

# **Conceptual Model of Competence of Chinese Adult Education Teachers**

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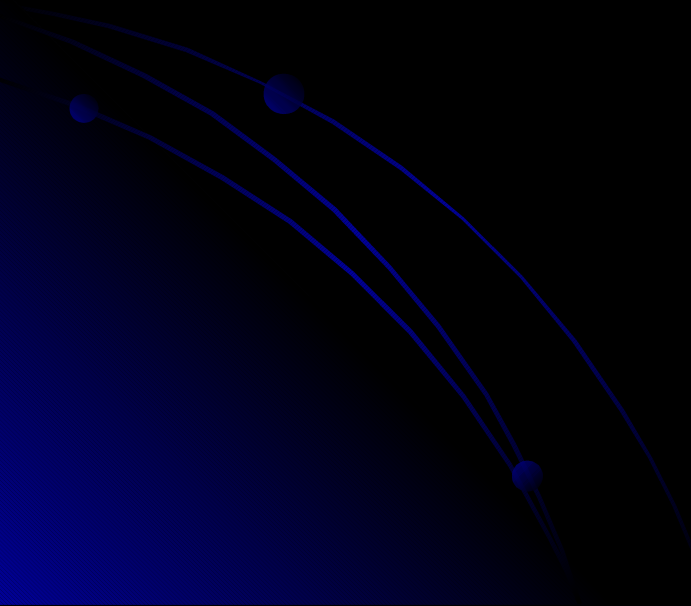
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# **I Background of Research**

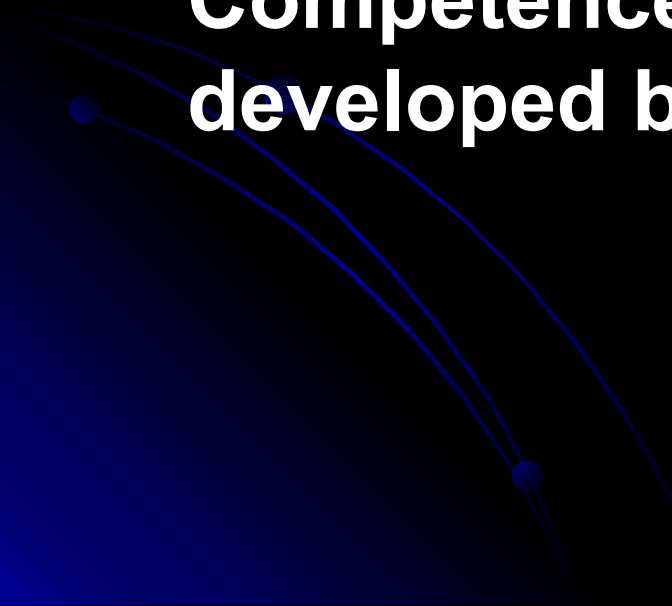
- **A major part of existing researches in education have studied the competence of full-time teachers in China.**
- **But there are few studies about the competence of adult educators, especially lacking in pragmatic researches.**

- This research defines **adult educator as teachers who are not under the jurisdiction of national/provincial education ministry and perform occupational education and career training to adults in the society.**
- **Studying the competence of adult educators and improving their competence is helpful to promote a lifelong-learning-oriented society.**

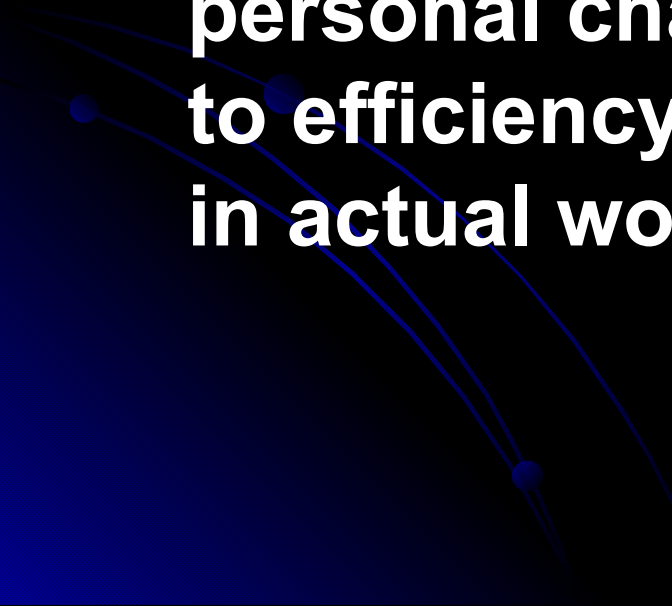
# II Literature Review



# **1. Proposal and development of the concept**

- **The concept of competence was first proposed by American psychologist McClellan ( 1973 ) .**
  - **Boyatzis ( 1982 ) used the Competence Evaluation Method developed by McClelland to re-analyze**
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- **more than 2000 people in 41 managerial positions of 12 organizations, and concluded that competence refers to some personal fundamentals, including knowledge, motive, personality, self-concept, social role, attitude and skills ,**

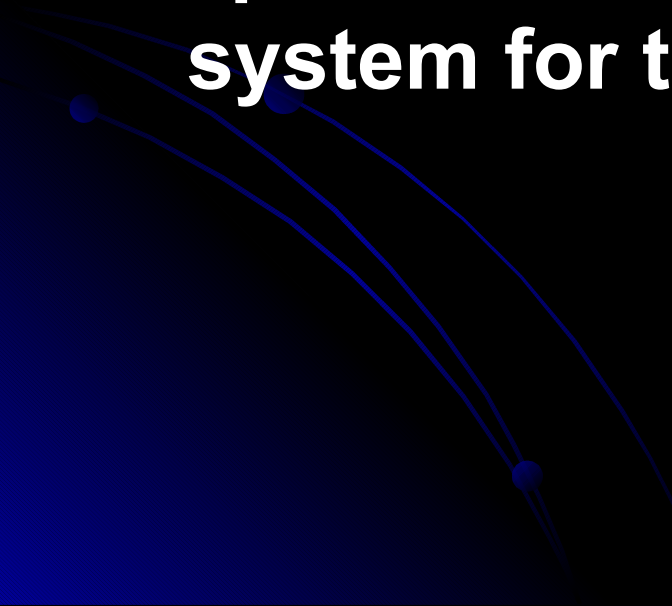
- **which are the basic characteristics that cause or affect individuals to be better and more efficient at work and achieve excellent performance.**
  - **Spencer & Spencer (1993) considered that the competence is a group of personal characteristics that can lead to efficiency or excellent performance in actual work.**
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- **According to Sun ( 2007 ) , competence is the combination of knowledge, ability, attitude and many other factors possessed by an individual.**
- **It is the combination that differentiates excellent performers from ordinary or poor performers.**

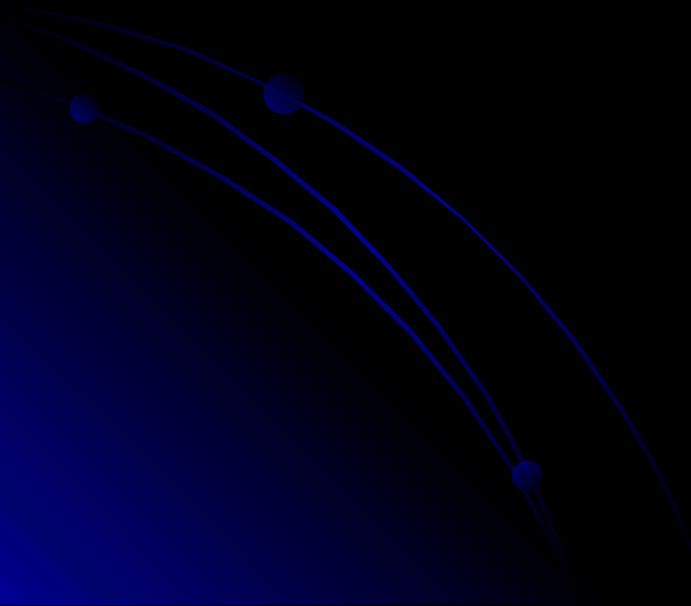



## 2. Researches on teacher's competence

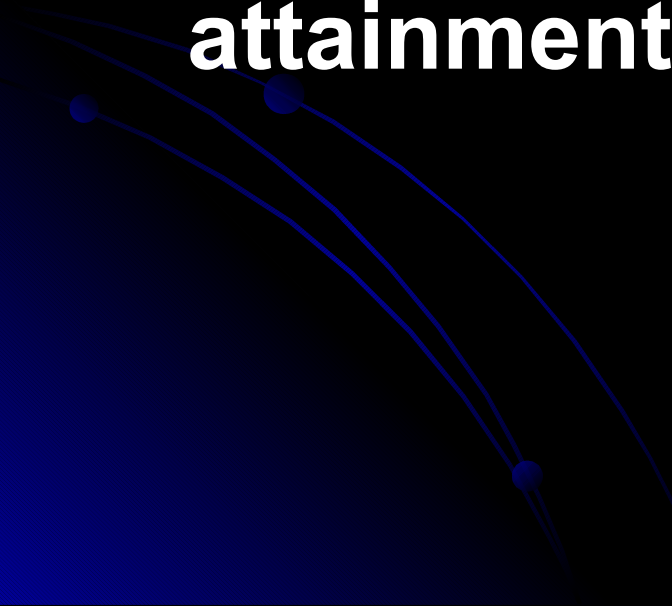
- **Teacher's competence refers to the professional know-how, skills and values possessed by a teacher that are related to successful teaching ( Olson & Wyett , 2006 ) .**
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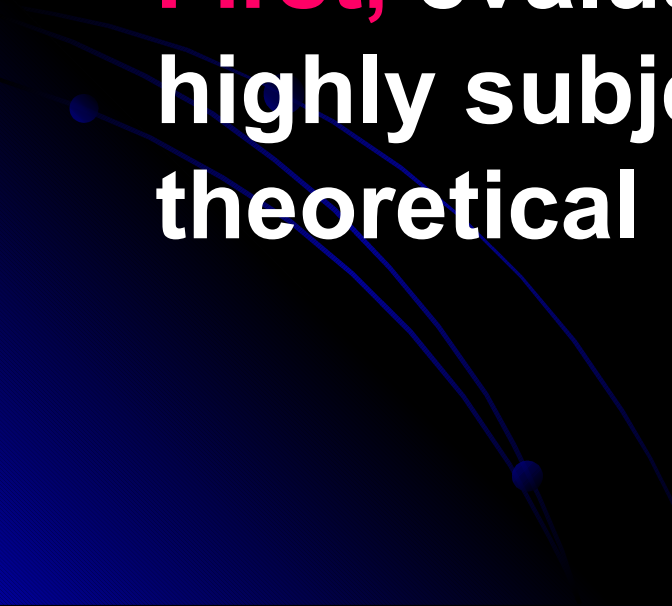
- **The application of teacher competence testing technology to education belongs to the field of teacher evaluation.**
  - **Since 1920s, America has adopted the “performance-salary” evaluation system for teachers.**
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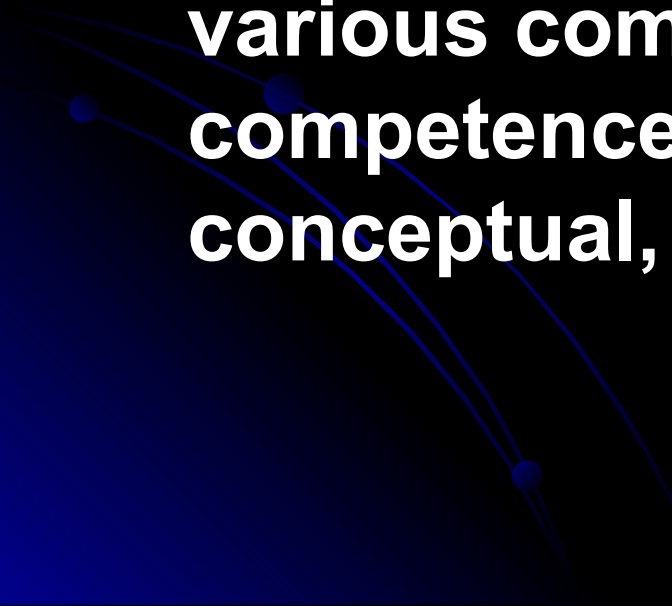
- **British educational authorities have officially approved this performance evaluation system in August 1991 after a long period of experiments and pilot researches, linking performance with salary for teacher evaluation.**



- **Since 1997 many states and school communities in America, represented by California, have established flexible formative evaluation suitable for teachers' individual needs, which attached importance to teachers' individuality development and the consciousness of voluntary participation, and improved their ability of self-participation and self-evaluation.**
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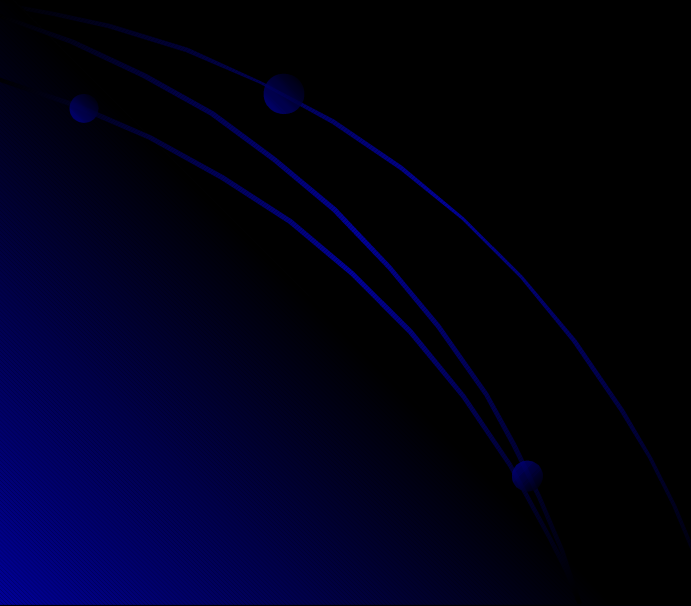
- **Generally speaking, the current trend of teacher evaluation is evaluating their work from multiple angles, not just the academic attainments of students.**
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- While there is little literature on teacher's competence in China, and even existing studies have the following weaknesses.
  - **First**, evaluation of teachers is highly subjective without sufficient theoretical basis.
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- **Second**, previous studies of teachers in China were mostly focused on ideology and politics and simple ability.
  - **They didn't** delve into the importance of various competences in the whole competence structure, being conceptual, general and impracticable.
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# **III Research Method, Sample and the Process**

- **Adopting interview , Content Analysis and Delphi method.**





- The sample are 28 MBA teachers and 86 MBA students, whose basic information is as the following.
- **Gender:** male, 73.7%; female, 26.3%;
- **Age:** under 30, 3%; 30.1-35, 48.8%;
- **Education:**
- junior college: 3%;
- bachelor's degree: 78.4%;
- master's degree and above: 18.6%;

- **Position:**

- **First-line managerial staff: 25.8%;**

- **mid-level manager: 65.2%;**

- **high-level manager: 9%;**

- **Career duration:**

- **less than 3 years: 5%;**

- **3.1-6 years: 33.6%;**

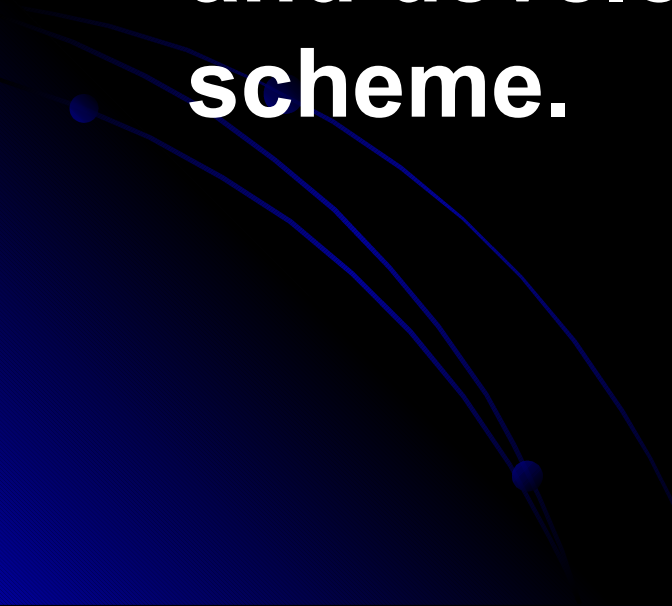
- **6.1-10 years, 56.1%;**

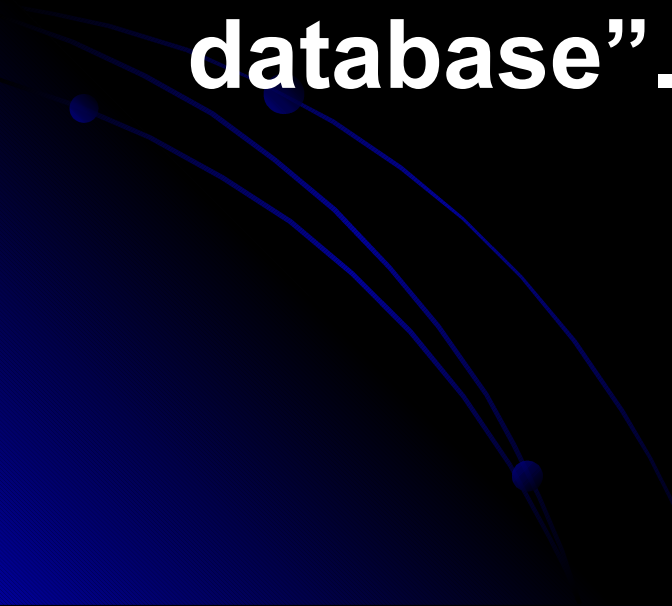
- **longer than 10 years, 5.3%.**

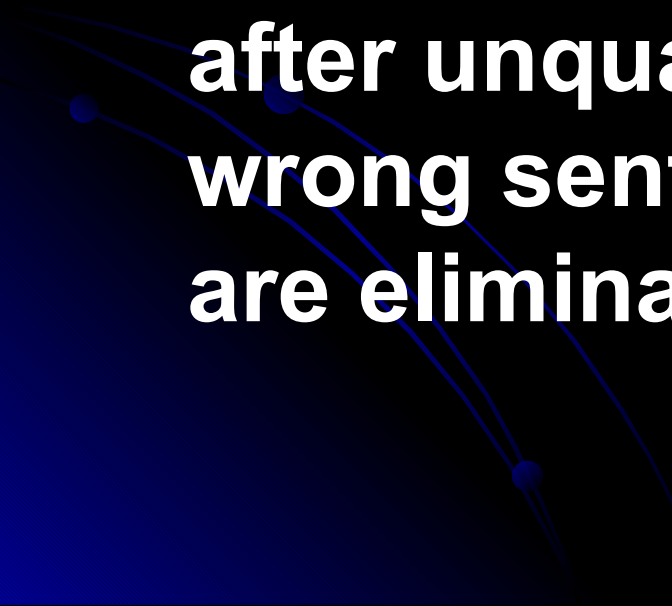
- **We adopt interview method to collect data. In practice, interview is divided into two types :**
  - **in-depth interview,**
  - **focus group interview.**
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- **Each interview last for about 60-80 minutes.**
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- The interview mainly centered on the behavioral features possessed by an excellent teacher.
- *please describe what behavioral features do you think the most /worst successful teachers have.*
- *what are the examples?* or
- *please give an example to describe a worst class you've experienced.*

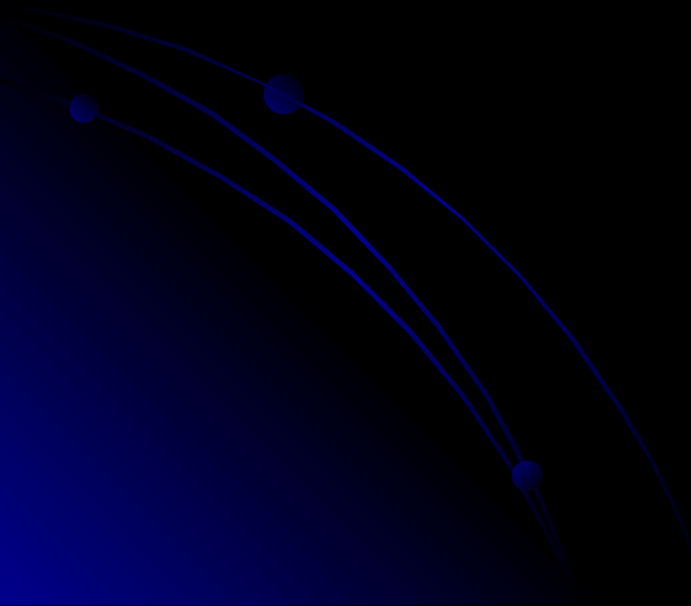
# Content Analysis

- **Three Ph.D students helped to analyze the data collected by individual interview/focus groups and developed and coding scheme.**
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- **257 behavior events of adult education performers and 122 competence terms were compiled from the interview, which are used as “adult educator competence database”.**
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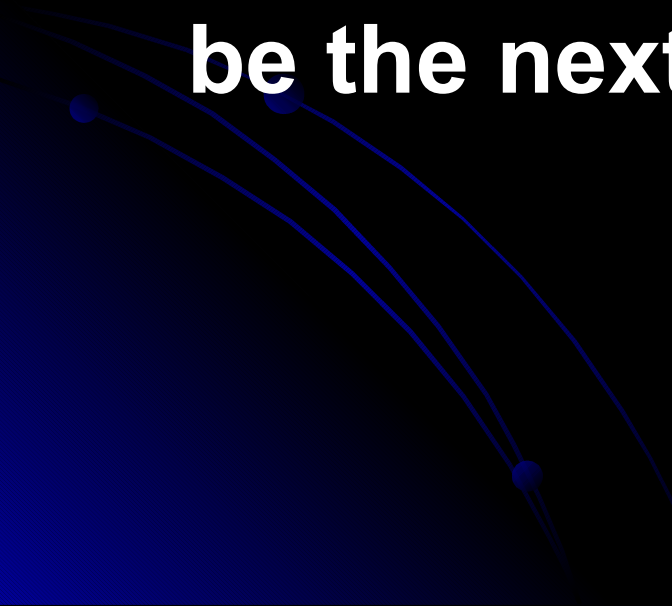
- **We invited three adult educators and two college teachers from Chinese Language Department to categorize and select the residual behavior events and competence terms twice with Delphi method after unqualified statements and wrong sentences and grammars are eliminated.**
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- **The first round of categorization resulted in 19 categories and 128 terms,**
- **the second round resulted in 19 categories and 109 terms.**





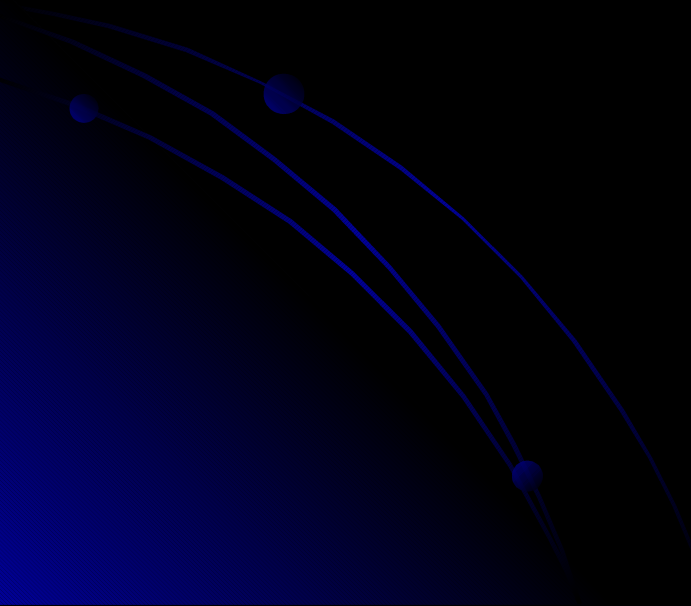
- **In the third round, five experts discussed the categories and terms based on the results from second round, and put terms about which they have different opinions of categorization into independent categories on the basis of the mutual agreement of two adult educators and one language teacher.**
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- **This gave rise to 17 types and 72 behavior events and terms about competence.**
  - **of which further categorization will be the next step.**
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# **Dimensions that constitute competence**

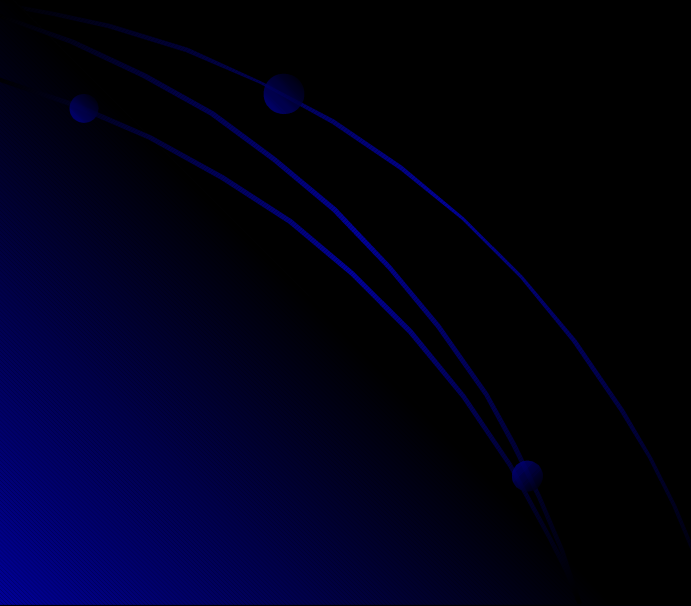
- **The 17-category system is not perfect according to scientific summary standard.**
- **Therefore, we adopted Delphi method to do the final categorization in this stage.**
- **We requested experts to further categorize the 17 types according to their own criterion and repeated this process till a consensus was reached.**

# IV Research Results



# 1. Test of the reliability of raters

- The Kendall alpha for the agreement of the raters are between .82 to .92 among the 17 dimensions, demonstrating a reliable categorization for the data.

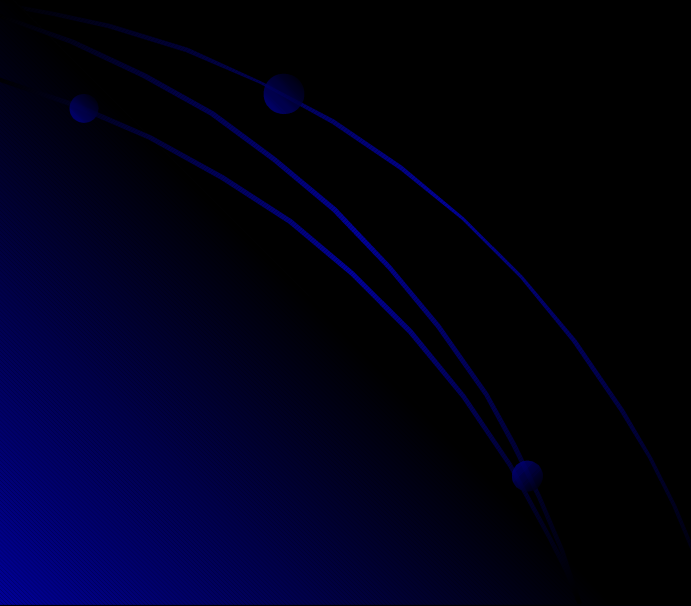


## **2. Construction of competence dimensions**

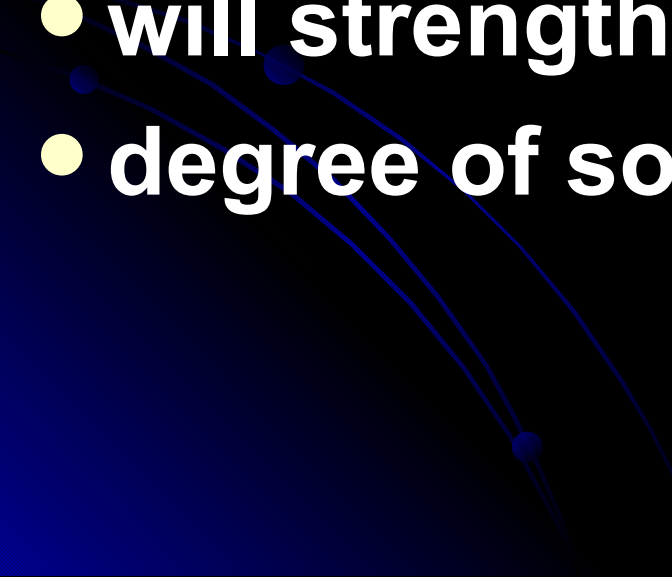
- **After two rounds of expert opinion feedback, an agreement was reached. We combined the 17 categories into broader and more abstract dimensions, and concluded three structural dimensions of competence of Chinese adult educator.**

# 3. Three dimensions

- **Personality-related traits**
- **Professional abilities**
- **Business expertise**

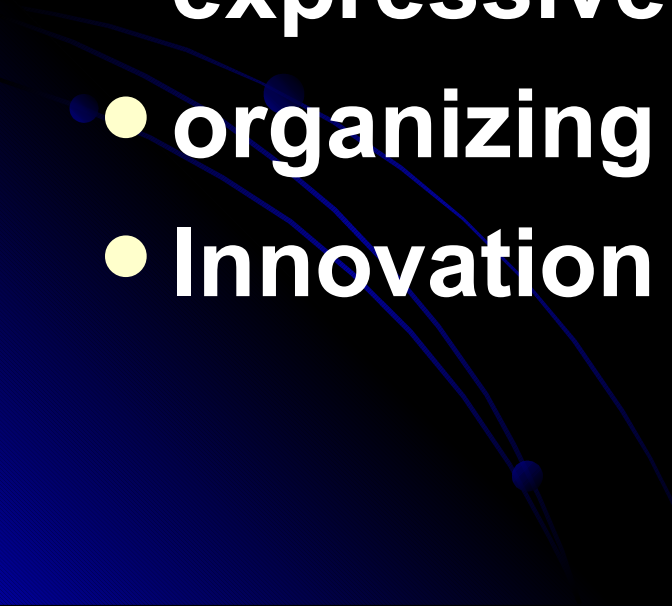


# Personality-related Traits

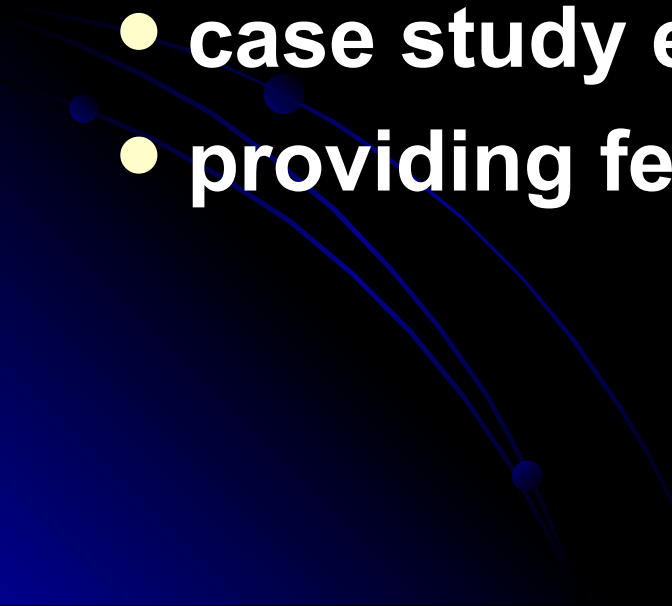
- respecting and understanding
  - self-evaluation and self-positioning
  - tolerance and modesty
  - resilience
  - will strength and emotional intelligence
  - degree of sociability
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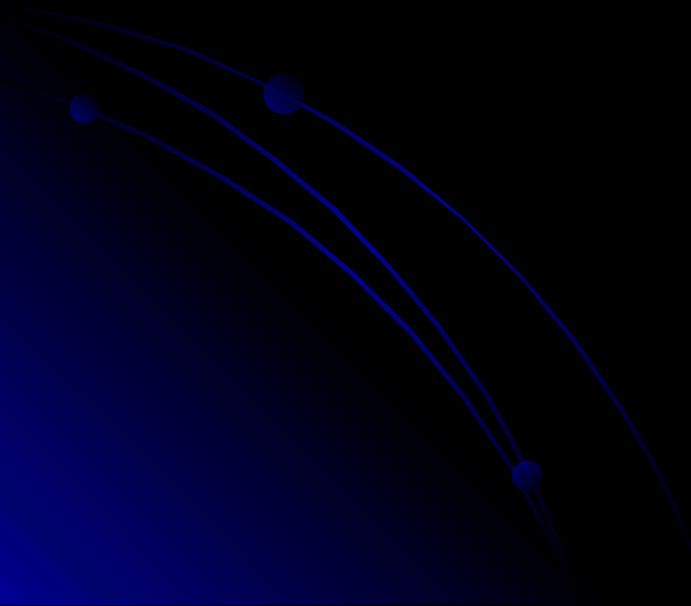
# Professional Ability

- ability of learning
  - critical thinking
  - getting along with others
  - expressive and communication
  - organizing and managing resources
  - Innovation
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# Business Expertise

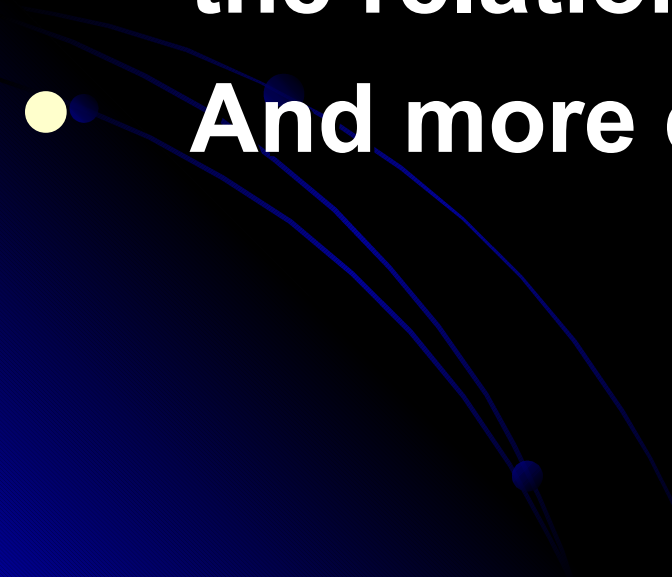
- Professional expertise
  - extensive knowledge
  - method of adult education and assessment
  - case study experiences and skills
  - providing feedback
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- **The research find the “personality-related traits ” may be more intuitive compared to the “professional attitude or values” ( Medley , 1977 ) .**



- **We find new factors compared with previous studies:**
- **critical thinking**
- **degree of socialization**
- **resilience**
- ---- ( **professional ability** )
- **Providing feedback**
- ---- ( **business expertise** )

# V Future Research

- **Future researches could continue to delve deeper into the structural model of Chinese adult educators' competence ,**
  - **the relationship with other variables,**
  - **And more empirical studies.**
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**Thank you  
and  
Questions?**

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