

Teacher Professional Competence and Quality in Chinese Senior Middle Schools

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Abstract: This study adopted a descriptive research approach, which was suitable for a correlational design. This study on the professional ability and quality of Chinese high school teachers focused on teachers from three high schools in China, totaling 3,000 teachers. A total of 341 samples were calculated through Raosoft. After approval and confirmation by the professor, the study used the Sumlin design. Three hundred questionnaires were distributed to 300 teachers in three high schools. The aim of this study is to analyse the important relationship between professional competence and quality of Chinese high school teachers, specifically: Participants will be described in terms of sex, age, education and years of service. Identify teachers' professional competence in terms of their professional competence status and their professional competence development needs; Assess teacher quality in terms of three dimensions: the state of professional quality, interpersonal relationships, and social capital for the development of professional quality of teachers in vocational education and training (VET); Test for differences in responses when grouped according to individual circumstances; Test the important relationship between the professional competence and quality of teachers; Produce insights and information to inform education policy development.

Keywords: Teacher Professional Competencies ; Quality ; Middle Schools

Introduction

In China, with the continuous advancement of high school education reform, the roles and requirements of teachers are undergoing profound changes. The traditional knowledge transfer model can no longer meet the needs of modern high school education. High school teachers not only need to have solid subject knowledge, but also need to have abilities in teaching methods and student relationship management. Therefore, studying the Teacher Professional Competence and qualities of high school teachers has important practical significance for promoting the development of high school education.

Domestic and foreign studies on Teacher Professional Competence and quality have achieved certain results. Bakar (2018) argues that domestic scholars have mainly focused on the subject knowledge competence, teaching methods and skills of high school teachers, and put forward some relevant theories and frameworks. Chen (2018) argues that foreign studies, on the other hand, have focused more on the needs of high school Teacher Professional Competence and quality of the actual situation and put forward some specific cultivation strategies and methods. At present, the research on the professional competence and quality of Chinese high school teachers is still limited and lacks a comprehensive and in-depth discussion.

The Teacher Professional Competence refers to career fields related to education, teaching, student guidance, and academic research. Wang (2018) showed that it not only covers the mastery of teaching methods and techniques, but also includes an in-depth understanding of educational theories and a sensitive grasp of student psychology. In this Professional Competence, teachers are required to have interdisciplinary knowledge and be able to cope with diverse teaching scenarios and student needs. The core goal of the Teacher Professional Competence is to cultivate students' comprehensive qualities, stimulate their interest in learning, and promote the development of their critical thinking and innovative abilities. In addition, Yi (2018) showed that with the rapid development of educational technology, the Teacher Professional Competence is constantly adapting to new teaching tools and platforms, such as online learning management systems, digital resources, and interactive educational software. This requires teachers not only to have solid subject knowledge, but also to have technology application capabilities and a willingness to continue learning.

Liu (2020) argues that teacher quality refers to the professional competence and comprehensive quality of teachers in educational and teaching activities, including their subject knowledge, teaching skills, educational concepts, professional ethics, and the ability to interact and communicate with students.

Zhu (2019) showed that high-quality teachers can effectively impart knowledge, stimulate students' learning interest and creativity, promote students' comprehensive development, and give appropriate attention and support to students' individual needs. Teacher quality directly affects teaching effectiveness and student learning outcomes, and is one of the key factors in improving the quality of education.

In the context of the current social and educational reform, the improvement of teacher quality has become an important issue in educational development. Zhang (2020) showed that this not only requires teachers to have solid professional knowledge and advanced teaching methods, but also requires teachers to continuously conduct self-reflection and professional growth, update educational concepts, and adapt to the new educational environment and student needs. Therefore, teachers' continuing education and professional development activities, such as participating in trainings, seminars, academic exchanges, etc., have become an important way to improve the quality of teachers.

There is a close relationship between Teacher Professional Competence and quality. Teacher Professional Competence development is the basis for improving teacher quality, including teachers' mastery of subject knowledge, application of teaching methods, and understanding of educational theories. As professional abilities increase, teachers' effectiveness in classroom management, student guidance, and promoting students' all-round development will also increase accordingly, thereby directly improving the quality of teaching and students' learning outcomes. On the contrary, high-quality teaching practice can promote teachers' professional growth and form a virtuous cycle.

It is of great significance to study the relationship between Teacher Professional Competence and quality. First, it helps clarify the direction and focus of Teacher Professional Competence development and guides the implementation of educational training and teaching reforms. Secondly, Ming (2020) showed that by analyzing the connection between Teacher Professional Competence abilities and teaching quality, it can provide decision-making basis for educational managers, optimize resource allocation, and improve the overall education level. Finally, this research has a direct impact on improving students' learning outcomes and satisfaction, helping to cultivate more high-quality talents to meet the needs of social development. Therefore, strengthening research on the relationship between Teacher Professional Competence and quality is of immeasurable value in promoting progress in the field of education and improving national educational competitiveness.

Objectives of the study

This study analysed the important relationship between professional competence and quality of Chinese high school teachers.

Specifically, this study described the participants in terms of sex, age, education, and years of working experience, determined teachers professional in terms of both their professional competence status and their professional competence development needs; assessed teacher quality in terms of the three dimensions of professional competence status, interpersonal relationships and social capital in the development of teachers' professional quality in Vocational Education and Training (VET); tested for differences in responses when grouped according to individual circumstances; tested for significant relationships between teachers' professional competence and quality; and proposed an action plan that will help improve the professional competence and quality of Chinese teachers.

Conclusion

1. Most respondents were male, between 25-30 years old, with Highest Educational Attainment in Doctorate and more than 10 years of work experience.

2. In terms of teachers' professional competence, the majority of respondents agreed with "the current status of teachers' professional competence" and "the need for teachers' professional competence development". This reflects the common expectation of the respondents to enhance the professionalism of teachers.

3. Respondents generally agreed that "Interpersonal relationship" had the greatest impact when assessing teacher quality. This suggests that the ability of teachers to build good relationships with colleagues, students and parents is seen as a key factor in enhancing the quality of education and the learning experience of students.

4. There is a gap between professional ability and teacher quality, which shows that the overall quality of teachers not only depends on the level of their professional knowledge and skills, but is also closely related to their personal qualities, interpersonal skills, emotional attitudes and many other factors.

5. A significant relationship between teachers' professional competence and quality was further analyzed.

6. An action plan was proposed to enhance the teacher quality and competence of Chinese teachers.

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