

# The Approaches to Enhance Rural Teacher Competence in China's Lingui District

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## Abstract

The objective of this research is to study the components of work competencies for rural teachers in Lingui County of China. The research is divided into three phases as follows: Phase 1 is a synthesis of competency models for rural teachers. Phase 2 surveyed the current competence status of rural teachers. Phase 3 is to design and create guidelines to increase the capacity of rural teachers. Population and Sample: This study used the Lingui District of China, which has approximately 76 primary and secondary schools with a total number of teachers of approximately 1,900, divided into 65 primary school groups and a total of approximately 1,000 teachers and 11 middle school groups. Total number of teachers is approximately 750 people. Research tools: Estimated questionnaires were used. 5 levels of Likert scale Research statistics: use averages, percentages, standard deviations. and summarize descriptive research statistics. Components of work competency for teachers include: Teachers have professional knowledge and abilities, educational and teaching abilities, and a good professional conduct. ,good personal characteristics, instructional design ,Educational operations are being carried out. , educational research, a good professional attitude, professional pride and professional ethics. Overall summary of the components of teacher professional competency is at a high level, with an average of 4.73.

**Keywords:** Approches; Rural Teachers Competence; Lingui district

## Introduction

Teacher competence is a professional representation of the teaching profession, which involves teachers' professional knowledge and skills in the process of education and teaching, as well as the impact on student behavior and academic achievement. Teacher competence is subordinate to the individual characteristics of teachers and is necessary for successful teaching and the main goal of teacher education institutions. Teacher competence, as an important topic of research in the fields of psychology and education, has been and is still being studied, both in the international community and in China. the main reason is that it is widely recognized that the quality of teachers is the key factor affecting the quality of education. The cultivation of talents lies in education, and the improvement of education quality is directly related to the quality of talents. The key to improve the quality of education lies in the construction of a cadre of teachers and the continuous improvement of their performance. School as a social organization, it bears the important task of cultivating the overall development of students. Teachers, as the most important resource in the school, are an important factor in the development of the school. The overall quality of the teaching force has a significant impact on the survival and development of the school. It has been proved

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that the study of teacher competency is beneficial to the selection and recruitment of teachers, as well as the improvement of teachers' ability and quality. The study of teacher competency is conducive to a comprehensive portrayal of the characteristics of high-performing teachers, which is of great significance to the school system in terms of recruitment, selection, training, personnel assessment, overall improvement of teacher quality, enhancement of the competitiveness of the school organization as well as the cultivation of talents. The Quality of the Chinese Rural Teacher Team Needs to be Improved Affected by China's urban and rural dual structures (the urban economy is mainly based on modern large industrial production, and the rural economy is mainly based on the typical small farmers economy), China's urban and rural economic development gaps have continued to increase. This gap in economic development also brings the gap between living facilities such as education, transportation, and medical care. In recent years, this problem that has caused differences in education and development has attracted a lot of attention in Chinese society. The voices of fair education and balance of education have become stronger and stronger. In 2020, six departments including the Ministry of Education of China released the documents of the "Opinions of the Ministry of Education and other six departments on strengthening the construction of rural teachers in the new era", and proposed to strengthen the construction of rural teachers in the new era, and strive to create a love countryside, to train a team of rural teachers with sufficient, excellent quality and vibrant. The document proposes that through the innovative teacher education model, it is necessary to cultivate high -quality rural teachers that meet the requirements of the new era. Specific methods such as strengthening targeted public expense training, grasping the training of rural teachers, and playing new technologies such as 5G and artificial intelligence to promote the role. At the same time, by improving the treatment of rural teachers' positions and expanding career development space, it attracts outstanding talents to teach rural areas. As of the year 2020, the number of primary and secondary school teachers in rural areas in China is about 4 million, accounting for nearly half of the total number of teachers in primary and secondary schools in the country. Similarly, we need to notice that the public data from the Chinese government from 2015 to 2022 show that the number of primary and junior high school teachers in rural China has declined significantly. The reason for this change is because the level of primary and secondary school teachers brought by the continuous improvement of China's urbanization level is adjusted, and another deeper reason is the imbalance of educational resources, and the difference between urban and rural areas is large. The conditions for rural school running are relatively backward. Although many parents are in the countryside, they will allow their children to study to higher -level educational resources. Parents send their children to towns. The source of primary and secondary school students in the countryside has decreased year by year, and the conditions for running schools and the number of teachers have continued to decline. Under such a cycle, the phenomenon of dual outflow of teachers and students in primary and secondary schools in Chinese villages is not conducive to sustainable social development. Both the Chinese government and society have clearly affirmed the value and significance of rural teachers in rural society. The people of rural society need excellent educational resources, and rural schools need to be competent for teachers in their posts. The state has continuously tilted policies and resources to the countryside, and society continues to explore the balanced development of high -quality education. It is hoped that rural children can enjoy high -quality educational resources and choose excellent rural schools and teachers to learn. For rural society, the team of rural teachers who can be competent is a fundamental guarantee for

providing high -quality educational resources and promoting rural development. How to choose rural teachers who can be competent for posts, providing the people with high -quality resources and helping rural social development is a question of thinking. Under the actual conditions, the recruitment requirements of rural teachers are the same as urban teachers. They usually only indicate professional and academic qualifications and corresponding teacher qualification certificates. However, the work environment and responsibilities of rural teachers are significantly different from urban teachers. Conventional teacher recruitment conditions and teacher training methods cannot fully meet the needs of rural teachers. Therefore, these new teachers came to the countryside to bring the problem of "unable to keep and not teach". How can we make rural teachers better in the position of rural teachers and improve the competence of teachers is an effective way. As an important teacher evaluation method of teachers, teachers can understand the quality level of rural teachers, provide a basis for training and training for teachers, and promote the improvement of teachers' quality and professional development. In the future, for the further development of the quality of rural teachers in China for sustainable development.

### **Research Objective(s)**

Through the literature research on teacher competence and the actual work of Chinese rural teachers, the evaluation model of Chinese rural teacher competence is constructed, and the actual research provides the theoretical and practical basis for the improvement of rural teacher competence. The specific objectives are respectively:

- 1.To construct the elements of job competency for rural teachers.
- 2.To explore the teachers' competencies status in rural areas of Lingui district, China.
- 3.To approach for teachers' job competencies in rural areas of Lingui district,China.

### **Research Methodology**

This study took Lingui district of China,as my research object. Lingui district is part of Guilin city, which is located in southwestern China, and well-known for its beautiful scenery, characterized by green mountains, beautiful water, unique caves, and beautiful rocks. Due to the unique geographical environment of hills, there is a significant gap between the economic development of rural areas and urban areas. Many rural people leave rural areas to study and work in cities. Lingui district has a permanent population about 600,000, with a basically balanced development of compulsory education(grade 1 to grade 9) in China. Lingui district currently has about 130 primary and secondary schools, of which about 110 are rural schools. The total number of teachers is about 1,900. The details of each type of rural schools are as follows: 65 primary schools with a total number of teachers about 1000, 35 teaching points with a total number of teachers about 150, 11 junior high schools with a total number of teachers about 750.

The interviews were carried out on a face-to-face basis and phone interview. Before the interview, the researcher informed the interviewees the purpose of the interview and the detailed outline of the interview. When the transcript of the interview was organized, it was kept as completely as possible, marking the characteristics of the interviewee's content together with their language. After organizing the interview transcripts, it was submitted to

the interviewee for reviewing, and any sensitive content that was considered to be in doubt had to be deleted or explained and redacted.

Data analysis on field expert’s feedback is contents analysis. Each expert’s comment are reviewed and compared for identifying the similarities and differences. Furthermore, the researcher compared the scores from each expert to summarize the total point obtained. All scores are combined and divided by the number of experts to determine the predetermined evaluation criteria.

### Conceptual framework

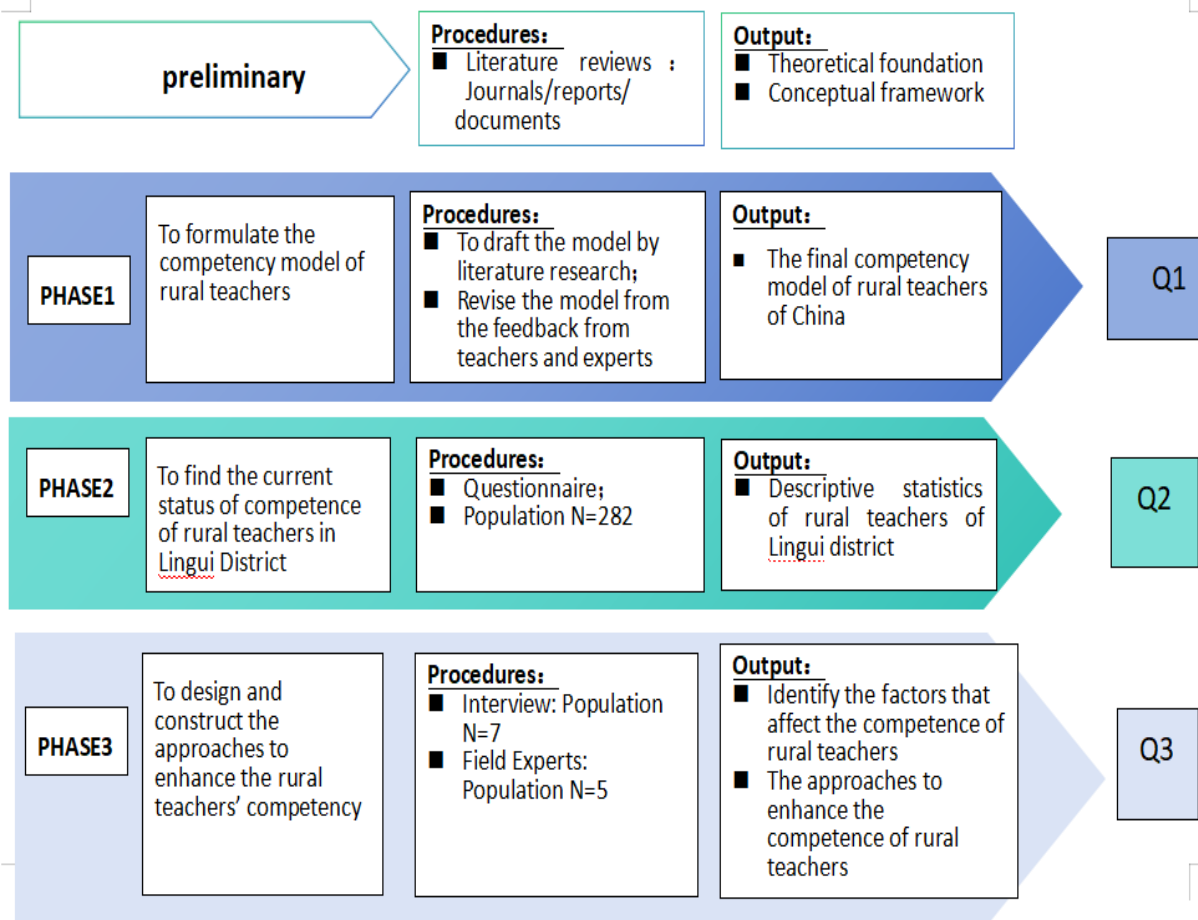


Figure1. Procedural Diagram

### Research Scope

1. Content : This study focuses on the current job competency status of rural teachers in Lingui district and try to approach measures to improve it. The research design follows the behavioral logic of status quo and measures to improved. Firstly, through literature research method and questionnaire method, we studied, explored, and confirmed the characteristics or model of job competency for rural teachers. Secondly, we use the elements or model to evaluate rural teachers’ job competency status in Lingui district. Finally, based on the evaluation results, intervention measures will be found to improve the job competency of rural teachers in Lingui district.

2. Scope of Duration Time : The issue of the competence of rural teachers in Lingui district has been a topic that I have been exposed to and contemplated. In the early times, I had a certain level of emotional and rational cognition, but to be precise, I consider it as a search question was during the doctoral thesis topic selection stage, around August 2023. After determining the research question, combined with the guidance and suggestions of the supervisor, the research design was revised. The research was completed by the year 2024, almost one year.

## **Research Findings**

### **Conclusions**

Referring to the objectives of the research mentioned above, the results of approaching to enhance rural teachers' competency of Lingui The results of approaching to enhance rural teachers' competency of Lingui district,China, can be concluded as follows.

China's rural teacher competency model consists of five-dimensional and three-level indicators. The five dimension(or first-level indicator) are professional knowledge, educational and teaching capacity, professional demeanor, personal traits. The 13 second-level indicators are subject knowledge、 educational knowledge、 general knowledge、 instructional design、 pedagogical implementation、 educational research、 professional attitudes、 professional feelings、 professional ethics. The 36 third-level indicators are basic knowledge of the discipline, knowledge of the frontiers of the discipline, knowledge of the history of the development of the discipline knowledge of educational theory、 knowledge of humanities and social sciences natural and social knowledge、 local knowledge、 setting teaching objectives choosing teaching method analyzing teaching objects、 arranging teaching contents designing local curriculum classroom organization、 verbal expression use of educational technology teaching art、 teaching evaluation、 teaching research、 teaching reform aggressiveness, responsibility, dedication、 career identity、 professional honors caring for students caring for rural development、 ethics、 political accomplishment timely, emotional home school cooperation, team collaboration、 stable positive patient self-discipline.

According to the self-administered questionnaire in Likert scale, it was found that the overall mean score of rural teachers' job competence in Lingui District was 4.33, and the scores of the five first-level dimensions, from the highest to the lowest, were professional demeanor (4.46), interpersonal characteristics (4.38), personal traits (4.32), professional knowledge (4.27), and educational and teaching capacity (4.22 points), indicating that Lingui district Rural teachers' job competence is good and in the middle to upper level. Differences were found in rural teachers' competency in Lingui District in terms of gender, age, consistency between place of birth and place of work, type of school, educational level, and professional title.

The main reasons affecting the competence of rural teachers in Lingui District are four aspects: bad living environment, unreasonable school management, lack of teaching ability and experience, and unfamiliarity with local customs and local conditions. At the same time, highly competent rural teachers mainly have love for rural education,have good professional skills and personal charisma.

The study proposed that the main measures to improve the competence of rural teachers are: 1) on the macro level, is to optimize the implementation of the system to create a good living environment for rural teachers. The main points are as follows: to improve the survival environment of teachers and enhance the sense of professional identity; to smooth two-way exchange channels for urban and rural teachers to promote educational balance status; to coordinate and standardize social affairs in schools, so that teachers can focus on teaching. 2) On the micro level, it should explore fine management measures to promote teachers' professional development. The main points are as follows: to emphasize passing on and helping teachers to enhance their professional competence at the beginning of their career; to optimize precise training measures to empower teachers' professional success; to promote the democratic management of schools and smooth the channels for teachers' voices.

## Discussion

This dissertation is based on the investigation of the problems-countermeasures of rural teachers' competence. This study is designed to address the problems of rural teacher competence in Lingui District and then propose corresponding improvement measures. The findings presented for discussion as follows.

1. On the construction of teacher competency model in rural areas of China. In order to more accurately describe the actual situation of rural teachers' competence in Lingui District, the researcher constructed a model of Chinese rural teachers' competence on the basis of literature research and expert consultation method. In the model, the competence of Chinese rural teachers is divided into five first-level dimensions: professional knowledge, educational and teaching capacity, professional demeanor, interpersonal characteristics, and personal traits. The model involved specific elements of competency characteristics, such as highlighting rural schools, rural students, and rural communities. The most prominent feature of this model, compared with models proposed by other scholars, is that it views rural teachers' competencies from the perspective of the rural environment. Current research on rural teachers has viewed rural teacher competencies primarily from the teacher's perspective, but has not integrated the context of rural development and state requirements. This has led to the fact that most studies do not take into account the particularity of the rural teaching position and the urban teaching position. Therefore, it is necessary to consider what competencies rural teachers should have from the context of rural society. The model incorporates the specific context of rural revitalization in China at the present time, and can provide some reference for the recruitment and assessment of rural teachers, among other things.

2. The results of the assessment on the current status of rural teachers' competence in Lingui District. Before carrying out this selected topic, the researcher who have long-term observation of rural schools in Lingui District, assumed that the competency of rural teachers in Lingui District was not so competence for their job and needed to be improved. It was also based on this assumption that the researcher started the research. In the course of the study, the research was conducted through a self-developed questionnaire and through a web-based survey among a group of 282 rural teachers, and the results of the study showed that the overall level of competence of this measurement sample was medium to high. The result of this study was contrary to expectations. The reason for this result may be due to the fact that the sample of this questionnaire is more concentrated in a certain township with better economic development, or it may be due to the fact that the questionnaire was collected through the

education administration and rural teachers tend to fill out the questionnaire with results that are more favorable to them (fearing that lower scores will trigger other undesirable consequences), so the researcher have to dig deeper into the the reasons behind the low competence and high competence teachers. It is hoped that by comparing such groups of highly competent and low-competent teachers, a deeper understanding of the factors affecting rural teachers' competence will be gained.

3. On measures to improve the competence of rural teachers. The reasons affecting the competence of rural teachers are both those of the teachers themselves and those of the social environment. This study distinguishes between measures that can be attempted at the school level from the practitioner's point of view from the macro and micro perspectives, as well as demands on the responsibilities of the educational administration at the level of the social environment. In the process of proposing measures, an expert consultation method was used, which is more rigorous than the traditional Chinese scholars' research process.

## **Recommendations**

### **Theoretical Recommendation**

**Based on the findings**, the researcher attempts to recommend this research and further research as follows.

1.1). to adopt to the recruitment and selection of rural teachers. The development of rural education cannot be separated from rural teachers, and excellent rural teachers cannot only rely on the training of in-service rural teachers, but also lies in the recruitment of excellent rural teachers. Traditional teacher recruitment is basically organized by county/district education departments, which pays more attention to the theoretical knowledge and practical ability of job applicants,

1.2). to guide the training and professional development path of rural teachers. One of the applications of the rural teacher competency model is to guide the training and development path of rural teachers. The competency level of rural teachers has always been of great concern to the state, and the in-service training of primary and secondary school teachers in China has been very effective, and the information education and teaching ability of rural teachers has been significantly improved. The Competency Model for Rural Teachers can be a guideline for rural teachers' competency training and help them develop their own professional competency.

1.3). to improve the evaluation and assessment mechanism of rural teachers. The evaluation and assessment of rural teachers based on the rural teacher competency model is also more comprehensive in its dimensions, and the results of the evaluation and assessment are used as the basis for teachers' performance and rewards, which can better mobilize teachers' motivation and make the development of education more dynamic, and the incentive effect of the assessment mechanism can also be more effective.

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