
Newsletter

The Impact of Teacher Instructional Behavior on Student Learning Engagement: An Analysis Based on GTI Shanghai Data

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IN the context of the implementation of the Double Reduction policy, exploring how in-class teaching can enhance students' learning efficiency has become particularly imperative. Based on the data of Shanghai students from the OECD's Global Teaching Insights (GTI) project, the study examines the impact of teacher instructional behaviors on student learning engagement from the students' and teachers' perspectives, respectively, using hierarchical linear modelling.

Research Findings:

- The Shanghai students ranked highest in the overall level of learning engagement among all the students from the eight countries surveyed but underperformed in the dimension of emotional engagement. The overall levels of instructional behavior perceived by the Shanghai students and teachers were higher than those perceived by their counterparts from other participating countries.
- There were considerable gaps between the instructional behavior perceived by the Shanghai students and teachers in the three dimensions of instructional support, emotional support, and classroom management.
- Instructional behavior perceived by the students were more closely related to student learning engagement than that perceived by the teachers, with most of its dimensions showing a significant and positive correlation with student learning engagement. On the other hand, multiple dimensions of instructional behavior perceived by the teachers showed a negative correlation with it.

Based on its findings, the study argues that: (i) there is a need for a shift in teaching practice from a focus on “teacher intention” to an emphasis on “student perception”. The misalignment between teacher self-assessment and student perception undermines the effectiveness of teaching behavior; (ii) teachers need to reconstruct teaching logic: instead of relying on one-way cognitive stimulation or simplistic adaptive adjustments, they should

implement flexible teaching designs that integrate cognitive, emotional, and behavioral dimensions; (iii) teachers can ensure that teaching challenges match support by providing stratified learning tasks, creating an emotionally safe environment for trial and error, and returning the right of choice to students.

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