructions. Therefore, in the teaching of art appreciation courses, teachers should emphasize the establishment of a harmonious, equal relationship between teachers and students, and strengthen the cultivation of teacher-student rapport. Teachers should show more humanistic care towards students, providing respect, understanding, tolerance, and trust to each individual student, fostering a harmonious teacher-student relationship. Additionally, it is important to respect individual differences. Recognizing that each student has their own uniqueness, teachers should acknowledge students as individuals with strong developmental potential and malleability. Therefore, in teaching activities, teachers should be patient and instill confidence in students, treat students equally, and care for the growth of each student.

At the same time, in conducting art appreciation classes, teachers should comprehensively consider the psychological development patterns of high school

students as well as their real-life experiences, and explore and investigate students' points of interest. Teachers can select everyday materials based on the course content to construct contextualized art teaching situations, presenting artistic content in an imagery manner, and guiding students to resonate with artistic viewpoints. Only by gaining psychological recognition from students and presenting teaching content that inspires and guides their thinking can we effectively stimulate students' learning motivation.

### **5.3 Recommendation**

Strengthening the provision of art teaching equipment. To pursue high-quality art education in high school classrooms, investment in art education facilities and corresponding management is indispensable. Haiyue Middle School should provide relevant art teaching equipment for art curriculum education and ensure timely maintenance of educational facilities. Additionally, the school should develop art curriculum resources and cultivate students' extracurricular artistic expansion abilities through activities such as art interest groups. Furthermore, unified curriculum standards and teaching content should be established, emphasizing school-based characteristics through in-depth analysis of art teaching materials.

Diversifying guidance approaches. Due to the insufficient psychological and physical maturity, poor self-control, and lack of self-awareness among some students, issues such as scattered attention and low classroom participation may arise during classes. Therefore, teachers need to employ various methods to guide students in forming good learning behaviors and promote their healthy growth.

Constructing a high-quality teaching evaluation mechanism. This can be understood as teachers being able to teach art knowledge in the classroom with ease, and students being able to learn freely, aiming to achieve consistency between teaching objectives and actual teaching outcomes. Therefore, the most important factor in designing a teaching evaluation mechanism is whether students' classroom performance can meet the expected performance of teachers.

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## Appendix

Dear students,

Hello! In order to conduct art appreciation classes more effectively and improve teaching quality, I have designed the following survey questionnaire. Please answer the following questions based on your real experience. This questionnaire is for scientific research purposes only, and has no relation to your grades. You do not need to provide your name, so please feel free to respond without any concerns. All answers to the questions are equally valid.

### Part I: Basic information

1. Your gender:

Boy  Girl

2. Your age:

16-17 years old  17-18 years old  18-19 years old

3. The grade level:

Grade 1  Grade 2  Grade 3

**Part II:** Please read the questions carefully, and then choose an option that best describes your attitude:

5. Strongly Agree

4. Agree

3. Not Sure

2. Disagree

1. Strongly Disagree

Questions	5	4	3	2	1
<b>Teaching Model</b>					
1. Does the current curriculum content match your learning needs and interests?					
2. Sometimes I question the knowledge taught in textbooks.					
3. Does the difficulty level of the teaching content match your learning abilities?					
4. Does the teaching content include cases or examples relevant to practical applications?					
5. Do you have a clear understanding of the teaching objectives of this course?					
6. Are the teaching objectives clearly reflected in the course content and assignment requirements?					

7. Does the teaching design cultivate your independent learning ability and critical thinking?					
8. Are there enough practical opportunities provided in the teaching to help you consolidate and apply the knowledge learned?					
9. Is there sufficient feedback and guidance given during the teaching process to help you improve your learning methods and enhance learning effectiveness?					
10. Are you satisfied with the teaching model of this course?					
<b>Teacher Professional Qualities</b>					
11. The teacher can clearly explain and elucidate course content, enabling you to better understand.					
12. The teacher is able to fully address your questions and resolve your doubts.					
13. The teacher can promptly correct students' mistakes and provide appropriate guidance and feedback.					
14. The teacher can effectively manage classroom order, ensuring a positive learning atmosphere.					
15. The teacher can flexibly utilize various teaching methods and strategies to meet the diverse learning needs of students.					
16. The teacher can treat each student fairly and provide them with adequate attention and assistance.					
<b>Student Engagement</b>					
17. Do you feel you have a good relationship with the teacher?					
18. Does the teacher give you enough attention and support?					
19. Does the teacher provide you with timely encouragement and recognition during the learning process?					
20. You have a high level of interest in the course.					
21. You believe you have a clear understanding of your learning goals and the significance of learning.					
22. You feel you can maintain a good learning state during the learning process.					