

Assessing the Impact of A Good People Culture on Enhancing Cognitive and Socioemotional Development through Teacher's Instructional Strategies

Nie Zhibin^{1,2}, Zainudin Bin Mohd Isa³

^{1,3}City Graduate School, City University, Malaysia, ²Nanchang Normal Collge of Applied Technolog,Jiangxi, China
Email: 27224077@qq.com

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Abstract

The purpose of this study is to evaluate the relationship between positive people culture and cognitive and socioemotional development through teacher instruction in Jiangxi Province's universities. The appropriate for assessing how people's culture hinders learning in a context outside of the Western world through the use of thematic analysis. Research results show that it enables a positive people culture to enhance the learning environment through the encouragement of student participation, organization, and emotional health. Nevertheless, the Chinese method of teaching and encouraging students hampers the application of present-day strategies meant to increase intelligence and problem-solving skills among students. As evidenced from the study, it is argued that there is a gap that culturally sensitive approaches to teaching and learning in Chinese higher learning institutions the cultural beliefs that exist can close these gaps leading to the holistic development of learners. The need to make teacher training relevant and culturally responsive to the context within Jiangxi's universities makes up the research's focus. Consequently, to address these challenges, it will be important to introduce a new teaching strategy that will more or less meet learner needs and foster their academic and psychological growth. This work fills the literature gap on how people's culture and instruction can be matched to attain effective education delivery in Chinese higher learning institutions.

Keywords: People Culture, Cognitive Development, Socioemotional Development, Instructional Strategies, Chinese Higher Education

Introduction

The spotlight has been placed on the vital role of increasing a lively people culture in educational systems, especially when considering the advancement of cognitive and socioemotional skills. An outstanding people's culture consists of a collaborative atmosphere combined with mutual respect and a sense of community, which in turn enables positive

academic results. In Jiangxi Province, China, the effect of such a culture is intensified because of the region's special cultural and educational dynamics. Cognitive development, focuses primarily on how important cognitive skills in reasoning and problem-solving evolve, while socioemotional development, mainly looks at emotional intelligence, its control, and the interactions with others. Both are essential for students to achieve their complete growth and for their future careers. The combination of people culture and teachers' instructional practices is an important field for research because successful strategies can serve as a link for converting a positive environment into valuable student results. Despite past research efforts, the shortage of empirical studies aimed at Chinese universities prevents us from extrapolating findings from Western contexts. In light of this, the study pursues to resolve this shortcoming by reviewing the ways a rich people's culture impacts student growth through the instructional strategies adopted by teachers in Jiangxi Province.

Literature Review

This literature review analyses critically the correlation between a positive people culture and results for student development, highlighting the role of instructional strategies. Maximizing educational settings calls for the understanding of the ways that a powerful people's culture supports cognitive and socioemotional development. Prior research has shown the critical role of cultural context in the transformation of teacher-student engagement, although the vast majority of studies mostly focus on Western contexts. The existence of this gap points to a demand for more regional investigations among institutions of education in China. Furthermore, earlier writings frequently neglect the mediating effect of instructional strategies, which are important for changing cultural benefits into concrete learning results. A detailed review of these elements will deliver important insights into the special dynamics of universities in Jiangxi.

People Culture and Its Influence on Educational Environments

People's culture critically contributes to the fashioning of the educational environment by setting expectations for how people act, socialize, and follow institutional norms. A cultural environment that highlights beneficial qualities such as trust, coordination, and acceptance promote the improved development of cognitive and socioemotional skills (Mahoney *et al.* 2021). At the college level, it supports a framework for successful teacher-student interaction, pushing attendees towards more enriching academic activities (Hofkens and Pianta, 2022). It is suggested by studies that institutions with a robust people culture obtain superior levels of student participation and faculty performance (Al Hassani and Wilkins, 2022). This phenomenon has been ongoing because a supportive culture fosters a sense of belonging and psychological safety, allowing students to participate openly and easily share their ideas (Ruedas-Gracia *et al.* 2022). The dynamics in this situation are mainly dependent on cultural frameworks; hence, it is necessary to look into the ways local values and beliefs shape the cultural experience of people in Chinese universities (Marginson and Yang, 2022). Despite evidence that advocates for the benefits of a positive people culture, there are few studies examining its effects in non-Western educational settings (Aboramadan *et al.* 2020). This deficiency points to the critical requirement for locally relevant research to authenticate these findings in areas such as Jiangxi Province. Recognizing the features of people's culture in Chinese higher education can produce insights that aid in the development of culturally appropriate approaches designed to improve student performance.

Cognitive development in higher education is an assorted activity that includes critical thinking, solving problems, and analytical reasoning. According to both Bloom's Taxonomy (Seaman, 2011) and Vygotsky's Cognitive Development Theory (Rowe and Wertsch, 2002), hierarchical learning's core principle is that stable knowledge foundations promote more advanced cognitive skills. To support cognitive development in university settings, educators' instruction strategies need to correlate with their students' cognitive needs. Investigation shows that a people culture that honours intellectual curiosity and open conversation improves cognitive involvement and learning performance (Fazzi and Meneghetti, 2024). This proactive ecosystem leads students to analyze assumptions, partner with complicated concepts, and produce new insights in collaborative work (Smith *et al.* 2024). In any case, these efforts might not readily adapt to a variety of cultural environments, especially in Chinese tertiary institutions, which favour memorization utilizing traditional teaching approaches according to Liu *et al.* (2023). The existing body of work points out the critical role of culturally adaptive instructional strategies that include aspects of active learning and cognitive stimulation (El-Sabagh, 2021). This necessitates a reassessment of standard teaching methods to encourage richer cognitive participation in Chinese higher education. Consequently, it is important to understand cognitive development within Jiangxi universities to develop unique pedagogical models that match both cultural values and the demands of contemporary education. Investigating these factors will help in the creation of detailed strategies to advance cognitive development in learning environments globally, apart from the West.

Featuring relevance to student results, socioemotional development incorporates many skills such as emotional intelligence, self-regulation, and necessary social skills that support personal and scholastic growth. Ryan (2021) shows that students proficient in socioemotional skills can control stress, work well with their classmates collaboratively, and express exceptional resilience during learning experiences. In colleges and universities, the continuous expansion of socioemotional capabilities enhances student input, enriches learning interactions, and supports academic determination (Mondi *et al.* 2021). Colleges and universities with a positive people culture, characterized by respect for one another and inclusivity, promote the creation of these skills (Adams *et al.* 2020). In any event, the integration of socioemotional learning approaches tends to differ greatly across cultural frameworks, causing difficulties for non-Western places like China, where valuing academic performance can overshadow the demand for socio-emotional skills. In addition, existing research tends to ignore the role that socioemotional development plays in cognitive processes, even though data indicates that emotional well-being is directly related to academic results (Váradi, 2022). Understanding the relationship between cognitive growth and socioemotional progress is important for developing elaborate instructional strategies that parallel focus on both elements (Tsortanidou *et al.* 2022). In Jiangxi province, valuing socioemotional growth by building a supportive environment is key; typical teaching styles may inhibit one's ability to express oneself (Assor, A. and Yitshaki, 2023). A combined strategy that includes socio-emotional learning in teaching techniques can highly improve both student success and their total well-being.

The environment of Chinese higher education has a major effect on teaching styles, the behaviour of students, and what they learn. An important part of education in China is the historical importance placed on hierarchy, honour for authority, and the skill of remembering

information, all anchored in Confucian values (Mahapatra *et al.* 2021). The characteristics of culture affect strategies for higher education, usually producing a formal academy that stresses discipline more than creativity (Lauri *et al.* 2021). As a result, students will probably develop a passive learning strategy that compromises their critical thinking and creative solutions to problems (Tang *et al.* 2020). The hierarchical character of the relationship between teachers and students restricts dialogue that is open and supports cooperative learning, both of which are important for cognitive and socioemotional development (Onrubia *et al.* 2024). Considering these limitations, the present trends and advances in Chinese tertiary education have tried to integrate the conventional Western pedagogy model that encourages students' active participation and learner-centered teaching–learning activities (van Noort, 2021). However, the application of such practices is still sporadic due to the strict cultural realities and the faculty members' reluctance resulting from the conventional methods they understand (Curry *et al.*, 2021). Secondly, Confucian values are still dominant for that reason and the student's perception of success and failure and probably their emotional growth (Wang, 2023). That is, for culturally sensitive and effective strategies to work well there needs to be such cultural consciousness. This kind of model requires the management of organizational dynamics that respects, on the one hand, the formal working culture while supporting, on the other hand, the educational environment favourable for the development of cognition and socioemotional regulation in China (Zhu *et al.* 2022). Therefore, to enhance efficiency of education methods in Jiangxi Province, conducting an effective analysis of the cultural setting is vital.

Methodology

This chapter describes the method employed to analyse a positive people culture on cognitive and socioemotional development of university students of Jiangxi Province. A tertiary qualitative approach was deemed appropriate for producing observations grounded in current literature of relevant academic material and empirical studies. This strategy improves efficiency in the research process because scholars are able to analyse scholarly articles and peer reviewed journals and institutional reports to have a whole understanding of the phenomenon under study (Hanafizadeh & Shaikh, 2021). According to this study, secondary qualitative research is particularly suitable here since there are cultural and contextual aspects of the Chinese higher learning that may not be forthcoming in primary research (Dady & Sang, 2022). The following qualitative characteristics justify a deeper insight into how people's culture is related to the instructional practices to influence the students. It also helps in a critical assessment of current theories and models grounded in the context of educational practice in Jiangxi (Alhazmi and Kaufmann, 2022).

The research adopts a secondary qualitative research method to analyse the connection between good people culture and cognitive & socio-emotional learning, due to instructional techniques adopted in universities Jiangxi Province. Furthermore, a qualitative method entails the systematic and purposive assembling of current research literature encompassing academic peer-reviewed journals, institutional, and other academic papers (Parkin and Kimergård, 2022). This strategy is particularly applicable to this research since it involves carrying out a vast investigation of detailed processes within a well-defined framework. The usage of secondary data means that, in research, one can build on strong studies and useful sources, thus effecting an increase in confidence and the reliability of the final results (Delios *et al.* 2022). Moreover, qualitative research focuses on meaning interpretation of social and

cultural features of educational strategies, and that allows considering in detail about the overall influence of cultural patterns on the instructional approaches as well as the evolution of students (Luo and Chan, 2022). This way the researcher can perform thematic analysis, identified recurring patterns and assumptions which make a connection between cultural contexts and the cognitive and socioemotional outcomes (Bürger and Volkmann, 2020). For restrictions often encountered in primary data collection that include sampling bias and considering the difficulties of accessing some companies, the study adopts secondary qualitative research to obtain depth and richness while at the same time availing of the research with the necessary depth and richness. It is this approach, in turn, that enhances a better understanding of what has been given priority in already existing knowledge, and creates the critical basis for the placement of findings within the educational context of the colleges of Jiangxi.

This research employs a descriptive research approach for establishing the impact of positive people culture on cognition and socio-emotional development of universities in Jiangxi Province. Descriptive design is used often in the secondary qualitative research by merely allowing a comprehensive analysis of the current phenomena without influencing the study environment (Tomaszewski et al. 2020). The designed structure enables the researcher to follow documented evidence in an orderly manner and draw significant conclusions concerning link between people's culture and educational results (Newman et Gough, 2020). Moreover, based on descriptive research there is a methodologically ordered approach to work with and analyse qualitative data that supports the effectiveness of patterns, trends and correlations identification suggested (Madondo, 2021). In this particular context, the descriptive form of the research study will focus on categorizing the various subcategories of people culture and the degree to which all of the subcategories are applicable to instructional interventions and student development. This method will enable cross-comparison with data from educational contexts thus making the findings more robust. Consequently, a descriptive research design offers the flexibility to assess theoretical and empirical paradigms thoughtfully and without compromising the context of the present study (Levitt et al., 2021). This design enables research to write a clear narrative that describes previous patterns and directs to future research and education policy development prospects.

This work conforms to an interpretivism research philosophy desirable for unravelling the inherent social and cultural phenomena in educational settings. Interpretivism also posits that a socially constructed reality is well understood by personal accounts (Pervin and Mokhtar, 2022). This is instrumental in the endeavours made by this study to quantify the significant role played by people's culture in their cognitive and socioemotional development through careful qualitative analysis. Interpretivism makes it possible to examine the effects of cultural values beliefs and norms on teaching method and students' performance more exclusively for Jiangxi's higher learning institutions. The use of interpretive lens enables study to provide enhanced understanding of how people's culture impacts learning environments, which cannot be explained by quantitative models (Costello & Plester, 2020). Also, according to interpretivism, the relevant aspects are the interpretations regarding the circumstances that is why interpretivism is a proper approach to deal with the divergence of educational practices across various cultural fields (Gertsen and Zølner, 2020). This philosophy is associated with a thematic analysis method that uses the secondary qualitative data to identify patterns and meanings that define cultural underlying patterns (Fàbregues et al. 2021). Consequently, by

applying an interpretivist philosophical approach the evaluation is enriched and the final results reflect culturally appropriate methods through which educational practices may be amended to support cognitive and socio-emotional learning.

This analysis incorporates secondary research methods that rely on secondary sources in analyzing the extent to which people's culture nurtures cognitive and socioemotional growth. Using secondary data collection is ideal for this project as it enhances various analyses of source, and enriches the validity of insights gathered (Alam, 2021). This model entails information from peer-reviewed journals, education reports, and papers on culture and teaching methodologies acquired from Chinese government establishments and databases (Guo & Huang, 2021). The different steps specifically, involve featured radar selection that pays a special attention to relevance, credibility, and recency of sources to be included in the process in order to achieve the presence of high quality and appropriate to the context sources only (Shaheen et al. 2023). The main strength of secondary data is that it is comprehensive and provides knowledge of many cultural and pedagogical practices that may not be revealed in primary research (Karunarathna et al. 2024). On the other hand, while collecting secondary data, challenges may be realized in relation to matching the results to the specific context of Jiangxi universities (Guo et al. 2022). To address this problem, the selection of sources will involve going through a rigorous screening that will guarantee that all the selected sources are good samples of the ideas of the study. As a result, the collection of secondary data is established to be efficient and reliable for solving the research questions successfully.

Data analysis will adopt thematic synthesis to assess the secondary, qualitative data that has been gathered from academic papers and institution reports. A framework technique, thematic analysis emphasises and organizes the data by categorising it into consistent patterns identified in qualitative data (Campbell et al. 2021). This technique is very useful in showing how people's culture influences, cognitive and socioemotional development by the fact that it can also illustrate important things about teaching methodologies, students' attendance, and cultural context in the teaching learning process (Santos et al. 2023). This research will follow data coding techniques to identify emerging patterns as the terms like collaborative learning, emotional well-being, cultural adaptation applicable to the proposed aims (Yeh et al. 2022). By comparing the findings, thematic analysis assists the researcher by ensure that all sources strive to explain how people's culture influence educational outcomes (Naeem et al. 2023). This technique is effective in identifying such fine distinctions concerning the influence of cultural values on education practices and students' development at institutions in Jiangxi. In pursuit of reliability, the use of a continuous comparative method is be made where identified themes are refining in reiterate cycles until an understandable story is told. Consequently, thematic analysis provides a clear structure for the critical appraisals of secondary qualitative data.

Results and Discussion

The results and discussion part carries out a comprehensive evaluation of the manner that the examined beneficial people culture enhances cognition and socioemotional processes with implementing strategies in Jiangxi's institutions of higher learning. From the thematic analysis, major areas of functioning are deduced and the data is then grouped coherently under the main categories such as collaborative learning, emotional support and culturally

sensitive teaching strategies. Analysis of the findings enables the critical appreciation of the various ways through which the improvement of student outcomes happens by people culture.

Theme 1

A qualitative study in line with this theme titled "People culture and its impact on educational environment" clearly points to the fact that in relation to creation of trust, spirit of collaboration and inclusion, a hospitable people culture plays a tremendously significant role in the overall picture of the environment which supports learning. Research finds that the effectiveness of link: community culture at universities will often lead to enhanced student engagement and achievement in learning (Mahoney *et al.* 2021). Within a stimulating context, the advancement of a nurturing space for secure and reliable exchanges and psychological safety enables students to put forth their ideas without the fear of critique (Hofkens and Pianta, 2022). A strong positive people culture exists and also helps maintain the bonds between teachers and students, as well as providing the groundwork for teaching methods that can suit the cognitive and socioemotional requirements of students (Al Hassani and Wilkins, 2022). This investigation suggests that the cultural setting is important to educational practices, especially in regions beyond the West, encompassing China (Ruedas-Gracia *et al.* 2022). This information stresses the need for strategies that can adapt to culture to best leverage people's culture for favourable educational achievements.

Theme 2

The results of the thematic analysis for 'Cognitive Development in Higher Education' show that the correspondence between instructional methods and the cognitive demands of students influences cognitive development. Work produced by Bloom's Taxonomy emphasizes the requirement for methodical learning activities to enhance the growth of higher-order thinking skills (Seaman, 2011). Findings demonstrate that educational techniques which centre on engagement, for example, problem-based learning and team activities, amplify cognitive participation and analytical talent (Fazzi and Meneghetti, 2024). Still, the analysis reveals that Chinese university teaching approaches that emphasize structural rigidity often devalue both critical thinking and problem resolution through idolizing rote memorization (Smith *et al.* 2022). As a result, there exists a demand to insert more energetic pedagogical frameworks that support substantive cognitive progression. The findings recommend that the adaptation of Western cognitive frameworks to local culture could help deal with these challenges, improving the learning environment in the universities of Jiangxi Province (Liu *et al.* 2023).

Theme 3

A research project using thematic analysis, centred on 'Socioemotional Development and Its Role in Student Success', shows that key attributes for success, including emotional intelligence and self-regulation, are mostly driven by social-emotional skills. Findings propose that participants who concentrate on socioemotional skills usually get ahead academically, are more enthusiastic, and are better able to deal with challenging situations (Ryan, 2021). Effective socioemotional development promotes the skills essential for both collaborative education and for maintaining good relationships within universities (Mondi *et al.* 2021). According to the results, higher education in China shows an underemphasis on socioemotional growth in favour of academic performance regarding emotional well-being

(Adams *et al.* 2020). There appears to be a need for strategies based on cultural context for socioemotional learning that can help Chinese students with their specific challenges. The integration of socioemotional learning in teaching methods may greatly foster students' growth, which contributes to superior cognitive and emotional performance in universities throughout Jiangxi (Váradi, 2020).

Theme 4

The thematic study for the theme "The Mediating Role of Teacher's Instructional Strategies" illustrates that instructional strategies are a vital link between people's culture and students' development. Efficient strategies including collaborative learning and active engagement are what link a healthy people culture with improved cognitive and socioemotional results (Mahapatra *et al.* 2020). Analyses show that when teachers take student-centred strategies, they develop a secure setting that supports both critical thinking and emotional durability (Tang *et al.* 2021). The traditional pedagogical strategies that dominate in Chinese universities, centred on the teacher, do not enable students to proactively participate effectively (Lauri *et al.* 2021). This split shows that it is fundamental to adapt instructional strategies for them to be culturally responsive to achieve desirable developmental outcomes (Onrubia *et al.* 2024). The investigation indicates that teachers play an important role in building the educational environment and, consequently, the success rate of their students. As a result, Jiangxi universities would likely profit from greatly enhanced learning experiences with teacher training that highlights the importance of culturally adaptive instruction.

Discussion

A study in thematic analysis reveals that a positive people culture along with effective teaching methods is key to developing both cognitive and socioemotional skills; however, implementing these in Chinese higher education is quite a difficult task. The historical stress on rote learning and approaches that centre on the teacher restricts the ability of culturally responsive strategies to have a full impact (Cadenas *et al.* 2021). As a result, Jiangxi universities usually have difficulty in implementing practices focused on students that promote overall development. Analysis shows that a change towards heightened collaborative and experiential learning strategies might improve students' capacity for critical thinking and benefit their emotional health (Antonini *et al.* 2021). Executing these strategies needs challenge to longstanding cultural values that advocate for educational prestige more than for individual progress. Such findings reinforce the idea that it is important to develop teacher training programs that connect today's pedagogical ideas with the distinctive cultural ethos of Chinese universities, to optimize the advantages of a positive people culture.

Conclusion

The research found that having a positive people culture improves the cognitive and socioemotional development if the instructional strategies are well adopted. Culturally responsive teaching practice must be adopted for the enhancement of student's performance in Jiangxi's universities. Nonetheless, numerous problems arise in terms of the traditional approach to learning and educational processes in particular, with focus on achievement. These disparities indicate that what is needed is pump-priming teacher professional development and an organisational culture that embraces the student. Hence, the encouragement of a positive people culture and organization culture in tune with current academe learning processes is significantly valuable to the overall student growth.

Theoretical and Contextual Contribution

This study contributes significantly to both theoretical and contextual knowledge in the field of educational development and cultural pedagogy. Theoretically, it extends existing models of cognitive and socioemotional development by demonstrating how people culture operates as a foundational framework that mediates the success of instructional strategies, particularly in non-Western higher education contexts. By integrating cultural values with instructional practices, the study enriches the dialogue on culturally responsive pedagogy, highlighting the importance of aligning educational strategies with local traditions and beliefs. Contextually, the research offers vital insights into Chinese higher education, specifically within Jiangxi Province, by addressing gaps left by studies focused predominantly on Western settings. It sheds light on how traditional cultural norms interact with modern pedagogical demands, providing a pathway for educators and policymakers to design interventions that are both culturally congruent and pedagogically progressive. This work therefore enhances the global discourse on educational inclusivity, emphasizing the need for context-sensitive reforms that foster holistic student development in culturally unique environments.

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