

## **The Impact of Education policy on Teacher performance among English teachers: The mediating Role of School Culture**

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### **Abstract**

A diverse array of factors, such as sociological, cultural, political, and economic systems, as well as educational institutions in particular, influence education policy and the contextualization of education. It is imperative to consider the educational system and structure of a country or region in order to effectively formulate and implement education strategies. Society is being advanced, and education is in the process of being transformed. The evolution of society has been significantly influenced by changes in educational policy throughout the duration of human history. In a broader context, it is generally acknowledged that the most significant factor in determining the level of national competitiveness and social cohesion is the investment in education and training. This issue is frequently addressed by the practice of establishing objectives for social advancement while concurrently striving to improve academic performance. frequently by establishing objectives to improve academic performance in order to substantially contribute to the development of national unity and competitiveness In theory, it is feasible to achieve both national competitiveness and social cohesiveness by allocating resources to education and training. The p-value is less than 0.001, and the relationship between Education Policy and Teacher Performance is -0.387, as indicated by the standardized regression coefficient. This suggests that low levels of teacher performance are significantly influenced by a high level of education policy. It is evident that the school culture serves as a mediator in the relationship between teacher performance and education policy. This is the case when the performance of the teacher is significantly influenced by both the independent variables and the mediating variables.

### **Introduction**

Education policy is influenced by a variety of factors, including political, economic, social, cultural, and educational systems, which shape a diverse set of variables that comprise its contextualization. The educational system and structure of a country or region are critical in developing and executing education policies. The relevant departments issue a variety of programmatic and guiding papers that are consistent with education policy and the trajectory of educational growth throughout a given historical time. These papers contain developmental plans and action instructions for various operations such as teacher cultivation, selection, and training. The primary purpose of this study is to look at how junior high schools in Zhongyuan District, Zhengzhou City, China, dealt with teacher professional development after education policy changes were implemented.

Although there is still debate in the research about how education policy influences teachers' professional development, the vast majority of studies agree that policy has a significant impact. This effect improves teachers' educational skills, performance, and other aspects of their work. Furthermore, with varying participant histories of initiation, it is difficult to distinguish between the execution and initiation phases of change in the context of school-based teacher education development (McBride, 1996). The new vision for public education is

built on three pillars: community organization, student empowerment, and public accountability (Horsford et al., 2018; Horsford, Horsford, & Horsford, 1996). Our understanding of educational reform has grown significantly during the previous 20 years (Malone, 2015). One option for bringing about this transformation in public schools is to establish policies that aim to increase student agency, community organizing, and public accountability. (Malone, 2015). The Program for International Student Assessment (PISA), an international method for comparing educational outcomes across industrialized nations, was created by the OECD in 2000. PISA scores and analyses have propelled school reform and systemic transformation, despite the fact that they cannot determine the causal linkages between educational inputs and outputs (Schleicher, 2009). A core curriculum, increased school autonomy, new national evaluation systems, and national standards are some of the strategies that have helped to improve education (Loveless, 2012). As part of China's reform and opening-up policies, the government has made greater room and financing available for educational advancement. Among these, we must address educational inequities and strengthen the standards for instructors. Reforms to China's economic system, particularly during the Third Plenary Session of the Eleventh Central Committee of the Communist Party of China (CPC), have enhanced economic growth and gained educational reform triumphs by expanding financing to public schools. A nation's economic prosperity and resources determine its level of educational development. Since the 19th National Congress, China has successively issued a number of policy documents involving the construction of the teaching force. For example, in January 2018, the CPC Central Committee and the State Council issued the Opinions on Comprehensively Deepening the Reform of Teacher Construction in the New Era (hereinafter referred to as "Opinions"), which is the first landmark policy document specifically oriented to the construction of the teaching force issued. The "double-reducing" policy, issued in 2021 by the General Offices of the State Council and the Communist Party of China (CPC), states that "the education department should guide schools to improve their teaching and management procedures, optimize teaching methods, strengthen teaching management, and enhance students' learning in schools" (Shen, 2021). This policy seeks to significantly minimize the burden of homework for students in compulsory education, as well as the burden of out-of-school training. To improve the efficiency of students' learning in schools, the policy recommends that "education departments should guide schools to improve teaching management procedures, optimize teaching methods, strengthen teaching management, and enhance the efficiency of students' learning at school".

Rural education's expansion is dependent on the quality of its instructors, but this growth is constrained by both internal dynamics inside rural schools and external variables such as geography, history, and social structures (Zhu Xiang, 2019). Both the teachers and their local social and physical settings influence how far rural educators can advance in their careers (Zhu, 2020). One technique for retaining good instructors and encouraging their progress is to create an environment in which they can share ideas and collaborate (Li Qiong, 2020). Investing in professional development is the most effective technique for retaining and promoting teachers. As a faculty member's academic career advances, they engage in ongoing professional development (Masoumi, 2018). According to the report, there are certain flaws with how instructors are now educated. According to the research, there are current difficulties in teacher development due to factors such as a lack of initiative in their own professional growth, imprecise development goals, insufficient motivation, and other issues. Some educators suffer from a crisis of cultural and professional identity, a lack of professional awareness and professionalism, and a lack of room for professional development as a result of their own

dissatisfaction with the teaching culture and professional development resources. Teachers' professionalism plays an important influence in their job progression as well.

### **Literature Review**

The history of education policy is an important field of study in education because it documents educational reform initiatives and policies implemented by many nations and regions over time. People have been hunting for solutions to educational problems almost since the beginning of civilization. In its pursuit of efficiency, the government adopted a number of these solutions and utilized them to push for prescriptive performance criteria from above. Early education policy arose from some of the more rigorous behavioral norms that governments enforced and fostered from above. Even since antiquity, every advanced nation has had its own distinct method to teaching and learning. Confucianism, which emphasized moral character and cultural inheritance through intellectual development, was the dominant ideology in ancient Chinese education policy. As an example, "The way to establish a man is to build virtue and merit" emphasizes the need of developing abilities and setting suitable moral guidelines in order to cultivate important skills and develop exceptional traits. Play, in its various forms, such as word play, ritual, and music, was critical to the formation of ancient Greek education policy, which stressed athletics and philosophy. Play was inextricably linked to children in ancient Greece (D'Angour, 2013). Educational strategies at the period were mostly based on beliefs passed down from the sages and comprised of ad hoc remarks encouraging individuals to improve themselves and their performance. There were few overall educational goals or standards, thus the government only codified a part of them into law. These laws were primarily intended to maintain political power and societal stability. Education policy, like modern governments, have gained in importance as a tool for national leadership. The nineteenth and early twentieth century saw significant historical events in the push to universalize compulsory education in the United States and Europe. Notable among these legislation were the Education Act of 1870 in the United Kingdom and the Yalda Act of 1881 in France. Many communist countries after the mid-twentieth century promoted Marxist education, made schooling mandatory, and included education into their state-planned economic structures. Some examples are the Soviet Union's educational policy and China's Great Leap Forward program. Toward the close of the twentieth century, various emerging countries developed education policies in order to improve national quality and economic growth. Educational reform measures customized to each country's specific circumstances were widely applied in these countries.

In recent years, several tendencies have evolved in educational policy research. On the one hand, the impact of globalization on education policy has pushed it toward internationalization. Education is one sector where worldwide knowledge sharing has continuously increased. Transnational collaboration and international organizations such as UNESCO play a significant role in creating educational policy with the goal of developing global education for all. However, many countries have launched educational changes to address the challenges of the twenty-first century, thanks to rapid advances in science, technology, and information technology. STEM education, online learning, and tailored instruction are all modern educational concepts that have recently emerged as hot topics in education policy conversations.

Revolutionizing education and progressing society. Changing educational policies has a lengthy track record of impacting societal development. In a larger sense, it is believed that investing in training and education is the key to national competitiveness and social cohesion. This is

often accomplished by striving to improve school performance by setting goals that encourage social advancement. play an important role in creating social cohesiveness and national competitiveness, typically by striving to enhance school performance by setting targets for In a larger sense, it is believed that investment in education and training can boost national competitiveness and social cohesion. This idea is frequently represented through attempts to enhance school performance, such as establishing achievement targets for students and requiring schools to develop improvement plans to meet those targets (Bell, 2006). Educational policy reform has a substantial impact on both economic growth and social stability. Yang Shuyue and Chen Zhen discovered, using a three-period overlapping generations model, that public and family education expenditures are interchangeable. They also discovered that boosting public investment in education and subsidizing educational commodities can assist Chinese families whose quality of life has deteriorated due to the growing number of children. Education and labor-market demand. The three most immediate outcomes of education policy are the availability of instructors, the quality of instruction, and student achievement. Several facets of education policy, including as hiring processes, working conditions, and wage levels, influence the number of teachers hired and those who quit their employment. As a result, while developing education policy, policymakers must often explore strategies to enhance teacher recruitment in addition to addressing the problem of teacher turnover (Sutcher, 2019). Countries around the world have been attempting to improve the quality of their teaching personnel by establishing new educational regulations and other efforts in response to the profession's numerous problems. The federal government in the United States has designed and implemented several projects and programs to encourage teacher training, with macro-support provided by the Education Act. Based on the reality of rural education, the state government has launched a number of teacher training programmes.

Understanding teacher personal variables and the school environment is crucial for promoting sustainable and ethical practices in teacher effectiveness. Despite the increased interest in teacher performance, little is known about the correlation between schooling and teacher performance in China. Although there has been a recent surge of interest in examining teacher performance, little has been done to investigate the relationship between education and teacher performance in China. This is despite the fact that teacher performance is an important indicator of educational policy efficacy and contributes significantly to teacher development. With 52,300 junior high schools and 52,436,900 pupils enrolled nationally, China's compulsory education system has advanced significantly in recent years. In Zhengzhou City, Henan Province, for example, there are 436 junior high schools serving 518,100 students. After completing junior high, students in China are divided into two groups based on their grade level: senior high and vocational schools. Junior high is the final year of obligatory schooling in China. The Chinese government's educational policies are frequently used as a baton, leading the way to better instruction. As a result, it is vital to investigate the impact of educational policy on teacher performance. Educators, principals, and politicians can benefit from a greater understanding of the factors influencing teachers' performance, both personally and within their schools, in order to create studies that are both practical and ethical.

Educational policy has a significant impact on how well instructors perform. Recognizing teachers' vital roles is critical for education reform to move beyond policy rhetoric and into teachers' daily practice (Biase, 2019). Understanding the global implications of policy language and actions is critical for influencing local decisions regarding effective education and enhancing teacher effectiveness (Stanley, 2020). There have been numerous research looking

at how education policy influences teacher effectiveness in the classroom, but all experts believe that proper education policy is critical for boosting standards. However, it is interesting to note that there appears to be no research into how education policy affects teacher performance in today's academic climate. At this stage, we're questioning how education policy affects teacher effectiveness. Which educational policies are the most effective at increasing educator effectiveness?

There has been a lot of recent writing about how education policy affects teacher professional development. Government parenting policies have an impact on teachers' professional development by creating educational programs, establishing criteria for teacher qualifications, and redesigning curriculum implementation (Rohman, 2019). Another study found that teachers' lack of intrinsic motivation to learn and professional progress is mostly caused by the absence of education regulations that regularly foster teacher development (Sun Caixia, Qian Xusheng, 2021). Education policies not only determine how schools are built, but also how they attain their pedagogical goals, what courses are covered, and how they are taught (Tsang, 2023).

The implementation of education policy in schools has an impact on how teachers develop professionally. According to Zhuo Tingting (2021), a large proportion of public junior high schools in certain parts of China prioritise student development above teacher development. These schools view raising the school's "advancement rate" as their management goal, which means that professional development for teachers is not receiving the attention it requires. Global emphasis is focused on reform attempts aimed at raising educational standards. Teachers require increased resources and a focus on professional development opportunities. Although there is a lot of research on how education policies affect teacher development, it is important to note that many of these studies fail to provide precise specifics about how these policies actually affect teacher development. Most published papers lack information on how education policy affects teacher development. Both the teacher's personal attributes and classroom environment have a direct impact on the level of teaching children get. The two most significant parts of the school's integrated environment are administrative support and school culture. Principals' leadership, work environment, and affiliation motivation are all intimately associated to certified teachers' performance; hence, principal leadership and a positive work environment can boost teacher performance. Organizations should enhance teachers' effectiveness by providing strong principle leadership and a positive work environment. The researchers believe that there is a need to study the impact of principals' leadership, academic supervision, and professional competence on teachers' performance, which are considered to be determinants of teachers' performance (Dewi Kartini, 2020; Hartinah, 2020; Michael Baptiste, 2019; Parveen, Quang Bao Tran, Kumar, Farooqi (2019) and Kurniadi (2020) cite additional research that finds a favorable correlation between school culture and teacher per While these studies have investigated the benefits of professional development on educators, no one has delved into the reasons of this phenomena or how it affects educators' capacity to accomplish their jobs well. Much of the present research focuses on instructors' intrinsic motivation, which is an important factor in determining teacher success. There was a positive relationship between teacher effectiveness and five personality traits: openness, conscientiousness, extraversion, agreeability, and emotional stability. This was especially true for assessments of teaching ability, extraversion, conscientiousness, and emotional stability. There found a negative relationship between burnout, extraversion, and conscientiousness (Klassen, 2019). Among these criteria, teachers' emotional intelligence had the greatest impact



on their performance. Studies have found a link between teachers' emotional intelligence and their performance, with higher-scoring instructors being more committed to their work and less likely to consider leaving the field (Klassen, 2019; Wahyudi, 2018; Yingying Wu, 2019). Finally, teachers' capacity to maintain a healthy work-life balance is critical for their professional development and has a major impact on their students' academic progress (Rothbard, Beetz, & Harari, 2021). An imbalance between teachers' personal and professional lives may have a negative impact on their stress levels, which in turn impairs their classroom performance (Klassen, 2019).

## Finding

### *Demographic analysis*

The respondents who fall into the age range of those who are over 43 years old have a score of 68.1% (312), followed by those who fall into the age range of 27-33 years old with a score of 15.9% (73), those who fall into the age range of 34-42 years old with a score of 9% (41) and those who fall into the age range of 19-26 years old with a score of 7% (32). When it comes to the marital status of the respondents, the majority of them are married, with a score of 64% (293), while the remaining respondents are single, with a score of 34.9% (160), and the divorce rate is 1.1% (5). Regarding the respondents' educational backgrounds, the majority of them had earned a master's degree or higher, with a score of 95.9% (439), followed by undergraduates with a score of 2.6% (12), and then junior college students with a score of 1.5% (7).

### *Data analysis results*

Table 1 Reliability Test Results

variable	items	Cronbach's $\alpha$
Education Policy	24	0.937
Culture	6	0.925
Teacher Performance	4	0.869

The internal consistency, reliability, and stability of the scale were all found to be satisfactory, as demonstrated by the results of the reliability test conducted with SPSS 24.0. As can be observed in the table below, the coefficient for Cronbach's Education Policy is 0.937, which indicates that the Cronbach's Culture  $\alpha$  Cronbach's has a coefficient of 0.925. Similarly, the coefficient for Teacher Performance  $\alpha$  Cronbach's is 0.869. Furthermore, the coefficients for each variable scale are all above 0.7, which indicates that the scale has a high level of reliability.

Table 2 Correlation

	Education Policy	Work life balance	Emotional Intelligence	Management support	School Culture	Teacher Performance
Education Policy	1					

Work life balance	.101*	1				
Emotional Intellegince	0.054	.657**	1			
Management support	-.140**	-.360**	-.227**	1		
School Culture	.144**	.676**	.496**	-.268**	1	
Teacher Performance	-0.071	0.077	0.034	.118*	.172**	1

Following the completion of the correlation analysis with SPSS 24.0, the table that can be found above contains the correlation coefficient, the mean, and the standard deviation for each variable. As can be shown from the table presented above, there exists a positive correlation between Education Policy and School Culture ( $r=0.310$ ,  $p<0.01$ ). Conversely, there is a negative correlation between Education Policy and Teacher Performance ( $r=-0.636$ ,  $p<0.01$ ). First impressions are that these findings provide credence to the research idea.

Table 3 Common Method Deviation a

componen nt	initial eigenvalue			sum of squares		
	total	Variance percentage	accumulat e%	total	Variance percentage	accumulate %
1	11.232	33.036	33.036	11.232	33.036	33.036
2	4.097	12.049	45.085	4.097	12.049	45.085
3	3.593	10.568	55.653	3.593	10.568	55.653
4	2.380	7.001	62.653	2.38	7.001	62.653
5	1.899	5.586	68.239	1.899	5.586	68.239
6	1.863	5.479	73.718	1.863	5.479	73.718

SPSS 24.0 was used to collect survey data in the form of employee self-reported questionnaires for this article. Each questionnaire was conducted by a single investigator, thus there may be similar methodological biases. As a result, the Harman univariate test method was utilized to conduct a homologous variance test to see if it had a significant effect on the research findings. Conduct exploratory factor analysis on all variables' items using principal component analysis, and extract factors with eigenvalues larger than 1 without rotation. The data test findings revealed that the first principal component accounted 33.036% of the variance, but not half of the total variance explanation (73.718%). As a result, it is believed that there is no significant common technique bias in this paper. Further analysis using Amos 25.0 revealed that the fitting index of the single factor confirmatory factor analysis performed on all items did not meet

acceptable standards. In addition, Mb's fitting index did not outperform Mc's. As a result, there is no significant common method bias in this paper.

Table 4 Common Method Deviation b

model	$\chi^2/df$	CFI	IFI	GFI	RMSEA
Ma	15.263	0.381	0.382	0.359	0.177
Mb	2.354	0.947	0.947	0.872	0.054
Mc	2.634	0.931	0.931	0.846	0.060

Table 5 Measurement Item Load

factor	items	load
Education Policy	Education Policy1	0.795
	Education Policy2	0.813
	Education Policy3	0.845
	Education Policy4	0.735
	Education Policy5	0.743
	Education Policy6	0.763
Work life balance	Work life balance1	0.870
	Work life balance2	0.878
	Work life balance3	0.871
	Work life balance4	0.886
	Work life balance5	0.755
	Work life balance6	0.776
Emotional Intellegince	Emotional Intellegince1	0.771
	Emotional Intellegince2	0.727
	Emotional Intellegince3	0.885
	Emotional Intellegince4	0.874
	Emotional Intellegince5	0.886
	Emotional Intellegince6	0.877
Management support	Management support1	0.901
	Management support2	0.913
	Management support3	0.790



	Management support4	0.756
	Management support5	0.771
	Management support6	0.767
School Culture	School Culture1	0.844
	School Culture2	0.814
	School Culture3	0.831
	School Culture4	0.831
	School Culture5	0.883
	School Culture6	0.725
Teacher Performance	Teacher Performance1	0.860
	Teacher Performance2	0.864
	Teacher Performance3	0.766
	Teacher Performance4	0.652

The factor coefficients of educational policy and work-life balance are displayed together in the table that can be found above. There is a correlation between school culture and teacher performance with a number of items that are greater than 0.5, which indicates that each latent variable correlates to a specific degree of representativeness of the relevant item.

Table 6 Fitting indices for confirmatory factor analysis

model	x <sup>2</sup> /df	CFI	IFI	GFI	RMSEA
Education Policy	2.746	0.925	0.925	0.837	0.062
Work life balance	3.412	0.896	0.897	0.797	0.073
Emotional Intellegince	3.240	0.904	0.904	0.806	0.070
School Culture	4.296	0.858	0.859	0.748	0.085
Teacher Performance	4.870	0.833	0.834	0.716	0.092

As can be seen from the data presented in table 6, which is located above, the three-factor model has the most ideal fitting indices when compared to the two-factor model and the single-factor model. Additionally, all of the indices meet the standard requirements, which indicates that the three latent variables can, in fact, represent different three constructs, and that the model has good discriminant validity.

Table 7 Fit indices of each estimation model

model	x <sup>2</sup> /df	CFI	IFI	GFI	RMSEA
M1	2.821	0.922	0.922	0.835	0.063
M2	2.746	0.925	0.925	0.837	0.062
M3	2.849	0.935	0.935	0.856	0.064

Based on the data presented in the table above, it is evident that in every model, the adaptation is considered to be optimum if the value of  $2/df$  is less than 3, as stated by Marsh and Hocevar in 1985. The RMSEA values are all less than 0.08, which indicates that the model adaptation is ideal; the GFI values are all greater than 0.8, which also indicates that the model adaptation is ideal; the values of IFI and CFI are both greater than 0.9 (Hu & Bentler (1999), which indicates that the model adaptation is ideal; in conclusion, all relevant values are within an acceptable range, which indicates that the overall model adaptation is reasonable (Kock, 2011).

Table 8 Path Inspection

Path relationship	Estimate	T	P	Inspection results
Education Policy → Teacher Performance	0.398	6.681	***	Supported
Education Policy → School Culture	-0.387	-7.198	***	Supported
Education Policy → School Culture → Teacher Performance	0.382	6.411	***	Supported

The Table 8 model shows that education policy has a significant negative impact on teacher performance with a standardized regression coefficient of -0.484 and  $P < 0.001$ . However, education policy has a significant positive impact on school culture with a standardized regression coefficient of 0.398 and  $P < 0.001$ . The standard Table 8 shows that when both the independent and mediating variables have a considerable positive impact on teacher performance, It is important to note that the mediation role is only partial (Vandenberg and Scarpello, 1994; Ghazali, 2005).

## Discussion

An indispensable field of inquiry in education is the history of education policy, which chronicles the educational reform endeavors and policies implemented by many nations and regions over time. Since the beginning of civilization, individuals have been searching for solutions to challenges in education. In order to improve efficiency, the government adopted a number of these solutions and implemented them to establish strict performance criteria from a higher authority. Early education policy emerged as a result of the strict behavioral standards that governments enforced and promoted. Throughout history, every developed country has consistently employed its own distinct methodology for education, even in ancient times. Confucianism, the prevailing ideology in ancient Chinese education policy, prioritized the development of moral character and cultural heritage through the nurturing of intellectuals. "The way to establish a man is to build virtue and merit" emphasizes the importance of cultivating abilities and creating moral principles to promote useful capabilities and develop remarkable attributes. Various forms of play, including as word play, ritual, and music, played a significant role in the advancement of ancient Greek education policy, which emphasized the cultivation of sports and philosophy. According to D'Angour (2013), play was naturally linked to children in ancient Greece. The educational policies of that era were predominantly derived from the wisdom of the sages and comprised of impromptu declarations that motivated individuals to enhance their own growth and achievements. There were a limited number of comprehensive educational objectives or standards, resulting in only a small portion of them

being officially established as laws by the government. These laws primarily aimed to uphold political governance and ensure societal equilibrium. Education policies have been increasingly important in conjunction with the development of modern states as a method of guiding the nation. Significant historical milestones in the effort to establish mandatory education for all took place during the 19th and early 20th century in the United States and Europe. Significant among these legislations was the Education Act (1870) in the United Kingdom and the Yalda Act (1881) in France. Several communist nations in the post-1950s era actively promoted Marxist education, implemented compulsory schooling, and integrated education into their centrally planned economic framework. Examples of educational policies include those implemented in the Soviet Union and during the Great Leap Forward in China. During the late twentieth century, certain emerging countries formulated education strategies with the aim of enhancing national quality and promoting economic growth. These nations typically implemented educational reform measures that were customized to suit the specific circumstances of each country. In recent years, there has been a proliferation of trends in the field of educational policy research. Education policy has been increasingly embracing internationalization due to the influence of globalization. The exchange of information in the field of education has been consistently expanding on a worldwide scale. An exemplary instance of this phenomenon is the essential role that transnational cooperation and international organizations, such as UNESCO, assume in influencing educational policy with the aim of promoting universal education worldwide. Nevertheless, numerous countries have enacted educational changes to address the challenges of the 21st century, owing to the rapid progress in science, technology, and information technology. Contemporary educational ideas such as STEM education, distance learning, and individualized instruction have recently been prominent topics in conversations about education policy.

Transforming education and propelling society forward. The alteration of educational policy has a lengthy record of exerting an impact on the progress of society. From a broader perspective, it is believed that allocating resources towards training and education is the key to achieving national competitiveness and social cohesiveness. Typically, this is achieved by setting objectives to enhance academic achievement and facilitate upward social mobility. They have a significant impact on promoting social unity and national competitiveness, often by striving to improve academic achievement through the establishment of specific objectives for schools. From a broader perspective, it is believed that allocating resources towards education and training can enhance a nation's competitiveness and foster social cohesion. This notion is frequently demonstrated by initiatives aimed at enhancing academic performance, such as establishing specific goals for students and mandating schools to develop improvement strategies to accomplish those goals (Les Bell, 2006). Education policy reform has a substantial impact on both economic growth and social stability. Yang Shuyue and Chen Zhen found that public and family education expenditures are interchangeable in a three-period overlapping generations model. Additionally, it was shown that augmenting state expenditure on education and providing subsidies for educational goods can assist Chinese households whose standard of living has deteriorated as a result of the growing number of children. The correlation between education and job market demand. The three primary consequences of education policy are the provision of instructors, the caliber of instruction, and the academic performance of students. Multiple facets of education policy, such as recruitment procedures, job environment, and remuneration levels, influence the recruitment and attrition rates of teachers. Hence, when developing education policies, it is equally important for lawmakers to

prioritize strategies for enhancing teacher recruitment, alongside addressing the issue of teacher turnover (Sutcher, 2019). Nations worldwide have been endeavoring to enhance the caliber of their teaching personnel by enacting novel educational policies and undertaking various efforts in response to the numerous issues encountered by the profession. In the United States, the federal government has implemented several efforts and programs to enhance teacher preparation. The Education Act has played a significant role in providing broad support for this objective. The state government has created several teacher training programs in response to the challenges faced in rural education. In order to develop sustainable and ethical practices in teacher performance, it is crucial to have a comprehensive understanding of the personal elements of teachers and the school environment. Although there is a rising interest in teacher performance, there is less knowledge regarding the correlation between schooling and teacher performance in China. Despite the current surge in interest regarding the study of teacher performance, there has been a notable lack of research investigating the correlation between education and teacher performance in China. However, it is important to note that the performance of teachers plays a crucial role in determining the success of educational policies and greatly influences the growth and improvement of teachers. China's compulsory education system has made significant progress in recent years, with a total of 52,300 junior high schools and an enrollment of 52,436,900 pupils nationwide. For instance, in Zhengzhou City, located in Henan Province, there are a total of 436 junior high schools, accommodating a student population of 518,100. Upon finishing junior high, children in China are segregated into two distinct educational paths, namely senior high schools and vocational schools, based on their academic performance. Junior high represents the final year of mandatory education in China. The educational policies of the Chinese government often function as a guide, indicating the path towards improved teaching. Therefore, it is essential to examine the impact of education policy on teacher performance. To create studies that are practical and ethical, educators, principals, and policymakers should have a comprehensive grasp of the elements that influence teachers' performance, both on a personal level and within the school environment. Educational policy exerts a significant influence on the performance of teachers in their professional roles. It is crucial to acknowledge the vital importance of teachers in order for education reform to go beyond mere policy talk and actually be integrated into teachers' everyday tasks (Biase, 2019). Gaining a comprehensive understanding of how policy language and actions affect the world as a whole is essential for guiding local decision-making on effective education and enhancing teachers' effectiveness (Stanley, 2020). Numerous research have examined the impact of education policy on teachers' efficacy in the classroom. Consensus among experts affirms that high-quality education policy is crucial for improving standards. However, it is noteworthy that there is a lack of research examining the impact of education policy on teachers' performance in the current academic setting. Currently, we are pondering the reasons behind the impact of education policy on teacher effectiveness. Which educational policies are most efficacious in enhancing educator efficacy? Considerable attention has been given to the relationship between education policy and the enhancement of professional development for educators in recent literature. Government parenting policies impact teachers' professional development through the execution of educational programs, the formulation of criteria for teacher qualifications, and the reorganization of curriculum implementation (Rohman, 2019). A further study emphasized that teachers' insufficient internal drive to acquire knowledge and their limited opportunities for professional advancement are mainly caused by the absence of education policies that consistently promote teacher development (Sun Caixia, Qian Xusheng, 2021). Education

policies govern the organization and operation of schools, as well as the methods and subjects used to attain educational goals (Tsang, 2023). The implementation of education policy in schools has a significant impact on the ongoing professional development of teachers. Zhuo Tingting (2021) states that in specific locations of China, a considerable proportion of public junior high schools prioritize the growth and progress of students over the growth and progress of teachers. These schools prioritize improving the school's "advancement rate" as their management objective, resulting in insufficient attention given to the professional development of teachers. Global attention is focused on reform measures aimed at improving the quality of education. Teachers require supplementary support and a concentrated emphasis on professional development opportunities. While there is an abundance of literature regarding the influence of education policies on teacher development, it is important to acknowledge that many of these studies lack explicit information on the actual impact of these policies on teacher development. Most published papers lack information on how education policy directly impacts teacher development. Both the teacher's personal attributes and the classroom environment directly influence the quality of instruction received by students. The primary elements that contribute significantly to the school's integrated environment are the backing from the administration and the prevailing culture inside the institution. The performance of certified instructors is closely linked to the leadership of principals, the work environment, and their incentive to be affiliated with the school. Therefore, improving the performance of teachers may be achieved by effective leadership from principals and creating a favorable work environment. Organizations must offer assistance to teachers' performance by means of effective leadership from principals and a favorable work environment (Hartinah, 2020). The researchers argue that it is necessary to examine the influence of principals' leadership, academic supervision, and professional competence on teachers' performance, as these factors are considered to be key determinants of teachers' effectiveness (Dewi Kartini, 2020; Hartinah, 2020; Michael Baptiste, 2019; Parveen, Quang Bao Tran, Kumar, Farooqi, 2019; Kurniadi, 2020). Additionally, Parveen et al. (2019) and Kurniadi (2020) cite other studies that demonstrate a positive correlation between school culture and teacher performance, suggesting that teachers' performance improves when principals exhibit more visionary leadership. Although previous studies have explored the impact of professional development on educators, no research has yet investigated the underlying causes of this phenomena or its influence on educators' job performance. A significant portion of the current research also focuses on the inherent drive of instructors, which plays a crucial role in determining the effectiveness of teachers. A positive link was observed between teacher effectiveness and five specific personality traits: openness, conscientiousness, extraversion, agreeableness, and emotional stability. This was especially accurate for evaluations of teaching, extraversion, conscientiousness, and emotional stability. A study conducted by Klassen in 2019 found a clear negative relationship between burnout and both extraversion and conscientiousness. Out of all these factors, the influence of teachers' emotional intelligence on their performance was the most prominent. Research has demonstrated a direct link between teachers' emotional intelligence and their job performance. Teachers who exhibit greater levels of emotional intelligence are more committed to their teaching profession and less like to contemplate quitting (Klassen, 2019; Wahyudi, 2018; Yingying Wu, 2019). Teachers' capacity to achieve a harmonious equilibrium between work and personal life is crucial for their professional growth and has a substantial influence on their students' academic performance (Rothbard, Beetz, & Harari, 2021). An asymmetry between teachers' personal lives and professional responsibilities



may have an adverse impact on their stress levels, therefore influencing their classroom performance (Klassen, 2019).

### Conclusion

There is a strong correlation between the growth of a nation's human resources and the development of its educational system, which means that educational policymaking significantly affects national development. The effectiveness of educators has a direct bearing on how educational policies are put into action in the classroom. The term "education policy implementation" refers to the ever-changing operational process by which the state, federal, and municipal governments' stated aims, objectives, and plans for educational policy are translated into concrete steps to address educational policy issues. For instance, the Chinese government's 2021 opinions on Further Reducing the Burden of Homework for Students in Compulsory Education and the Burden of Out-of-School Training had a significant impact on the content, duration, and goals of Chinese students' education, leading to changes in teachers' pedagogical responsibilities as a result. This shift in policy regarding education has an effect on teachers' performance patterns. However, there are policies that have an impact on teachers' performance. For example, China's education policy, which is relatively static, includes the Code of Conduct for Teachers and the Code of Conduct for Primary and Secondary School Teachers. These documents set standards for how teachers should conduct themselves in the classroom and how they should interact with students. Research on the elements influencing teacher effectiveness in the classroom, including school culture and individual teacher characteristics.

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