THE HIGH SCHOOL'S VOLLEYBALL TEAM MANAGEMENT

IN GUANGQUMEN HIGH SCHOOL

By

Mrs. Zhang ZIQI

An Independent Study Submitted in Partial Fulfillment of the Requirements

for Master of Education (EDUCATIONAL ADMINISTRATION)

Department of Educational Administration

Graduate School, Silpakorn University

Academic Year 2022

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การบริหารจัดการทีมวอลเลย์บอล โรงเรียนมัธยมปลายในกวงซูเหมิน

โดย
Mrs.Zhang ZI QI

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	in Guangqumen high school
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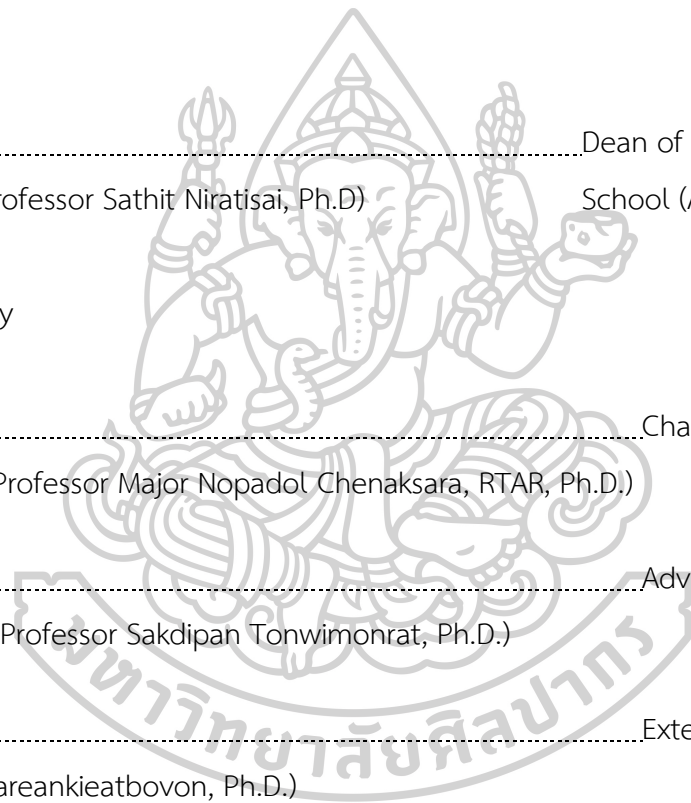
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In order to comprehensively improve the quality of the education system, deepen the educational reform, and improve the teaching and educational ability of teachers, Jiangsu Vocational College of Electronic and Information has the need to improve the competence of the class teacher. The purpose of this paper is to study the class teacher competencies in Jiangsu Vocational College of Electronic and Information. This paper conducted an opiniononaire survey on 113 teachers and 262 students in Jiangsu Vocational College of Electronic and Information, and analyzed the respondents' perceptions of class teacher competency in Jiangsu Vocational College of Electronic and Information. The items design on the competence of the class teacher in the opinionnaire is based on the competence theory of Spencer and Spencer.

The final result showed that class teacher competency in Jiangsu Vocational College of Electronic and Information is at high level and there were no significant difference among class teacher competency and status, gender, age, education level and class level of teachers and students from Jiangsu Vocational College of Electronic and Information. This paper also makes some constructive suggestions based on the research results.

ACKNOWLEDGEMENTS

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CHAPTER 1

INTRODUCTION

Introduction

The fundamental task and mission of education was to cultivate people by virtue. Currently, higher vocational colleges still needed to answer the fundamental question of "what kind of people need to be cultivated and how to develop people" from the theoretical and practical levels.[1] The key to the implementation of "cultivating people by virtue" was teachers, more specifically, the class teachers in higher vocational colleges. The study on the competency aspect of class teachers in higher vocational colleges was critical to the establishment of a high performance team with business awareness, professional quality and working ability. Consequently, the class teachers' awareness of compliance to the college and service to the students will be promoted, which was of significant meaning to the overall development of the students. Therefore, it was of great practical significance and application value to carry out a study on this problem, which would be more conducive to the forming of a professional group of class teachers in higher vocational colleges.

Significance of the Study

Theoretical Significance

This study not only provided theoretical guidance for the work of class teachers in colleges and universities, but also offered a theoretical basis for the

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[1]Nuo, J. (2017, November 16). *Lide Yuren: Gaodengjiaoyu de genbenrenwu he shidai shiming* [Moral education: The fundamental task of higher education and the mission of The Times]. JYB.cn. http://www.jyb.cn/zggdjy/bqgz/201711/t20171116_708080.html

development process of the class teachers themselves. Based on the relevant theory of workplace competency raised by Spencer and Spencer, combining the importance of the work and various working performance of class teachers in colleges and universities, this paper further discussed the qualities of class teachers in colleges and universities. The excellent comprehensive quality of the class teacher played a vital role in the teaching, scientific research and student management in colleges and universities. By elaborating the competency characteristics of class teachers in colleges and universities and constructing the competency model of class teachers, it could better facilitate the guidance, organization and management of the student development. Subsequently, it would shed a light on the new academic research thoughts and methodologies, the improvement of the working competency of the class teachers, and the broadening of the research perspective and research field.

Practical Significance

The significance of the establishment of the class teacher group in colleges and universities was deeply discussed, and the competence by which the class teachers should possessed are elaborated in detail. The competency model of the class teachers in colleges and universities was constructed, by which could demonstrate the competence vividly. The effective measures of cultivating class teacher talents included several aspects: the enhancement of class teacher role awareness, the clarification of class teacher working responsibilities, the optimization of class teacher selections and appointments, the enforcement of class teacher training, the perfection of the assessment, rewarding excellence and punishing inferior mechanism.

From the perspective of the class teachers in colleges and universities, this research studied the effect of the class teachers job towards students, the class teachers' job responsibilities, and competencies. Moreover, the characteristics of the class teachers' competencies were summarized. Through this, the comprehensive ability of the class teacher would be promoted, the understanding of the class teachers' role will be deepened, the balance among scientific research, teaching, and

student affairs will be improved.

Statement of the Problems

At present, the colleges and universities had expanded, thus allowing many more students the chance of higher education. However, there were great differences existing in the educational background, comprehensive quality, and the characteristics of the college and university students, for they were influenced by their origins and family environments. Therefore, the challenges in which higher education faced involve several aspects: the adaptation of student's various characteristics, the development of the cultivation program of students talents, the equipment of teachers who is in accordance with the institution and student development, and the increasing of the investment on educational hardware resources.

In Chinese colleges and universities, the class teacher was the connection among the institution, students, and teachers, by which a good relationship among them had been formed. Therefore, during the development process of higher education, the class teacher in colleges and universities had become the backbone in the aspects of talent training and quality control. In addition, the grasping of professional knowledge of the class teachers was beneficial to the communication of science and culture, ideology and value between class teachers and students, the development of college students, and the adaptation of the student's requirements.

On January 20, 2018, the CPC Central Committee and State Council issued the *Opinions on Comprehensively Deepening the Reform of Teacher Team Construction in the New Era* (CPC Central Committee and State Council, 2018),[2] which not only emphasized on the importance of class teachers' work in education and teaching, but also standardized the assessment mechanism of class teachers.

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[2]CPC Central Committee and the State Council. (2018). *Guanyu quanmian s henhua xinshidai jiaoshi duiwu jianshe de gaige yijian*. [Opinions on Comprehensively Deepening the Reform of Teacher Team Construction in the New Era]. Gov.cn. http://www.gov.cn/zhengce/2018-01/31/content_5262659.htm

According to the *13th Five-Year Plan* (2018)[3] from 2021 to 2025, China would take actions from three ways: the comprehensive improvement of education system towards higher qualities, the deeper enforcement of education reform, and the development of teachers' teaching and education competence. Based on the *Jiangsu Electronic Information Vocational 14th Five-Year Career Development Plan* (2021),[4] the establishment of the class teachers' group should be enforced, and their working competence should be improved.

Therefore, further studies needed to be conducted. For instance, the studies related to the adaptation of the new situation, society, institution, and the new requirements of the college and university students. Additionally, the development of the teachers themselves in colleges and universities should also be studied. By combining the competency model from the competency theory proposed by Spencer and Spencer with the college class teacher's competency, then the class teachers' work will be carried out effectively.

Based on the competency theory of Spencer and Spencer, this study integrated the five dimensions to form a framework that can be used for the research on the competency of class teachers in Jiangsu Electronic Information Vocational College, and puted forward some suggestions on how to improve the competency of class teachers in Jiangsu Electronic Information Vocational College.

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[3]People's Daily. (2015, October 29). Proposal of the CPC Central Committee on formulating the 13th Five-Year Plan for National Economic and Social Development. Ccps.gov.cn. https://www.ccps.gov.cn/zt/xxddsbjwzqh/zyjs/201812/t20181211_118207_5.shtml

[4]President's Office of Jiangsu Electronic Information Vocational College. (2021, November 02). *Jiangsu dianzi xinxi zhiye xueyuan "shisiwu" shiye fazhan guihua.* [Jiangsu Electronic Information Vocational 14th Five-Year Career Development Plan]. Jsei.edu.cn. http://www.jsei.edu.cn/xxgk/info/1050/1194.htm

Research Objectives

1. To determine the class teacher competencies in Jiangsu Vocational College of Electronic and Information.

2. To compare the perception on the class teacher competencies in Jiangsu Vocational College of Electronic and Information depending on status, age, gender, education level and class level.

Research Questions

1. What level of class teacher competencies in Jiangsu Vocational College of Electronic and Information?

2. What are the comparative result of the perception on the class teacher competencies in Jiangsu Vocational College of Electronic and Information depending on status, age, gender, education level and class level?

Research Hypothesis

1. The class teacher competencies in Jiangsu Vocational College of Electronic and Information is at the moderate level.

2. The perception on the class teacher competencies in Jiangsu Vocational College of Electronic and Information depending on status, age, gender, education level and class level is different.

Research Framework

Independent Variable	Dependent Variable
1. status 2. Gender 3. Age 4. Education level 5. Grade level	Class Teacher competency 1. Knowledge 2. Skill 3. Self-concept 4. Traits
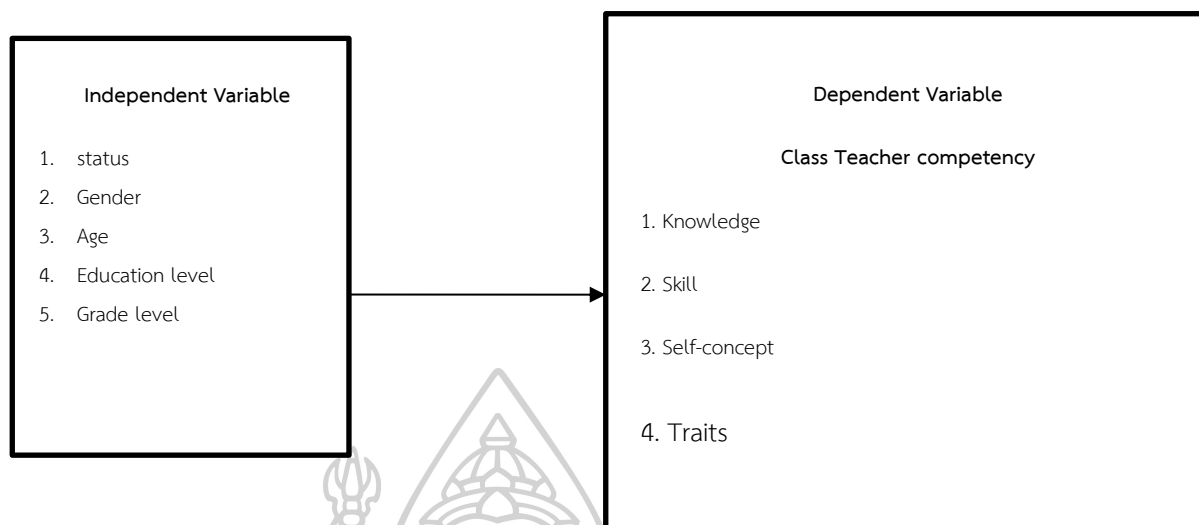
Scope of the study

The purpose of this study was to determine the class teacher competencies in Jiangsu Vocational College of Electronic and Information and compare the perception on the variable depend on status, age, gender, education level and class level. The researcher chose the competency theory developed by Spencer and Spencer, which contained five dimensions: Knowledge, Skill, Self-concept, Traits and Motives.[5]

This study selected 159 teachers and 14343 students in Jiangsu Vocational College of Electronics and Information as target population. The selection of the samples and the determination of the size of the samples were based on the table developed by Krejcie and Morgan. Stratified Random Sampling was used to select teachers and students by grade level. After the opinionnaire was designed according to Spencer and Spencer's competency theory, the reliability and validity of the questionnaire was tested. After passing the reliability and validity test, the opinionnaire was distributed to the sample group to collect data. After data collection was completed, statistical analysis was conducted on the data, using the

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[5]Spencer, L., & Spencer S. (1993). *Competence at Work: Models for Superior Performance*, John Wiley and Sons, New York.

following analysis methods: frequency, mean, standard deviation, t-test and ANOVA test. Finally, the researchers summarize the results of the analysis presented by the data.

Limitation of the study

1. The main limitation of this study was that the research results were only from the data analysis of the opinion questionnaire, and some teachers and students may be biased in their opinions on class teacher competency in Jiangsu Electronic Information Vocational College. The research method similar to expert interview could be added in future research to make the research results more authoritative.

2. Although the five dimensions of Spencer and Spencer's competency theory used in this paper well explain the competency, due to the special education system in China, these five dimensions may not be able to cover the competency of class teachers. In future studies, more dimensions can be included in combination with China's education system.

Definition of Terms
Competency of the Class Teacher

Competency refers to a kind of individual characteristic that can distinguish the performance of each person in a specific job position or organizational environment. According to Spencer and Spencer's competency theory, competency contained five dimensions, which were

1) Knowledge refers to the content and information owned by individuals in a specific work field formed after a certain degree of education and experience accumulation, including technical knowledge, the ability to find solutions to complex problems, or to know how to find corresponding facts to solve problems when needed.

2) Skill refers to the abilities that should be possessed in order to complete a task that requires physical or mental power, including critical analysis and problem-solving skills, technical skills, communication skills, conceptual skills, and the ability to process knowledge and data, determine causal relationships, and organize data and plans.

3) Self-concept refers to a person's attitudes, values, or self-image. This also refers to the way a person behaves, a description of his self-image, a person's confidence in a particular area.

4) Traits refers to an individual's personality traits or personal characteristics which lead to consistent responses to situations or information. Traits also refers to people's habitual characteristics formed over a long period of time, such as flexibility, creativity and self-control.

5) Motives refers to internal drives and need to seek achievement, power and affiliation which lead to choose his behaviors to carry out specific actions or pursue specific goals.

Jiangsu Vocational College of Electronic and Information

Located in Huai'an University Town, Jiangsu Province, the college is a full-time institution of higher learning approved by the Ministry of Education.The school has more than 600 teaching and administrative staff, including more than 400 full-time teachers. 30% of the full-time teachers have senior titles and 64% have master's degrees or above. Among the teachers of specialized courses, 86% of them are equipped with the quality of "double-qualified teachers". There are 3 provincial-level excellent teaching teams, 2 provincial-level famous teaching teachers, 12 candidates of "333 Project", 5 candidates of "Six Talents Peak Plan", 3 candidates of "Qinglan Project" young and middle-aged academic leaders, and 21 candidates of "Qinglan Project" outstanding young backbone teachers.[6]

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[6]*Jiangsu dianzi xinxi zhiye xueyuan.* [Jiangsu Vocational College of Electronics and Information]. (n.d.). Jsei.edu.cn. http://www.jsei.edu.cn/xxgk1/xxjj.htm

CHAPTER 2

LITERATURE REVIEW

Class Teacher Competency

Responsibilities of class teachers

According to the *Jiangsu Electronic Information Vocational College Class Teacher Work Manual*, the main responsibilities for recruiting class teachers are as follows:

(1) Under the leadership of the Communist Party organizations at departmental level of colleges and universities, the class teacher should educate the students ideologically and politically, as well as keep up with the students' thought tendencies.

(2) The class teacher should educate the students comprehensively. Specifically speaking, the class teacher should guide the students from several aspects: the understanding of the development status of subjects and majors, the construction of study plans, the mastery of scientific learning methods, the forming of a good learning atmosphere, the participation of social practices and volunteer activities, the cultivation of innovative spirits and practical abilities, and the fostering of the students' comprehensive development.

(3) The class teacher should be responsible for the daily management of the students, which includes the checking of the students' attendance of classes, the solving of the teaching and learning problems, the frequent visit to the students' dormitory, the caring for the students' ideology, study, and living status.

(4) The class teacher should construct a class management and assessment mechanism, and guide the students' to comply with the national laws and college principles strictly. As a consequence, the students will become a team that has the characteristics of hard work, politeness, abiding by the law, camaraderie, and honesty.

(5) The mental health education of the students' should be enhanced, so

that the will of the students' will be stronger, the spirits of the students will be more diligent, the students' adaptation ability to the society will be better.

(6) The safety education should be carried out by the class teacher actively. In addition to this, the personal and property safety of the students as well as the security of the campus should be ensured.

(7) The class teacher should keep in touch with the study and living status of the students who are having financial difficulties, and guide them to join the work-study program. Additionally, the review and application of these students' scholarships, subsidies, and grants should be well managed by the class teachers.

(8) The class teacher should be responsible for the career guidance and internship education management of the students, which includes the following aspects: the facilitation of the students' career planning, and the guidance of a correct view of employment and entrepreneurship.

(9) The affairs of the Youth League Branch of the class as well as the management and education of the student Party members should be carried out under the direction of the class teacher. Moreover, the training, guidance, and evaluation of the student cadres is under the responsibility of the class teachers.

(10) The class teacher should be responsible for the sorting and safekeeping of the student documents.

(11) The class teacher should be able to complete other tasks assigned by college leaders.[7]

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[7]Student Engineering Office of Jiangsu Electronic Information Vocational College. (2018). [*Jiangsu dianzi xinxi zhiye xueyuan banzhuren gongzuo shouce*]. Jiangsu Electronic Information Vocational College Class Teacher Work Manual, 106-108. Student Affairs Office Press.

Basic requirements for the recruitment of class teachers

A class teacher normally managed one class, or two classes at most. According to the *Jiangsu Electronic Information Vocational College Class Teacher Work Manual* (2018) [8], the basic requirements for recruiting class teachers are as follows:

(1) The class teachers should have certain political theory literacy, be loyal to the Communist Party of China (CPC) and the people's educational cause, and be able to carry out the CPC's educational policy voluntarily and actively.

(2) The class teachers should have a good ideological and working style, and equipped with a high sense of responsibility, career ambition, and dedication.

(3) The class teachers should have a good moral character, be passionate to work, caring for the students, and can set a good example for others.

(4) The class teachers should have be familiarized with the college's various management affairs, have the knowledge and ability to organize and implement class affairs, guiding the students' comprehensive development morally, intellectually, aesthetically and physically.

(5) The formal staff of our college were all equipped with at least a degree of bachelor or a intermediate title, who has good health physical and mentally. Besides, staff should fulfill the needs of students.

(6) The class teachers should have a class teacher qualification certificate. In order to maintain the stability of the class affairs and the continuity of the education for the students, the class teacher shall not be changed during the employment period without special reasons. If it indeed needed to be replaced, the new class teacher must have the class teacher qualification certificate.

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[8]Student Engineering Office of Jiangsu Electronic Information Vocational College. (2018). [*Jiangsu dianzi xinxi zhiye xueyuan banzhuren gongzuo shouce*]. Jiangsu Electronic Information Vocational College Class Teacher Work Manual, 105-106. Student Affairs Office press.

The Assessment Method of Class Teacher

Assessment Principles

The assessment method of the class teacher included four main combination principles: quantitative and qualitative assessment, process and target assessment, self-assessment and organizational assessment, and work performance and innovation. What's more, the assessment should be objective, practical, transparent, fair, and justice.

The Organization of Assessment

The assessment work was uniformly deployed by the Student Affairs Office of the college, and the assessment team is set up in each school, which was specifically under the responsibility of the secretary of the Communist Party organizations at departmental level of the colleges. The criteria of the assessment for class teachers were their work achievement and the effectiveness of class management.

The assessment of the class teachers included induction assessment, monthly assessment, semester assessment, annual assessment, graduation class assessment, and employment period assessment.

1) Induction Assessment

Before the official induction, the class teacher should participate in the college orientation and training, after which an examination will be taken. The examination included two parts: the theoretical and practical ability, which is 40% and 60% respectively. The theoretical examination were taken by all examinees uniformly, whereas the practical ability are examined by authoritative teachers. A qualification certificate will be awarded if passed.

2) Monthly Assessment

The monthly work assessment of the class teacher was divided into three parts: work attitude (15 points), work style (35 points), and work performance (50 points). The total quantitative score was calculated based on this criteria. The monthly assessment of the class teacher with 100 points was divided into four

grades, accounting for 25% of the number of classes respectively.

3) Semester Assessment

The semester assessment of the class teacher was divided into three parts: student assessment, daily assessment, and college assessment, of which student assessment accounts for 30%, daily assessment accounts for 50% and college assessment accounts for 20%. The assessment group would determine the class teachers' assessment grade of one semester based on these criteria, after which the result would be reported to the Student Affairs Office as a record. The proportion of outstanding class teachers in one semester shall not exceed 30% of the total number of students.

4) Annual Assessment

A class teacher who was assessed as outstanding for two consecutive semesters was provided with a opportunity of applying for the title of Excellent Class Teacher.

5)Graduation Class Assessment

The class teacher of the graduating class mainly focused on the career guidance and service for the graduates, the education management during the internship, and the employment rate of the graduates.

6) Employment Period Assessment

The assessment of the class teacher during the employment period consisted of three parts: the assessment of the achievement and effectiveness of the work, and the assessment from the college leaders, in which the first part accounted for 70% and the rest accountsed for 10% each. Those who passed the assessment would be awarded a certificate of qualification. Those who had been assessed as outstanding class teacher in one semester for more than three times during the employment period could apply for the title of Excellent Class Teacher during the assessment of the employment period.[9]

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[9]Student Engineering Office of Jiangsu Electronic Information Vocational College. (2018). [*Jiangsu dianzi xinxi zhiye xueyuan banzhuren gongzuo shouce*]. Jiangsu Electronic Information Vocational College Class Teacher Work Manual, 115-

Class Teacher Competency

Class Teacher

The definition of class teacher

In a certain number of students in the class, the teacher was not only responsible for teaching students, but also responsible for evaluating classes focus on students' school life and learning performance, but also responsible for checking whether students well enough in school, found that students who meet with difficulties in time help them solve the difficulties, we call that teacher the class teacher.[10]

According to Prasanna, the class teacher referred to a teacher who is responsible for teaching and solving puzzles in class, who could help students in time when they encountered difficulties and pay attention to the all-round development of students. He should be a model in the eyes of students.[11]

Definition of class teacher competency

Since the concept of class teacher was rarely mentioned outside China, there were few studies on competency for this position in foreign literature. Only a few foreign materials mentioned the concept of the competence of the class teacher. Engreini stated that as a class teacher, the competencies you must have include communication skills, such as communicating with students, and communicating with students' parents or guardians; management skills, such as managing classes, managing students' performance, and improving learning in a

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116. Student Affairs Office Press.

[10]*What is the difference between a class teacher and a form teacher?* (n.d.). Stakexchange. https://ell.stackexchange.com/questions/187605/what-is-the-difference-between-a-class-teacher-and-a-form-teacher

[11]Prasanna. (2020, June 29). *10 Lines on Role of Class Teacher for Students and Children in English*. Aplustopper. https://www.aplustopper.com/10-lines-on-role-of-class-teacher/

timely manner. Students' enthusiasm for learning, fighting spirit and creativity of learners, strive to integrate into the class, organize class activities as a member of the class collective, organize the class to participate in school interaction and complete classroom teaching tasks. According to Prasanna, the competency of the class teacher included the competency of teaching, the competency of helping students to solve difficulties in life, and the competency of ensuring the all-round development of the students in the managed class.

The definition of class teacher competency had been more fully explained in Chinese literature. Saiqiang and Lili proposed that the competence of the class teacher in colleges and universities referred to the degree of mastery of professional knowledge and knowledge of social psychology, the degree of mastery of class management and communication skills; the sense of responsibility and enthusiasm for work; their own values and ideological realm as well as life and school experiences.[12] Qin and Mingqi defined the competence of class teacher more specifically based on the theory of Spencer and Spencer, Boyatzis and McClelland. They believed that the competence of class teachers should involve team building, coordination ability, information collection and analysis, care and respect, adaptability, learning and growth, talent training, responsibility, and building trust.[13] Pingfang stated that the competency of a class teacher mainly includes three meanings. The first meaning referred to his or her own sense of identity, responsibility and attitude towards students in the process of teaching students, and

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[12]Saiqiang, L., & Lili, L. (2014). Gaoxiao banzhuren shengrenli moxing de goujian—jiyu Nvivo ruanjian xingzhi fangfa de anli yanjiu. [Constructing Model of Competency of Faculty Advisor： A Qualitative Case Study with Nvivo]. Education research monthly, *5*, 19-22.

[13]Qin, Z., & Mingqi, T. (2016). *Zhongdeng zhiye xuexiao banzhuren shengrenli moxing de goujian yu yingyong yanjiu*. [Research on the Construction and application of competency model for class teacher in secondary Vocational School]. Chinese Vocational and Technical Education, *20*, 5-8.

the second meaning referred to job performance. It was related to personal characteristics; the third meaning is the ability to be recognized as a qualified class teacher in the assessment process.[14]

Definition of competency

Competency was first proposed by McClelland, a famous organizational behavior researcher and professor of psychology at Harvard University, in his article Testing for competence rather than for intelligence in 1973. Competency referred to a kind of individual characteristic that can distinguish the performance of each person in a specific job position or organizational environment.[15] Boyatzis believed that competency was the latent characteristics that enable people to excel at work.[16] It was worth mentioning that Spencer and Spencer's definition of competency had been adopted in most competency studies since the 1990s. They defined competency as the relevant skills and abilities that a person acquires based on his experience from work, life, and learning and training. According to Bernthal et. al., in many research projects in the United States, competency havd risen from the early distinction between the best in the class and the most successful performers to the level of the link between organizational strategy development and individual performance.[17] Moreover, Chung and Lo noted that competency refers to the skills,

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[14]Pingfang, W. (2020). *Jiyu shengrenli moxing de zhongzhi banzhuren zhiye goujian tantao.* [Discussion on career construction of secondary vocational class teacher based on competency model]. Scientific consulting/educational research, *50*, 13-14.

[15]McClelland, D. C. (1973). Testing for competence rather than for intelligence. *American Psychologist, 28*(1), 1–14. https://doi.org/10.1037/h0034092

[16]Boyatzis, R. (2007). Competencies in the 21st century. Journal of Management Development, *27*(1): 5-12.

[17]Bernthal, P. R., Karen, C., & Patty, D. (2004). *ASTD competency study: Mapping the future*. Virginia: ASTD Press.

knowledge and abilities that should be mastered in order to achieve task requirements or achieve goals.[18] In the research of Draganidis and Mentzas, competency referred to the specific skills and behaviors, direct or indirect, that enable individuals to perform tasks well or assume role responsibilities.[19] More specifically, Skorková summarized the definition of competency into two parts. In the first part, competency referred to a person's unique authority and responsibility, which enabled him to have the right to carry out certain activities and had corresponding jurisdiction and influence. Especially the ability that was endowed by the outside world. In another part, competency referred to the ability of people themselves, such as the quality, skills and ability to complete a certain thing, emphasizing the inner quality of people. [20] In 2019, the Centranum Group defined competency as the ability of an employee in this role to apply relevant knowledge, skills and abilities to solve problems and complete tasks in a specific work environment.[21]

Theories and Model of Competency

The model of competency had the characteristics of determining the skills and knowledge required to complete a task. The application history of such model has nearly forty years, which was mainly due to its effective assurance of the

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[18]Chung, R. G., & Lo, C. L. (2007). The development of teamwork competence questionnaire: Using students of business administration department as an example. *International Journal of Technology and Engineering Education*, 55-57.

[19]Draganidis, F., & Mentzas, G. (2006). Competency based management: a review of systems and approaches. *Information Management & Computer Security*, *14*(1), 51–64.

[20]Skorková, Z. (2016). Competency Models in Public Sector. *Procedia - Social and Behavioral Sciences*, *230*, 226–234. doi:10.1016/j.sbspro.2016.09.029

[21]Centranum Group. (2019). How to develop competency models. Centranum. https://www.centranum.com/wp-content/uploads/dlm_uploads/2019/09/How-to-develop-Competency-models.pdf

responsibilities and necessary requirements of the staff. Moreover, it could better facilitate the organization of the staff behaviors, clarify the overall strategic direction, and improve the skills that the staff should possess. The core theory of this study was Spencer and Spencer's competency theory, which would be mainly introduced in the following content. In addition, some other famous concepts and models of competency theory would also be described.

Iceberg Model (Competency model of Spencer and Spencer)

In 1993, an Iceberg Model of Competency had been constructed by Spencer and Spencer (see Figure 1). This model was considered as the basic model of competence, which mainly included two parts: one was the Iceberg above the water which was called visible part (knowledge and skills). The other was the Iceberg beneath the water which is called hidden part (self-concept, personal characteristics and motives). In previous literatures, personal characteristics and motives could also be called traits and motives. The variable name adopted in this paper was also traits and motives. Intuitively, the iceberg above the water had a sense of immediacy (prominent features, dominance, and controllability), and more importantly, it was the underlying factors below the water that really played a decisive role, but were often overlooked.

As it could be seen from the part of definition of competency, competency had already been demonstrated in the Iceberg Model by Spencer and Spencer. This model contained a profound dialectical philosophy thought and provided a theoretical framework of the model, for it could reflect the logical relationships of the internal and external causes.
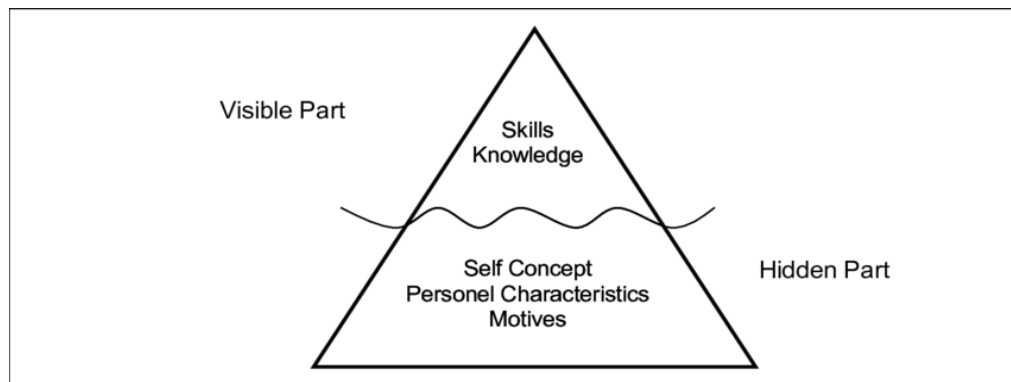
Figure 1: Iceberg Model

Source: Spencer, L., & Spencer S. (1993). *Competence at Work: Models for Superior Performance*, John Wiley and Sons, New York.

As shown in the figure above, Spencer and Spencer's competency theory divided competency into five dimensions, namely knowledge, skills, self-concept, traits (personal characteristics) and motives (motives). The five dimensions are defined as follows.

1) Definition of Knowledge

Spencer and Spencer believed that knowledge was the content and information owned by individuals in a specific work field formed after a certain degree of education and experience accumulation. Knowledge was an indescribable ability. Usually, the score of an exam cannot determine a person's specific performance on the job, because the exam did not work exactly like a real job to measure knowledge and skills. Many exams that testing knowledge was to measure the ability to memorize by rote, while the important ability to discover information was overlooked. Knowledge referred not to memorization of content, but to the ability to find solutions to complex problems, or to know how to find corresponding facts to solve problems when needed. The knowledge a person have was what he/her could do at present, not what he/her could do in the future. Manhui and Chi-sum defined knowledge as the synthesis of information a person had in a

specific field.[22] Bozkurt also supplemented the definition of knowledge, she believed that knowledge was a person's general understanding of theory and practice in a specific field. It could also be understood as the content obtained by a person's perception of a specific fact or situation.[23]

Specific to the field of class teacher competency definition, Steiner divided the definition of teacher competency into four dimensions: subject mastery, analytical thinking, initiative and teaching creatively. Subject mastery determined whether teachers were able to identify subject trends. Analytical thinking determined a teacher's ability to solve problems, determined cause-and-effect relationships, and prioritized tasks based on their importance. Initiative referred to the ability of teachers to identify and respond to the status quo, as well as the ability to adapt to changes in important scenarios, and the ability to detect hidden dangers before mistakes occur. Teaching creatively referred to the ability of teachers to teach using conventional methods, to apply specific techniques and methods when teaching concepts, and to capture the attention and interest of students in the classroom.[24] According to Osman et. al., Knowledge referred to a teacher's understanding of course content and mastery of educational, teaching and professional

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[22]Manhui, H., & Chi-sum Wong. (2010). First-line and Middle Manager Competence, Usage Intention and IT Application Maturity. *International Journal of Innovation, Management and Technology*, *1*(4), 349-353.

[23]Bozkurt, T. (2009). *Determination of Individual Competencies By Stat istical Models*. [Bachelor thesis, Marmara University]. Researchgate. https://www.r esearchgate.net/publication/309634631_Determination_of_Individual_Competen cies_By_Statistical_Models

[24]Steiner, L. (2010). *Using Competency-Based Evaluation to Drive Teac her Excellence*. Public Impact, Chapel Hill, NC, 9.

content.[25]   Saiqiang and Lili mentioned that the knowledge of class teachers should be more directed to the professional knowledge and social psychology knowledge they should master. On the one hand, it could provide guidance for students in professional, academic, and academic studies. On the other hand, mastered certain knowledge of social psychology, to understand the regularity of the growth and development of college students, to carry out work according to the characteristics of different grades and students.

2) Definition of Skills

According to Spencer and Spencer, skills referred to the abilities that should be possessed in order to complete a task that requires physical or mental power. For example, a dentist can ensure that no nerve damage is caused during the process of filling a tooth, and a computer programmer's ability to process complex codes on a computer. Another example was mental skills or cognitive skills, which were embodied in analytical thinking and conceptual thinking. The former included the ability to process knowledge and data, determine causal relationships, and organize data and plans. The ability to recognize and summarize patterns in data. Torres stated that skills was the ability to learn and apply knowledge effectively to practical work and performance.[26] McNeill considered that skills referred to the ability to learn that you must have in order to complete a task or job.[27] Harun believed that skills should refer to the ability of teachers to demonstrate the existing

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[25]Osman, M. Z., Kob, C. G. C., & Abdullah, S. S. S. (2019). Competency of Teachers in Teaching Practical Implementation of Subject Furniture Manufacturing for Malaysian Skills Certification Program. International Journal of Academic Research Business and Social Sciences, *9*(5), 78–89.

[26]Torres, C. (2021, December 15). *Skills and Competencies: What's the Difference?* **Blog. https://blog.degreed.com/skills-and-competencies/**

[27]McNeill, J. (2019, October 04). SKILLS VS. COMPETENCIES – WHAT'S THE DIFFERENCE, AND WHY SHOULD YOU CARE? HAYS. https://social.hays.com/2019/10/04/skills-competencies-whats-the-difference/

knowledge in practice, including skills teaching methods and skills in using teaching tools.

As for the competency of the class teacher, Saiqiang and Lili believed that the skills of the class teacher include organizational management ability and communication and expression ability.[28] Organizational management ability referred to the ability to effectively carry out class activities and ensure the results, communication and expression ability referred to the ability to effectively communicate with students and classes, maintain relationships with leaders, colleagues and school administrators, and strive to create a good campus atmosphere.

3) Definition of Self-concept

Spencer and Spencer stated that Self-concept referred to a person's inner attitudes, values expressed in the way he behaves, and descriptions of his self-image. For example, a person's confidence in a particular area was self-concept. Values were reactive motivations that predicted what a person will do in the short term or when someone else was in charge. When a person's value was to be a leader, he or she would appear less led and more responsible than others in the situation where he or she is a leader. However, if a person's values were only in management, it would only drive him or her to pursue the position of management. Nevertheless, if he or she did not want to motivate others spontaneously, it would lead to the ultimate failure. Spencer in 1986 said that self-concept was one's beliefs about who he/she was. [29] Bailey noted that self-concept meant the way people perceive their

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[28]Harun, Z. N. (2014). Kompetensi Guru Dalam Pengajaran Amali RekaBentuk Dan Teknologi Di Sekolah Rendah Daerah Batu Pahat. UTHM.

[29]Spencer, T. (1986). The effect of an Adlerian-based group counseling/education program on the self concept, locus of control, and family environment of alternative high school students. [Master thesis, College of William and Mary]. https://dx.doi.org/doi:10.25774/w4-ahjm-8j60

own behaviors, abilities, and characteristics that are unique to them.[30] Fein and Spencer further explained that self-concept referred to the nature of a person's personality, which was associated with interpersonal interactions. [31]

After summarizing the iceberg model, onion model and other models, combined with the characteristics of China's class teacher system and the discussion of related literature. Saiqiang and Lili in their paper clearly summed up the self-concept in the teacher in charge competency into a word, that was, attitude, including the enthusiasm for class and responsibility of two aspects. The class teacher in colleges and universities should have a high sense of responsibility and be responsible to students, classes and schools. As students had diverse personalities and values, the class teacher needed to have enthusiasm for work, which could not only encourage and infect students, but also ensured the effect of teacher-student interaction and exchange.

4) Definition of Traits

Traits were also referred to in other literature as personality traits or personal characteristics. According to Spencer and Spencer, traits referred to people's habitual characteristics formed over a long period of time, such as flexibility and self-control. General traits refer to two aspects, one is the personal quality of the human body, the other is the internal and external reflection of the person to

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[30]Bailey, JA. (2003). Self-image, self-concept, and self-identity revisited. *J Natl Med Assoc, 95*(5), 383-386.

[31]Fein, S., & Spencer, S. J. (1997). Prejudice as self-image maintenance: Affirming the self through derogating others. *Journal of Personality and Social Psychology, 73*(1), 31–44. doi:10.1037/0022-3514.73.1.31

the environment and information.[32] Sun argued that traits was the very nature of each individual, the characteristic that distinguished him from others.[33]

In terms of the competence of the class teacher, based on the theories of Spencer and Spencer, Saiqiang and Lili believed that the traits of the class teacher in colleges and universities were his or her own values, ideological realm, and life and study experience, etc. The core elements that played a role had a decisive impact on the improvement of college students' realm and the cultivation and sublimation of personality. The values, ideological realm and life and study experience of the class teacher in colleges and universities had an important influence on the student work. From the design, organization and development of class activities, the cultivation concept of student work, to guide students in ideological consciousness, the traits factors all played a decisive role.

5) Definition of Motives

Motives was expressed by Spenser and Spencer as a person coveting something or wanting something for a long time leading to action. Motives could make people drive, guide and choose their own behavior, so as to carry out specific actions or pursue specific goals, and at the same time make people stay away from and hinder the behavior of actions or goals. For example, people who were motivated by achievements always liked to pursue challenging goals, and tended to take more responsibilities in order to achieve this goal and learn from experience in constant feedback so that they could do better. Sanghi stated that motives in competency model meant the pursuit of self-development and focused on

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[32]Vathanophas, V., & Thai-ngam, J. (2007). Competency Requirements for Effective Job Performance in The Thai Public Sector. *Contemporary Management Research, 3*(1), 45-70.

[33]Sun, L. (2014, June 1). *Characteristics, skills, traits and competencies.* Lowellsun. https://www.lowellsun.com/2014/06/01/characteristics-skills-traits-and-competencies/

success.[34] Motivation iwas a driving force, which came from the depths of the heart. It could bring the distance between the person and the goal he desired, and drived the person to act to achieve the goal. These goals generally referred to achievements, rights and belongings.[35]

Motives for class teacher was that class teachers always considered doing their job better than the average teacher, constantly surpassing what has been achieved, constantly setting new goals, and believing they can achieve them.[36] According to Blašková et. al., the motives of the class teacher in the university could be the willingness to motivate others through actions and teaching; the will to respect the students and the class; the willingness to eliminate the unethical, dishonest or negative behavior of others in the class; can be self-motivated to overcome obstacles, the willingness to transmit energy.[37] According to Ruomei, the motives of the class teacher in Chinese universities referred to the sense of identity and belonging to this profession. Professional identity referred to the degree of whether the class teacher could show a positive mood and full of enthusiasm in the

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[34]Sanghi, S. (2007). Introduction to competency. *The handbook of competency mapping: Understanding, designing and implementing competency models in organizations*. SAGE Publications India Pvt Ltd, 3-19. https://dx.doi.org/10.4135/9788132108481.n1

[35]Ho, & Frampton, K. (2010). A Competency Model for the Information Technology Workforce: Implications for Training and Selection. Communications of the Association for Information Systems, 27. https://doi.org/10.17705/1cais.02705

[36]Manru, H., & Jiping, Y. (2006). Zhongxue banzhuren shengrenli de chubu yanjiu. [Research of Competence of Middle-School Class teacher]. *Theory and Practice of Education, 26*(1), 59-61.

[37]Blašková, M., Blaško, R., & Kucharčíková, A. (2014). Competences and Competence Model of University Teachers. Procedia - Social and Behavioral Sciences, 159, 457–467. doi:10.1016/j.sbspro.2014.12.4

work, fully devoted to the work. The sense of belonging referred to the sense of identity, security,

value, mission and sense of achievement perceived by the class teacher in the long-term work.[38]

In addition to Spencer and Spencer's competency model, there were other models widely adopted by many scholars, as shown below:

The Onion Model

Compared with the Iceberg Model, the Onion Model (see Figure 2) has been improved and optimized by Richard Boyatzis (1982)[39], which not only clarified the basic elements of competency, but also revealed the logical relationship among its constituent elements. Among them, the most superficial knowledge and skills were the most basic and direct elements. From the surface to the inside, self-concept, attitudes and values serves as the transition part, while traits and motivess were the core components of competency.

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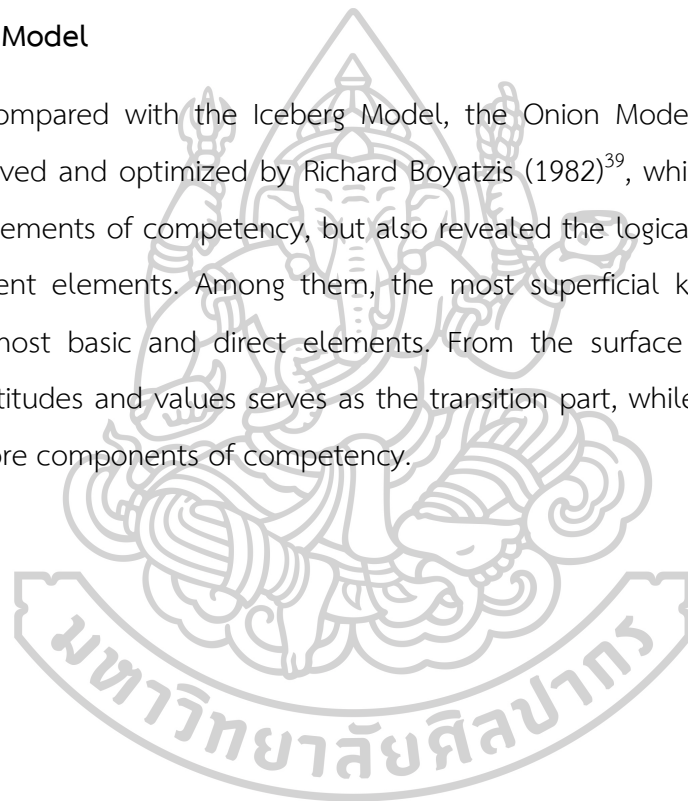
[38]Ruomei, S. (2015). *"80hou" daxue banzhuren shengrenli xianzhaung fenxi ji tisheng duice—jiyu "90hou) daxuesheng shijiao.* [An Analysis of the present situation of the Competency of "post-80s" college class teachers and countermeasures for improvement -- Based on the perspective of "post-90s" college students]. Journal of Taiyuan Urban Vocational College, 5, 44-45.

[39]Boyatzis, R. E. (1982). *The Competent Manager: A Model For Effective Performance*. New York: Wiley.
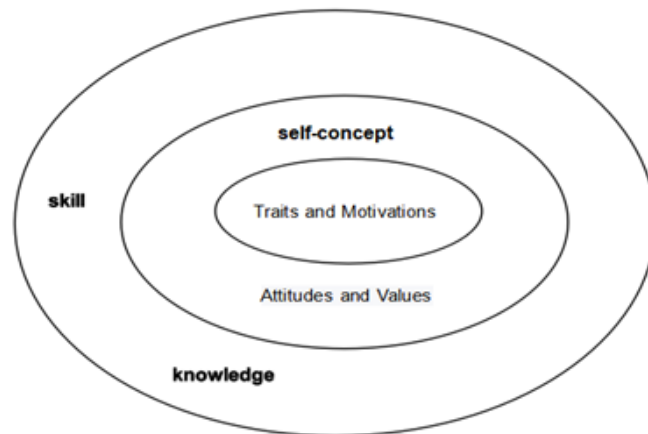
Figure 2: The onion model of competence

Source: Boyatzis, R. E. (1982). *The Competent Manager: A Model For Effective*

Performance. New York: Wiley.

Situational Model

By emphasizing on the real environment and field of work, the Situational Model (see Figure 3) revealed the non-linear interaction relationship between competency and job performance. The interaction here emphasized that it is not invariable but dynamic. American scholar Richard Boyatzis (1982) believes that the determinant model of effective performance vividly explains the situational interaction of the competency on job performance.
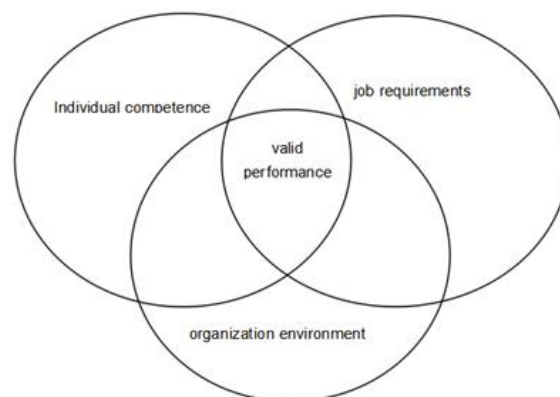
Figure 3: Competency situational model

Source: Boyatzis, R. E. (1982). *The Competent Manager: A Model For Effective*

Performance. New York: Wiley.

It was obvious that the level of performance achieved in actual work was not absolutely determined by the elements of competency, but by the coupling force formed by the interaction between the elements and the surrounding environment. In short, the influence of competency on job performance was situational with the joint effect of job requirements, individual competency and organizational environment.

General Model

In addition, the General Model of competency was also helpful to explore the main factors that could influence the evaluation of the model. In practice, it was necessary to adjust the factors and establish a corresponding quantitative model. Accordingly, if the general competency model was expected to be applied in a wider range, its competency structure should follow the following principles[40]: (1) the principle of exhaustion. By establishing a complete and systematic logical structure, the general rule of competency structure is deduced from limited case studies. (2) The principle of independence. It refers that the competency structure must have clear boundary, non-crossing, non-overlapping and unique representation in content. (3) The principle of parallel. It means that the competency structure is in a good position on the same level of content classification (4) The principle of moderation. It is required that the projects contained in the competency structure should be moderate and appropriate.

Jiangsu Vocational College of Electronic and Information

Definition of Higher Vocational College

Higher vocational college in China mainland basically referred to the junior college level of higher education. Generally speaking, higher vocational education

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[40]Fang, S. H., & Fang, H. L. (2007). *Shengrenli zixun*. [Competency consulting]. Beijing, China: Machine Press.

could be summarized in three aspects. Firstly, it belongs to the category of higher education. Secondly, it belonged to vocational and technical education. Thirdly, it was the higher stage of vocational and technical education. These three aspects constituted the meaning of higher vocational education. Higher education at the higher level was uniformly managed by the provincial government, which was clearly stipulated by the *Higher Education Law of China* (2018) and relevant documents of the State Council. More specifically, various actions would be taken by the local government based on the local economy, culture, social development level, and needs. For instance, the determination of admission plans, the distribution of education fundings, the guidance of education and teaching, the guidance of student employment, the standardization of the development of school order, and the annual development of education and teaching quality.[41]

According to the relevant regulations of the Ministry of Education, from the end of the last century, full-time colleges and universities that did not involve normal, medical or public security education should gradually standardize their names, with suffixes of "Vocational and Technical Colleges" or "Vocational Colleges". These suffixes were exclusive suffixes of higher vocational colleges, which was an important part of higher education in China. In response to the Ministry of Education's plan to build a modern vocational education system, some state-level demonstrative vocational colleges have started to run undergraduate majors (jointly with undergraduate universities) on a trial basis since 2012. The double degree of higher vocational education in China included the undergraduate and vocational level.[42] However, up to now, higher vocational education in the mainland of China still focuses on expertise, which may lead to many misunderstandings. Nevertheless,

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[41]*Higher Vocational College. (n.d.).* Baike.baidu.com. Http://baike.baidu.com /link?url=zDqno13JPKhzaU9cSNDjZJPirVkoRcfpjpHhhf7JeU72d5ZD8GmfSStSzMO5skD6 5O3k7SODylUscOS-ktgMa

[42]*The Double Degree of Higher Vocational Education.* (n.d.). Baike.baidu.co m. Http://baike.baidu.com/link?url=zDqno13JPKh1zaU9cSNDjZJPirVkoRcfpjpHhhf7JeU 72d5ZD8GmfSStSzMO5skD65O3k7SODylUscOS-ktgMa

as a part of the higher education, higher vocational education also comprised of postgraduate and undergraduate level. Comparing to the mainland of China, the development of Taiwan's vocational education was relatively mature, which already have developed the levels of undergraduate and postgraduate. Additionally, the higher vocational education of China had already achieved qualitative breakthroughs, which was a critical part of the country and society. Notwithstanding, with the development of times, the social demand for the comprehensive management talents of all professional levels had become saturated, but the demand of talents of practical levels had not been fulfilled from the long way. It was believed that the higher vocational education of China and its quality would be improved and perfected continuously through time.

Introduction of Jiangsu Vocational College of Electronic and Information

Jiangsu Vocational College of Electronics and Information (JSEI), located in Huai'an city, Jiangsu Province, is a full-time higher vocational college level education institution approved by the Ministry of Education. The school was development from Huaiyin Electronics Industry School, which was founded in 1978. In 1996, Huaiyin Electronics Industry School was approved by the People's government of Jiangsu Province to run a five-year system of higher vocational and technical education. In 1997, Huaiyin Electronics Industry School was approved by the education Commission of Jiangsu Province to enroll the corresponding large-class. In 2001, Huaiyin Electronic Industry School became the Huai'an Information Vocational and Technical College. In May 2020, the college officially changed its name to Jiangsu Vocational College of Electronic Information. According to the official website of the college in June 2019, the college covers an area of 1,080 mu, with a construction area of more than 300,000 square meters and a fixed asset of more than 720 million yuan. As of March 2018, the library not only has a collection of 769,000 volumes, more than 10 large professional databases including the knowledge base of CNKI reading exhibition, but also has the teaching and scientific research equipment worth 150 million yuan. At the same time, the college has more than 600 staff members,

including more than 400 full-time teachers. 30% of full-time teachers have intermediate or senior professional titles, and 64% have master degrees or higher. Among the teachers of specialized courses, 86% have the quality of "double-qualified teachers". There are 3 provincial-level excellent teaching teams, 2 provincial-level famous teachers, 12 candidates for the "333 Project", 5 candidates for the "Six Talent Peak Plan", 3 candidates of young and middle-aged academic leaders and 21 candidates of outstanding young backbone teachers for the provincial "Indigo Project". By August 2020, the college has 10 secondary teaching units (3 public schools, the Department of Quality Education, the School of International Education, and the School of Marxism), offering a total of 47 vocational majors.[43]

Related researches

Foreign researches

Comparing with China and other countries, there were relatively few foreign studies on class teacher. The reason was that many countries did not have the position of class teacher in the education system like China, so there were few relevant studies and theories that can be used for reference. In addition, although there were many studies on class teacher in China, there was almost no research on the competency of class teachers, and there was little research on the competence of class teacher in colleges and universities.

Due to the above reasons, most foreign literature did not set the position of class teacher, so the research focused on teacher competency. Bukvić conducted research on teacher competency in special education, with the purpose of studying whether ordinary school teachers had the ability to educate students in special education. The research selected 100 teachers who met the requirements for a survey, and used a questionnaire to obtain the research results. The research results showed that most of the teachers interviewed did not have the necessary skills and

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[43]*Jiangsu dianzi xinxi zhiye xueyuan.* [Jiangsu Vocational College of Electronics and Information]. (n.d.). Jsei.edu.cn. http://www.jsei.edu.cn/xxgk1/xxjj.htm

abilities to educate special education students.[44] Steiner studies the teacher evaluation system based on competency and introduces various models of teacher evaluation based on competency. Bertschy et. al. developed a new teacher competency model based on two models, including curriculum, sustainable development, competency, teacher training (CSCT model), and sustainable development education competency (ECE model). The research addressed what competencies teachers needed to further contribute to sustainable education services.[45] Ilanlou and Zand surveyed 191 Iranian teachers through a questionnaire on qualitative evaluation and a questionnaire on teachers' professional competence. The results confirm the relevance of professional competence and perceptions of qualitative assessment among teachers.[46]

Foreign literature, even if it involved the study of the class teacher, was generally only in the field of how to manage the work of the class teacher, and did not explicitly involve competency. In addition, most foreign literatures referred to homeroom teacher as the people who was in charge of the whole class, but the work content of homeroom teacher and class teacher was almost the same. For example, Engreini et. al. conducted research on the work management of class teacher, aiming to develop a set of management models for class teacher. The research adopted two methods: quantitative research and qualitative research. Quantitative data was collected by questionnaire survey, and qualitative data was

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[44]Bukvić, Z. (2014). TEACHERS COMPETENCY FOR INCLUSIVE EDUCATION. *The European Journal of Social and Behavioural Sciences*, *6*(4), 407-412.

[45]Bertschy, F., Künzli, C., & Lehmann, M. (2013). Teachers' Competencies for the Implementation of Educational Offers in the Field of Education for Sustainable Development. *Sustainability*, *5*(12), 5067–5080. doi:10.3390/su5125067

[46]Ilanlou, M., & Zand, M. (2011). Professional Competencies of Teachers and the Qualitative Evaluation. *Procedia - Social and Behavioral Sciences*, *29*, 1143–1150. doi:10.1016/j.sbspro.2011.11.34

obtained by observation, answer, and written method. The research mentioned that the role of the class teacher in the school lied in the management of the class, the shaping of the students' character, and the provision of service work for the students. Each class teacher was responsible for managing the classes he manages, which played a vital role in improving the quality of school graduates.[47]

Local researches

To sum up, even though foreign literatures had mentioned class teacher or teacher competency, they had not been combined, and there were almost none literatures based on competency theory. The next part would review the literature on the competency of class teachers in colleges and universities in China. Ruomei analyzed the present situation of competency of post-80s college class teachers and puted forward corresponding countermeasures based on the perspective of post-90s college students and relevant government documents. The research adopted the method of content analysis, and hold that the overall educational level of post-80s class teachers group was relatively high, but the knowledge structure needed to be improved; Strong communication and innovation ability, poor strain capacity; Personality envy, open mind, the pursuit of value target diversification; The identity of occupation was low, and the level of work motivation was weak. She suggested that class teachers should take the initiative to improve their personal quality, and colleges and universities should establish a scientific training system, improve the assessment system and incentive mechanism. Guang et. al. believed that the improvement of the quality level of the class teacher needed to be motivated from the outside, and it is also necessary to explore the internal needs and motivations of the teachers in the position of the class teacher. The competency

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[47]Engreini, S., Ananda, A., & Hadiyanto. (2020). Development Of Homeroom Teacher Model Based On Information Technology In Improving Service Quality In Students. *INTERNATIONAL JOURNAL OF SCIENTIFIC & TECHNOLOGY RESEARCH VOLUME, 9*(1), 2484-2490.

model of class teacher in vocational schools also provided corresponding suggestions for the assessment mechanism of class teacher.[48] Yinlong and Xuedong conducted research on the competency model of the class teacher of sports majors in colleges and universities, constructed a simple model and a multi-dimensional model of the competency of the class teacher of the sports major according to the characteristics of the sports major, and obtains the six dimensions of the competency model of the sports class teacher, which are personality quality and charm, professional ethics, ability literacy, knowledge reserve, continuous learning ability, sports knowledge and skills. They believed that college class teachers should try to improve their ideological and political literacy, organizational ability, investigation and research ability, language expression ability, knowledge and skills and learning ability.[49] Yong-fang and Guo-ping believed that most of the research on college class teacher at home and abroad was qualitative research, so they used quantitative analysis methods to establish a mathematical model of the competence of college class teacher. The research first analyzed what factors would affect the competence of the class teacher, and drew three aspects that affected the competence, namely, class management; work ability; self-growth, and weighs the weights of these indicators. Next, by registering the scores, the corresponding score matrix is obtained. Finally, with the help of the relevant principles of fuzzy mathematics, combined with the corresponding indicators, the assessment of the actual situation of the class

[48]Guang, Z., Hongwei, X., Yan, Z., Xiaoyan, W., & Jiangping, L. (2018). *Zhiye xuexiao banzhuren duiwu jianshe yanjiu—Jiyu xitong donglixue lilun he yangcong moxing*. [Research on the Construction of Class Teacher team in Vocational School -- Based on system Dynamics theory and Onion Model]. *The Science Education Article Collects, 418*, 26-28.

[49]Yinlong, B., & Xuedong, L. (2015). *Gaoxiao tiyu zhuanye banzhuren shengrenli moxing goujian yu yingyong yanjiu*. [China's College Sports Professional Teacher Competency Model Construction and Application]. *Journal of Nanjing Sport Institute(Natural Science), 14*(4), 97-100.

teacher's competence is completed. The research proved the validity of the competency model of college class teacher.[50] Yuanlin based on the iceberg model, the competency theory was introduced into the construction of college class teacher team, and corresponding models were established for the scientific planning and management of class teacher team construction, and some constructive suggestions were put forward for the selection, training, assessment and management of headteacher team.[51]

The formation and establishment of the class teacher system in Chinese colleges and universities experienced a long period from 1946 to 1966. The class teacher of colleges and universities was responsible for improving the ideological and political quality of college students, guiding them to actively acquire knowledge and improving their life and ability. In addition to wearing school documents, school rules and disciplines to the class, the class teacher of colleges and universities should also interact with students to understand the ideological trends, changes and needs of students. Lili also listed three advantages possessed by class teachers, including professional knowledge advantage, psychological distance advantage and teacher-student interaction advantage. At the same time, as a class teacher in colleges and universities, they should have good ideological quality, professionalism and a strong sense of social responsibility, pay attention to the study of basic theories, establish and strengthen ideals and beliefs, and strengthen moral cultivation. Class teachers should also pay attention to the study of professional knowledge, improve the professional level of scientific research, and enhance the academic prestige in the

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[50]Yong-fang, Q., & Guo-ping, Li. (2019). *Jiyu mohu zonghe pingjiafa de gaoxiao banzhuren shengrenli moxing yanjiu*. [Research on Competency Model of Class teachers in Colleges and Universities Based on Fuzzy Comprehensive Evaluation Method]. *Journal of Pingxiang University*, *36*(3),13-16.

[51]Yuanlin, H. (2011). *Jiyu shengrenli moxing de gaoxiao banzhuren duiwu jianshe*. [Construction of college class teacher team based on competency model]. *Education Exploration*, *235*(1), 108-110.

hearts of college students, so as to provide better services and guidance for students. When carrying out specific work, class teachers in colleges and universities should actively communicate with students, attach importance to students' opinions, continuously improve working methods, and pay attention to overcoming shortcomings. At present, in Chinese colleges and universities, class teachers are also facing challenges and problems. The shortcomings of the Chinese-style credit system education reform make communication between class teachers and students relatively difficult, because the elective and compulsory courses are set without fixed classrooms and no unified time. The learning progress is arranged, so it brings some obstacles to the management of the class teacher. Class teachers in Chinese colleges and universities have two identities as professional teachers and administrators, and undertake the responsibilities of teaching, scientific research and class management, which leads to an increase in workload, and it is easy to slack off on student affairs.

In response to these problems, based on models such as the iceberg model, the onion model and the Competency situational model, Lili constructed his own model for testing the competence of college class teachers. The model was used to measure the competency characteristics that college class teachers should have. The introduction of this model was conducive to the scientific planning and effective management of the teaching staff in colleges and universities was conducive to the development of the competency characteristics of the class teachers and the development of the teaching staff. Promote the self-improvement of college teachers, optimize college management and the education of students by class teachers. She also mentioned that the current research on the competency of class teachers in China was mainly concentrated in the field of middle schools, and there was very little research on the competency model of university class teachers. College class teachers often could not truly understand their own level of competence and how they would behave in the future. To develop and do

better.[52]

Summary (Chapter 2)

Spencer and Spencer's competency model had been proven by numerous literatures to be a very effective model for measuring competency. Due to the different history and structure of education development in other countries outside China, there were relatively few studies on the competence of class teachers and class teachers, while the research on the competence of class teachers in China was mostly at the research stage for middle school class teachers. Competency literature and competency models were very limited, relevant studies based on Spencer and Spencer's competency model were even less. Moreover, most of the research methods used were review and qualitative research on past literature, and few quantitative analysis research methods involving the issuance of questionnaires. Therefore, this study decided to expand the research direction to the competency of class teachers in colleges and universities. Based on Spencer and Spencer's competency model, the researcher tried to explore class teacher competency in Jiangsu Vocational College of Electronic and Information from five dimensions (Knowledge, Skills, Self-concept, Traits and Motives.

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[52]Lili, L. (2013). *Gaoxiao banzhuren shengrenli moxing yanjiu—Yi S daxue C xueyuan weili*. [A case study of Competency Model of Faculty Advisor of C College in S University]. *China Academic Journal Electronic Publishing House, 2,* 8-11.

CHAPTER 3

RESEACH METHODOLOGY

The study focused on the competency of class teachers in Jiangsu Electronic Information Vocational and Technical College. The objectives of this study were 1) to determine the class teacher competencies in Jiangsu Vocational College of Electronic and Information, and 2) to compare the perception on the class teacher competencies in Jiangsu Vocational College of Electronic and Information depending on status, age, gender, education level and class level. The sample of this study was 113 class teachers and 262 students from Jiangsu Electronic Information Vocational College. The research tool of this study was opinionnaire survey, which was divided into two parts. The first part was about general information and the second part was about the perception of class teacher competencies based on theory of Spencer and Spencer.

Research Procedures

Stage 1: Preparatory

The researcher reviewed and analyzed the theories and concepts related to the competency of class teachers in higher vocational colleges from domestic and foreign documentaries, textbooks, research and academic articles, journals and websites, in order to determine the research direction and framework.

Stage 2: Research Process

Knowledge gathered from literature review has been applied in order to develop the instrument of this research. The content validity of the instrument was checked by using Items of Objective Congruence (IOC), and its reliability was analyzed by using alpha's Cronbach coefficienct. The researcher distributed and collectd the opinionnaires from the samples, after which the data is analyzed and interpreted.

Stage 3: Research Report

The researcher reported and presented the findings to the committee in order to receive the comments, suggestions, and approval. Then, submits the research to Graduate School.

Research Methodology

According to the objectives of the research, the research methodology consisted of research design, population and samples, variable term definitions, research instruments, data collection, and the statistical analysis.

Research Design

This research employed descriptive methodology. The research design that was applied in this research is a one-shot, non-experimental case study as the figure below.

O

R ——————— X

R: Samples by random

X: Variable i.e. the information from the opinionnaire

O: Information from samples

Population and Sample

Population

The research population were 159 teachers and 14,343 students from Jiangsu Vocational College of Electronic Information. There were 54 teachers in the first year; 54 in the second year; 51 in the third year; 4,808 students in the first year; 4,882 in the second year; and 4,653 in the third year.

Samples

The sample size was determined by refering to the sample size table of Krejcie and Morgan. The total of 375 samples was used, including 113 class teachers and 262 students from the first, second and third grades of Jiangsu Vocational College of Electronic and Information. The stratified random sampling technique was used, the strata were formed based on grade level and status as shown in table 1.

Table 1 : The research population and sample

	Population			Samples		
	Teacher	Student	Total	Teacher	Student	Total
First year	54	4,808	4,862	38	88	126
Second year	54	4,882	4,936	38	89	127
Third year	51	4,653	4,704	37	85	122
Total	159	14,343	14,502	113	262	375

Definition of Variables

The variables in this study were composed of the basic variables and the studied variables:

1. The basic variables were the individual status of the samples, such as status, gender, age, educational background, and class level.

2. The research variables were based on competency theory of Spencer and Spencer, including 5 basic concepts as follows:

1) **Knowledge** refers to the content and information owned by individuals in a specific work field formed after a certain degree of education and experience accumulation, including technical knowledge, the ability to find solusions to complex problems, or to know how to find corresponding facts to solve problems when needed.

2) **Skill** refers to the abilities that should be possessed in order to complete a task that requires physical or mental power, including critical analysis and problem-solving skills, technical skills, communication skills, conceptual skills, and the ability to process knowledge and data, determine causal relationships, and organize data and plans.

3) **Self-concept** refers to a person's attitudes, values, or self-image. This also refers to the way a person behaves, a description of his self-image, a person's confidence in a particular area.

4) **Traits** refers to an individual's personality traits or personal characteristics which lead to consistent responses to situations or information. Traits also refers to people's habitual characteristics formed over a long period of time, such as flexibility, creativity and self-control.

5) **Motives** refers to internal drives and need to seek achievement, power and affiliation which lead to choose his behaviors to carry out specific actions or pursue specific goals.

Instrument

The instrument for collecting data was an opinionnaire. It consisted of 2 parts that presented below.

Part 1 of the opinionnaire is a checklist of status, gender, age, educational background, and grade level.

Part 2 of the opinionnaire is based on Spencer and Spencer's competency theory, using Likert 5-point scale (Likert, 1932)[53] as follow:

5 means: class teacher competency is at the highest level, equals 5 points

4 means: class teacher competency is at the high level, equals 4 points

3 means: class teacher competency is at the moderate level, equals 3 points

2 means: class teacher competency is at the low level, equals 2 points

1 means: class teacher competency is at the lowest level, equals 1 points

Instrument Development

The development of the instrument were as follows;

Stage 1: All concepts, theories and research concerning class teacher competency for both domestic and abroad were content analyzed and synthesized. Afterwards, the opinionnaire was constructed.

Stage 2: Three experts checked the content validity of the opinionnaire by using Items of Objective Congruence (IOC), where all questions received IOC = 1.00. Furthermore, 15 class teachers and 15 students served as try-out group in order to analyze the reliability of the opinionnaire by using alpha's Cronbach coefficient. As the result, the alpha's Cronbach coeffient was found at 0.954 which was above 0.7 is acceptable.

Stage 3: The researcher distributed the opinionnaires to the samples.

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[53]Likert, R. (1932). A technique for the measurement of attitudes. *Archives of Psychology, 22*(140).

Data Collection

The researcher distributed opinionnaires to 113 class teachers and 262 students from Jiangsu Vocational College of Electronic and Information in order to gather relevant data and information for the research, during which the data collection period is about 2 to 3 weeks.

Data Analysis

The researcher analyzed and used statistics as follows:

1. The frequency and percentage were calculated to analyze the status of samples.

2. The arithmetic mean and standard deviation were used to analyze the level of class teacher competency and the data are interpreted by comparison with the criteria of Spencer and Spencer's (1993) concept as follows:

Arithmetic mean between 4.50 – 5.00 means class teacher competency is at the highest level

Arithmetic mean between 3.50 – 4.49 means class teacher competency is at high level

Arithmetic mean between 2.50 – 3.49 means class teacher competency is at moderate level

Arithmetic mean between 1.50 – 2.49 means class teacher competency is at low level

Arithmetic mean between 1.00 – 1.49 means class teacher competency is at lowest level

3. The t-test was used to analyze the opinions of the samples towards the class teacher's competency when compared by status and gender.

4. The One-way ANOVA was used to analyze the opinions of sample to teacher performance when compare by age, education level and class level.

Summary

A descriptive method, a one-time non-experimental case study were used in this study. The purpose of this study was to study the class teachers' competency in Jiangsu Electronic Information Vocational College, and compare the performance differences of these teachers in terms of gender, age, educational background, and grade level.

The population of this study were 375 paticipants (113 class teachers of Jiangsu Electronic Information Vocational College, in which the samples of this study were 15 class teachers and 15 students selected adopting Stratified Random Sampling according to the grade level, with the class teacher as the representative.

The data collection tool was opinionnaire survey. 375 opinionnaires were sent, and 80% of them were valid. The opinionnaire was divided into two parts. The first part is to ask about the status of the sample. The second part, based on competency theory of Spencer and Spencer, used the Likert five-point scale to investigate the competency of the class teacher.

The data analysis methods of this study were frequency and percentage, arithmetic mean and standard deviation, t-test and one-way ANOVA analysis of variance.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

In this chapter, researcher completed data analysis and data presentation according to research methods. The purpose of this study was to solve two questions: 1) What level of class teacher competencies in Jiangsu Vocational College of Electronic and Information? And 2) What are the comparative result of the perception on the class teacher competencies in Jiangsu Vocational College of Electronic and Information depending on status, age, gender, education level and class level? In order to find out the answers for these two questions, the researcher designed a questionnaire based on competency theory of Spencer and Spence, and collected the data from 113 class teachers and 262 students from Jiangsu Vocational College of Electronic and Information. Then, statistical methods including frequency, percentage, arithmetic mean, standard deviation, T-test and ANOVA test were used to conduct statistical analysis on the opinions expressed by the class teacher and students in the opinionnaire.

Part 1 : General information

The 375 opinionnaires were sent to the sample group and were received back. Then the data were analyzed using frequency and percentage as shown in table 2.

Table 2 : General information

Variable	Frequency	%
Status		
- Teacher	113	30.13
- Student	262	69.87
Total	375	100
Gender		
- Male	207	55.20
- Female	168	44.80
Total	375	100

Table 2 : General information (Cont.)

Variable	Frequency	%
Age		
- Less than 25	281	74.93
- 26-40 years old	60	16.00
- More than 40	34	9.07
Total	375	100
Education level		
- College degree or below	187	49.87
- Bachelor degree	86	22.93
- Higher than bachelor degree	102	27.20
Total	375	100
Class level		
- First year	126	33.60
- Second year	127	33.87
- Third year	122	32.53
Total	375	100

From table 2, it was shown that among the 375 respondents in this study, there were 113 teachers (30.13%) and 262 students (69.87%), of which 207 were male (55.20%) and 168 were female (44.80%). In terms of age, the majority of respondents were younger than 25, with 281 respondents (74.93%), 60 are between 26 and 40 years old (16%), and 34 were over 40 years old (9.07%). Of the respondents, 187 had a college degree or below (49.87%), and 102 had an

undergraduate degree (27.20%). 86 respondents had a higher education than a bachelor's degree (22.93%). The respondents were from different class years, 126 were from the first year (33.60%), 127 were from the second year (33.87%), and 122 were in the third year (32.53%).

Part 2 : perception on class teacher competencies

Research question 1: What level of class teacher competencies in Jiangsu Vocational College of Electronic and Information?

Research hypothesis 1: The class teacher competencies in Jiangsu Vocational College of Electronic and Information is at the moderate level.

In this part, arithmetic mean ($\bar{x}$) and standard deviation (**SD**) were applied to measure the class teacher competency in Jiangsu Vocational College of Electronic and Information in tables 3 – table 8.

3Table 3 : Arithmetic mean ($\bar{x}$) and standard deviation (SD) of Class Teacher Competency in Jiangsu Vocational College of Electronic and Information (X_{tot})

(n=375)

No.	Class Teacher Competency	$\bar{x}$	SD	Interpretation
1.	Knowledge	3.70	0.73	high
2.	Skill	3.98	0.84	high
3.	Self-concept	3.48	0.91	moderate
4.	Traits	3.61	0.93	high
5.	Motives	3.42	0.89	moderate
	Total	3.64	0.86	high

As shown in table 3, class teacher competency in Jiangsu Vocational College of Electronic and Information in overall was at a high level ($\bar{x}$ = 3.64, **SD** = 0.86). Although at a high level, not all dimensions were at a high level, there were 3 dimensions at high level, which were Skill ($\bar{x}$ = 3.98, **SD** = 0.84), Knowledge ($\bar{x}$ = 3.70, **SD** = 0.73), and Traits ($\bar{x}$ = 3.61, SD = 0.93) and two dimensions were at moderate level: Self-concept ($\bar{x}$ = 3.48, **SD**= 0.91) and Motives ($\bar{x}$ = 3.42, **SD** = 0.89). The arithmetic mean of all dimensions was sorted from high level to lower level as Skill, Knowledge, Traits, Self-concept and Motives.

When considered the standard deviation, it was found between 0.73 - 0.93. It meant that the distance between respondents' opinions and the average values on each dimension was in the range of 0.73 to 0.93.

Table 4 : Arithmetic mean ($\bar{x}$) and standard deviation (SD) of Knowledge

(n=375)

Item	Knowledge	$\bar{x}$	SD	Interpretation
1.	Class teacher own the knowledge and information needed to perform the task.	3.63	0.77	high
2.	Class teacher has a relevant degree of education and experience to perform the task.	3.67	0.63	high
3.	Class teacher is able to find solutions to complex problems.	3.71	0.71	high
4.	Class teacher knows how to find corresponding facts to solve problems when needed.	3.78	0.79	high
	total	3.70	0.73	high

According to Table 4, it could be inferred that Knowledge dimension of class teacher competency was at a high level ($\bar{x}$ = 3.70, **SD** = 0.73). All of the items were at high level, which were item 4 ($\bar{x}$ = 3.78, **SD** = 0.79), item 3 ($\bar{x}$ = 3.71, **SD** = 0.71), item 2 ($\bar{x}$ = 3.67, **SD** = 0.63) and item 1 ($\bar{x}$ = 3.63, **SD** = 0.77). The arithmetic mean of all items was sorted from high level to lower level as item 4, item 3, item 2 and item 1.

When considered the standard deviation, it was found between 0.73 - 0.93. It meant that the distance between each respondents' perception and the average values on each dimension was in the range of 0.73 to 0.93.

Table 5 : Arithmetic mean ($\bar{x}$) and standard deviation (SD) of Skill

(n=375)

Item	Skill	$\bar{x}$	SD	Interpretation
1.	Class teacher possesses the ability to complete the task.	3.98	0.75	high
2.	Class teacher possesses the ability to think and analyze critically.	3.93	0.88	high
3.	Class teacher has the ability to communicate effectively.	4.16	0.81	high
4.	Class teacher possesses the ability to solve complex problems, process the data and organize data and plans.	3.85	0.93	high
	total	3.98	0.84	high

According to Table 5, it could be inferred that Skill dimension of class teacher competency was at a high level ($\bar{x}$ = 3.98, **SD** = 0.84). All of the items were at high level, which were item 3 ($\bar{x}$ = 4.16, **SD** = 0.81), item 1 ($\bar{x}$ = 3.98, **SD** = 0.75), item 2 ($\bar{x}$ = 3.93, **SD** = 0.88) and item 4 ($\bar{x}$ = 3.85, **SD** = 0.93). The arithmetic mean of

all items was sorted from high level to lower level as item 4, item 3, item 2 and item 1.

When considered the standard deviation, it was found between 0.75 - 0.93. It meant that the distance between each respondents' perception and the average values on each item was in the range of 0.75 to 0.93.

Table 6 : Arithmetic mean ($\bar{x}$) and standard deviation (SD) of Self-concept

(n=375)

Item	Self-concept	$\bar{x}$	SD	Interpretation
1.	Class teacher has the attitude to complete his/her duties.	3.49	0.93	moderate
2.	Class teacher has the values to complete his/her duties.	3.43	0.97	moderate
3.	Class teacher showed confidence in his/her duties at work.	3.53	0.83	high
	total	3.48	0.91	moderate

According to Table 6, it could be inferred that Self-concept dimension of class teacher competency was at a moderate level ($\bar{x}$ = 3.70, **SD** = 0.73). Although at a moderate level, not all dimensions were at a moderate level, there was only 1 dimension at high level, which was item 3 ($\bar{x}$ = 3.53, **SD** = 0.98), and two dimensions were at moderate level: item 1 ($\bar{x}$ = 3.49, **SD**= 0.93) and item 2 ($\bar{x}$ = 3.43, **SD** = 0.97). The arithmetic mean of all dimensions was sorted from high level to lower level as item 3, item 1 and item 2.

When considered the standard deviation, it was found between 0.83 - 0.97. It meant that the distance between each respondents' perception and the average values on each item was in the range of 0.83 to 0.97.

Table 7 : Arithmetic mean ($\bar{x}$) and standard deviation (SD) of Traits

(n=375)

Item	Traits	$\bar{x}$	S.D.	Interpretation
1.	Class teacher has the flexibility to respond to situations and information in the task.	3.51	0.99	high
2.	Class teacher responds creatively to situations and information in the task.	3.66	0.89	high
3.	Class teacher showed self-control in performing the task.	3.65	0.91	high
	total	3.61	0.93	high

According to Table 7, it could be inferred that Skill dimension of class teacher competency was at a high level ($\bar{x}$ = 3.61, **SD** = 0.93). All of the items were at high level, which were item 2 ($\bar{x}$ = 3.66, **SD** = 0.89), item 3 ($\bar{x}$ = 3.65, **SD** = 0.91) and item 1 ($\bar{x}$ = 3.51, **SD** = 0.99). It was worth noting that item 1 was very close to the moderate level. The arithmetic mean of all items was sorted from high level to lower level as item 2, item 3, and item 1.

When considered the standard deviation, it was found between 0.89 - 0.99. It meant that the distance between each respondents' perception and the average values on each item was in the range of 0.89 to 0.99.

Table 8 : Arithmetic mean ($\bar{x}$) and standard deviation (SD) of Motives

(n=375)

Item	Motives	$\bar{x}$	S.D.	Interpretation
1.	Class teacher has internal drives and need to seek achievement, power and affiliation in his/her duties.	3.41	0.88	moderate
2.	Class teacher drives himself/herself to take specific actions in order to complete the task.	3.38	0.99	moderate
3.	Class teacher drives himself/herself to pursue specific goals in order to complete the task.	3.48	0.92	moderate
	total	3.42	0.89	moderate

According to Table 8, it could be inferred that Skill dimension of class teacher competency was at a moderate level ($\bar{x}$ = 3.42, **SD** = 0.89). All of the items were at moderate level, which were item 3 ($\bar{x}$ = 3.48, **SD** = 0.92), item 1 ($\bar{x}$ = 3.41, **SD** = 0.88) and item 2 ($\bar{x}$ = 3.38, **SD** = 0.99). The arithmetic mean of all items was sorted from high level to lower level as item 3, item 1, and item 2.

When considered the standard deviation, it was found between 0.88 - 0.99. It meant that the distance between each respondents' perception and the average values on each item was in the range of 0.88 to 0.99.

According to the results of the opinionnaire survey, although not all dimensions were at high levels, class teacher competency in Jiangsu Vocational College of Electronic and Information was at high level, so research hypothesis 1 was rejected.

Part 3 : Comparative result of the perception on the class teacher competencies in Jiangsu Vocational College of Electronic and Information depending on status, age, gender, education level and class level

Research questions 2: What are the comparative result of class teacher competencies based opinion of teacher and student?

Research Hypothesis 2: The comparative result of class teacher competencies based on the opinions of teachers and students is different.

In order to find out the answer for research question 2 and verify research hypothesis 2, t-test was used to analyze the opinions of the samples towards the class teacher's competency when compared by status and gender. The One-way ANOVA was used to analyze the opinions of sample to teacher performance when compare by age, education level and class level.

Table 9 : Statistical difference between status and class teacher competency in Jiangsu Vocational College of Electronic and Information

Class teacher competency in Jiangsu Vocational College of Electronic and Information	Status	n	Mean	Std. Deviation	t	df	Sig.
	Teacher	113	3.70	0.67	1.201	373	0.231
	Student	262	3.60	0.72			

According to the status difference test of class teacher competency in Jiangsu Vocational College of Electronic and Information. There was not a significant

difference in teacher ($\overline{x}$ = 3.70, S.D. = 0.67). and student ($\overline{x}$ = 3.60, S.D. = 0.72). ; t(373) = 1.201, Sig = 0.231.

Table 10 : Statistical difference between gender and class teacher competency in Jiangsu Vocational College of Electronic and Information

Class teacher competency in Jiangsu Vocational College of Electronic and Information	Gender	n	Mean	Std. Deviation	t	df	Sig.
	Male	207	3.58	0.65	1.417	373	0.157
	Female	168	3.68	0.69			

According to the gender difference test of class teacher competency in Jiangsu Vocational College of Electronic and Information. There was not a significant difference in male ($\overline{x}$ = 3.58, S.D. = 0.65). and female ($\overline{x}$ = 3.68, S.D. = 0.69). ; t(373) = 1.417, Sig = 0.157.

Table 11 : Descriptive analysis for testing of the difference between age and class teacher competency in Jiangsu Vocational College of Electronic and Information

Age	n	Mean	Std. Deviation	ANOVA			
					df.	f	Sig.
Less than 25	281	3.64	0.69	Between Groups	2	0.183	0.833
26-40 years old	60	3.66	0.68	Within Groups	373		
More than 40	34	3.60	0.61	Total	375		
Total	375	3.64	0.68				

A one-way ANOVA was performed in Table 10 to compare the effect of three different ages on class teacher competency in Jiangsu Vocational College of

Electronic and Information. A one-way ANOVA revealed that there was no statistically significant difference between ages on class teacher competency in Jiangsu Vocational College of Electronic and Information (f (2, 373) = [0.183], significant level = 0.833).

Table 12 : Descriptive analysis for testing of the difference between education level and class teacher competency in Jiangsu Vocational College of Electronic and Information

Education level	n	Mean	Std. Deviation	ANOVA			
					df.	f	Sig.
College degree or below	183	3.69	0.69	Between Groups	2		
Bachelor degree	86	3.65	0.69	Within Groups	373	0.061	0.941
Higher than bachelor degree	102	3.68	0.64	Total	375		
Total	375	3.64	0.67				

A one-way ANOVA was performed in Table 11 to compare the effect of three different education levels on class teacher competency in Jiangsu Vocational College of Electronic and Information. The result of one-way ANOVA showed that there was no statistically significant difference between education level on class teacher competency in Jiangsu Vocational College of Electronics and Information   (f (2, 373) = [0.061], p = 0.941).

Table 13 : Descriptive analysis for testing of the difference between class level and class teacher competency in Jiangsu Vocational College of Electronic and Information

Class level	n	Mean	Std. Deviation		df.	f	Sig.
				ANOVA			
First year	126	3.63	0.69	Between Groups	2	0.405	0.667
Second year	127	3.65	0.66		373		
Third year	122	3.64	0.65	Within			
Total	375	3.64	0.67	Groups Total	375		

A one-way ANOVA was performed in Table 12 to compare the effect of three different class levels on class teacher competency in Jiangsu Vocational College of Electronic and Information. The result of one-way ANOVA showed that there was no statistically significant difference between class level on class teacher competency in Jiangsu Vocational College of Electronics and Information   (f (2, 373) = [0.405], p = 0.667).

According to the results of the opinionnaire survey, the comparative result of class teacher competencies depending on perception of teachers and students is not different. Therefore, research hypothesis 2 was rejected.

CHAPTER 5

CONCLUSION DISCUSSION AND RECOMMENDATION

This paper was a research on class teacher competency in Jiangsu Vocational College of Electronic and Information. The research included two research objectives, 1) To determine the class teacher competencies in Jiangsu Vocational College of Electronic and Information. 2) To compare the perception on the variable depend on status, age, gender, education level and class level. The research tool used in this paper is an opinionnaire designed based on Spencer and Spencer's competency theory.   The researcher selected 113 teachers and 262 students in different class year of Jiangsu Vocational College of Electronic and Information as respondents to investigate the class teacher competency in this college. The statistical methods used to analyze the data were: frequency, percentage, arithmetic mean, standard deviation, t-test and One-way ANOVA.

Conclusion

This research was carried out based on two research objectives, and the research conclusion based on the research result were as follows;

1. The research results showed that class teacher competency in Jiangsu Vocational College of Electronic and Information was at high level, which was contrary to the hypothesis 1 (The class teacher competencies in Jiangsu Vocational College of Electronic and Information is at the moderate level.) of this study, so hypothesis 1 was rejected. The arithmetic mean of each of the five dimensions ranged from 3.5 to 3.96. In first place was Skill, with an arithmetic mean of 3.98. In second place was Knowledge, with 3.70. In third place was Traits, with 3.61. In fourth place was Self-concept, which did not reach a high level, with only 3.48. The last dimension Motive did not reach a high level as well, and the arithmetic mean was the lowest, only 3.42. Overall, the arithmetic mean of these five dimensions was only 3.64. We could conclude that although class teacher competency was at a high level, the overall level of the five dimensions of Spencer and Spencer's competency theory in the main part of the opinionnaire was not too high.

2. There were no significant difference among class teacher competency and status, gender, age, education level and class level of teachers and students from Jiangsu Vocational College of Electronic and Information.

Discussion

Based on the results of the study, the following discussion can be drawn.

1. The research results show that although class teacher competency in Jiangsu Vocational College of Electronic and Information is at a high level, the results of each dimension based on feedback from teachers and students were not satisfactory. The overall level of all dimensions is high and low (range 3.5-3.96). Of the five dimensions, both self-concept and motives are at moderate level. There was one dimensions that performed relatively well, which was Skill with 3.96 arithmetic mean value. First of all, the reason for this result was that in the current Chinese education system, class teachers generally served as the class teacher and also serve as the teacher of a certain subject in the class and other classes. Affected by our country's exam-oriented education, after the exam, teachers' teaching achievements were also evaluated according to the students' exam results. For some teachers with weak working ability and not good at arranging their time and energy reasonably, they would inevitably ignore the class management and construction work while taking into account the academic performance. This was consistent with Lili's research findings. She believed that the excessive number of tasks will make it difficult for teachers to focus on completing his or her duties, thus resulting in the quality of the overall work not being guaranteed. In addition to teaching, the class teacher should also pay attention to the ideological situation of each student in the class in time, so as to find problems in time and solve them effectively in a timely manner. However, it is obviously impossible for a teacher to take care of every student in every aspect. Not only that, the class teacher must obey the school's relevant arrangements and adjustments while doing the teaching tasks and class construction, and deal with the parents of the students. It could be seen that the

huge workload makes the class teacher unable to cover everything in many cases, which was prone to problems and is easily questioned by all parties. Another reason was that most of teachers in Jiangsu Vocational College of Electronic and Information were relatively young, and their experience in classroom management skills and knowledge was still at the theoretical stage, and they needed a lot of practice to help them improve their own competence. Because of their busy teaching work, it was difficult for them to have the opportunity to study and reflect on the position of class teacher, and it was difficult to apply the relevant theories of class management to their daily work and play an effective role. Ruomei also mentioned the same point of view in her research. She believed that although young teachers had a good grasp of education theories, they did not have enough experience, so they needed to carry out training and practice as much as possible in the teaching process to improve themselves. In addition, the positions of many class teachers were uniformly arranged by the college. In fact, some class teachers had difficulty handling the relationship between class management and teaching, did not have the ability or traits to manage the class, and have insufficient internal motivation. The college's immature evaluation mechanism and incentive mechanism for the class teacher will also lead to the low quality of them. In order to make them competent for this job, it also leads to the insufficient level of competence of the class teacher. The findings of Guang et.al. 's study were consistent. In order to make teachers show better competence, teachers must be given enough extrinsic motivation and good evaluation mechanism to give them intrinsic motivation.

2. From the results of research hypothesis 2, the hypothesis was rejected. This showed that there is no significant difference in comparison between status, gender, age, educational level and class level of teachers and students on class teacher competency in Jiangsu Electronic Information Vocational College. This result showed that teachers and students of different genders, different age groups, different educational backgrounds and different school years have the same opinion on class teacher competency in Jiangsu Vocational College of Electronic and Information. This indicated that all teachers and students selected as respondents

generally believed that class teacher competency in Jiangsu Electronic Information Vocational College was at a high level, but because the overall level was not high enough, and two dimensions were still at a moderate level, so this there is still a lot of room for improvement to be a higher level. Yinlong and Xuedong also emphasized in their research that, as a head teacher, the key to improving competence lied in improving all-round ability, including ideological and political literacy, organizational ability, investigation and research ability, language expression ability, knowledge and skills and learning ability.

Recommendations

Based on the data results of the opinionnaire and the discussion based on the results, the researchers made the following recommendations:

1. College class teachers should have solid professional basic knowledge and be able to guide students whether in professional, academic, or in class activities and life. At the same time, they should also have a certain knowledge of social psychology and be able to carry out work according to the characteristics of different students.

2. College class teachers should have certain organizational management skills and be able to effectively complete the tasks and activities of organizing classes. At the same time, the class teacher should have good communication and expression skills, not only able to communicate effectively with the students individually and as a whole, but also to deal with the relationship between the leaders and the parents of the students. In addition, the class teacher must find a balance between the daily teaching work and class management.

3. Colleges should focus on establishing a better evaluation and management mechanism for class teachers, and continue to carry out training to improve the competence of class teachers, so as to improve the attitude, confidence and sense of responsibility of teachers in the position of class teachers in their daily work. At the same time, this also helps to improve the ability and imagination of the class

teacher to solve problems when faced with complex problems, and help them to complete their work better.

4. In the case of insufficient internal driving force of teachers serving as class teachers, colleges and universities can consider introducing some incentive mechanisms, such as giving some incentives in the evaluation and promotion of professional titles or salaries, so as to enhance their motives to become better class teachers.

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Appendices

Appendix A : content validity (IOC)

The content validity (IOC) of opinionnaire

"Class teacher competency in Jiangsu vocational college of electronic and information."

No	Class teacher competency in Jiangsu vocational college of electronic and information.	Speacialist			IOC	Pass or not
		1	2	3		
1. Knowledge						
1	Class teacher own the knowledge and information needed to perform the task.	+1	+1	+1	1.0	Pass
2	Class teacher has a relevant degree of education and experience to perform the task.	+1	+1	+1	1.0	Pass
3	Class teacher is able to find solutions to complex problems.	+1	+1	+1	1.0	Pass
4	Class teacher knows how to find corresponding facts to solve problems when needed.	+1	+1	+1	1.0	Pass
2. Skill						
5	Class teacher possesses the ability to complete the task.	+1	+1	+1	1.0	Pass
6	Class teacher possesses the ability to think and analyze critically.	+1	+1	+1	1.0	Pass
7	Class teacher has the ability to communicate	+1	+1	+1	1.0	Pass

No	Class teacher competency in Jiangsu vocational college of electronic and information.	Speacialist			IOC	Pass or not
		1	2	3		
	effectively.					
8	Class teacher possesses the ability to solve complex problems, process the data and organize data and plans.	+1	+1	+1	1.0	Pass
3. Self-concept						
9	Class teacher has the attitude to complete his/her duties.	+1	+1	+1	1.0	Pass
10	Class teacher has the values to compelte his/her duties.	+1	+1	+1	1.0	Pass
11	Class teacher showed confidence in his/her duties at work.	+1	+1	+1	1.0	Pass
4. Traits						
12	Class teacher has the flexibility to respond to situations and information in the task.	+1	+1	+1	1.0	Pass
13	Class teacher responds creatively to situations and information in the task.	+1	+1	+1	1.0	Pass
14	Class teacher showed self-control in performing the task.	+1	+1	+1	1.0	Pass
5. Motives						
15	Class teacher has internal drives and need to	+1	+1	+1	1.0	Pass

No	Class teacher competency in Jiangsu vocational college of electronic and information.	Speacialist			IOC	Pass or not
		1	2	3		
	seek achievement, power and affiliation in his/her duties.					
16	Class teacher drives himself/herself to take specific actions in order to complete the task.	+1	+1	+1	1.0	Pass
17	Class teacher drives himself/herself to pursue specific goals in order to complete the task.	+1	+1	+1	1.0	Pass
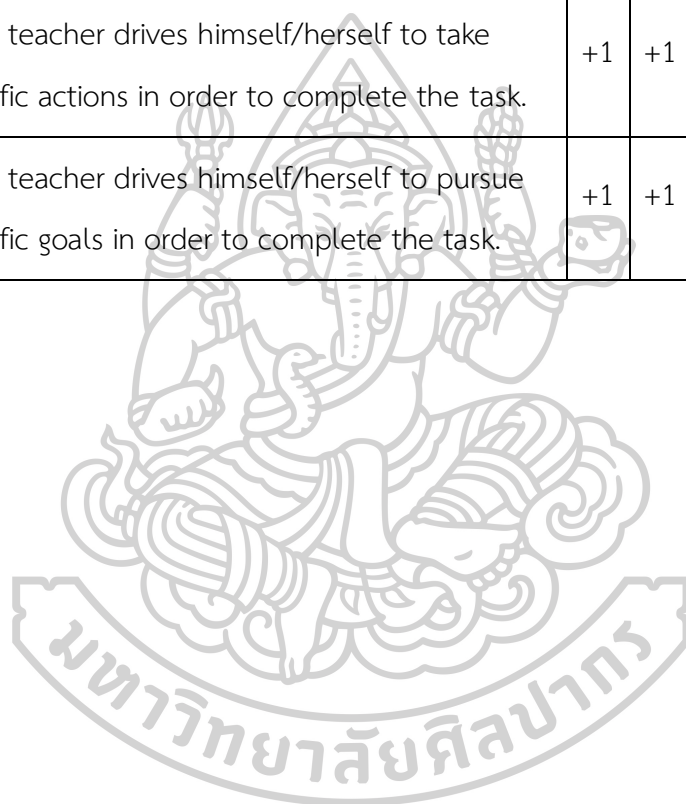
Appendix B : questionnaire reliability

Variables	Cronbach's Alpha	Number of Items
Knowledge	0.929	4
Skill	0.937	4
Self-concept	0.794	3
Traits	0.802	3
Motives	0.832	3

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all

variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.954	17

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
K1	68.18	98.028	.758	.950
K2	68.24	95.814	.733	.951
K3	68.39	97.809	.714	.951
K4	68.27	96.892	.799	.950
S1	68.12	97.547	.802	.950
S2	68.03	96.968	.849	.949
S3	68.00	96.750	.856	.949
S4	68.21	94.735	.835	.949
SC1	67.79	103.860	.668	.952
SC2	67.88	106.422	.336	.957
SC3	67.88	102.610	.653	.952
TR1	68.06	100.496	.752	.951
TR2	68.03	99.468	.690	.952
TR3	68.06	102.871	.624	.953
M1	68.27	97.642	.695	.952
M2	67.94	101.496	.814	.950
M3	67.97	99.843	.825	.950

Appendix C : questionnaire

Class Teacher Competency Survey

As a part of my Master Degree research at Silpakorn University, Thailand; I am conducting a survey that aims to learn more about class teacher competency in jiangsu vocational college of electronic and information. There is no right or wrong answer to these questions, I am interested in knowing your views and opinions. **All responses will be entirely anonymous.**

Read the following questions carefully and select the response that best describes your personal information and your opinions.

Part I: General information

1.Your identity

☐Teacher ☐Student

2.Gander

☐Male ☐Female

3.Age

☐Less than 25 ☐26-40 ☐More than 40

4.Education level

☐College degree or below

☐Bachelor degree

☐Higher than bachelor degree

5.Class level

☐First year ☐Second year ☐Third year

Part II: Class teacher competenc

	Please circle the one number for each question that comes closest to reflecting your opinion about it.	Strongly agree	Agree	Neutral	Disagree	Strongly
Knowledge						
1	Class teacher own the knowledge and information needed to perform the task.	5	4	3	2	1
2	Class teacher has a relevant degree of education and experience to perform the task.	5	4	3	2	1
3	Class teacher is able to find solutions to complex problems.	5	4	3	2	1
4	Class teacher knows how to find corresponding facts to solve problems when needed.	5	4	3	2	1
Skill						
5	Class teacher possesses the ability to complete the task.	5	4	3	2	1
6	Class teacher possesses the ability to think and analyze critically.	5	4	3	2	1
7	Class teacher has the ability to communicate effectively.	5	4	3	2	1
8	Class teacher possesses the ability to solve complex problems, process the data and organize data and plans.	5	4	3	2	1

Part II: Class teacher competenc

	Please circle the one number for each question that comes closest to reflecting your opinion about it.	Strongly agree	Agree	Neutral	Disagree	Strongly
Self-concept						
9	Class teacher has the attitude to complete his/her duties.	5	4	3	2	1
10	Class teacher has the values to compelte his/her duties.	5	4	3	2	1
11	Class teacher showed confidence in his/her duties at work.	5	4	3	2	1
Traits						
12	Class teacher has the flexibility to respond to situations and information in the task.	5	4	3	2	1
13	Class teacher responds creatively to situations and information in the task.	5	4	3	2	1
14	Class teacher showed self-control in performing the task.	5	4	3	2	1
Motives						
15	Class teacher has internal drives and need to seek achievement, power and affiliation in his/her duties.	5	4	3	2	1
16	Class teacher drives himself/herself to take specific actions in order to complete the task.	5	4	3	2	1

Part II: Class teacher competenc

	Please circle the one number for each question that comes closest to reflecting your opinion about it.	Strongly agree	Agree	Neutral	Disagree	Strongly
17	Class teacher drives himself/herself to pursue specific goals in order to complete the task.	5	4	3	2	1

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