

The Impact of Teaching Skills Competition of Selected Teachers in Guangdong Province of China: Basis for Enhance Teaching Skills

Qiao Huang

Adamson University, Philippines

Abstract

Teaching competitions are activities placed around the spreading of knowledge and concepts, then cultural capital is a major influencing factor in this field. Each participant is a carrier of teacher cultural capital, but there are differences in quality and relevance. The study utilizes a range of evaluation tools to evaluate the impact of the teacher competition on the basic teaching skills in terms of cognitive ability, teaching monitoring ability and teaching operation ability. Moreover, the study examined the participants' subjective evaluations of the level of competitiveness in teaching skills, using established scoring criteria. The results of the study provide some significant observations. The findings of the study showed that more females participated in the study and in terms of the course, more participants are from Physical Education compared to other courses. Based from the overall mean assessment teacher competition improved the basic teaching skills of teachers. The overall mean assessment for cognitive ability, teaching operation ability, and teaching monitoring ability is Improved. Teaching monitoring ability shows the highest overall mean, suggesting a relatively greater impact. This research highlights the impact of teaching skills and the importance of enhancing pedagogical approaches and guaranteeing sufficient resources. in order to achieve a more quality of education.

Keywords

Teaching skills; enhance teaching skill; cognitive ability; teaching monitoring ability; teaching operation ability.

1. Introduction

Starting from the notification of teaching competitions, this article interprets the key information: participants, participation content, and rules. Analyzing the notification documents of multiple competitions, it was found that participants who meet the conditions to receive admission tickets for teaching competitions need to meet the standards in terms of age or teaching experience, political ideology, and professional level. The general inspection content of teaching competitions includes limited time teaching design, impromptu speeches, on-site blackboard writing, on-site lectures, on-site classes, and teaching reflection. Among them, the competition stage can be divided into closed and open; Multiple tasks with high difficulty. On this basis, this article is supplemented by the scoring criteria for each item to determine the specific direction of individual assessment in teaching competitions. The analysis of the inspection direction is based on the "Teacher Teaching Ability Model" and the "PCK Theory". In summary, teaching competitions examine two aspects: personal literacy and basic teaching skills. Personal literacy includes three aspects: personal performance ability, writing proficiency (mainly in hard and chalk), and English language literacy (excellent "listening, speaking, reading, and writing" skills, as well as English thinking ability). The basic teaching skills include two aspects: subject teaching knowledge reserve and teaching ability (teaching

monitoring ability, teaching cognitive ability, and teaching operational ability). It is worth mentioning that the teaching highlights, activity organization ability, and mobilization ability have the most significant impact on the on-site teaching process. The above is the conclusion obtained by interpreting the competition notice document and supporting it with interview materials from the contestants. In addition, participating teachers also need to possess some soft skills: good image, expressive desire, strong psychological qualities, and serious personality traits. In summary, the selection of teaching competitions is focused on competitive young teachers with outstanding personal qualities and basic teaching skills, good image, and ability to withstand pressure.

According to sociologist Bourdieu's theory of cultural capital, these characteristics possessed by excellent young teachers belong to individual cultural capital, which is acquired through years of learning. Teaching competitions are activities centered around the dissemination of knowledge and concepts, so cultural capital is a major influencing factor in this field. Each participant is a carrier of teacher cultural capital, but there are differences in quality and relevance. In this case, this article traces the generation of individual cultural capital and explores the reasons for individual capital differences.

2. Method

2.1. Research Design

To achieve the main goal of this paper, quantitative methods would be used, and the data would be processed using the SPSS software. Questionnaires would be used as research instrument in gathering information. T-test and ANOVA would be also used to get the difference on the level of work value of millennial generation when the respondents are grouped according to Sex and Courses.

2.2. Participants

This study was conducted in Lingnan Normal University, with university teachers as respondents, the researcher will use non-random sampling at 95% confidence level using 5% margin of error. A total of 385 teachers in music, art and physical education were selected from all over the country.

2.3. Instrument

The research instrument used was an adaptation from Yun & Li (2017). That used in this study to examine the left and right of teaching competitions to enhance teachers' teaching skills. The research instrument has two parts. The first part consists of teachers' demographics in terms of sex, subjects. The second part is a questionnaire that will measure the level of assessment of the respondents on their teaching skills and their self-assessment of teaching ability for competition that could led to the improvement of their teaching skills. The questionnaire consists of 28 items. At the same time, the researchers conducted in-depth interviews with the teachers after the competition, and analyzed five different questions in the interviews..

3. Results

3.1. Descriptive Analysis

Based on the above analysis results, it can be seen that the numerical characteristics of demographic variables reflect the distribution of the surveyed objects. Among them, the mean represents the concentration trend, and the standard deviation represents the fluctuation situation.

Table 1 Distribution of the respondents ' Profile in terms of Sex

Sex	Frequency	Percentage
Male	173	44.9
Female	212	55.1
Total	1385	100.0

As shown in Table 1, Of the three hundred and eighty-five (385) respondents who participated in the study. one hundred and seventy-three (173) or 44.9 % are male, while there are two hundred and twelve (212) or 55.1 % females. This means there are more female than males who participated in the study.

Table 2 Distribution of the respondent's Profile in terms of Course

Profile	Frequency	Percentage
Physical Education	168	43.6
Fine Arts	144	37.4
Music	73	19.0
	385	100.0

Table 2 shows that in the Physical Education course there are one hundred and sixty-eight (168) or 43.6 % are enrolled with Physical Education course, while one hundred and forty-four (144) or 37.4 % are in Fine arts. However, only seventy-three (73) or 19.0 are in Music course. This means that of the three courses cited in the study, there are more participants coming from Physical Education course.

Table 3 Summary table on the Impact of teacher Competition on the Basic teaching Skill

Variables	Mean	Standard Deviation	Interpretation
Cognitive ability	3.18	.24	Improved
Teaching Operation Ability	3.25	.31	Improved
Teaching Monitoring Ability	3.31	.23	Improved
Overall Mean	3.24	.26	Improved

Legend: 3.51-4.00= Greatly Improved; 2.50-3.51=Improved; 1.51-2.51 Less Improved; 1.00-1.50= Did not improved

The summary table showed the overall mean assessment of the respondents of the impact of teacher competition on their basic teaching skills which obtained an overall mean of 3.24 with a corresponding standard deviation of .26, which denotes an "Improved" teaching skill impacted by teaching competition. It further indicates that with a greater improvement is noted with the variable Teacher Monitoring Ability. This may seem to indicate that the more competitions that teachers participated in, the more they become remarkable in their performance -on monitoring skill. Next is Teaching Operation skill, where a more effort is expended to improve themselves. Thirdly, is the variable Teaching Cognitive ability, the result of competition, made teacher develop a sense of deep cognition and awareness to conduct assessment with great improvement particularly in assessing student performance.

3.2. Difference Analysis

Differential testing is the study of differences in variables across different dimensions using independent sample t-tests, chi square tests, and one-way analysis of variance. In this analysis, independent sample t-tests and one-way ANOVA were mainly used based on the characteristics of the data.

Table 4 Differences in the impact assessment on the teacher competition on the basic teaching skill when sex is taken as at test factor

Variable	Profile	Mean	t-value	Sig-value	Decision on Ho	Interpretation
Cognition Ability	Male	3.22	3.35	.001	Reject	Significant
	Female	3.14				
Teaching Operation Ability	Male	3.22	-.612	.534	Accept	Not significant
	Female	3.25				
Teaching Monitoring Ability	Male	3.33	3.83	.281	Accept	Not Significant
	Female	3.30				

*Significant at .05

Using t-test independent sample, as shown in Table 4, the respondents have obtained a computed t-value of 3.35 with a computed significance value of .223, accepts the null hypothesis, since the computed sig value greater than the set value at .05, therefore there is no significant difference in the impact assessment of the respondents on the teacher's competition on the basic teaching skills when the male and female respondent's assessment are compared. This may seem to indicate that there no significant variation that can be observed by male and female respondents of their teachers the basic teaching skill in teaching competition.

Table 5 presents the differences in the assessment of respondents on the impact of teacher competition on the basic teaching skills when their course is taken as test factor.

Table 5 Differences in the Respondents' assessment on the impact of teacher competition on the basic teaching skill when Course is taken as at test factor

Variables	Group	Mean	Computed F-value	Sig-value	Decision on Ho	Interpretation
Cognitive ability	Physical Education	3.16	4.59*	.011	Rejected	Significant
	Fine Arts	3.22				
	Music	3.15				
Teaching Operation Ability	Physical Education	3.29	11.41*	.000	Rejected	Significant
	Fine Arts	3.18				
	Music	3.28				
Teaching Monitoring Ability	Physical Education	3.33	2.95	.052	Accepted	Not significant
	Fine Arts	3.30				
	Music	3.37				

*Significant at .05

As shown in Table 5, using the Analysis of variance for Cognitive Ability, the respondents have obtained a computed F-value of 4.59 with a computed significance value of .011. Since the computed significance value is lower than the set 0.05 level of significance, the null hypothesis is rejected, which mean that there is a significant difference in the assessment when their courses is taken as test factor. The result indicate that THE RESPONDENTS differ towards their

assessment of the impact of teaching competition on the basic teaching skills. WHEN THEY ARE GROUPED BY COURSE .

4. Discussion

Based from the foregoing findings, the following conclusions are presented:

4.1. Positive Impact of Teacher Competitions

Through a comprehensive analysis of the influence of teacher competitions on basic teaching skills, we found that competitions have a positive "improving" effect on cognitive ability, teaching operation ability, and teaching monitoring ability. This indicates that teachers participating in competitions have made significant progress in these critical areas. Particularly noteworthy is the significant improvement observed in evaluating student learning, making competitions the most significant factor contributing to improvement. This provides compelling evidence that teacher competitions are an effective avenue for promoting the comprehensive development of teaching skills.

4.2. Gender and Course Differences:

The study also revealed differences among different genders and courses. In terms of cognitive ability, there is a significant difference in assessment between male and female respondents, reflecting potential gender-specific impacts on the development of teaching skills. Furthermore, significant differences in the impact of different courses on cognitive and teaching operation abilities were observed. This emphasizes the existence of individual differences and provides more precise direction for customizing educational training programs.

4.3. Significant Impact on Teaching Monitoring Ability:

Overall, the overall impact of teacher competitions on basic teaching skills is recognized as "improved." Among the three key areas, the impact on teaching monitoring ability is most significant. This suggests that through competitions, teachers have made significant progress in monitoring student learning processes. This may reflect the positive role of competitions in cultivating teachers to more effectively address classroom challenges, adjust teaching methods, and enhance student engagement. This finding holds important implications for the formulation of education policies and training programs.

4.4. Importance of Individual Differences:

In the analysis of differences at different levels, we discovered the significance of individual differences in educational training. Differences between genders and courses indicate that customized training strategies may more effectively meet the specific needs of different groups. Emphasizing the consideration of individual characteristics when designing training programs is crucial for better addressing the developmental needs of learners. This provides profound insights for future training and educational reforms.

References

- [1].Cai-yun tian. (2018). The primary school English teachers' teaching monitoring ability promotion strategy research (a master's degree thesis, central China normal university).
- [2].Chen,C.W..(2022).DesignandManagementofClassroomTeachingSkillsCompetitionforTeachersinPublicSecurityCollegesandUniversities—Taking Guangdong Police College as an Example. Public Security Education (04),67-71.
- [3].DanLiu,XinyueCao,WenshengLin.(2019).ExplorationandPracticeofEnhancingtheTeachingAbilityofYoungTeachersinCollegesandUniversities.StraitScience(11),56-61+88.

- [4].Guan Wenxin.(2003). Enlightenment of Western ecological theory of education on classroom teaching monitoring. Foreign Education Research (11),1-4.
- [5].HeMinminZhuYu.(2021).Cultivatingthepracticalabilityofhistoryteachertraineeswiththehelpofdisciplineteachingcompetition Theexampleof Jiangsu Province Teacher Trainee Teaching Basic Skills Competition. Literature and Education Materials (26),151-154.
- [6]YuAnlongWangYuexin.(2019).Significance,DilemmaandImprovementofTeachingCompetitionforYoungTeachersinCollegesandUniversities.JournalofNorthChinaElectricPowerUniversity(SocialScienceEdition)(06),135-140.doi:10.14092/j.cnki.cn11-3956/c.2019.06.010.
- [7].Information on: www.ISSSconf.org