

Proposed Training Workshop on Teachers' Competence for Teaching Business and Management

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Abstract: *A teacher with deep professional knowledge, good teaching methods, and extensive teaching experience is able to impart knowledge and skills more effectively and help students build a solid foundation. In addition, a competent teacher develops students' creative thinking, critical thinking, communication skills, and other overall qualities. Competence is the skill and knowledge that makes a teacher successful, and in order to maximize student learning, teachers with professional teaching skills are needed. Therefore, in this study, the teachers of the Department of Economic Management in ZJ Preschool Education College will be selected as the subjects of the study. A questionnaire was used to assess teachers' teaching competence in terms of (1) professional learning; (2) competent practice; and (3) effective engagement. By analyzing the teaching competence of the teachers in the department, the researcher will analyze their shortcomings and make targeted recommendations to improve their teaching competence.*

Keywords: teachers' competence, professional learning, competent practice, effective engagement

1. Introduction

In any university or tertiary education where students are trained and being prepared to face the world of work, teachers are expected to have possessed a great deal of expertise. To make the students competent in certain areas and field, it needs a teacher or mentor who is also an expert or competent to guide the students to such. The teachers being central to the achievement of instructional goals and objectives should see to it that instructional competence and effectiveness are assured and learning output is maximized. The success and failure of the school program through quality teaching rest entirely on their hands. How can the students be at their best when they face the world of work? The most required response is the competence or expertise of the teachers handling them. Competencies are the skills and knowledge that enable a teacher to be successful. To maximize student learning, teachers must have expertise in a wide - ranging array of competencies in an especially complex environment where hundreds of critical decisions are required each day (Jackson, 2020). This study will be done in Economics and Management Department in a non - normal department of ZJ Preschool Education College in Guangdong China. The researcher will use a questionnaire to collect and determine the ability of teachers to teach business and management courses. Based on this, recommendations will be made to improve the teachers' competencies in various areas.

2. Review of Studies

Among the existing research, there are many studies on the instructional competence, and the research results are fruitful.

E. Matriano, et al (2014) assessed the instructional competence of college instructors handling professional

business courses in the College of Business and Accountancy, Columban College, Inc. for the academic year 2016 - 2017 vis - à - vis the expectations of their students towards quality teaching. They found that the instructors rated their mastery of the subject matter, effectiveness in their teaching skills, classroom management, and assessment skills as evident while the students' expectations on teaching quality in terms of these variables were rated with a high level of expectations. Instructional competence in teaching professional business courses varied according to their position, highest educational attainment, number of years in teaching, and attendance to training and seminars. S. Koladan, et al (2020) used questionnaires to measure the level of teachers' competency towards the students' academic achievement. Based on the findings, the relationship between teaching skills and professionalism was significant but from low to moderate level. Regression analysis further indicated that the three variables (teachers' knowledge, skills and professionalism towards students' academic achievement) were moderately significant towards students' academic achievement as dependable variable. Meanwhile, the findings also revealed that the teachers' experience and qualification were insignificant and did not mediate the independent variable factors against the dependent variable when tested by using PROCESS analysis. Bagapuro, et al (2021) looked at the comparison of teachers in two different nationalities. They used the questionnaires and found that professional development opportunities were also more evident in the Philippines compared to China. Teachers in the Philippines were higher across all the ten teaching competencies. Specifically, creating a Learning Environment has the highest mean for China while Identification of Student's Needs and Communication in the Philippines. In China, educational attainment and monthly salary have a highly significant relationship to teaching competencies. It is comparable to the Philippines, wherein

educational attainment was also significantly related to teaching competencies and monthly salary. Finally, it was found that respondents in the Philippines had higher teaching competencies, particularly on varied teaching strategies, collaboration, and commitment to the profession. Canjuan Zeng and Chunhui Zhao (2023) pointed out that, as the main bearer and implementer of higher education, the level of teachers' quality and ability has a direct impact on the level of quality of higher education, and at the same time, the growth and development of college teachers are related to the future direction of higher education. Therefore, it is of great significance to grasp the law of teacher development, build a high - quality teaching team, and improve the teaching ability of teachers in order to realize the high - quality development of higher education. They have systematically studied the connotation, formation mechanism, influencing factors and promotion methods of teachers' teaching ability and academic ability from the multidisciplinary theories of pedagogy, psychology, management, sociology and so on.

3. Research Design and Analysis

3.1 Research Design

The study utilized the descriptive - comparative research design. According to Best and Khan (2018), a descriptive research describes and interprets "what is". Accordingly, it describes the data and characteristics about the population or phenomenon being studied. Likewise, it is concerned with conditions or relationships that exist among variables. Considering that the objective of this study is to assess the teachers' competence in teaching Business and Management in terms professional learning; competent practice; and effective engagement. the descriptive research design is the most applicable for this research.

To accomplish this study, the researcher utilized the population of teachers from the Economics and Management Department in a non - normal department of ZJ Preschool Education College in Guangdong China. There are 29 teachers in the Economics and Management Department in a non - normal department of ZJ Preschool Education College in Guangdong China. The teachers were chosen using the total enumeration.

The questionnaire is a researcher - made instrument which was submitted for validation. Experts in the field of research and the members of the panel were the critique of the said instrument. The researcher welcomed the suggestions, and made necessary revisions to mark the said instrument valid. The instrument was validated using selected respondents who have direct knowledge about the teachers' competence in teaching Business and Management in terms professional learning; competent practice; and effective engagement.

3.2 Data Analysis

In this study, all the teachers of the Department of Economics and Management of ZJ Preschool Education College were selected as the object of the study, and questionnaires were distributed to 29 teachers of the department. Among them, 29 questionnaires were issued, 29 were recovered, 29 were valid questionnaires, and the validity rate of the questionnaires was 100%.

3.2.1 Profile of the Teacher Respondents

Table 1: Frequency Distribution of Teacher Respondents' Profile

Profile	Frequency	Percentage
Age		
30 years old & below	4	13.8%
31 - 40 years old	3	10.3%
41 - 50 years old	15	51.7%
51 - 60 years old	3	10.3%
61 years old and above	4	13.8%
Total	29	100%
Sex		
Male	15	51.7%
Female	14	48.3%
Total	29	100%
Highest Educational Attainment		
Bachelor's degree	5	17.2%
Master's degree	12	41.4%
Doctorate degree	12	41.4%
Total	29	100%
Length of Service		
0 - 5 years	12	41.4%
6 - 10 years	12	41.4%
11 - 15 years	5	17.2%
Total	29	100%

Table 1 presents the frequency distribution of the teacher respondents' profile in terms of age, sex, highest educational attainment, and length of service.

From Table 1, it can be concluded that majority of the teacher respondents are from the age group of 41 - 50 years old (51.7%), male (51.7%), and mostly are holding a Master's (41.4%) or Doctoral degree (41.4%) and have been in the service for 0 - 5 years or about 6 - 10 years.

3.2.2 Teacher Respondents' Self - Assessment on their Competence in Teaching Business and Management Courses

Table 2: Teacher Respondents' Self - Assessment on their Competence in Teaching Business and Management Courses

Competence	Measurement standard	Mean	SD	Qualitative Description	Interpretation	Rank
Professional Learning	1) Experiential, action or enquiry - based learning.	3.34	0.48	Agree	Competent	1
	2) Professional dialogue with colleagues, other professionals, parents, and learners.	2.90	0.67	Agree	Competent	7.5
	3) Focused professional reading and research.	3.10	0.67	Agree	Competent	3.5
	4) Critical analysis of reading, learning and impact on professional practice.	2.86	0.64	Agree	Competent	8
	5) Peer support e. g. coaching or mentoring	2.90	0.56	Agree	Competent	7.5
	6) Participation in activities relating to assessment and moderation.	3.10	0.62	Agree	Competent	3.5
	7) Accredited courses or activity related to achieving national professional standards for teachers.	3.14	0.69	Agree	Competent	2
	8) Professional/Academic conferences.	3.00	0.65	Agree	Competent	5
	9) Composite Mean	3.05	0.15	Agree	Competent	
Competent Practice	1) Understands and appreciates diversity.	2.93	0.46	Agree	Competent	5.5
	2) Forms constructive relationships with students.	2.72	0.75	Agree	Competent	8
	3) Connects students' prior learning, life experiences and interests with learning goals.	2.86	0.69	Agree	Competent	7
	4) Uses a variety of instructional strategies and resources to respond to students' diverse needs.	3.17	0.54	Agree	Competent	1
	5) Facilitates learning experiences that promote autonomy, interaction and choice.	2.93	0.70	Agree	Competent	5.5
	6) Engages students in problem solving, critical thinking and other activities that make subject matter meaningful.	2.97	0.63	Agree	Competent	3.5
	7) Plans and implements classroom procedures and routines that support student learning.	3.03	0.57	Agree	Competent	2
	8) Establishes a collaborative learning environment.	2.97	0.73	Agree	Competent	3.5
	9) Composite Mean	2.95	0.17	Agree	Competent	
Effective Engagement	1) Establishes a climate that promotes fairness and students.	3.03	0.68	Agree	Competent	2
	2) Creates a physical environment that engages all students.	3.00	0.60	Agree	Competent	3
	3) Demonstrates knowledge of subject matter content and skills.	2.86	0.64	Agree	Competent	4.5
	4) Interrelates ideas and information within and across subject matter areas.	2.76	0.69	Agree	Competent	7
	5) Uses instructional strategies that are appropriate to the subject matter.	2.79	0.77	Agree	Competent	6
	6) Uses materials, resources and technologies to provide meaningful learning.	3.10	0.62	Agree	Competent	1
	7) Communicates learning goals to students.	2.72	0.59	Agree	Competent	8
	8) Communicates with students and families about student progress.	2.86	0.79	Agree	Competent	4.5
	9) Composite Mean	2.89	0.25	Agree	Competent	

Legend: 3.51 - 4.00 Strongly Agree (SA) /Highly Competent (HC); 2.51 - 3.50 Agree (A) /Competent (C); 1.51 - 2.50 Disagree (D) /Less Competent (LC); 1.00 - 1.50 Strongly Disagree (SD) /Not Competent (NC)

Table 2 presents the self - assessment of the teacher respondents on their competence in teaching business and management courses in terms of professional learning, competent practice, and effective engagement.

As can be seen from Table 2, the composite mean value for professional learning, competent practice, and effective participation are 2.93, 2.95, and 2.89, respectively, indicating that teacher respondents perceived that they are competent in teaching business and management courses in

terms of professional learning, competent practice, and effective engagement. The result shows that teachers are generally competent in teaching business and management courses based on their own assessment.

3.2.3 Differences in the Self - Assessment of Respondents on their Competence in Teaching Business and Management Courses When Profile is Taken as Test Factor

Table 3: Differences in the Self - Assessment of Teacher Respondents on their Competence in Teaching Business and Management Courses When Age, Sex, Highest Educational Attainment, and Length of Service are Taken as Test Factor

Variable	Dimensions	t - test Value /F - Ratio	Sig	Decision on Ho	Interpretation
Age	Professional Learning	0.53	0.71	Accepted	Not Significant
	Competent Practice	1.53	0.23	Accepted	Not Significant
	Effective Engagement	0.70	0.60	Accepted	Not Significant
	Over - all	1.30	0.30	Accepted	Not Significant
Sex	Professional Learning	1.18	0.25	Accepted	Not Significant
	Competent Practice	- 1.64	0.11	Accepted	Not Significant
	Effective Engagement	- 0.20	0.84	Accepted	Not Significant
	Over - all	- 0.45	0.66	Accepted	Not Significant
Highest Educational Attainment	Professional Learning	0.54	0.59	Accepted	Not Significant
	Competent Practice	1.06	0.36	Accepted	Not Significant
	Effective Engagement	0.53	0.60	Accepted	Not Significant
	Over - all	0.44	0.65	Accepted	Not Significant
Length of Service	Professional Learning	1.29	0.29	Accepted	Not Significant
	Competent Practice	2.32	0.12	Accepted	Not Significant
	Effective Engagement	0.71	0.50	Accepted	Not Significant
	Over - all	1.35	0.28	Accepted	Not Significant

Table 3 presents the differences in the self - assessment of teacher respondents on their competence in teaching business and management courses in the fields of "Professional Learning", "Competent Practice" and "Effective Engagement" when their age, sex, highest educational attainment, and length of service are taken as test factors.

Since all the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when their age, sex, highest educational attainment, and length of service are taken as test factor. This goes to show teachers have relatively the same assessment on their competence in teaching business and management courses in terms of "Professional Learning", "Competent Practice" and "Effective Engagement" regardless of their age, sex, highest educational attainment, and length of service.

4. Recommendations for improving the Teachers' Competence

From the results of the questionnaire analysis, the assessment of the teaching ability of the teachers in the economic management system of ZJ Preschool Education College is generally better, but there are still many areas that need to be improved.

4.1 Review and optimize faculty development programs to foster teacher retention

Conduct a comprehensive review of current faculty development programs to identify activities that are effective in promoting long - term faculty retention, and retain and enhance them. At the same time, new activities or resources are integrated to address gaps or deficiencies in the program to ensure that it is better. These activities may include professional development seminars, teacher

exchange platforms, incentives, etc., which aim to enhance teachers' career satisfaction and sense of belonging, thereby encouraging them to serve in schools for a longer period of time.

4.2 Strengthening teachers' ability to utilize learning resources, innovative teaching methods and classroom management

Provide teachers with a wealth of learning resources, including the latest educational concepts, teaching methods and case studies, to help them continuously broaden their knowledge horizons. At the same time, teachers are encouraged to be innovative and try out different teaching methods to enhance students' learning interest and effectiveness. In addition, teachers' training in classroom management skills is strengthened so that they are able to cope with various classroom challenges and ensure a steady improvement in the order and quality of teaching and learning.

4.3 Provide targeted teacher training

Individualized training programs are developed to address teachers' diverse learning needs and capacity enhancement goals. These trainings may cover teaching skills, curriculum design, student assessment, and other aspects, aiming to help teachers master more effective teaching methods. At the same time, attention is paid to the professional development needs of teachers, and promotion opportunities and career development paths are provided to stimulate their enthusiasm and motivation.

4.4 Implementing a regular evaluation and feedback mechanism

A regular teacher assessment system is established to provide a comprehensive understanding of teachers' teaching performance and growth through classroom

observation, student feedback and peer review. The assessment results will be used as a basis for teachers to improve their teaching and formulate personal development plans. At the same time, teachers are encouraged to be open - minded, to accept changes and challenges positively, and to learn and grow continuously. Such an assessment mechanism will help identify teachers' areas of growth and willingness to learn, and provide better guidance and inspiration for students.

4.5 Instructional strategies that promote active learning

A variety of teaching styles and classroom activities such as class discussions, cooperative learning and group activities are used to stimulate students' willingness to learn actively. These activities not only increase students' participation, but also develop their teamwork and communication skills. At the same time, teachers should also pay attention to students' learning needs and learning styles, and provide them with personalized learning support and guidance in order to promote students' all - round development.

5. Conclusions

Focusing on the teaching competence of teachers in the Department of Economics and Management of ZJ Preschool Education College, this study provided an in - depth analysis of the teachers' performance in various aspects such as professional learning, competent practice, and effective participation by means of a questionnaire survey. After systematic data collection and analysis, the researcher found that some teachers were deficient in certain aspects. For example, in terms of professional learning, some teachers may need to further update and expand their knowledge system. In terms of competent practice, some teachers may need to further optimize and innovate their teaching methods. In terms of effective participation, some teachers still need to strengthen their classroom interaction and student guidance. Based on the above analysis, the researcher puts forward a series of targeted recommendations aimed at improving teachers' teaching competence, thus laying a solid foundation for cultivating more outstanding talents.

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