

# The Study OF THE Enhancing Program ON Teachers' Teaching Competency' IN Journalism Education Management IN Zhengzhou Henan Province, China

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## ARTICLE INFO ABSTRACT

Enhancing the teaching competency of university teachers is the urgent task for the high-quality development of higher education, and is the basis for the foothold, development and expansion of colleges and universities. This study aims to investigate and identify the components of teachers' teaching competency in journalism educational management by distributing expert confirmation forms to five experts in the field of educational management from five universities in Henan Province. Additionally, a survey will be conducted among 212 journals educational management teachers and students from these universities to explore the current and desired states of teachers' teaching competency in journalism educational management in Zhengzhou, Henan Province. The PNI modified method will then be used to assess the key priority needs index of teachers' teaching competency in journalism educational management. Based on the survey feedback, a training program will be proposed to enhance the teachers' teaching competency in journalism education management. The results revealed that: 1. The components of teachers' teaching competency in journalism education management were consisting to 1) teaching cognition, 2) teaching design, 3) teaching management, 4) evaluation, 5) education technology, and 6) ethic. And evaluation by experts that the suitability were very high. 2. In the study of current, desired states and priority needs of teachers' teaching competency in journalism education management in Zhengzhou, Henan. The current state in general was at the medium level. For the desired state, each aspect of teachers' teaching competency in journalism education management was at the high levels. The PNI are arranged in highest was teaching management. 3. To enhance teachers' teaching competency in journalism education management, the principle of the program is 70:20:10 Learning Model. The program consists of 5 components: 1) principle, 2) objectives, 3) development activity content, 4) development process, 5) evaluation. And the appropriateness of the program was investigated by 5 experts. The results showed that it was appropriateness, accuracy and feasibility were the highest level. This study has significant implications for enhancing the teachers' teaching competency in journalism education management in Zhengzhou, Henan Province. It can provide a reference framework for the training of teaching competencies for university teachers.

**Keywords:** Teaching Competency, Journalism Education Management, Henan's Universities

## I INTRODUCTION

The Party's 20th report has made important strategic arrangements for building a strong country in education, science and technology, and talents. Facing the critical moment of the high-quality connotative development stage of colleges and universities, the need for high-level teachers is more urgent than ever before (National Medium-and Long-term Education Reform and Development Plan , 2020).

According to the 2022 report, the scale of higher education in China has ranked first in the world, and the popularization level of higher education has also been greatly improved. In 2021, the gross enrollment ratio of higher education in China rose to 54.4%, an increase of 2.8% compared with the previous year. The total

number of higher education students has risen to 41.83 million, an increase of more than 300 times compared with 1978 (China Higher Education Enrollment Survey Report, 2022-2030).

From 1997 to 2006, Chinese university teachers showed the following characteristics: 1) The age structure of ordinary university teachers tends to be younger, and young teachers under the age of 35 have become the main force of college teachers in China. During the ten years, the proportion of teachers under 35 (including) accounted for 48.78% annually, and the highest reached 52.71%; 2) The number of teachers with graduate education increased steadily, which improved the overall professional quality of the teachers. The number of full-time teachers with graduate degree level has increased steadily from 114,206 to 426,428, accounting for 28.24% to 39.63%, an increase of 11.39%. Among them, the number of full-time teachers with doctoral degree has increased from 15,500 to 108,605, accounting for 3.83% to 10.09%, an increase of 6.26%; 3) The teaching staff is still in the process of being younger and highly educated.

Focus on building young and middle-aged teachers and innovation teams, and build a team of high-quality university teachers. The teaching level, scientific research innovation and social service ability of university teachers should be greatly improved. Actively promote interdisciplinary and cross-unit cooperation to form a high-level teaching and research innovation team (National Medium-and Long-term Education Reform and Development Plan ,2020-2030). To promote teachers teaching development center, through teaching consulting, training and teaching research, strengthen the education of young teachers' teaching competency training work, to improve teachers' professional development competency, to help the young teachers' professional growth (Strengthening the construction of higher education young teachers team opinions, 2012). We should vigorously revitalize the teacher education, comprehensive college teachers training work, vigorously promote the education teaching ability, especially attention to new teachers and young teachers, training talents for the development of colleges and universities, cultivating for higher education career mainstay (Comprehensively deepening the reform of the new era of teacher team construction opinions, 2018). In the process of China's higher education development, it is the inevitable requirement of "building first-class teachers" to promote the teaching competency of first-class teachers. However, teachers face many difficulties in improving their teaching competency. National Medium-and Long-term Education Reform and Development Plan (2020-2030) mentioned these aspects as follows:

i) Teachers' awareness of self-development is insufficient, and their teaching literacy needs to be comprehensively strengthened. At present, many simple and solidified teaching methods limit teachers' teaching competency, lack of initiative and career planning, or continue the previous teaching mode, lack of advanced ideas of reform and innovation, and the updating speed of professional knowledge is slow. No long-term development, reform and innovation planning, random and blind teaching. Because they do not often update the knowledge, for the advanced teaching equipment and superior resources of colleges and universities can't be reasonably applied, can't effectively improve their professional level.

ii) Teachers' awareness of self-development is insufficient, and their teaching literacy needs to be comprehensively strengthened. School policies, systems, work and other guidance tend to "strengthen the strong", and invest insufficient resources to ordinary teachers, especially young teachers. In terms of institutional guarantee, although many colleges and universities have established teacher teaching development centers, they have not made clear how to develop the teaching ability of teachers in the overall planning scheme. The corresponding long-term training mechanism construction lags behind, and teachers lack a good teaching environment.

iii) Professional training is insufficient, and the evaluation method of training cannot fully reflect the training quality. The scientific nature of the training work is still lacking, there is a great gap between the individualized needs of teachers and the single fixed training content, and the existing training lacks personalized guidance. At present, Chinese universities have not yet established a systematic professional training system for teachers before employment, entry, during and post-service. In addition, coupled with the more and more serious emphasis on scientific research and light on teaching in colleges and universities, which leads to the serious lack of time and energy for teachers to invest in teaching, and the teaching effect is unsatisfactory. As an institutionalized reform, Teacher (teaching) Development Center provides a solution, which can give full play to the role of famous teachers in the first line of undergraduate teaching, and exert demonstration and radiation effect on the basis of experience sharing. Implement phased teaching competency improvement training plan for teachers at different development stages, including teaching standards, classroom teaching skills, classroom teaching design, network teaching technology, learning management and student evaluation (Guan, W. X, 2017).

The Ministry of Education and the Propaganda Department of the CPC Central Committee of China have decided to jointly implement the education and training plan for outstanding journalism and communication talents, requiring relevant universities to continuously deepen the comprehensive reform of higher journalism and communication education and improve the quality of journalism and communication personnel training (Strengthening the Construction of Teachers in The Departments of Journalism and Communication and Implementing the Education and Training Plan for Excellent Journalism and Communication Talents, 2013). The main differences between teachers of journalism education and those of other institutions of higher learning lie in their areas of expertise, teaching methods and connection with industry. These distinctions enable journalism education teachers to better train students to the constant changes and development in the field of journalism and media. Teachers in journalism education usually have professional backgrounds in

journalism or related media fields, such as experience in journalism, media or journalism. Teachers in other institutions of higher learning may come from various disciplines, such as mathematics, science, literature, etc. (Kovach, B., & Rosenstiel, T., 2014)).

Zhengzhou, the capital of Henan Province, is located in the southern part of the North China Plain and the lower reaches of the Yellow River, living in the hinterland of China. There are many institutions of higher learning in Zhengzhou, among which there are 5 schools offering journalism education, namely Zhengzhou University, Henan University of Technology, Zhongyuan Institute of Technology, Huang He Science and Technology University and Zhengzhou Sias University.

In summary, the researcher would like to study a topic named "The Study of Components, Current Status and Desired States of Teachers' Teaching Competency' in Journalism Education management in Zhengzhou Henan Province, China", the teaching competency of journalism education management teachers can be better improved, better adapt to the development of new media, and more effective teaching and learning can be constructed.

## II METHODOLOGY

### 1. Population and sample

The population of this study was 5 universities offer journalism education management teachers in Zhengzhou, Henan. There were 412 teachers. Determine the sample size by comparing the population with the table of Krejcie and Morgan, got a sample size of 212 people. And sample size was calculated by the Taro Yamane formula, and the error percentage was determined as low as 5%. Formula

$$n = \frac{N}{1 + Ne^2}$$

The meanings are n = sample size N = research population size e = confidence level (95%)

And the results of sample size of each sample are shown in following table 9.

**Table 1: Sample Size**

Journalism education teachers in Zhengzhou, Henan	Total	Sample size	Sample Method
Zhengzhou University	115	60	Radom Sampling
Henan University of Technology	83	39	
Zhongyuan Institute of Technology	86	42	
Huang He Science and Technology University	52	31	
Zhengzhou Sias University	76	40	
Total	412	212	Taro Yamane

The researcher selected the five universities offer journalism education management teachers in Zhengzhou, Henan. Zhengzhou University has 115 teachers, Henan University of Technology has 83 teachers, Zhongyuan Institute of Technology has 86 teachers, Huang He Science and Technology University has 52 teachers, Zhengzhou Sias University has 76 teachers. A total of 412 teachers are engaged in journalism education management in these five universities, and according to the Taro Yamane formula, 212 people participated.

### 2. Data Sources and Collection

The researcher studies documents, summarizes, analyzes and synthesizes components and indicators Measured using qualitative data analysis techniques to obtain the components and indicators of the studied variables. Include books, textbooks, documents and research related to the studied variables that can be retrieved from libraries, the Internet, online databases.

Assessment of the suitability of components and indicators by qualified (Focus Group) groups of informants, including 5 experts. Data organization, the researcher carried out the verification. Completeness of the assessment form, coded, scored, and recorded in the computer.

Memo to the Faculty of Education Mahasarakham University Issue a letter asking for cooperation in answering the questionnaire asking for the assistance of collecting data from the specified sample group.

The researcher submitted the letter to the Zhengzhou Education Office, Zhengzhou State to get permission for doing research in Zhengzhou, Henan. After getting permission letter, the researcher distributed the questionnaire to the participating schools. Finally, the researcher collected questionnaires within four weeks. The researcher is a Journalism education management teacher, the researcher distributed questionnaire for 212 people.

### 3. Data Manipulation and analysis

- i) The suitability of the teachers' teaching competency in journalism educational management was analyzed by SPSS program, and the average score and standard deviation of each component of the teachers' teaching competency were obtained.
- ii) By analyzing the questionnaire data by SPSS program, the average and standard deviation of the current situation and ideal situation of the teachers' teaching competency in journalism educational management in five universities in Henan Province were obtained.
- iii) According to the calculated average value and standard deviation of the teachers' teaching competency in journalism educational management in Modified Priority Need Index (PNI<sub>modified</sub>) in Henan Province, the results of key priority needs are evaluated.

### III CONCLUSION

Through the research of literature, concepts, theories and related studies, the components and indicators of the teachers' teaching competency in journalism educational management are obtained. The results show that the teachers' teaching competency has 5 components, as shown in Table 2.

**Table 2: The Components of The Teachers' Teaching Competency in Journalism Educational Management**

Items	Components of Teachers' Teaching competency in Journalism Education Management.
1.	Teaching cognition
2.	Teaching design
3.	Teaching management
4.	Evaluation
5.	Education technology
6.	Ethic

#### Total

The evaluation results of all components of the teachers' teaching competency in journalism educational management have reached the highest level, which indicates that the experts agreed that the following five items are suitable as components of the teachers' teaching competency in journalism educational management and can be used in the later questionnaire. As shown in Table 3.

**Table 3: Mean and Standard Deviation of Components Teachers' Teaching Competency in Journalism Education Management.**

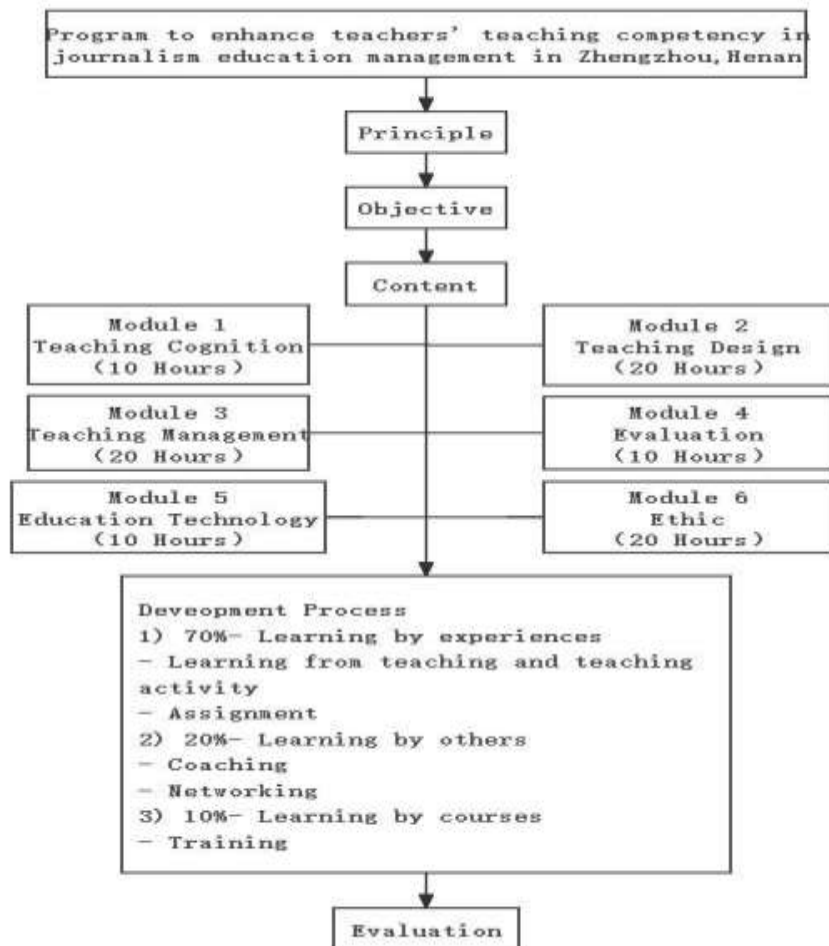
Items	Components of Teachers' Teaching competency in Journalism Education Management.	$\bar{X}$	S.D	Level of Suitability
1.	Teaching cognition	4.60	0.49	Very High
2.	Teaching design	4.80	0.45	Very High
3.	Teaching management	4.80	0.48	Very High
4.	Evaluation	4.60	0.46	Very High
5.	Education technology	4.80	0.45	Very High
6.	Ethic	5.00	0.00	Very High
Total		4.77	0.19	Very High

The survey shows that Mean, Standard Deviations of Current, Desired States and PNI of teachers' teaching competency in journalism education management. The overall current state of teachers' teaching competency in journalism education management was at medium level. The mean in the current state were: 1) Education technology, 2) Evaluation, 3) Ethic. The lower mean was that: Teaching management. The overall desired state of teachers' teaching competency in journalism education management was at high level. The mean in the desire state was: 1) Education technology, 2) Evaluation, 3) Ethic. The lower mean was that: Teaching cognition. The priority needs Index for teachers' teaching competency in journalism education management. In order of priority numbers, they were: 1) teaching management, 2) ethic, 3) teaching design, 4) teaching cognition, 5) education technology, 6) evaluation. As shown in Table 4.

**Table 4: Mean Standard Deviations of Current, Desired States and PNI of teachers' teaching competency in journalism education management.**

Items	Component	Current State			Desired State			PNI	Rank
		$\bar{X}$	S.D	Interpret	$\bar{X}$	S.D	Interpret		
1.	Teaching cognition	2.53	0.58	Medium	3.98	0.34	High	0.576	4
2.	Teaching design	2.55	0.55	Medium	4.09	0.35	High	0.625	3
3.	Teaching management	2.49	0.29	Low	4.18	0.27	High	0.683	1
4.	Evaluation	2.98	0.26	Medium	4.24	0.28	High	0.428	6
5.	Education technology	3.00	0.31	Medium	4.41	0.23	High	0.477	5
6.	Ethic	2.55	0.35	Medium	4.21	0.35	High	0.654	2
Total		2.68	0.41	Medium	4.19	0.32	High	0.563	/

After determining the direction of enhancing the teachers' teaching competency in journalism education management, based on the research findings, training program to enhance teachers' teaching competency in journalism education management was developed consists of 1) principle, 2) objectives, 3) development activities content, 4) development process and 5) evaluation. As shown in Figure 1.



### Figure 1: The program to enhance teachers' teaching competency in journalism education management

Finally, 5 experts were invited to evaluate the appropriateness, accuracy, and and feasibility of the training program. The evaluation results are very high. As shown in Table 5.

**Table 5: Results**

Evaluation List	level of appropriateness			Level of accuracy			Level of feasibility		
	$\bar{X}$	S.D	Interpretation	$\bar{X}$	S.D	Interpretation	$\bar{X}$	S.D	Interpretation
Principle	5.00	0.00	Very high	5.00	0.00	Very high	5.00	0.00	Very high
Objective	5.00	0.00	Very high	5.00	0.00	Very high	5.00	0.00	Very high
<b>Development activity content</b>									
1.Teaching cognition	5.00	0.00	Very high	5.00	0.00	Very high	4.80	0.45	Very high
2.Teaching design	5.00	0.00	Very high	5.00	0.00	Very high	5.00	0.00	Very high
3.Teaching management	4.80	0.45	Very high	5.00	0.00	Very high	5.00	0.00	Very high
4.Evaluation	5.00	0.00	Very high	5.00	0.00	Very high	4.80	0.45	Very high
5.Education technology	5.00	0.00	Very high	5.00	0.00	Very high	5.00	0.00	Very high
6.Ethic	5.00	0.00	Very high	5.00	0.00	Very high	5.00	0.00	Very high
<b>Development process</b>									
1.Self-Study	5.00	0.00	Very high	5.00	0.00	Very high	5.00	0.00	Very high
2.Case study learning	5.00	0.00	Very high	5.00	0.00	Very high	5.00	0.00	Very high
3.Training	5.00	0.00	Very high	5.00	0.00	Very high	5.00	0.00	Very high
4.Brainstorming	5.00	0.00	Very high	5.00	0.00	Very high	5.00	0.00	Very high
5.On-the-job training(Learning from real-world practice)	5.00	0.00	Very high	5.00	0.00	Very high	5.00	0.00	Very high
6.Workshop	5.00	0.00	Very high	4.80	0.45	Very high	4.80	0.45	Very high
7.Group work activities	5.00	0.00	Very high	5.00	0.00	Very high	5.00	0.00	Very high
<b>Evaluation</b>									
1.Pre-development assessment	5.00	0.00	Very high	5.00	0.00	Very high	5.00	0.00	Very high
2.Mid-development assessment	5.00	0.00	Very high	5.00	0.00	Very high	5.00	0.00	Very high
3.Post-development assessment	5.00	0.00	Very high	5.00	0.00	Very high	5.00	0.00	Very high
Total	4.99	0.03	Very high	4.99	0.03	Very high	4.97	0.08	Very high

From Table 5, it can be observed that the supplementary program designed to enhance the teachers' teaching competency in journalism education management in Zhengzhou City, Henan Province has achieved the highest level of appropriateness, accuracy, and feasibility. Specifically, it includes the following aspects: 1) Principles, 2) Objectives, 3) Content, 4) Development processes, and 5) Evaluation. Overall, it is highly suitable for promoting the improvement of teachers' teaching competency in journalism education management. The average scores for appropriateness, accuracy, and feasibility are 4.98, 4.98, and 4.97 respectively, which are all at very high levels.

#### IV DISSUSSION

The research results show that the teachers' teaching competency in journalism education management in Zhengzhou, Henan province is at a middle level. However, respondents had the highest satisfaction with the desired state of teaching competency of journalism education management teachers. Although respondents had relatively consistent knowledge of the components of teaching competency, the priorities varied slightly. The first 3 areas identified that need to be strengthened are: 1) Teaching management, 2) Ethic, 3) Teaching design.

In order to enhance teachers' teaching competency in journalism education management in Zhengzhou, Henan province, the following suggestions are put forward:

- i) It is suggested that 5 universities in Zhengzhou, Henan province with journalism and education management majors should comprehensively enhance the improvement of teachers' teaching competency. This includes focusing on the areas of teaching cognition, teaching design, teaching management, evaluation, educational technology, and ethics, ensuring that each aspect is fully noticed and developed.
- ii) Program to enhance teachers' teaching competency in journalism education management in Zhengzhou, Henan is a very suitable program as a whole. It covers not only basic aspects, but also objectives, development activities, development processes, and assessments. Therefore, journalism education management teachers should use this program to enhance teachers' teaching competency. The program may need to be tailored to each school to fit its context.
- iii) Educators should note the importance of teaching competency and provide effective training for university teachers to become attractive classroom teaching administrators, leading to successful teaching

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