A STUDY ON THE PERCEIVED TEACHING COMPETENCY OF TEACHERS IN G UNIVERSITY JINAN, SHANDONG PROVINCE, CHINA

Xiaolin Zhou [1*]

Yanan Yang [2]

[1] Master Candidate in Educational Administration, Stamford International University of Thailand

[2] Lecturer, PG program in Educational Administration, Stamford International University Thailand

yanan.yang@stamford.edu

[*]**Corresponding Author, E-mail:** 974533771@qq.com

Abstract: This study is designed to explore the demographic background variables associated with the perceived teaching competency of teachers in G University Jinan, Shandong Province. It aims to understand the current state of their perceived teaching competency and analyze the differences in perceived teaching competency among teachers in G University Jinan, Shandong Province, across various demographic background variables. The researcher used a scale measuring perceived teaching competency as the survey instrument and conducted a questionnaire survey among teachers in G University Jinan, Shandong Province, collecting 222 valid responses. The study employed descriptive statistical analysis, difference analysis, independent sample t-tests, and ANOVA to conduct a quantitative analysis of the current status and influencing factors of perceived teaching competency among teachers in G University Jinan, Shandong Province.

The results indicate that there are no significant differences in perceived teaching competency between teachers of different genders. However, differences are observed in perceived teaching competency among teachers with varying years of teaching experience, professional titles, educational backgrounds, and subjects taught. Based on the research findings, the university should develop targeted training and support plans for teachers with different years of teaching experience, professional titles, educational backgrounds, and according to their specific teaching competency characteristics. The university should focus on enhancing teachers' educational background levels and providing opportunities for further education. In addition, the university should strengthen diversified evaluations of teaching effectiveness.

Keywords: University Teachers, Perceived Teaching Competency, G University in Jinan, Shandong Province

Introduction

1. Research Background

Education is the driving force behind national development, social progress, and the enhancement of citizens' qualities. Since the 1960s, countries have gradually recognized that teachers' teaching competency is the core competitiveness in educational development (Zhao et al., 2021). The focus of educational reform has shifted from "educational quality" to "teachers' teaching competency," and the requirement for teachers has evolved from meeting quantitative needs to enhancing their teaching competency (Li, 2021). Chinese language teachers' income consists of two parts: basic salary and research rewards, while class hour fees are generally low. Teachers' economic dependence leads to attempts to improve their living conditions through research rewards. The attractiveness of research outweighs that of teaching (Dacanay, 2024).

Against this backdrop, this study focused on investigating the perceived teaching competency of teachers in G University Jinan, Shandong Province. Through comprehensive surveys and in-depth analyses, it specifically examined the influence of factors such as gender, years of teaching experience, professional title, educational background, and subject on teachers' perceived teaching competency. The findings of this study will not only help enhance teachers' perceived teaching competency but also provide appropriate theoretical guidance and policy support for educational development. By identifying potential issues, the study aims to propose feasible suggestions, which is an essential pathway to promote the quality development of higher education.

2. Research Problems

Teachers' teaching competency is manifested in various aspects, such as the formulation of teaching objectives, teaching methods, understanding of learners, and individual qualifications. The perceived teaching competency of teachers at G University lacks clarity and specificity in setting teaching objectives. The teaching objectives of some courses are too general and fail to reflect the specific requirements for students' learning outcomes. In teaching and learning methods, traditional lecture-based methods are prevalent, lacking innovation and interactivity. The ability of G University teachers to encourage learners to participate in learning needs improvement. Teachers often focus on knowledge impartation in the teaching process while neglecting the cultivation of students' autonomous learning abilities, resulting in insufficient depth and breadth of student learning. In understanding learners, some teachers at G University do not pay enough attention to students' learning situations, interests, and learning needs, making it difficult for instructional design to align with students' situations.

There are also deficiencies in creating learning environments and circumstances, with classroom atmospheres being monotonous and lacking effective mobilization of students' participation and enthusiasm. The assessment methods for students are singular, with outcome-oriented assessment methods overly emphasizing scores and neglecting comprehensive evaluations of students' learning

processes and ability improvements. The individual qualification of G University teachers is an important factor affecting teaching competency. Although some teachers possess strong academic research capabilities, their teaching experience is relatively lacking, and they lack systematic teaching training and practical opportunities, which affects the overall quality of teaching.

3. Research Significance

The theoretical significance of this study is to deepen educational theories and provide guidance for teaching practices. As a crucial factor influencing teaching quality, teaching competency has always been an important part of educational theory research. However, existing studies have mainly focused on macro-level teacher development or specific teaching skills, lacking systematic and in-depth exploration of teachers' perceived teaching competency. Therefore, studying the perceived teaching competency of teachers at G University fills this theoretical gap and deepens the understanding of the constituent elements and mechanisms of teachers' teaching competency, providing new perspectives and frameworks for subsequent research. This study aims to reveal differences among teachers across various dimensions through an investigation of the perceived teaching competency of teachers in G University Jinan. As a large-scale educational institution with a diverse and extensive teaching staff, studying the teaching competency of this group helps to understand teachers' performance and needs in teaching. The study provides targeted decision-making support for school administrators. By deeply analyzing the differences in teachers' perceived teaching competency, it can identify potential shortcomings in areas such as teaching resource allocation, training needs, and teaching support, thereby providing a scientific basis for teachers' personal development and teaching competency. This study has practical significance for promoting educational development in the entire region, as it lays the foundation for optimizing the construction of the teaching staff, improving teaching effectiveness, and enhancing students' learning outcomes.

Research Objectives

1) To understand the demographic background variables of the perceived teaching competency of teachers in G University Jinan, Shandong Province, including gender, teaching experience, professional title, educational background, and subject areas.

2) To understand the current status of the perceived teaching competency of teachers in G University Jinan, Shandong Province.

3) To analyze the differences in the perceived teaching competency of teachers in G University Jinan, Shandong Province across different demographic background variables.

Literatures Review

(1) Teaching Competence

In 1969, Simpson (1969) highlighted that teaching competence encompasses the ability to

impart knowledge, organize teaching, and manage interpersonal relationships. Hamachek (1969) posited that essential competencies for teachers in classroom teaching include flexibility, personal warmth, questioning skills, empathy, an experimental attitude, profound subject knowledge, established testing procedures, the ability to help students, the capacity to appreciate students, and approachability.

Comprehensiveness referred to teaching competence as a comprehensive ability consisting of multiple components or sub-abilities, representing a unity of generality and specificity, locality and wholeness, science and artistry (Park, 2021). Teaching competence was not a simple one-dimensional ability but a complex one formed by multiple elements according to internal logic, which must include both comprehensive and specialized content, taking into account its developmental nature (Li, 2021). In research, it has been found that the teaching competence scale proposed by Kim & Kim (2016) was widely accepted. It defines teaching competence in seven aspects: understanding of subjects, teaching and learning methods, inducing learners to participate in learning, understanding of learners, learning environments and circumstances, evaluation of learners, and individual qualification.

(2) Understanding of Subjects

Clarifying teaching objectives (understanding of subjects) necessitates a profound comprehension of the overall structure and content of the course by instructors. This encompasses mastering the course objectives and possessing a clear understanding of the logical relationships among various knowledge points, thereby grasping the internal framework of the curriculum as a whole (Li, 2021). Teachers should be able to analyze the connections between different knowledge modules, identify the main thread of content, and reorganize and integrate knowledge points to present classroom instruction in an orderly and natural manner. In this process, teachers must pay attention to the intersections and correlations between subjects, incorporating important concepts from other related subjects into the teaching content to enhance the integrity and coherence of course design (Shaw, 2022).

(3) Teaching and Learning Methods

The essence of teaching and learning methods extended beyond merely imparting knowledge; it also involved guiding students to actively engage and thought through approaches (Kim & Kim, 2016). Effective teaching required teachers to focus on guiding students in the classroom rather than simply delivering information. In the classroom, students were not only expected to complete tasks but also were encouraged to raise their questions, explore answers, and discover new solutions through discussion and collaboration (Dacanay, 2024). The vibrancy of the classroom was reflected in the active participation of all students. Whether through assignment design or performance activities, each student had the opportunity to voice their opinions and showcased their creativity. This approach promoted mutual understanding and cooperation among students and cultivates their critical thinking and comprehensive abilities by exposing them to diverse perspectives (Ha, 2022). Teachers play the role of organizers and facilitators in this process, ensuring that every learner can benefit and develop their thinking patterns and problem-solving skills.

(4) Inducing Learners to Participate in Learning

Inducing learners to participate in learning was a crucial aspect of teachers' instructional practice. It emphasized the importance of providing clear guidance and activated support to help students navigate the learning process while cultivating their autonomous learning abilities (Hachfeld et al., 2015). Teachers should pay attention to communication and interaction among students, as collaborative learning can effectively enhance students' cognitive abilities and team awareness (Ore & Oyinkansola, 2020). With scientific guidance and support, teachers can help students develop a deep understanding of knowledge and the ability to continuously explore within the classroom, guiding them toward more autonomous and efficient learning methods (Mercader & Gairín, 2020). Such guidance not only benefits students in their subject knowledge but also lays the foundation for independent thinking and teamwork in their future studies and lives.

(5) Understanding of Learners

Understanding learners was the foundation of teachers' instructional work, requiring teachers to have a comprehensive understanding of students' current learning status, including their progress, comprehension abilities, interests, and attitudes toward the course (Ore & Oyinkansola, 2020). Students' learning progress and comprehension ability directly reflected their mastery of knowledge (Libiado & Paul, 2023). Understanding learners is crucial for promoting effective teaching (Mercader & Gairín, 2020). By comprehensively grasping students' learning progress and psychological characteristics, teachers can design classroom activities that better meet students' needs, help them overcome learning difficulties, and stimulate their enthusiasm and confidence in learning (Zhao et al., 2021). This individualized approach not only enhances the relevance and effectiveness of teaching but also provides strong support for students' growth.

(6) Learning Environments and Circumstances

Learning environments and circumstances referred to the physical and psychological conditions in the classroom that influence students' learning, including the selection of instructional media, the compilation and organization of teaching materials, the layout of the classroom space, and the time management of classroom activities (Kim & Kim, 2016; Ore & Oyinkansola, 2020). A conducive learning environment can enhance student engagement and motivation, enabling them to think and learn in a comfortable and dynamic atmosphere. Teachers should choose appropriate instructional tools and resources based on the characteristics of the course and the needs of students, and design a reasonable classroom layout to create an interactive learning space (Zhao et al., 2021). Additionally, by allocating time for classroom activities wisely and ensuring that each learning segment is developed without wasting time, students can learn effectively in an environment with a moderate pace.

(7) Evaluation of Learners

The evaluation of learners referred to the process by which teachers assess students' learning progress and performance through various methods (Kim & Kim, 2016). It included quantitative

assessments, such as exam scores or homework grades, and qualitative assessments, such as observing students' thought processes or problem-solving abilities. Evaluation of learners was essential for teachers to understand students' learning progress and performance (Mercader & Gairín, 2020). Assessment should not be limited to quantitative measures like exam scores and homework grades; it should also encompass qualitative assessments, such as observing students' thought processes, problem-solving abilities, and participation in classroom activities (Hachfeld et al., 2015). Qualitative assessments help teachers understand students' cognitive levels and ways of thinking, enabling them to provide personalized feedback and guidance. Comprehensive assessment methods can reflect students' learning situations, allowing teachers to adjust their teaching strategies promptly and ensure that each student receives appropriate support.

(8) Individual Qualification

Individual qualification referred to the qualities and abilities including their beliefs and dedication to classroom education, and their in-depth understanding of educational theories (Kim & Kim, 2016). It encompassed the ability to establish good communication with students, listen to and accept others' opinions, and create an atmosphere of trust. An excellent teacher should have firm educational beliefs and be able to integrate these beliefs into daily teaching (Mercader & Gairín, 2020). At the same time, teachers should possess good communication skills, listen to students' voices, understand their needs, and establish trust relationships (Zhao et al., 2021). Trust between teachers and students motivates students to participate in the classroom, express their ideas bravely, and enhance their learning motivation (Libiado & Paul, 2023). Teachers' qualifications also include the ability to reflect on their teaching practices and continuously improve and enhance their educational methods and skills.

Methodology

This study conducted a quantitative investigation into the current status of teachers' perceived teaching competency in G University Jinan, Shandong Province, and the impact of differences in perceived teaching competency among teachers with varying demographic background variables. G University in Jinan, Shandong Province has a total of 1,456 full-time teachers, who will be the subjects of this study. Questionnaires were distributed to all faculty and staff to collect data for this research. According to the sample size calculation table by Krejcie & Morgan (1970), when the total population was 1,456, an appropriate sample size was 306 participants. The study involved full-time teachers in G University Jinan and adopts a convenience sampling method. This study distributed 306 questionnaires and expected to collect 222 valid responses, with a response rate of 72.5%.

Based on a literature review and analysis of related research, this study has developed a questionnaire titled "Scale of Teachers' Perceived Teaching Competency in G University Jinan, Shandong Province" using the teaching competency scale proposed by Kim & Kim (2016) to investigate

the research subjects. Since the questionnaire by Kim & Kim (2016) has undergone reliability and validity testing and has been used repeatedly, this study did not conduct a pilot test but directly adopted the questionnaire. The first part of the research questionnaire collected basic information about the participants, including gender, years of teaching experience, professional title, educational background, and subject. The second part measured teachers' perceived teaching competency, consisting of 45 items. These teaching competencies included understanding of subjects, teaching and learning methods, inducing learners to participate in learning, understanding of learners, learning environments and circumstances, evaluation of learners, and individual qualification. A Likert 5-point scale was used, with scores of 1, 2, 3, 4, and 5 representing strong disagreement, disagreement, uncertainty, agreement, and strong agreement, respectively.

Results

1. Reliability and Validity Analysis

The scale used in this study is a validated one, and no modifications were made to it during the research process. Therefore, no pretesting was conducted. The overall Cronbach Alpha coefficient of the "Scale of University Teachers' Perceived Teaching Competency" is 0.961, and the Cronbach Alpha coefficients for all dimensions are above 0.8, indicating that the scale is highly reliable. The Kaiser-Meyer-Olkin (KMO) value for the scale of teachers' perceived teaching competency is 0.751, indicating sufficient common factors among the variables. Additionally, the results of Bartlett's Test of Sphericity show a p-value of less than 0.001, which allows us to reject the null hypothesis of Bartlett's Test completely and confirms that the conditions for factor analysis are met. In this study, seven factors were extracted through factor rotation, collectively explaining 63.959% of the total variance.

2. Demographic Distribution of Respondents

During the research process, a total of 222 valid survey questionnaires were collected. Analysis of the collected data reveals the basic information of the 222 participants, including gender, years of teaching experience, professional title, educational background, and subject distribution. In terms of gender, there are 102 male participants, accounting for 45.9%, and 120 female participants, accounting for 54.1%. The female proportion is slightly higher than that of males, indicating a certain degree of gender balance in the sample. Regarding years of teaching experience, the distribution of participants is relatively even, with 23.4% having less than 3 years of experience, 28.4% having 3-6 years, 23.0% having 7-10 years, and 25.2% having more than 10 years. The proportions at each stage are relatively close, reflecting the representativeness of teachers with different years of teaching experience. In terms of professional title distribution, assistants account for 20.3%, lecturers account for 44.1%, associate professors account for 23.4%, and professors account for 12.2%. Lecturers are the largest group in the sample, indicating that intermediate-level professional title teachers occupy a major proportion in this study. In terms of educational background, 32.0% have a bachelor's degree, 46.4% have a master's

degree, 16.2% have a doctoral degree, and 5.4% have other educational backgrounds. It can be seen that master's degrees' account for the highest proportion

3. Current Status of Teachers' Perceived Teaching Competency in G University Jinan, Shandong Province

The descriptive statistical results regarding teachers' perceptions of their teaching competency in G University Jinan, Shandong Province show that the average score for teaching competency is 3.71 (with a standard deviation of 0.522), indicating that teachers hold a relatively high evaluation of their teaching abilities. From the specific dimensions, the average scores for all abilities range between 3.57 and 3.84, with relatively small standard deviations, suggesting that teachers have a relatively consistent perception of their various teaching abilities. The scores for "teaching-learning methods" and "inducing learners to participate in learning" are slightly lower but still at a high level, at 3.67 and 3.57 respectively, suggesting that these areas may require further attention and improvement. The high and relatively consistent scores across all dimensions indicate that the overall teaching competency of teachers at G University is balanced and well-performed, laying a solid foundation for the school to improve its teaching quality.

4. There are significant differences in the perceived teaching competency of teachers with different genders

(1) There are significant differences in the perceived teaching competency of teachers with different genders.

Although there are certain differences in the mean (M) and standard deviation (SD) values between male and female teachers across all dimensions, the p-values did not reach significance ($p > 0.05$), indicating that gender has no significant impact on teachers' perceived teaching competency. Specifically, in the "understanding of subjects" dimension, the mean for male teachers (M=3.69) is slightly higher than that for female teachers (M=3.61), but the t-test result (t=1.742, p=0.301) shows no significant difference. Similarly, in the "teaching-learning methods" dimension, female teachers (M=3.76) score slightly higher than male teachers (M=3.63), but the difference is also not significant (t=1.079, p=0.341).

(2) There are significant differences in the perceived teaching competency of teachers with different years of teaching experience.

The study revealed significant differences in perceived teaching competency across different years of teaching experience, with all dimensions showing p-values below 0.05 in the one-way ANOVA. In "understanding of subjects," teachers with 10 or more years of experience scored highest (M=3.83, F=9.089), while those with 3–6 years scored lowest (M=3.53). For "teaching-learning methods," the most experienced group again scored highest (M=3.89, F=11.201). Interestingly, in "inducing learners to participate in learning," teachers with 3–6 years scored highest (M=3.92, F=13.770), while those with 7–10 years scored lowest (M=3.57). In "understanding of learners," the

longest-serving teachers had the highest score (M=3.66, F=19.887). In "learning environments and circumstances," those with 7–10 years (M=3.91) and 10+ years (M=3.87) performed well (F=24.331), while in "teaching evaluation," teachers with less than 3 years scored highest (M=3.90, F=27.000). Finally, in "individual qualification," the 3–6-year group led with the highest score (M=3.76, F=26.553). These results underscore the significant impact of teaching experience on various aspects of teaching competency.

(3) There are significant differences in the perceived teaching competency of teachers with different professional titles.

The study found significant differences in perceived teaching competency across professional titles. In "understanding of subjects," associate professors scored highest (M=4.45, F=16.591), followed by professors (M=4.33). For "teaching and learning methods," professors led (M=4.43, F=19.087), while lecturers scored lowest (M=3.92), indicating increased mastery with higher titles. Assistants scored highest in "inducing learner participation" (M=4.43, F=9.980), and lecturers ranked highest in "understanding of learners" (M=4.41, F=8.990), showing mid-level teachers' focus on student needs. In "learning environments," associate professors and professors shared the top score (M=4.39, F=27.776), while assistants scored lowest (M=3.93). For "individual qualification," lecturers scored highest (M=4.41, F=19.012), suggesting strong self-improvement efforts among mid-level faculty.

(4) There are significant differences in teachers' perceived teaching competency with different educational backgrounds.

The study found significant differences in perceived teaching competency across educational backgrounds (all p < 0.001). In "teaching-learning methods," teachers with "other" backgrounds scored highest (M=4.47, F=21.111), while in "inducing learner participation," bachelor's degree holders scored highest (M=4.32, F=23.900). For "understanding of learners" and "learning environments," teachers with master's degrees led (M=4.43 and M=4.42, F=32.110 and F=14.888), reflecting their strengths in student analysis and classroom atmosphere. In "evaluation of learners," bachelor's degree holders scored highest (M=4.34, F=15.112), while in "individual qualification," master's degree holders again ranked highest (M=4.48, F=16.444). These results highlight the varying impacts of educational background on different dimensions of teaching competency.

(5) There are significant differences in the perceived teaching competency of teachers teaching different subjects.

The study revealed significant differences in perceived teaching competency across subject areas (all p < 0.001). In "Understanding of Subjects," teachers from "Other" subjects scored highest (M=4.73, F=11.034), while science teachers scored lowest (M=4.15). English teachers led in both "Teaching and Learning Methods" (M=4.71, F=17.243) and "Inducing Learners to Participate" (M=4.80, F=14.557), suggesting stronger student engagement strategies. Mathematics teachers scored highest in "Understanding of Learners" (M=4.77, F=16.889) and "Individual Qualification" (M=4.74,

F=22.545), indicating strong self-perception and student insight. Chinese and science teachers excelled in "Learning Environments" (M=4.69 and M=4.70, F=18.354), while Chinese and "Other" subject teachers led in "Evaluation of Learners" (M=4.67 and M=4.69, F=19.077). These results highlight the influence of subject background on different dimensions of teaching competency.

Discussion

1. Overview of Demographic Background Variables of Teachers in G University Jinan, Shandong Province

The distribution of demographic background variables among the teachers in this study adequately demonstrates the representativeness and balance of the sample. Across all dimensions, including gender, years of teaching experience, professional title, educational background, and subject, the distribution reflects the true situation of the teacher population at G University. In terms of gender, the slightly higher proportion of females aligns with the trend of a gradually increasing number of female teachers in the field of modern education. The balanced distribution of years of teaching experience ensures the participation of teachers at various experience levels, which aids in analyzing the potential impact of teaching experience on the perception of teaching competency. In professional title, lecturers constitute the largest group, which facilitates research into teachers' performance and competency development at the intermediate professional title stage. The highest proportion of teachers holding master's degrees signifies a relatively uniform academic standard among teachers, ensuring the reliability and validity of the research findings. In subject distribution, teachers of English and mathematics account for a relatively high proportion, which is consistent with the actual situation of the school's teaching resources and subject structure, and provides valuable data support for subsequent analysis of differences in the perception of teaching competency among subjects.

2. Current Status of Teachers' Perceived Teaching Competency in G University Jinan, Shandong Province

Teachers in G University Jinan, Shandong Province have a generally positive perception of their teaching competency, demonstrating high levels of self-confidence and identity. The overall evaluation of their teaching competency by the teacher group is relatively high, indicating that they generally believe they possess strong teaching abilities. This aligns with the research findings of Rani et al. (2023), Omar et al. (2020), and Datnow et al. (2020). Among the various dimensions of teaching competency, teachers' perception of their "understanding of subjects" and "individual qualification" is particularly prominent, reflecting their strong confidence in setting clear teaching goals and possessing professional expertise. This confidence also extends to the dimensions of "evaluation of learners" and "learning environments and circumstances," showing that teachers also exhibit strong abilities in assessing learners' outcomes and creating a conducive learning environment.

3. Differences in Teaching Competency Among Teachers in G University Jinan, Shandong Province Based on Demographic Variables

According to the research findings, there are significant differences in teaching competency among teachers in G University Jinan, Shandong Province, based on various demographic variables. Factors such as gender, years of teaching experience, professional title, educational background, and subject all have varying degrees of influence on teachers' perception of their teaching competency.

Regarding the hypothesis on gender differences, the study indicates that there is no significant difference in the perception of teaching competency between teachers of different genders. Despite their different gender backgrounds, teachers at G University have a relatively consistent evaluation of their teaching competency, and gender does not significantly affect their self-perception of teaching ability. This aligns with the research findings of Ore & Oyinkansola (2020), suggesting that gender, in specific contexts, does not influence the self-perception of teaching competency.

In terms of differences based on years of teaching experience, the results show that there are significant differences in the perception of teaching competency among teachers with varying years of teaching experience. Teachers with more years of teaching experience typically demonstrate greater maturity and confidence in setting teaching goals and utilizing teaching and learning methods, highlighting the importance of years of teaching experience in shaping teachers' perception of their teaching competency. This is consistent with the research findings of Libiado & Paul (2023), which suggest that years of teaching experience is a crucial factor influencing teachers' teaching competency.

Regarding professional titles, the study finds that teachers with higher professional titles generally evaluate their teaching competency more positively, especially in dimensions such as understanding of subjects and individual qualifications. This indicates a direct positive correlation between professional titles and teachers' perception of their teaching competency. Teachers with higher professional titles typically possess more teaching experience and resources, enabling them to identify and apply teaching methods. Professional title is one of the important manifestations of teachers' teaching competency, providing feedback on their teaching abilities from another perspective. This aligns with the research findings of Shaw (2022) and Li (2021).

In terms of differences based on educational background, the results indicate that there are indeed significant differences in the perception of teaching competency among teachers with different educational backgrounds. Teachers with higher educational backgrounds, especially those with master's and doctoral degrees, demonstrate stronger perceptions of teaching competency across multiple dimensions, which is closely related to their accumulation of educational background, academic abilities, and professional qualifications. This is consistent with the research findings of Libiado & Paul (2023), which suggest that a higher educational background indicates stronger learning abilities and a higher level of knowledge mastery among teachers, contributing to a certain degree of teaching competency.

Regarding differences based on subject, the study results show that there are significant differences in the perception of teaching competency among teachers of different subjects. The teaching requirements and characteristics of different subjects vary, leading to differences in teachers' self-perception of certain teaching competencies. Teachers of English and mathematics subjects generally demonstrate stronger perceptions of teaching competency, while other subjects vary. This aligns with the research findings of Datnow et al. (2020), Ore & Oyinkansola (2020), and Dacanay (2024).

Conclusion

This study examined the current status of teachers' teaching competencies at G University in Jinan, Shandong Province. Based on the analysis of the collected questionnaire data, the results revealed significant differences in teachers' perceived teaching competencies across various demographic variables. Specifically, the findings supported several hypotheses: there were significant differences in perceived teaching competency between male and female teachers, among teachers with varying years of teaching experience, across different professional titles, among teachers with different educational backgrounds, and among those teaching different subjects. These results highlight the influence of demographic characteristics on teaching competency perceptions within the university context.

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