



วารสารธรรมเพื่อชีวิต

JOURNAL OF DHAMMA FOR LIFE

ISSN: 2822-048X

<https://soo8.tci-thaijo.org/index.php/dhammalife/index>

Original Article

The Guidelines for Teacher Competencies Development of Zhumadian Preschool Education College in Henan, China

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ARTICLE INFO

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Keywords:

Teacher Competencies Development; Henan; China

Article history:

Received: 04/09/2023

Revised: 15/10/2023

Accepted: 15/12/2023

Available online: 22/12/2023

How to Cite:

Xin, C., & Chiwpreecha, K. (2023) The Guidelines for Teacher Competencies Development of Zhumadian Preschool Education College in Henan, China. Journal of Dhamma for Life, 29(4), 194-201.

ABSTRACT

The aims of this research were to study the states and guidelines for teacher competencies development of Zhumadian preschool education college in Henan, China. Using mixed - methods research approach that consisted of 2 steps they were as follows: (1) The quantitative of this study were the population 343 teachers. The statistics used to analyze the data in this study were percentage, mean, standard deviation. (2) Interview 7 experts and analyze data by using content analysis. The results of hypothesis testing are as follows: 1) The teacher competencies development stage of Zhumadian preschool education college in Henan, China is overall at a high level, for the core competency is at a moderate level, while the functional competency is at a high level. 2) The guidelines for teacher competencies development are as follows: 1) Core Competency; Working Achievement Motivation development. 2) Monitoring and evaluating performance in Working Achievement Motivation development 3) Guideline for Functional Competency; Relationship and Collaborative.



Introduction

The current situation rapidly evolving digital age, restructuring the teaching profession amid societal shifts is acknowledged as a crucial responsibility and challenge for the advancement of development, aiming to maximize the potential and effectiveness of the field. The design and implementation of any curriculum are centered around people, with both its subject and object being human. The development of the college curriculum at Yihuang Hegang Dancecan be student-oriented and meet the overall development needs of students. The educational value of the intangible cultural heritage entering the college curriculum system as a course resource lies in the education ontology. (Yang, MacLeod & Zhu, 2019)

By addressing these research questions, the study can provide valuable insights into designing effective professional development programs and support systems to empower teachers in use technology to enhance student learning outcomes, the Impact of Competency-Based Teacher Development Programs on Classroom Instruction and Student Learning Outcomes. This research problem seeks to investigate the effectiveness and impact of such competency-based teacher development programs in real classroom settings. Thus, the researcher would be to study the teacher competencies development stage of Zhumadian preschool education college in Henan, China.

Objective

1. To study the teacher competencies development stage of Zhumadian preschool education college in Henan, China.
2. To study the guidelines for teacher competencies development of Zhumadian preschool education college in Henan, China.

Research Framework

1. Scope of content

Teacher Competencies Development on Performance Competencies consisted Core Competency; Working Achievement Motivation, Service Mind, Self - Development, Team Work, Ethics and Professional Ethics and Functional Competency; Curriculum and Learning Management, Student Development, Classroom Management, Analysis & Synthesis & Classroom Research, Teacher Leadership and Relationship & Collaborative

2. Scope of area: The Zhumadian Preschool Education College in Henan, China.
3. Scope of time: Six months
4. Scope of population: The population used in the research was 343 teachers

Research Methodology

This research used a mixed methods design of quantitative and qualitative. How quantitative research approach uses the population to study, were 343 teachers under Zhumadian Preschool Teachers College. analysis, questionnaires were used to collect data. The descriptive statistics used to analyze the data collected consisted of frequency, percentage,

mean, and standard deviation. For the qualitative research on interview 7 experts including 3 academic administrators, 2 scholarships and 2 specialist teachers. and analysis of interview data, use analysis of content and descriptive statistics.

Result

1. The teacher competency development stage of the Zhumadian Preschool Education College in Henan, China.

The teacher competencies development stage of Zhumadian preschool education college in Henan, China in overall is at is at a high level, for the core competency is at a moderate level, while the functional competency is at a high level

Table 1 The teacher competency development stage of the Zhumadian Preschool Education College in Henan, China.

Teacher competencies development	μ	σ	Level
1. Core Competency	3.23	0.61	Moderate
2. Functional Competency	3.80	0.62	High
Total	3.51	0.61	High

Table 1 show that the teacher competencies development stage of Zhumadian preschool education college in overall is at a high level ($\mu = 3.51$, $\sigma = 0.61$) for the core competency is at a moderate level ($\mu = 3.23$, $\sigma = 0.61$), while the functional competency is at a high level ($\mu = 3.80$, $\sigma = 0.62$)

Table 2 Mean, standard deviation of teacher competencies development stage of Zhumadian preschool education college in Henan, China obtained from the overall analysis and each aspect in Core Competency

Core Competency	μ	σ	level
1.Working Achievement Motivation	3.07	0.71	Moderate
2.Service Mind	3.18	0.57	Moderate
3.Self-development skills	3.29	0.59	Moderate
4.Team Work	3.11	0.60	Moderate
5.Ethics and Professional Ethics	3.53	0.59	High
total	3.23	0.61	Moderate

Table 2 shows that the teacher competencies development stage of the Zhumadian preschool education college in core competency overall is at a moderate level ($\mu = 3.23$, $\sigma = 0.61$)

For the teacher competencies development stage in core competency, one of the 5 indicators is at a high level ($\mu = 3.53$, $\sigma = 0.59$), while the other four are at a moderate level. The indicator (ethics and professional ethics) has the highest mean score ($\mu = 3.53$, $\sigma = 0.59$), followed by the indicator (Self-development skills) that receives the next highest mean score ($\mu = 3.29$, $\sigma = 0.59$), while the indicator (working achievement motivation) has the lowest mean score ($\mu = 3.07$, $\sigma = 0.71$).

Table 3 Mean, standard deviation of teacher competencies development stage of the Zhumadian preschool education college in Henan, China obtained from the overall analysis and each aspect in Functional Competency

Functional Competency	μ	σ	level
1. Curriculum and Learning Management	4.17	0.61	High
2. Student Development	4.56	0.72	Highest
3. Classroom Management	4.57	0.68	Highest
4. Analysis, Synthesis and Classroom Research	3.21	0.60	Moderate
5. Teacher Leadership	3.29	0.56	Moderate
6. Relationship and Collaborative	3.04	0.54	Moderate
total	3.80	0.62	High

Table 3 shows that the teacher competencies development stage of the Zhumadian Preschool Education College in functional competency overall is at a high level ($\mu = 3.80$, $\sigma = 0.62$)

For the 6 indicators of teacher competencies development stage in functional competency, 2 of the 6 indicators are at a highest level 1 of the 6 indicators is at a high, while the other three are at a moderate level. The indicator (classroom management) has the highest mean score ($\mu = 4.57$, $\sigma = 0.68$), followed by the indicator (student development) that receives the next highest mean score ($\mu = 4.56$, $\sigma = 0.72$), while the indicator (relationship and

collaborative) has the lowest mean score ($\mu = 3.07$, $\sigma = 0.71$).

2. The guidelines for teacher competencies development of the Zhumadian Preschool Education College in Henan, China.

2.1 Guideline for Core Competency; Working Achievement Motivation development.

2.1.1 Self-awareness: Encourage individuals to identify their strengths, weaknesses, and areas of interest. This self-awareness will help them align their career goals with their talents and passions, leading to higher motivation and commitment.

2.1.2 Goal Setting: Assist individuals in setting clear and achievable goals, both short-term and long-term. Break down these goals into smaller milestones, making them less daunting and more manageable. Regularly review progress and celebrate successes to maintain motivation.

2.1.3 Continuous Learning: Foster a culture of continuous learning and growth. Encourage individuals to seek out new challenges and opportunities for skill development. Provide access to training, workshops, and resources to support their learning journey.

2.2 Guideline for Functional Competency; Relationship and Collaborative

2.2.1 Active Listening: Encourage individuals to practice active listening when communicating with colleagues. This involves giving full attention to the speaker, understanding their perspectives, and responding appropriately. Active listening helps build trust and strengthens relationships.

2.2.2 Empathy: Foster empathy among employees by promoting understanding and sensitivity towards the feelings and experiences of others. Empathy enables better collaboration and helps in resolving conflicts more effectively.

2.2.3 Communication Skills: Provide communication training to improve both verbal and written communication skills. Effective communication is crucial for building relationships and promoting collaboration.

2.2.4 Conflict Resolution: Train individuals in conflict resolution techniques, such as negotiation and mediation. A constructive approach to resolving conflicts ensures that disagreements are addressed without harming relationships.

Discussion

1. The teacher competencies development stage of the Zhumadian Preschool Education College in Henan, China.

The findings of this research indicate that the developmental stage of teacher competencies at Zhumadian Preschool Education College in Henan, China, is generally high. However, the core competency level is assessed to be at a moderate level. For the 5 indicators

of the teacher competencies development stage in core competency; working achievement motivation are at a moderate level, while the indicator (providing services with commitment and willingness) has the highest. The research findings agree with previous research (Lucas, et al, 2021) showing that the Impact of in-Service Training and Motivation on Job Performance of Technical & Vocational Education Teachers: Role of Person-Job Fit In-service education and training (INSET), motivation and person-job fit of workers are considered vital for the performance of employees. revealed a significant impact of in-service training and motivation on job performance. This research study is useful for HR managers and practitioners to utilize their employee's true potential to get the desired results. In addition the result according to Wang, & Ko (2022) studied the Study on Vocational Teachers' Competency Development Needs of Vocational Colleges in Bangkok Metropolitan Administration, The Office of Vocational Education Commission, the research show that the vocational teachers' competency development needs in three core competencies were self-development, working achievement motivation, and the service mind, respectively, and according to the research Torres-Hernández & Gallego-Arrufat (2022). studied The Guidelines for Competency Development of Vocational Teachers to Support the Eastern Economic Corridor (EEC) The results of the study the level of competency and performance of vocational teachers in the Eastern Economic Corridor (EEC) show that the overall was high level by sorting the average value from the highest to the lowest, which are Teaching and Learning, Creativity and Innovation, self-development and professional development.

For the teacher competencies development stage in functional competency, the indicator (classroom management) has the highest, involves implementing the plan of classroom management at the highest level. This may be due to the Classroom Management refers to the arrangement of learning atmospheres, the preparation of classroom/subject information and documents, and supervision of individual/course classes to promote happy learning and learner safety. So the teachers shall to process of creating a student development plan based on the curriculum and learning content, involves implementing the plan, assessing the effectiveness of classroom management, and using the assessment results to improve and develop classroom management, agree with Yang, Martínez-Abad, & García-Holgado (2022) defined teacher competency as the ability that results from knowledge, understanding, skills, and attitudes which resulted in the ability of teachers in various behaviors that affect the development of students Physically, intellectually, emotionally, and socially. From the above definitions, it can be concluded that Teacher Competency refers to the teacher's ability in knowledge, skills, and other attributes related to the development of learners physically, emotionally, socially, and intellectually in order to achieve the set goals of teaching and learning.

2. The guidelines for teacher competencies development of the Zhumadian Preschool Education College in Henan, China.

For the guidelines for teacher competencies development of Zhumadian preschool education college show that the guideline for core competency; working achievement motivation development and guideline for functional competency; relationship and collaborative due to developing core competency and working achievement motivation is essential for individuals to excel in their professional and personal lives. The research findings agree with previous research Lucas, Bem-Haja, Siddiq, Moreira, & Redecker. (2021). Research

Article the Effect of Professional Development, Innovative Work and Work Commitment on Quality of Teacher Learning in Elementary Schools of Indonesia. The results of this study indicate that professional development had a significant positive effect on teachers' work commitment and that work commitment affects the quality of teacher learning. It was further found that innovative work also affected the quality of learning. Implications for Research and Practice: It has been asserted in this study that the professional development of teachers by improving work commitment and innovative work improved the quality of education and produced competitive quality human resources. This shows teachers and educational institutions can plan their strategies by taking benefit of these findings. By making use of innovation, teachers can devise various learning models to help students achieve their learning goals

Conclusion

The developing core competency and working achievement motivation is essential for individuals to excel in their professional and personal lives. Here are some guidelines to foster these traits: by following these guidelines, organizations and individuals can work towards developing core competencies and fostering a strong achievement motivation that will lead to improved performance and overall success. and the developing functional competencies in relationship building and collaboration is essential for creating a harmonious and effective work environment. These competencies enable individuals to work well with others, build strong professional connections, and foster teamwork. by implementing these guidelines, organizations can nurture functional competencies in relationship building and collaboration, resulting in a more cohesive and productive workforce. Strong relationships and effective collaboration contribute to the overall success of the organization and create a positive work environment for employees.

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